CHAPTER – ONE

INTRODUCTION

The present research entitled **"Current Issues in Teacher Induction of English Language teachers"** is concerned on the issues in induction of English language teachers, its nature and types in Nepalese context. It also concerned with challenges faced by newly appointed English teachers (NAETs) in their induction period and the strategies that are being adopted by NAETs to overcome the challenges in Nepalese context.

As an introductory chapter, this chapter contains background of the study, statement of the problem, rationale of the study, objectives of the study, research question or hypothesis, significance of the study, delimitations of the study along with operational definition of the key terms under separate headings.

1.1   Background of the study

English language has become an inseparable part of the present day world because it has been used as a means of international communication. The use of English language in information technology, media, business, etc. made it inseparable part of the present day world. So the importance of English language is going high and the students of English are growing day by day. Therefore, English language teaching has become important part in the world.

In Nepal, English is taught as a compulsory and major subject. In school level, it is taught as a compulsory subject however in higher secondary level it is also taught as a major subject. In campus level, English is taught mainly as a major subject. But especially in bachelor level, some of the faculties' courses have kept it as a compulsory subject. But in masters level it is taught only as a major subject. Nowadays some of the schools are teaching it as an additional or optional subject from secondary level whereas most of the private schools of Nepal are teaching all the subjects through English medium.

The term 'teaching' refers to the process of facilitating the learners where a teacher plays a role of facilitator or mediator and helps the students to learn. English language teaching in the present day has become a challenging job. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching English more complex and challenging. Beside these issues, the main issue in English language teaching in Nepal is the adjustment of teachers in real classroom settings. Because of the lack of pre-service teacher trainings, pedagogical knowledge and skills newly appointed teachers (NATs) face challenges in their early career of teaching. Because of this, they may not adjust in teaching during the first year. Therefore, many teachers leave their job in the first year of teaching which is the main issue in ELT in Nepal.

Being a professional in a profession is a challenging job. To become a professional in a profession, one should face many challenges which come in their professional career. The challenges might be related to the profession or beyond that, but one should solve them to establish in his job and to go ahead. The most challenging period for an employee to become a professional in his job is the beginning or early career period which is also called the 'induction' period.

The term 'Induction' refers to the period of first year of an employee in an employment where a newly appointed employee tries to establish in his job. "It is the process of introducing somebody to a new job, skill, organization etc" OALD (7th edition). Induction is a 'bridge' (Tickle, 2000, p.1) which links employee's initial knowledge with professional or real practice. It is a stage of professional learning where inductees start to learn professionally with the help of expert or mentor from related field. It is the process of becoming professional in a profession.

In induction period, inductees learn many skills and enhance their professional knowledge with the practice in real setting. They face many challenges in their initial period. Adjustment in a work, managing the time, discipline, development of skills, acculturation, making good relationship etc. are some challenges that inductees face in their early career. They try to solve all these challenges with the help of their initial

knowledge, mentors, expertise etc. and finally they try to adjust in their profession. Therefore, induction is "a period of negotiation and adjustment" (Tickle, 2000, p.7) .

As I described above, induction is the first year of an employee in an employment, the first year of teaching is called teacher induction. It is the most important and challenging period for a NAT because the whole career of a teacher is guided by it. Teacher induction program is the help and support provided by mentor teachers to NATs. Teacher's induction period is taken as the transitional period for NATs because it is the phase between their initial (pre-service) teacher education and the period becfore professionally developed. A teacher remains neither new nor a fully professional. So, teacher induction is the linking period in teaching profession which links student teachers' initial teacher education with real classroom practice. It is the process of becoming a professional teacher in teaching profession.

Teacher induction is the socialization process of a teacher because it helps teachers to be socialized into the school's culture, environment and teaching profession. It stands for both monitoring and support programs which support NATs to become professional in teaching. In teacher induction period, NATs get ideas and opportunities to become a professional in teaching. They get the opportunities to develop their knowledge, skills and expertise with the help of mentor teachers. They get advice, support and feedback from mentor teachers. They gain practical teaching skills and methodological knowledge from classroom. Students also help them in their acculturation and adjustment. Therefore, teacher induction is a "process of becoming a teacher in a system of mass schooling" (Tickle, 2000, p.7) where a NAT enrich his knowledge through all components of schools like administration, colleagues, and students and so on. According to Feiman-Nemser (1991, as cited in Deruage, 2007, p.13), teacher induction is central to three main ideas and these ideas suggest that teacher induction is a:

1. Unique teacher development phase where an individual makes the transition from being a student to becoming a teacher of students,
2. Period of socialization into the norms of the teaching profession, and

3. 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 whole teaching career. Among them most of the challenges occur during the first year of teaching. In that period, NATs are being confused in their job. They don't have confidence as (Tickle, 2000, p.3) says "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". Therefore, teacher induction programs help NATs to overcome the challenges and avoid confusions. Veenman (1984, as cited in Saka, 2007, p. 14) views that challenges of NATs include mainly two dimensions:

) **Contextual challenges: -** associated with discipline, management, parents and community, administration, teaching strategies, colleagues, motivating students, materials, curriculum and assessment.

) **Individual challenges: -** associated with the feelings of isolation, culture shock, and the confusion of self understanding.

Thus, to become a professional teacher NATs should solve these challenges through appropriate way. For this purpose NATs need professional help and support. These professional help and support programs are known as teacher induction programs. Therefore, the main aim of teacher induction program is to produce a qualified professional teacher in teaching profession by supporting NATs.

In the context of Nepal, the scenario of teacher induction seems very poor. Yet it is not formally introduced in teacher education. The formal teacher induction program has not been conducted for NATs from government or private sector. However, some training programs have been conducted. Among them, a very few programs are like an induction program. Both types of institutions (i.e. government and private) have not conducted induction programs formally and institutionally. The government does not have made clear policy for conducting induction program for teachers. Before going to class and facing students, NATs do not get such orientation and dissemination programs for teaching.

In the sector of research, we find a very few researches that have been carried out on the topic 'teacher induction'. The concerned authorities have not given concern towards its necessities. The commissions which had been formed in the past for the purpose of reformation of education system of Nepal, a very few of them could be concerned about teacher induction. The given recommendations have not been implemented yet. In Nepal, the running trainings programs have not been conducted especially for NATs. These trainings are only for in-service teachers. The pre-service teacher education and trainings are not practical. They only give theoretical knowledge to student teachers. We don't find such an institution which has been established for supporting inductees in the field of teacher education. Only some institutions such as: Higher Secondary Education Board, Tribhuvan University, Purbanchal University and Kathmandu University are contributing in the field of teacher education. However, these institutions are conducting teacher education programs just for student teachers not for inductees.

Thus, from the above description, the teaching profession in the context of Nepal is challenging because of several reasons. Some of them are: lack of teacher induction programs, lack of mentoring, hierarchical relationship between experienced and NATs, feeling of superiority and inferiority, lack of resources like teaching materials, lack of sufficient teacher training programs, large class size, diversity of students in a class, infrastructure etc. Similarly, The issues like: government interest, policy and its implementation, practicality in teaching, education quality, budget allocation, mentoring, school culture, social norms and values etc are the main growing issues of teacher induction in Nepal.

1.2   Statement of the Problem

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

As it is believed that teacher induction is the first year of teaching in a teacher's career. Teaching is like entering into the water and start to swim for NATs. As swimmers feel difficulty to swim in their first phase like that teachers feel difficulty to teach in their first phase. So the induction period is the most difficult period in teachers' career. In induction period, teachers encounter with many challenges during their teaching career and try to get success by applying different theory and skills that they have learned in their initial teacher education. However, studies of beginning teachers demonstrate that "many new teachers do not feel adequately prepared to meet the challenge they face when they first begin teaching in their own classroom" (Berry, 2004; Public Education Network, 2003, as cited in Miao, 2009 p.2) because "Formal teacher education constitutes only half of teacher preparation, the other half has to be accomplished on the job with the active support and involvement of the teacher community"(Ma, 1992, as cited in miao 2009, p.1).

Mastering the art of teaching is a process that takes time. Even NATs with the best preparation require the quality support and they need to guide in their profession. So induction is the program that supports or helps the NATs to be established in their job and it brings changes in their teaching profession. Further, induction programs could take advantage of a wider range of activities for delivering assistance than they typically do. (Britton, Raizen, Paine, & Huntley, 2003, as cited in Miao, 2009, p.2).Though it is an important and necessary program for teaching profession, yet it is not started formally in Nepal.

Teaching is full of challenges in Nepal and most of the teachers leave their job during their first year. The urgent problem that we are facing in teaching is many new teachers are not being inducted to meet the challenges they encounter in their first year in a school. Because of this in Nepal, the attrition rate of teachers is increasing day by day. Similarly, some of the teachers who have got good marks in their academic education, they could not teach the course according to their qualification and they could not adjust in school easily.

Being an emerging concept and the uplifting step in the field of teaching, yet teacher induction program has not been launched or introduced to the teachers in Nepal. Even most of the teachers in Nepal are not familiar with this term. NAETs do not get such type of induction program except some oral instruction from the Principal or administration of the school. Because of the lack of this program, NAETs in Nepal are facing many problems in their induction phase. They aren't getting sufficient support in their profession. The running programs and trainings could not have been focused on induction. Different organizations have been conducting various trainings for teachers such as: seminars, workshops, training for 6 weeks, 10 weeks, and 10 months and so on. But all these have been focusing on in-service teaching. They have not been conducting such programs focusing on induction. Though some of the experienced teachers may have some ideas about teacher induction, due to the lack of teacher induction policy and guidelines, they could not be equipped to provide appropriate professional support for NATs.

"Various studies show that the status of teacher induction/trainings is not satisfactory in Nepal" (Bhandari, 2013, p.3). So, being the most important factor in teaching, induction should be applied immediately in this field. In this regard, it is important to carry out a study on the issues and nature of teacher induction in Nepal. To draw the issues and nature or teacher induction it should be necessary to study the induction experiences of NAETs, their problems and the strategies they are applying to solve their problems. So this study aims to draw the current issues and nature of teacher induction in the context of Nepal analyzing the induction experiences of NAETs of higher secondary level.

1.3   Rationale of the Study

"The impact of teacher success (or lack of it) is significant to the educational system and to the economy" (Gill, 2010, p.2). In the same way, the success of teachers depends on various factors like their knowledge, preparation, plan, environment of the school, help and support program etc. As I mentioned above induction is the help and supporting program for NATs, it is the main factor for a teacher's success in his career though it is relatively new concept in the field of teacher education. But in Nepal,

teacher induction program has not been introduced yet formally though it is most necessary for NATs. "Teachers are employed without such orientation about their job" (Bhandari, 2013, p.3). Because of the lack of such induction program many teachers are leaving their job. In Nepal, the student teachers who have obtained good marks in their academic qualification, they could not fit as higher secondary English teacher even they seem qualified academically in teaching English.

The challenges that come in the first phase of teaching are being the main obstacle for the novice teachers. To solve those challenges, NATs should get induction program and they should be oriented about their job. However in Nepal, they get just oral suggestions from some experienced teachers or school administration even if they tell about their problem to them. In the sector of research, we get a very few researches have been conducted under the topic of teacher induction it's issues nature especially in the context of Nepal. Regarding this, I had only a general concept about teacher induction and I was not aware of the issues associated with it. So my interest in this research was to investigate the issues about teacher induction in Nepalese context. At this point, this research entitled "Current Issues in Teacher Induction of English Language Teachers" is thought to be more significant in the area of teacher education in Nepal. Similarly, this study also tried to reflect current practice of teacher induction in Nepal, its issues and nature in Nepalese context. This study also tried to find out the challenges faced by NAETs and it also tried to identify the strategies of overcoming challenges that are being applied by NAETs in higher secondary level in Nepal.

1.4   Objectives of the study

No research work can be carried out without its clear objectives. So, the objectives of the study were as follows:

a) To find out the current issues in teacher induction of English teachers in the context of Nepal.

b) To identify the nature and types of teacher induction program in the context of Nepal.

c) To find out the challenges faced by higher secondary English teachers during their induction period.

d) To find out the strategies adopted by NAETs to overcome the challenges in induction period.

e) To suggest pedagogical implications.

1.5 Research Question or Hypothesis

'Induction' is the orientation, guidance or assistance program for a profession. It is a new concept in the field of teacher education. In Nepal, Yet it is not formally introduced in teaching profession. Not only in teaching but also in other type of professions it has not been introduced formally. In teaching, it has been applied in foreign context. The American, European and some of the developing countries of Africa are applying it. In the context of Asia, induction is being applied in China and Japan. But in Nepal, yet it is not practiced formally. Because of the lack of induction program many teachers cannot be adjust in their profession and they are leaving their job day by day which causes the lower quality of education. The NATs are facing many challenges because they are not being oriented by such programs.

In this connection, being an emerging concept in the field of teacher education or teaching, it was necessary to carry out a research under the topic of teacher induction in Nepal which may add a brick in the wall of teacher education in Nepal. Being a new concept in the field of teaching in Nepal, it was hypothesized in this research that most of the English language teachers in Nepal are not familiar with the word 'induction' and yet it is not formally practiced. Teachers are facing different unexpected challenges inside and outside the classroom during their first year of teaching and they are feeling difficulty in their adjustment in new schools' environment. Because of this, they feel the need of supporting program (i.e. induction) in the first year of their teaching.

Based on the above hypothesis, the data of this research were collected through interview and classroom observation. I interviewed 10 newly appointed higher secondary English teachers from different school and I also observed their classes. "What are the current issues of teacher Induction in Nepal? What type of supporting

programs should be provided to the NAETs in Nepal? What are the main challenges of those NAETs? What are the strategies that NAETs are applying to overcome their challenges? The interview and the observation were mainly focused on the above questions and the following subsidiary questions:

-) What kind of help is needed for NAETs?
-) When do NATs need supporting program?
-) How do the schools support new teachers?
-) Why is it needed to conduct teacher induction program for NAETs in Nepal?
-) What are the main challenges of NAETs?
-) What are the strategies that NAETs are applying to overcome the challenges in Nepal?
-) What are the current issues of teacher induction in Nepal?
-) What type of teacher induction program should be conducted in Nepal?
-) When should the teacher induction programs be provided to the NAETs?
-) What type of supporting programs that NAETs needed?

1.6   Significance of the study

Teacher induction programs play crucial role in NATs' professional development. It is assumed that the NATs who get such good induction program in their induction period, they will be a good professional teachers in future. Teacher induction programs have great significance not only for NAETs but also for experienced and mentor teachers, head teachers, student teachers and school administrators. So in this connection, this study plays a pivotal role to all who are directly or indirectly involved in teaching learning activities.

This study is very significant in the sense that it helps to add a brick in the field of teacher education, teacher induction and teacher development. It certainly helps NATs to make their induction period lively. Being different from other researches, both the NATs and experienced teachers (i.e. mentors) are beneficiary of this study. Moreover, the students, teachers, text book 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. More or less it may have a significant role in making policy of teacher induction in Nepal. This is a new step on research in the field of teacher development and department of English Education. T.U. Kirtipur.

1.7   Delimitations of the study

No study is without limitations because all the people, places and areas in a field cannot be included in a small scale research like this. There were some limitations in this research like in the areas of literature review, research methods and writing. In Nepal, a few studies have been carried out in the field of teacher induction. So, most of the information of this study could only be gathered through the websites. However, in every step of this study, I have tried to take considerable deliberation and effort to make sure that the research was conducted thoroughly and appropriately in order to present results with validity and reliability. Mainly the limitations of the study for this research were as follows:

a. This study was limited to the current issues in teacher induction at higher secondary level.

b. This study was limited to only ten NAETs who have not more than three years teaching experience at the same school.

c. Semi-structured interview and classroom observation were 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 higher secondary schools of Jhapa district.

f. The samples were taken only from the teachers teaching English at higher secondary level of Jhapa district.

1.8   Operational definition of the key terms

In this section, I have provided the definitions of terms that have been used throughout this study. The following definitions clarify the use of the terms throughout this study. Specific interpretation of some terms applies to the study.

Newly appointed teachers-NATs (new teachers, novice teachers): teachers, having not more than 3 years of teaching experience at the same school.

Teachers' professional development: Learning process of teachers for their career advancement, and skill development. It refers to overall development of teachers.

Induction: Supportive program provided to newly appointed teachers to learn the skills of teaching and to be socialized into the school culture and teaching profession.

 Induction phase/period: Includes the first 3 years of a teacher in teaching. It occurs whether or not there is a formal induction program in place.

Induction process: Those practices used to help new teachers to become competent and effective professionals in the classroom.

Teacher Induction: A comprehensive, coherent and sustained professional development process that is organized by a school to train, support and retain new teachers, which then seamlessly progresses into a lifelong program.

Teacher induction program: An in-service training program organized to prepare newly appointed teachers for certain standards by introducing the realities of teaching profession. It is a help and supporting program for NATs to make adjust in the school environment and into the classroom in his induction period. It is an aid in the transition of beginning teachers from students to professionals as well as aid in the development of effective instructional and managing classroom skills

Nature: Typical qualities of something like: period, standard, norms etc.

Mentoring: Refers to the personal guidance provided usually by the experienced or veterans teachers to newly appointed teachers in schools. It describes what mentors do. It is a component of the induction process.

Mentoring program: An in-service training program prepared for the newly appointed teachers' development under the supervision of a mentor in their first year of teaching.

Mentor: A qualified experienced teacher whose basic function is to help assist, guide and evaluate a new teacher with providing feedback for their induction process and teaching.

Teacher attrition: Turnover of teachers from schools.

Pre-service teacher training: Studying period of student teachers for completing their initial teacher education. It is the training period when prospective teachers spend in undergraduate study in order to be prepared for teaching profession.

In-service teacher training: The training organized and carried out for qualified teachers in the service to develop personally and professionally.

Initial teacher education: The academic course/education which is taken by student teachers as pre-service training in their academic career.

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

Challenges in teaching: Problems or complications of teaching profession that may come inside the classroom or outside the classroom.

Overcoming challenges: Solving way to come out from challenges.

Strategies to overcome challenges: Ideas/way for solving challenges.

Issues: Important topic for discussion. It refers to problems or worries about something.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Induction is relatively a new concept in the field of teacher education even in the international context. So, it is quite new in the context of Nepal. Such induction program has not been started yet to conduct and it is not in practice formally in Nepal. Even most of the teachers are not familiar about it. The research works are very few under the topic induction. So, through this study, I want to explore the current practice of teacher induction in Nepal, its issues and nature in Nepalese context. This study also tries to find out the challenges faced by NAETs and it also tries to identify the strategies that are being adopted by NAETs to overcome the challenges in higher secondary level in Nepal. But in international context, there are many researches which have been conducted under the topic of teacher induction. Therefore, for the review purpose I have made a survey of different theories related to teacher induction and researches related to it.

This chapter examines the theoretical, empirical and other literature about teacher induction which is more relevant for this research. It also examines brief conceptual framework of this research which is the main theme of this research.

2.1   Review of Theoretical Literature

'Teaching' is a profession in the sense that it consists basic scientific knowledge, sense of public service, high standards of professional conduct and so on. To become a professional teacher, one should be up to date in his knowledge and should be developed professionally in teaching. To develop professionally, He should attain different trainings, workshops, seminars and so on during his career. Being a new concept in the field of teacher education, induction has not old historical background. It was first introduced in USA in 1960s. But in the context of Nepal it has not been introduced yet though it is most necessary for teachers' professional development. Induction programs help teachers for their overall development. It provides guidance,

assistance, and help to NATs. It helps them to adjust in their profession, to develop confidence in teaching, to solve the challenges easily and so on. Because of the recent field of teacher education, we cannot get more literature about it in the context of Nepal. However, in foreign context there are many researches have been carried out under the topic induction. So, for the purpose of developing theoretical literature of this research, I had consulted several books, researches and web material from foreign context. These materials helped me to develop my insight about teacher induction.

2.1.1 Teaching

Traditionally, teaching was taken as a process of passing information to the students on given subjects or disciplines. It was taken just as an academic process in which students are motivated to learn. Nowadays, the perception of teaching has been changed. It is taken as a socialization process because schools, campuses, teachers and students all are the part of society. The purpose 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 their knowledge and values to the students. They only facilitate their learning process. They help them to learn with their interests.

Harmer (2008, p.107) states "Teaching represented different things for different teachers. Some take it as a science, some take it as 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. So the teachers are described by different metaphors like 'Actors' because they feel as if they are always on the stage, 'Orchestral conductors' because they direct talk and set the pace and tone, 'Gardeners' because they plant the seeds and then watch them grow.

Teaching is a very complex process as well as personal activity. It is personal in the sense that all the teachers have different personality. Some teachers are polite, soft-spoken, and pleasant to their students, some teachers want to make very formal relation with their colleagues and students. Regarding this, Richards and Lockhart

(2010, p.36) states that "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".

Oxford Advanced Learner's Dictionary (7th edition) defines teaching as "The work of a teacher". Here the term 'work' refers to the profession or occupation of a teacher. By teaching a teacher can earn for his livelihood. He develops his professional knowledge and expertise by teaching.

2.1.2 Teaching as a Profession

Profession refers to an occupation or vocation which requires specialized knowledge. Originally, "the word 'profession' had religious overtones as in 'a profession of faith', it also has the sense of dedicating oneself to a calling" (Wallace, 2010, p.5). 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, ibid).

Nowadays, teachers are regarded as professionals and 'teaching' as a profession. Teachers as other professionals like doctors, pilots, too require a special type of skills or expertise in their respective jobs or fields. A teacher as a professional is necessarily responsible to bring change in students' performance and tasks after they receive instruction by him. Teachers are the major elements of the entire education system and those teachers are placed at the heart of education system. Because of this, they have to be more professional in their jobs. So being a professional teacher, a teacher has to be responsible in his job and he has to be up to date knowledge to uplift his profession. Wallace (2010, p.14) further mentions that structured professional education should include two kinds of knowledge development:

    a. Received knowledge

    b. Experiential knowledge

Thus, as a professional, teachers have that type of knowledge, which helps them to uplift the whole educational system of the country.

In the context of Nepal, teaching is taken as a popular and prestigious job. Though it is popular and prestigious job, yet it is not developed professionally. The meaning of 'profession' has been taken narrowly in Nepal. Most of the teachers do not know the actual meaning of profession. Here in Nepal, teaching is taken as a job for livelihood. As I described above, to become a professional teacher in teaching, one should have specialized knowledge, pedagogical knowledge, skills, rigorous study and trainings, up to date knowledge in content as well as national and international activities.etc. Most of the teachers from Nepal are unfamiliar with these matters. Thus, the teaching in Nepal has not been developed as a profession.

2.1.3 Teachers' Entry to Teaching Profession

To enter in teaching profession, the candidates should have some basic requirements. They must possess content knowledge, pedagogical knowledge and skills, academic qualifications, pre-service teacher education etc. After completing their pre-service teacher education they join the school and start teaching. As it is believed that teaching is a social and educational process and teachers are the parts of a society. So, the factors that attract candidates to enter in teaching are social and educational. They may include social service, high prestige, professional knowledge, relation with people, earning for livelihood, keen interest in teaching.

In this respect, Sinclair (2008, as cited in Hellsten & Prytula, 2010, p.3) views that there are two types of motivations for entering in teaching profession. They are:

) Intrinsic motivations (i.e. desire to work with children, intellectual stimulation, make a difference, be a leader and personal and professional development) and

) Extrinsic motivations (i.e. desire for career change, job conditions, nature of teaching work, life-fit and influenced by others).

Similarly, Hellsten & Prytula (2010, p. 2-3) concluded the following causes which enforce the candidates to enter in teaching profession. The causes are:

) Always wanted to be a teacher

) Significant others acted as a teacher role model

〉 Teaching as an alternative option

〉 Good match with interests and or education.

They further describe three motivational factors which are influential to enter in teaching, such as:

〉 Community leadership

〉 Portability of skills for other kinds of work

〉 Looking for a career change.

They also state that "some demographic characteristics (e.g. gender, age, marital status etc.) also influence to entry to teaching profession" (p.9).

After entering in teaching profession, novice teachers have two jobs in their early career they have to teach and they have to learn to teach (Feiman-Nemser, 2001, as cited in McCormack et.al, 2006, p.97). Teachers face challenges and complexities like uncertainty of managing classroom, continuous trial and error, the difficulty of combining instruction and managing classroom, intimacy and hostility towards pupils etc. in the early career teaching stage (Huberman, 1993, p.5). Even they feel difficulty in implementing their theoretical knowledge in real classroom setting.

In the context of Nepal, only academic qualifications are emphasized to enter in teaching profession. We cannot find any specific requirements of trainings and experiences like initial teacher trainings, teacher education, pedagogical knowledge and skills for it. Most of the teachers of Nepal do not take practical initial teacher trainings before they start teaching profession. They only achieve academic qualification and join the school. Therefore, in Nepal, NATs face many challenges in their early career so that their teaching learning process will be problematic. In this scenario, entering in teaching profession in Nepal is not that much difficult because here is not any certain or fixed requirement without academic qualification to enter in it. Nowadays, government starts to provide license for prospective teachers who are qualified in teaching. But the measurement of it doesn't seem reliable.

2.1.4 Qualities of Professional Teachers

As it is said that teaching is a complex and challenging job, becoming a successful professional teacher is more challenging. To become a successful professional teacher, a teacher should have some qualities like skills, knowledge and expertise to tackle all the challenges that rises in the class. Tickle (2000, p.10) mentions the following points that each teacher should have:

) Knowledge of professional practice in its fullest sense
) The capability to assess needs and anticipate future responsibilities
) Awareness of opportunities for supporting professional learning and improving practice
) The skills, time and resources to negotiate access to those opportunities.

Similarly, Grosso di Leon (2001), Reynolds (1992), Jegede, Taplin and Chan (2000), Borko and Putnam (1995), Glaser (1987) as cited in Villegas-Reimers (2003, p.39-40), have proposed different kinds of skills, knowledge, dispositions and values that each teachers should have. They include:

) General pedagogical knowledge.
) Subject-matter knowledge.
) Pedagogical content-knowledge.
) Knowledge of student context and a disposition to find out more about students, their families and their schools.
) A repertoire of metaphors.
) External evaluation of learning.
) Clinical training.
) Knowledge of strategies, techniques and tools.
) Knowledge, skills and dispositions to work with children of diverse cultural, social and linguistic backgrounds.
) Knowledge and attitudes that support political and social justice.
) Knowledge and skills on how to implement technology in the curriculum.

2.1.5 Phases of Teaching Career

Career means the period of time that we spend in our life working or doing a particular work or job. It is a phase of human life cycle where people involve in a job or occupation with some responsibility. People do something to survive his life. Career is "the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes" (OALD, 2005). It is a developmental process of becoming a professional. In professional career a person   develops his skills, knowledge, and expertise by using his previous knowledge and skills. Nowadays, teaching is taken as an important and increasingly popular career for people in the world. Nepal is not apart from this because in Nepal, it is also taken as a popular career in these days.

As it is taken that teaching is a profession of teachers' career, teachers should cross several phases or stages throughout their career. These phases are known as phases of teaching career. They come under the sequence in teachers' professional lives which are also known as professional life cycle of teachers. Huberman (1993) describes six different phases of teachers' career.

a. Career entry/ Survival phase

This is the first phase of teachers' professional life. It includes mainly the first year of teaching, so it is also called the 'induction' phase. In this phase, teachers feel less confident, inadequate and ill prepared. A teacher tries to establish in his job facing the complexities and challenges. He tries to survive in his job. So it is also called 'survival phase'. This phase is the 'stepping stone' for professional teachers because it is more complex and foundation stage of teaching. In this stage, teachers are concerned with reconciling educational ideals and realities, maintaining classroom discipline, establishing appropriate relationship with students, and so on. They play the role of teachers and attempt to get mastery of knowledge as well as instructional methods. Therefore, this phase is also termed as "Discovery phase or Phase of exploratory" (Huberman, 1993, p.5).

b. Stabilization phase

In general, "Stabilization is a matter of affirming a single and subjective choice; that is, the decision to commit oneself to the 'order' of teaching" (Huberman, 1993, p.6). It is the phase of teaching comes under the survival phase. In this phase, teachers start to become more committed and responsible. They consolidate the experience from the first phase. That is to say, they gain confidence, comfort, independence and pedagogical mastery in teaching. Teachers "begin to refine their repertoire by facing unpredictable and unexpected situations. So it is the 'second wind' of teachers' career" Huberman (1993, p.6). Unlike in the first phase, teachers become flexible in their managing classroom and can better handle unpredictable situations. So, it is taken as 'liberal' phase. In the preliminary phase, teachers are often self-centered but the focus in this phase changes from 'self' to students and they become typically more assertive towards more experienced colleagues and administrators. In sum, teachers become dedicated and committed to teaching. However, negative experience in this place leads to self-doubt, so this phase also taken as phase of crisis and complication.

c. Experimentation and diversification phase

After crossing the second phase, teachers want something new. They do not want to be limited to what they have got. Hence, they get motivated by the wish to increase their impact in the classroom and seek new challenges. They conduct personal experiments using different methods, materials and managing classroom skills. During this phase, the teacher is in search of new stimulations, new ideas, new commitments, and new challenges. He feels the need to engage in projects of a certain significance and scale. He "looks to exploit a newly-acquired feeling of effectiveness and of competences" (Cooper, 1982, as cited in Huberman, 1993, p.8). Teachers, in this phase, experiment and get diversified because of their desire to change themselves in their profession.

d. Reassessment phase

This is the phase of evaluation, uncertainty or self doubt. Reassessment phase "occurs at 'mid career' of a teacher generally between the ages of 35 to 50 or between the 15th to 25th year of teaching" (Huberman,1993, p.8). Teachers, in this phase, get

disappointed with the outcome of reforms. Self doubt and uncertainty increases in the part of the teachers. Teachers also face monotony of classroom teaching and unpleasant working conditions because of the changes and reforms in the field of teaching. Characteristics of the institution, the political and economic context, family events are some determinants of this phase.

e. Serenity phase

It is the phase where a teacher is looking his back. This phase appears "to be less a distinct phase in the progression of one's career than a 'state of mind' among teachers around 45 to 55 years of age" (Huberman, 1993, p.9). Teachers describe themselves as being less vulnerable to others' perceptions. 'Being able to accept myself as I am and not as others would have me be' is the key characteristics of this phase. There is decline in professional investment and enthusiasm, but greater confidence, more tolerance and spontaneity is seen in the classroom. Teacher-students relation, here, is distanced. Teachers are also followed by a conservatism and resistance to change.

f. Disengagement phase

This is the last phase of professional career of teaching. It is a "process of disengagement at the personal and institutional levels, a recoiling from the initial ambitions and dreams" (Huberman, 1993, p.11). Teachers, in this phase, want to disengage from professional commitment and allow more time for personal engagement. Disengagement can take the form of withdrawing and investigating their time and effort elsewhere. This phase can either be 'bitter' or 'serene'.

2.1.6 Initial Teacher Education

Initial Teacher Education (ITE) is a pre-service teacher training course for student teachers. It is the first and foundational stage for teaching career. It is a "complex endeavour with the underlying goal of preparing quality beginning teachers in specific areas of education" (Kane et al. 2005, p.xii). ITE is concerned with the professional education and development of student teachers. It is the stage of preparing student teachers for work in schools, and acting as a basis for continuing personal and professional development. These programs enrich the student teachers' excellence and

make them professionally responsible in their profession. These programs are more often viewed as the first stage of professional learning process where certain knowledge bases and practices (e.g. subject knowledge, curriculum knowledge, general pedagogical knowledge, knowledge of learners, and knowledge of educational contexts) are introduced and practiced in a simple manner. It introduced different conceptual orientations about teaching and the role of teachers in teaching. These 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, p.42-43) describe the following orientations for initial teacher education:

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

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 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.

d) **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.

e) **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.

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 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 that "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".

2.1.7 Teacher Induction

Teacher induction refers to the entry into the teaching profession where recruiting people with appropriate qualifications to teach and helping them to develop a career in teaching facing tremendous challenges. It is "the first year of employment as a teacher where NATs are crossing studentship, through novice hood and becoming a professional in teaching" (Tickle, 2000, p.1). Induction involves "at least a year long process of professional learning in which the NATs make the transition from initial teacher education to permanent teaching practice in a specific school context" (Training and Development Directorate, 2001, as cited in Mc Cormack et al. 2006, p.99). Serpell (2000, as cited in Griffin et al., 2003, p.8) offered a broad-based view of induction as "a helping mechanism for beginning teachers…a process that begins with the signing of a teaching contract, continues through orientation, and moves toward establishing the teacher as a professional". It is the linking bridge for teachers which link the initial teacher knowledge, trainings and skills with real classroom teaching. Feiman-Nemser et al. (1999, as cited in Vansoelen, 2001, p. 51) view teacher induction "as a period of transition where novices are socialized into the culture of teaching". It is the gateway for a NAT to enter in teaching profession and become a full time professional teacher as Tickle (2000, p.1) states "Induction is entry into full time teaching and subsequent longer term learning".

Teaching is taken as a complex and rigorous process. A teacher faces many challenges/problems during his whole teaching career. Among them, most of the challenges a teacher face in induction period. Managing classroom, using appropriate teaching skills, content knowledge, knowledge of child psychology etc are the main challenges that a NAT faces in induction period. That's why, teacher induction programs aim to solve those challenges and help the NATs to find out immediate

solution of those challenges to establish in the class as Flanagan (2006, p.20) states "Teacher induction programs generally focus on the survival/discovery stage and provide initial support to beginning teachers by meeting their immediate needs and guiding their transition into the classroom".

2.1.7.1 Historical Background of Teacher Induction

Though teacher induction is the fundamental factor of teachers' professional development, its evolution history is not that much old. Historically, "the teaching profession has not had the kind of structured induction and initiation processes common to many of the traditional professions such as law and medicine" (Lortie, 1975, as cited in Cobbold, 2007, p. 8). So, teacher induction is the recent thought of the study in teacher education. Initially these teacher support programs were concentrated on getting teachers familiar with the "nuts and bolts" of their first teaching assignment. Over the years teacher induction programs have evolved and have become a critical component of continuous professional development programs. Traditionally, induction programs targeted only new teachers. Whereas, the current induction programs are aimed at "addressing both the needs of new teachers and the needs of veteran teachers who have changed grade, levels or disciplines, or moved to a new school, district or state and taken up a promotional post" (Stansbury & Zimmerman 2000, as cited in Kempen, 2010, p.46).

The 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.

Despite the national recognition given to the Conant Report in the early 1960s, a constant and consistent interest in supporting beginning teachers did not evolve until the mid to late 1980s in USA (Feiman-Nemser et al., 1999, Serpell, 2000, as cited in Blakley, 2006, p.40). During the 1980s and 1990s the political influences and teachers' growing attrition rate reached in climax, then due to the educational reform movement in 1980s the implementation of teacher induction programs was

dramatically increased (Sclan & Darling-Hammond, 1992, as cited in Blakley, 2006, p.40). Those programs were designed to assist beginning teachers' transition from student to satisfied professionals (Saka, 2007, p. 12). The US government did not give interest towards induction programs till 1992. But by 1992, forty six states had instituted beginning teacher induction based on school reform efforts, which often mandated the structure of the induction programs (Sclan & Darling-Hammond, 1992, Serpell, 2000, as cited in Blakley, 2006, p. 40). After that the publication of several national reports led to implementation of new teacher induction programs. Nowadays in USA, teacher induction programs are compulsory to NATs for 3 years and the varieties of induction programs are running in different provinces.

Being a recent field of study in teacher professional development, teacher induction is the growing issue in all over the world. Nowadays, most of the European and American countries and some of the Asian and African countries are implementing the teacher induction programs. Induction is compulsory in countries like Poland, New Zealand, Singapore, France, Greece, Israel, Japan, Korea, Switzerland, some states in Australia and many states in the USA (Background Report: Teacher Education in Ireland and Internationally, 2010, p.19). European countries like England, Ireland, Scotland, Austria, New Zealand, Netherland etc. introduced the teacher induction programs during 1990s. Whereas, most of the Asian countries like china, Japan etc. introduced induction programs during the early 21st century. In Japan teacher induction program was introduced after the Central Council for Education issued a report entitled "Redesigning Compulsory Education for a New Era" in 2004 (Tanabe, 2007, P.180). Similarly, Cole and Mc Nay first brought attention to induction programs in Ontario Canada in 1988 (Grimmett, 2007, p.138).

In the field of research, the historical development of the research on the teacher induction period was mainly limited to the research on induction programs. "The first account of research on targeting teacher induction goes back to the 1970s when the Wisconsin Improvement program initiated their first teacher induction program 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 in1980s the implementation of

induction programs in teaching was increase and the researches on teacher induction were started to carry out rapidly. Nowadays, teacher induction is the one of the main research field in teachers' professional development all over the world.

Though the teacher induction is the recent thought in teacher professional development, it is a 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 yet it is not formally practiced in teaching. Due to the political influences in Education, the government could not make clear policy in teaching. The recent thought and the development in teaching couldn't be introduced. Still now, teaching profession is running through traditional method. Because of this, teaching learning activities are taking place in mess. The teacher training programs are conducting just for spending the allocated budget. The leaders are not seemed ready to reform the educational system. Still now, teacher induction program is neglected field here in Nepal. It is not introduced formally and institutionally to the teachers, researchers, and others.

In Nepal, 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 programs given by different commissions that were formed in different time but they are not implemented effectively. We cannot find any formal teacher induction programs in the field of teaching and teachers' professional development. None of the commissions are organized for the purpose of research in teacher induction program especially. We don't find any clear cut policy to conduct teacher induction program. Before going to the class, NATs don't get any orientation and preparation programs. After taking the appointment from school authority the teachers direct go to the class and start to teach. They do not get appropriate support to teach from school administration. They rarely get support by the experienced mentor teachers. Because of the lack of these types of preparation or supporting programs many teachers leave their job in the first year of teaching.

2.1.7.2   Views on Teacher Induction

Though teacher induction program is viewed as the first year of teaching it differs from country to country. Some take it as a preparation course for teaching, some take it as an 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 taking 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) considers "the induction stage occurs during the first three years of teaching". According to Wonacott (2002, as cited in Ozturk, 2008, p.7) - "Induction usually takes 5-6 years". He further states that "teacher induction is the total of all the teacher's experiences from the moment the first teaching starts until the teacher is comfortably established as a competent, effective, professional teacher". 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 NATs 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 milieux of school, which might clash with
>
> their identities, ideals and ambitions as members of the new graduate
>
> force in Education.

2.1.7.3   Nature/Theme of Teacher Induction

As discussed above, teacher induction programs are the supporting and orientation programs for NATs, it is supporting in nature. 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:** In teacher induction program, there is a focus 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, cooperative and is a matter of culture and attitude even more than of mandate and policy. The colleagues become the important support factors for NATs. With the cooperative relation with the colleagues a NAT will acculturate in teaching easily.

b) **Professionalization, Assistance, and Development:** Teacher induction program represented here focus on assistance rather than assessment and monitoring. It focuses 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. NATs get the assistance from their colleagues and develop their professional skills and oriented to become a professional teacher.

c) **Multiple Approaches to Induction and Wide Support at All Levels:** multiple levels and approaches to teacher induction are more extensive programs. They include not just mentoring and observation but also collaboration, counseling, in- and out-of school workshops and classes. Of these, NATs themselves seemed to value some practices more than others. These multi-support programs are widely supported and implemented both within individual schools and districts and at national levels.

2.1.7.4 Issues of Teacher Induction

Issues refer to the factors that are related to problems and reformations of teacher induction programs. In Nepal being a recent and growing concept in the field of teacher education, teacher induction has some issues which can be described as follows:

a) **Government policy:** Government policy should be clear for teacher induction programs.

b) **Budget or Fund:** To conduct the teacher induction programs there need financial support. So, the government should allocate sufficient budget or provide fund for conducting the programs.

c) **Initial teacher Education and trainings:** It is the main issue for teaching profession. The teachers who have completed teacher academic education and trainings, can adjust and cross the induction period easily. It provides theoretical and practical knowledge and skills to the teacher. So, ITE is necessary that every teacher should have taken initial teacher education and trainings to become a successful professional teacher.

d) **Mentoring and supervision:** It is the main part of teacher induction. Selection of mentor, their trainings, their role, behaviour towards the NATs, their capacities etc. are growing issue in mentoring. Supervision of NATs should be on time and it should be effective and beneficial for NATs.

e) **Teacher's observation:** The observation of NATs: their behaviour, classroom performance, their improvement etc.

f) **Assessment:** It is necessary that NATs should be assessed on time by the authority. It provides feedback to them and to their work which provides the opportunity to reform their work.

g) **Delivery time of the program:** This is the main issue of teacher induction program. All NATs should get teacher induction program when they start their job (i.e. teaching).

h) Program standards: Induction program should be standard as it meets its basic standard norms of the world induction programs. The quality of teacher induction programs should be assessed on time by the authority.

i) Collegiality: The success of induction programs depends on this factor. Friendly and collaborative environment enhance the induction success.

Beyond the above issues, Relationship with mentor teachers, administrators, students, parents and community members are also the main issues of teacher induction programs.

2.1.7.5 Goals of Teacher Induction

One of the goals of teacher induction is to provide meaningful support and assistance to the NATs. Kempen (2010, p.56) states that, "the goal of teacher induction is to make the NATs' transition into the teaching profession less negative and less traumatic". Although teacher induction programs vary greatly in their length, breadth, and scope, effective teacher induction programs share a well-defined set of common goals and method of induction. The main goals of teacher induction Programs 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 the school and teaching profession.

(Retrieve from *http://www.newteachersnwt.canada*)

Similarly, several studies, Brock & Grady (2001), Gregory (1998), Fox & Singletary (1986), Huling-Austin (1986), as cited in Flanagan (2006, p.20) have shown that goals of a teacher induction program are as follows:

- Transitioning beginning teachers into their new environment.

) Improving teaching performance and skills.

) Promoting the personal and professional well-being of beginning teachers.

) Helping beginning teachers develop their own self-image, positive attitude, and concern for students.

) Helping beginning teachers understand their responsibilities as classroom teachers.

) Building a foundation for continued professional growth.

) Retaining competent teachers.

) Satisfying state mandated requirements related to induction programs ensuring that the school system receives the benefits of a well-trained employee as quickly as possible.

2.1.7.6   Purpose of Teacher Induction

Though the main purpose of teacher induction program is to help and support new teachers, many scholars identified specific purpose of teacher induction differently. Wood (2001, p.3-4) identifies the purpose of a teacher induction program. They include:

) Improve new teachers' teaching performance.

) Increase novice teacher retention.

) Provide a coherent system of new teacher performance assessment.

) Smooth the transition year(s) into the profession.

) Provide strategies for the beginning teachers to acquire additional knowledge and skills.

) Satisfy mandated requirements related to induction and certification.

Similarly, Arends & Rigazio-Di Gilio (2000), Huling-Austin (1990, 1992) as cited in VanSoelen (2003, p.59-60) identify five major purposes of teacher induction programs:

⟩ To improve student achievement through improving performance of beginning teachers.

⟩ To promote personal and professional well-being of beginning teachers.

⟩ To transmit the culture of the school and school system to beginning teachers.

⟩ To increase the retention of beginning teachers.

⟩ To satisfy legal requirements related to induction, most recently to evaluate fairly the work of beginning teachers so judgment can be made about employment and state licensure.

2.1.7.7 Objectives of Teacher Induction

The main objective of teacher induction program is to help a teacher to become a professional in teaching. It aims to fulfill the gap between initial teacher education and professional teaching. Many recent studies have been focused on the objectives of induction. Darling-Hammond (2003, as cited in Kempen, 2010, p.47) believes that "teacher induction aims at raising retention rates of new teachers by improving attitudes, feelings of efficacy, and instructional skills". Steyn (2004, as cited in Kempen, 2010, p.47), summarizes the following objectives of teacher induction program:

⟩ **Orientation:** Integrating beginner teachers into the profession.

⟩ **Psychological support:** Enhancing the personal and professional welfare of beginner teachers.

⟩ **Teaching skills:** Acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation.

⟩ **Philosophy of education:** Developing reflective practice skills and a commitment to continuous professional development.

⟩ **Fear and insecurity:** Reducing feelings of fear, anxiety, insecurity and stress due to the reality shock.

⟩ **Staff turnover:** Reducing the turnover which follows when beginner teachers fail to cope and have negative feelings towards the profession.

⟩ **Realistic teacher expectations:** Assisting teachers in creating realistic expectations of the profession.

⟩ **Job satisfaction and a positive attitude towards the school:** Creating a supportive school situation which may contribute to teachers' job satisfaction and their motivation.

2.1.7.8 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 programs play significant role in a teacher's professional development. Mc Cormack et al. (2006, p.99) identifies the three main focus areas of teacher induction programs. They are:

1. **Teaching skills:** includes teaching pedagogy, managing classroom, 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 staff of institution etc.

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

2.1.7.9 Components of Teacher Induction

Components refer to the factors that play a significant role for successful teacher induction programs and comprise effective teacher induction programs. Kempen (2010, p.56-60) describes the following components of teacher induction program:

a. Mentoring and staff induction: Mentoring is the key component of teacher induction program. It provides instructional and interpersonal support for NATs and helps their professional development. Mentoring also constitutes an important

dimension in the preparation and ongoing development of teachers. It can be regarded as a significant part of the socialization process for NATs.

b. Study groups or critical development teams: 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". Study groups help NATs to grow professionally through collaborative activities. NATs arrive at solutions to problems collectively and collegial nature of teams promotes peer-to peer support which, in the end leads to the enhancement of both the school climate and school culture (Diaz-Maggioli, 2004 as cited in Kempen, 2010, p.60). 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: In peer coaching, teachers receive support, feedback, and assistance from fellow teachers. During peer coaching, teachers share their expertise and experience and provide feedback in each other. They support and assistance to each other for the purpose of refining present skills, learning new skills and/or solving classroom-related problems. Peer coaching also includes activities such as in-class training by a supportive peer. This leads to the empowerment of all participants. Research has identified many benefits of peer coaching for teachers. Among them is a "reduced sense of isolation, an ability to implement new teaching strategies effectively, a positive school climate, and a revatilised faculty"(Kapustin & Murphy 2008 as cited in Kempen, 2010, p.60).

Similarly, According to the American National Teacher Recruitment Clearing-house (2002, as cited in Deruage, 2007, p.28), successful induction programs are made 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 managing classroom, students' assessment and curriculum content, as well as department and staff meetings, lesson plan checks, program 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.

2.1.7.10 Importance of Teacher Induction

Teacher induction is a supporting program for NATs which incorporate a variety of supports for new teachers. It is the most important program for the NATs for their adjustment in school. Researches have shown that most of the teachers leave schools during their first year of teaching because of the difficulties and complexities they face in their early days (i.e. first year) in schools. Laura et al. (unanimous, p.66) states that, "comprehensive teacher induction programs reduce attrition rates among new teachers". So, the main importance of teacher induction program is preventing teachers' attrition. More importantly, a well-designed and implemented teacher induction program can improve practice of NATs. It helps new teachers to apply their theoretical knowledge in real teaching.

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

A teacher induction program 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 managing classroom skills.

Similarly, Feiman-Nemser (2001), Khamis (2000), Loughran, Brown & Doecke (2001) as cited in McCormack et al. (2006, p.96) state that, " the initial year of teaching is an important phase in any teacher's professional growth regardless of their teacher education preparation and is recognized as having long term implications for not only teacher effectiveness but job satisfaction and career length" .

2.1.7.11 Benefits of Teacher Induction

Benefits means advantages of teacher induction programs. NATs are mainly benefitted from teacher induction programs. The benefits of teacher induction programs can be as follows:

- ⟩ Accelerate success and effectiveness
- ⟩ Greater self-confidence and
- ⟩ Heightened job satisfaction
- ⟩ Improve personal and professional well-being
- ⟩ Enhance commitment to students, school and profession
- ⟩ Increase opportunity for building connections with the community
- ⟩ Improve level of comfort and support

(Retrieve from *http://www.newteachersnwt.canada*)

2.1.7.12 Characteristics of Teacher Induction

Characteristics refers to the features which make distinct the teacher induction programs from other educational trainings and programs. Though the induction programs differ from country to country, the main characteristics are same in general. Several studies, Bozeman & Serpell (1999), Brock & Grady (2001), Mutchler (2000), National Association of State Boards of Education (2000), Recruiting New Teachers,

Inc. (2000) as cited in Flanagan (2006, p.21) have shown that exemplary programs share the following characteristics:

- Supporting beginning teachers from both traditional and alternative preparation programs
- Conducting orientation sessions before the school year begins
- Assigning trained mentors
- Having frequent interactions with the Principal
- Including beginning teacher in-service courses, seminars, or workshops
- Incorporating release time or reduced teaching loads for novices and mentors
- Including regular sessions with other beginning teachers
- Having a systematic plan for individual professional development that includes both formative and summative assessment
- Basing them on clear standards
- Structuring and defining them through the input from beginning and veteran teachers
- Having a subject-specific focus
- Extending them throughout the school year and beyond the first year of teaching
- Providing beginning teachers with optimum working conditions, such as placement in subjects that they are qualified to teach, placement with students who are not known to be challenging and disruptive, and opportunities to observe and be observed by veteran teachers that enable them to focus on strengthening their teaching skills.

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

- Help new teachers to establish effective managing classroom 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.

Griffin et al. (2003, p.9-10) described the following features of teacher induction programs.

⟩ Supportive school culture/collective responsibility

⟩ Opportunities for interactions between new/experienced teacher

⟩ Degrees of professional growth and responsibilities.

⟩ Minimized evaluation.

⟩ Explicit intentions.

⟩ Diversified content.

⟩ Mentoring.

⟩ Fiscal and political support.

2.1.7.13 Types of Teacher Induction

Teacher induction programs are supporting programs for the teachers in which teachers get support from mentors and expertise. Although the goal and objectives of teacher induction programs are the same, we can find variety of teacher induction program all over the world such as orientation programs, enculturation programs etc. Seyfarth (1996, as cited in Kempen, 2010, p. 51-53) distinguishes between three categories of induction programs. They are orientation programs, those aimed at performance improvement and induction programs for certification. These three programs will be discussed briefly as follows:

a. **Orientation programs:** Orientation programs are aimed at introducing the new teacher to the school and the community. These programs provide new teachers with essential information. These programs have short duration and they emphasis on information dissemination.

b. **Performance improvement programs:** Performance improvement programs aim at improving the instructional effectiveness of beginning teachers. Managing classroom procedures, performance assessment procedures etc. come under this

program. Mentoring programs are included in this category and this type of program often continues over a semester or a full year.

c. **Induction for certification:** This type of program 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.

d. **Individualized teacher induction:** Mohan and Hull (1975) came up with another type of induction, which they call individualized teacher induction (as cited in Mfenqe, 2005, p.26) . They claim that an effective induction program must be based on the needs of inductees, whether they are new teachers who have just completed the teaching training or teachers new to a particular system. Information on concerns of teachers, ages of students being taught, subject areas being taught, perception of relationships with colleagues, administration and parents must be used to specify general objectives of the induction program and specific objectives for individuals.

2.2   Review of Empirical literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of teacher induction in foreign context there are a very few research works carried out in the field of teacher induction under the supervision of the Department of English Education, T. U. Kirtipur. Even in different universities of Nepal, the researches have been carried out under the topic of teacher induction is very few. So, this study will be unique one for this department in the sense that it has described the current practice of teacher induction in Nepalese context. For the review purpose, I consulted many researches related to teacher induction, which had been carried out in foreign context. Among them, I have reviewed some research works in this research which had been carried out in foreign and Nepalese context which are as follows:

Mfenqe (2005) conducted a research entitled "The Role of Principles in the Induction of New Educators in Their Schools" under the supervision of Magister Educationis, Faculty of Education, at Nelson Mandela Metropolitan University with the aim to investigate the role played by Principals in the induction of new educators in their schools. Her primary sources of data were eight new educators and four Principals from four different schools where induction programs were being implemented, and also from educators who were not inducted at their schools. She used purposeful and convenience sampling procedure to select the sample. Semi-structured interview and participant observation were the tools for data collection of this research. The main findings were that new educators experienced problems with classroom control, discipline and those Principals deserve much for help them in the school for allocating a mentor teacher.

Blakley (2006) carried out 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 major findings of this study were enculturation into teaching and school culture proved to be challenging. New teachers need supportive environment to acculturate into school culture. NATs' enculturation into teaching and the school culture are influenced by positive and negative factors. Prospective school culture is the positive factor which provides supportive environment for new teachers to acculturate into school culture, whereas, the negative veteran-oriented culture prevented opportunities for learning. As a result, feeling of isolation, disenchantment and powerlessness to the dominating culture eventually gave way and left these new teachers contemplating their departure from the school and possibly the profession.

Deruage (2007) carried out a research under the supervision of master of Education at University of Waikato, New Zealand. He conducted the research entitled "Beginning Primary Teachers' induction and mentoring practices in Papua New Guinea". The main aim of his study was to explore beginning teachers' views on their experiences of induction and mentoring in PNG primary schools. He purposively sampled ten beginning teachers and five mentors from two primary schools for primary sources of data. Semi-structured interview is used as data collection tools. The findings of this research was beginning teachers in Papua New Guinea (PNG) do experience challenges in the first few months of teaching but these issues lapse over time with the support and assistance of mentors/supervisors.

Hellsten et al. (2009) conducted a research entitled "Teacher Induction: Exploring Beginning Teacher Mentorship". The aim of the study was to explore the mentorship experiences of Saskatchewan beginning teachers. The sample was 12 purposively selected beginning teachers as primary sources of data. Interview was the tool for data collection. The major findings of this research was whether the mentors were assigned or unassigned, engaged or disengaged, the opportunity to be exposed to more than one mentor appeared to influence the BTs' engagement and personal learning.

Kempen (2010) carried out a research under the supervision of master of Education at University of South Africa. The research title was "Guidelines for an Effective Staff Induction Program at a Special School in Gauteng: A Case Study". The main aim of the study was to set guidelines for an effective staff induction program, which will improve teacher performance and retention, at a school for learners with intellectual disabilities in Gauteng, South Africa. She purposively selected eight NATs for data collection, who were teaching at a school for intellectually disabled learners. Semi-structured interview with both open-ended and close-ended questions was used as research tools. The key 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.

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

Thus, the aforementioned researches describes the international scenario of teacher induction however, the scenario of teacher induction in Nepal is different. Many researches have been conducted in foreign context in the field of teacher induction but a few research works have been carried out under it in Nepal, though it is emerging concept in teacher education and most important for teachers. In this scenario, though a large number of research works have been conducted concerning the challenges of NATs in foreign context, a very few research works have been carried out in the context of Nepal. Similarly, a very few research works have been carried out in the nature and issues of teacher induction in Nepal. Therefore, this proposed study is different and unique from all the studies carried out so far in the sense that it focuses especially in current issues and nature of teacher induction in the context of Nepal. This study has also become narrow enough to explore the challenges of NAETs in their induction period who are teaching at higher secondary level in Nepal. So I have expected that this study will be a different and unique study which reveals mainly the current issues and nature of teacher induction in Nepal. It is also unique one in the sense that it reveals the challenges of NAETs and the strategies that are being adopted by NAETs in Nepal to overcome the challenges of induction.

2.3   Implications of the review for the study

The review of literature is the most important part of the study in a research. It helped me to develop the concept in research concept. It made my mind broad in the subject area. This part contributed to me in every step of the research. I got more ideas for the success of research. The main function of the literature review is to ensure researchers around the subject area in which they have intended to conduct a research. Explaining the importance of literature review Kumar (2009, p.30) states "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding".

The above mentioned review of the studies played crucial role for this study because all the studies were conducted under the field of teacher induction. The studies were significant in the sense that all of them were done in the foreign context and they were the theoretical bases for my research. As I already mentioned induction is the new concept in Nepal, a very few researches have been conducted here in the field of teacher induction. When I started this research I faced great challenge to gain the theoretical materials, but when I got the abovementioned research through internet and reviewed them I got more ideas and theoretical concept for this research. I got insight about teacher induction.
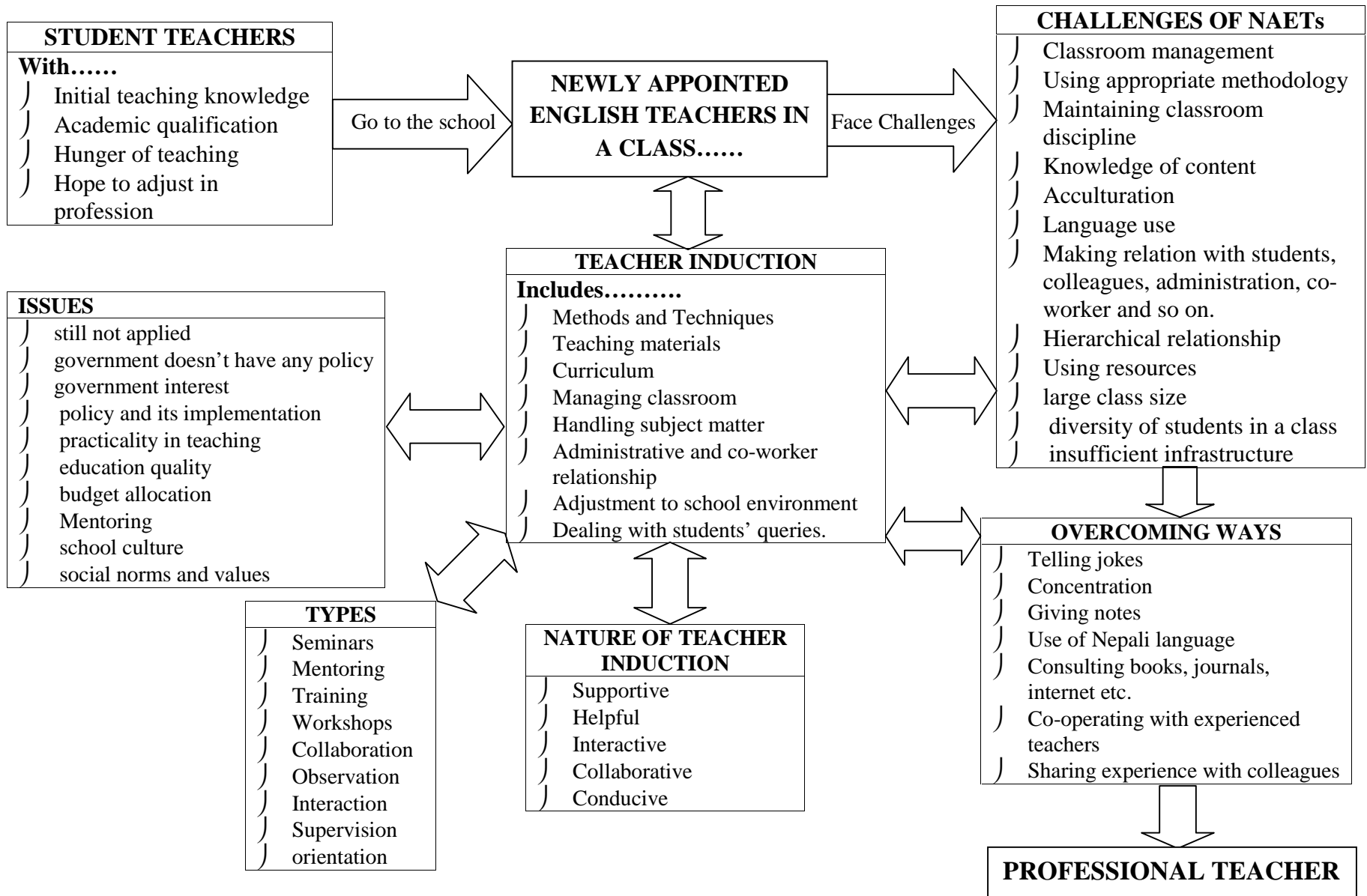
While reviewing the literature, I went through different existing literature like books, articles, journals, magazines, books theses and visited different websites. I got most of the sources through internet. After reviewing the literature, I developed my insight for this research. I got theoretical concept of teacher induction like its background, history, characteristics, objectives, period, scope, benefits and so on. I got the idea for procedural work of research. I got the idea in sampling procedure, using tool for data collection, coding, comparing and contrasting, analyzing and interpreting the data and so on. Therefore, these reviews of researches guided me from starting to the completion of this research. Similarly, beyond the review of above empirical researches I also reviewed some books, journals, articles and web sources. After consulting these sources and reviewed them I got insight the theoretical concept for this research. I got much information about teacher induction, teacher education and so on.

In nutshell, these reviews were the main sources of this research. They guided me and helped me for the success of this whole research. The reviewed literatures are the guiding way for this research theoretically, analytically and practically. Thus, these reviews are the milestone for this research which is directly or indirectly involved in every step of this research.

2.4   Theoretical/Conceptual framework

Induction is the first and important phase for an employee to his/her job. It is also known as help and supporting program especially designed for new employee. Teacher induction refers to the guidance, orientation and assistance programs which are designed to help NATs for their adjustment in teaching. It is designed for the professional development of the teachers.

Conceptual framework is the graphic or narrative form of a research which represents through a diagram. It is a visual representation of the research. It is the representation of the different variables and their relationship with researcher's thought or understanding on the topic. While conducting this research I also consulted different theories, researches, books and literature of teacher induction etc and develop my conceptual framework for this research. The present study "Current Issues in Teacher Induction of English Language teachers" was based on following conceptual framework:

STUDENT TEACHERS

With……
⎞ Initial teaching knowledge
⎞ Academic qualification
⎞ Hunger of teaching
⎞ Hope to adjust in profession

Go to the school →

NEWLY APPOINTED ENGLISH TEACHERS IN A CLASS……

Face Challenges →

CHALLENGES OF NAETs
⎞ Classroom management
⎞ Using appropriate methodology
⎞ Maintaining classroom discipline
⎞ Knowledge of content
⎞ Acculturation
⎞ Language use
⎞ Making relation with students, colleagues, administration, co-worker and so on.
⎞ Hierarchical relationship
⎞ Using resources
⎞ large class size
⎞ diversity of students in a class
⎞ insufficient infrastructure

ISSUES
⎞ still not applied
⎞ government doesn't have any policy
⎞ government interest
⎞ policy and its implementation
⎞ practicality in teaching
⎞ education quality
⎞ budget allocation
⎞ Mentoring
⎞ school culture
⎞ social norms and values

TEACHER INDUCTION

Includes……….
⎞ Methods and Techniques
⎞ Teaching materials
⎞ Curriculum
⎞ Managing classroom
⎞ Handling subject matter
⎞ Administrative and co-worker relationship
⎞ Adjustment to school environment
⎞ Dealing with students' queries.

OVERCOMING WAYS
⎞ Telling jokes
⎞ Concentration
⎞ Giving notes
⎞ Use of Nepali language
⎞ Consulting books, journals, internet etc.
⎞ Co-operating with experienced teachers
⎞ Sharing experience with colleagues

TYPES
⎞ Seminars
⎞ Mentoring
⎞ Training
⎞ Workshops
⎞ Collaboration
⎞ Observation
⎞ Interaction
⎞ Supervision
⎞ orientation

NATURE OF TEACHER INDUCTION
⎞ Supportive
⎞ Helpful
⎞ Interactive
⎞ Collaborative
⎞ Conducive

PROFESSIONAL TEACHER

# CHAPTER – THREE
METHODS AND PROCEDURES OF THE STUDY

The purpose of the current study was to find out the current issues and nature of teacher induction in the context of Nepal. It also aimed to find out the challenges of NAETs in Nepal and the strategies they are using to overcome those challenges. I selected a qualitative research design because "through its strategies and methods, a rich descriptive analysis of participant experiences within the school context is possible" (Merriam, 2002 as cited in Blakely p.46). This chapter mainly deals the overall procedures that had been done in this research at time of field study. Every topic deals with the methodological aspect of data collection procedure. Mainly this study adopted qualitative research approach and I adopted the following methodology to fulfill the objectives of this study.

3.1 Design of the study

Research design is believed as a roadmap of a researcher which guides him in every step of his research. "It guides the research particularly in the theoretical, analytical and practical underpinnings which provide the framework for the research" (Creswell, 2003, as cited in Bosamata, 2011 p.34). Mouton (2006, p.55 as cited in Kempen 2010, p.63) refers to a research design as "a plan or blueprint of how you intend conducting the research". According to Kempen (2010, p.63) a research design focuses on the end product and includes the following elements:

- What kind of study is being planned?
- What kind of result is aimed at?
- Research problem/question.
- What kind of evidence is required to address the research question adequately?

The following figure demonstrates the overall research design of this research and the steps taken briefly:
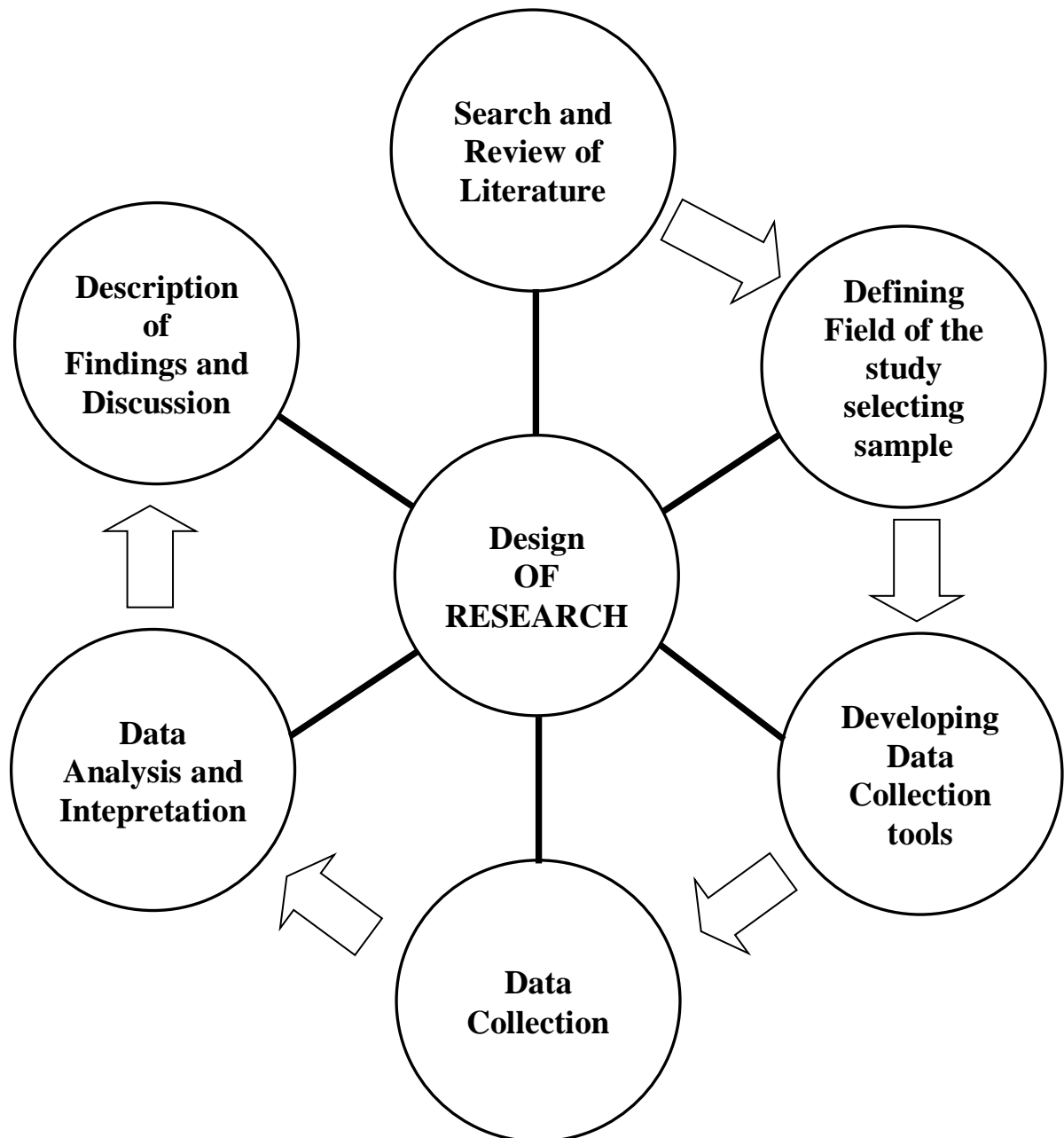
Searching previously conducted researches and considering the related literature, the starting point of the study appeared as literature review. Next, the field or area of the study and the sample selection criteria were determined. Then, the data collection tools were developed to obtain intended information. After collecting the data, the data were analyzed and interpreted descriptively.

I have adopted qualitative research design in this research because of its' several characteristics. Those characteristics helped me to interpret and analyze the data descriptively and meaningfully. Creswell (2003 as cited in Blakley, 2006, p.46) lists several qualitative research characteristics that will allow meaningful interpretations based on the distinct or individualistic nature of new teacher experiences during the induction phase. They include:

- Qualitative research takes place in natural settings.
- Qualitative research uses multiple methods that are interactive and humanistic.
- Qualitative research is emergent rather than tightly prefigured.
- Qualitative research is fundamentally interpretive.
- The qualitative researcher views social phenomena holistically.
- The qualitative researcher systematically reflects on who he or she is in the inquiry and is sensitive to his or her personal biography and how it shapes the study.
- The qualitative researcher uses complex reasoning that is multifaceted, iterative and simultaneous.

As it was aimed to describe the existing situation of induction in Nepal, the overall research design of this research was a survey research design. Survey research is one of the most important research which is widely used in social and educational researches. According to Cohen and Manion (1985, as cited in Nunan, 1992 p. 140) "surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher." Especially, survey research concerns with attitude and behaviours of the people about certain issues, problems and situations. It is the best research to find out the attitudes of people in certain point of time about a particular situation. In survey research, the data are gathered from relatively large number of population using certain sampling procedure which is more useful to generalize whole situation. It is more realistic in nature.

The main purpose of survey research is to find out the current condition in a particular topic or situation. Cohen and Manion (ibid.) states that "the purpose of survey is generally to obtain a snapshot of conditions, attitudes and or events at a single point of time".

In this study, I have used both primary and secondary sources to collect required data. The primary source was used to collect the main data whereas secondary sources were used in forming the theoretical part of the research. Mainly this study is based on the primary source of data and the primary source of data of this study was the responses provided by ten NAETs from higher secondary level and their class observation details. I selected them non-randomly. The selected teachers had not have teaching experience more than 3 years at the same school. Interview was the main tool for data collection and the classroom observation was the secondary tool for data collection.

In addition to the primary source of data, I consulted different prescribed and other books related to teacher induction, such as: Huberman (1993), Roberts (1998), Tickle (2000), Villegas-Reimers (2003) Harmer (2008), Richards & Lockharts (2010), Wallace (2010) etc. Theses, articles, journals, internet sources related to the present research to facilitate the study and other reference books were sources of secondary data.

After collecting the data from ten NAETs, I observed 5 classes of same teachers to make the data more real and valid. I noted down the details of the classroom observation. After that, I transcribed the interview and interpret them in detail. In the process of interpreting the collected data I used descriptive approach. Finally, based on the objective of the study, I draw some conclusions and made some recommendation for further development of teacher induction.

3.2 Field/Areas of the study

The field or area of the study was Jhapa district. The informants were ten NAETs from higher secondary level who were passing their induction period and they had not have teaching experience more than three years. The sample populations of the study were selected through purposive non-random sampling procedure.

3.3 Sampling procedure

In this study, the sample population of the study was selected through purposive non-random sampling procedure. I selected ten NAETs from higher secondary level non-randomly and I simply reached to them and collected required information.

3.4 Data collection tools

Interview and classroom observation are the main tools for data collection procedure in qualitative research. So, semi-structured interview and classroom observation were used to elicit the required data for the study. I used a digital recording device to record the interview. I observed 5 interviewees' classes after taking their interview and note down the details of observed classes.

3.5 Data collection procedures

I collected the data from primary sources by taking semi-structured interview and classroom observation. For this purpose, I adopted the following steps:

a. At first, I visited the DEO office and gained list of the higher secondary schools of selected area, i.e. list of higher secondary school of Jhapa district.

b. After gaining the list of higher secondary schools, I made contact with the authorities of those schools and gained the records of the NAETs (i.e. having teaching experience not more than three years at the same school). I asked authorities for the permission of data collection.

c. After that, I visited the schools and made rapport with school authorities and respondents (i.e. NAETs).

d. Then, I explained about the purpose of research and interview with the respondents.

e. Then, I arranged time for interview with the respondents.

f. I took the interview with them one by one and recorded that.

g. I arranged the time to observe their classes.

h. After that, I observed 5 respondents' classes and note down the details of the observation.

i. Finally, I gave thanks to the all informants and schools' authorities for their kind co-operation.

3.6 Data analysis and interpretation procedure

For data analysis and interpretation procedure in qualitative research, descriptive approach is the main approach to analyze and interpret the data. So I adopted the descriptive approach to analyze and interpret the collected data. For this, I transcribed the interview systematically. I categorized, coded and grouped the comments and observation details under common themes. The data were analyzed under two different sections. In the first section, I have interpreted the data collected through interviews and in the second section I have analyzed the collected data through classroom observation.

CHAPTER - FOUR
RESULTS AND DISCUSSION

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

4.1   Results

This section reports the main results of this study. Looking once back at the objectives of the study, it intended to find out the current issues and nature of teacher induction in the context of Nepal. This study also aimed to identify the challenges of NAETs during their induction period. It further aimed to identify the strategies adopted by them to overcome the challenges in Nepalese context. After analyzing and interpreting the data explored through interviews and observation, this study has come up with the following results.

i.   Teachers choose teaching profession for different purposes for example: as a social service, as a noble profession, to reach among people, high availability, self interest and so on.

ii. Teacher induction program is a guidance, assistance and orientation program for NAETs. Though it is most necessary for NAETs, yet it is not being started formally in Nepal.

iii. Teachers viewed that induction program is needed to the NAETs because it facilitates them about how to teach, when to teach, what to teach etc. It helps them to build up their confidence and it increases their teaching efficiency. However, till now teacher induction program has not been formally provisioned in Nepalese Education system.

iv. There is a vast relationship between initial teacher education and teacher induction because the theoretical knowledge that a student teacher has learned in ITE will be implemented in teachers' induction period. So, each teacher should get ITE before starting teaching profession.

v. Though ITE provides theoretical bases for teaching profession, it does not support to NAETs in all aspects. To become successful professional teachers they should be able to face and solve all the challenges that come in their professional career. So, they must be involved in teacher induction program from the starting phase of teaching.

vi. It was not found that the policy of teacher induction program has been included in education policy in Nepal. The government has not shown any concern to start teacher induction program formally for NATs.

vii. The allocated budget for teacher training was insufficient and the conducted training programs found less effective because of its less practicality in teaching.

viii. There was not any mentor and mentoring programs designed for NAETs in Nepal. Because of this, most of the NAETs in Nepal feel difficulty in their acculturation in a school.

ix. Teacher induction program has supportive, interactive, collaborative, conducive in its nature and it would be better to provide teacher induction program from the beginning of teaching to 3 years to NAETs in the context of Nepal.

x. Facilitation program, orientation program, teacher support program, mentoring, workshops, seminars, collaboration, observation, interaction supervision and so on are the types of teacher induction programs that NAETs needed in the context of Nepal.

xi. Factors like self inspiration, motivation, school environment, administration, colleagues' support etc. influenced the NAETs' professional development in induction period.

xii. The roles and responsibilities of NAETs are: to deliver the content effectively to the students, maintain student's discipline, complete the course on time, manage the classroom effectively, promote students' English and increase the students' performances.

xiii. The responsibilities of senior teachers towards NAETs are:

a) They should provide advice, support and feedback to NAETs.

b) They should provide information about school and teaching environment.

c) They should share their experience with NAETs.

d) They should help NAETs in their acculturation.

e) They should help NAETs to avoid loneliness and treat them psychologically.

f) They should help NAETs to solve their problems in teaching.

xiv. In Nepal induction program is not being conducted by resource center.

xv. In induction period, teachers face many challenges like feeling of loneliness, maintaining discipline in class, dealing with students and staff, in acculturation and so on. Some of the major challenges of NAETs in Nepal were:

a) NAETs faced challenge in implementation of theoretical knowledge in real class because of its less practicality in ITE. It did not work in all situation of the real class.

b) NAETs in Nepal faced a type of pressure in induction period. The pressure is within themselves or by external factors like school administration, management committee, students, and parents and so on.

c) Because of the diversity of the students and the lack of teacher induction programs NAETs in Nepal were getting challenges in their acculturation in a school. However they got from Principal, colleagues, staffs, school administration, students, and so on.

d) NAETs in Nepal faced challenges regarding managing the classroom due to the large number of the students, new environment, heterogeneousness of the classroom situation, due to these outstanding reasons, they faced many challenges like how to deal with them, how to teach, how to make materials and so on.

e) NAETs in Nepal faced challenges regarding the discipline of the students. They could not address the students' problems and they

could not control the behavior the disruptive types of students. They are unfamiliar about the students' psychology as well.

f) NAETs in Nepal faced challenges use of language. Most of the government school's students are poor in English language and they cannot use and understand English properly. So the teachers were obliged to use Nepali even in English class.

xvi. There was vast difference between the challenges that NAETs faced in their first class and the other class. They faced the challenges like managing classroom, acculturation, disciplinary problem, presentation of content, confidentiality in teaching and so on in the first class but after that they faced the challenge in content, pedagogy and so on.

xvii. In Nepal NAETs were solving their challenges by sharing their problems with the colleagues, consulting the books, browsing internet, making interactions with the students, telling jokes, encouraging the students to read and using Nepali language for giving instructions and explaining abstract concept.

4.2   Discussion/Interpretation

This section is mainly concerned with the analysis and interpretation of the collected data. It describes the analysis and interpretation of the collected data that I gathered from the informants during my research. The collected data were analyzed and interpreted to explore the issues and nature of teacher induction of English language teachers in the context of Nepal. Similarly, this study also tries to explore the challenges of NAETs in Nepal and the strategies that NAETs are adopting to solve their challenges. For this study, I collected data by the informants using semi-structured oral interview and the classroom observation. The analysis of this research has been mainly carried out on the basis of the responses elicited by ten NAETs who were passing their induction period (i.e. having not more than 3 years teaching experience) at ten different higher secondary schools of Jhapa district and the observation details which I gathered through the observation of five same NAETs' classes.

I used qualitative approach to analyze and interpret the data which I transcribed, coded and grouped systematically. Similarly, I categorized the comments and observation under common themes, which had emerged during the process of analyzing and interpreting the data under two different sections. In the first section, I analyzed and interpreted the data which I received through interviews and in the second section, I did it with the data that had been gathered through observation.

In the first section, I presented, analyzed and interpreted the data through interviews under four different headings. They are: *current issues of teacher induction in Nepal, nature of teacher induction, challenges faced by NATs and the strategies adopted by them to overcome challenges in induction period.* Similarly, in the second section I have analyzed and interpreted the observation details which I collected from the observation of 5 different NAETs' classes.

4.2.1 Current Issues of Teacher Induction in Nepal

Induction is an emerging concept in the field of teacher education, yet it is not formally introduced in Nepal. We do not find such formal teacher induction program is being conducted in teaching. Even it is not introduced yet to the teachers. So, based on the interview of the NATs and the current condition of inductee in Nepal, I have tried to draw the current issues of teacher induction in Nepal which are described in the following topics.

4.2.1.1 Reasons for Choosing Teaching as a Career

People choose a profession in their career for life survival. They choose profession according to their knowledge and skill proficiency in a subject matter. They use their knowledge and skills proficiency and become professionals in a profession. In teachers' career, teaching is their profession and it becomes their profession when they complete their academic education and start to teach in a school. In Nepal most of the academic people choose teaching as a career because it is highly available than other types of jobs.

Regarding this, all 10 NAETs were asked for the reasons to choose teaching as their profession or career. In response of this question all 10 NAETs answered differently. They chose teaching as a career differently. At the same time, some of the teachers expressed that they chose teaching as a career because their aim was to become a good teacher in future. So, they were interested in teaching profession from the beginning. They feel very happy and excited when they teach the students.

In this regard, **teacher 1** said *"I chose teaching as a career because I want to teach students and I have also spent my time in teaching learning activities…when I teach the students I feel very excited and I feel very happy, because of that reason also I have chosen it as my profession"*. He viewed that he chose teaching as a career because he was interested in teaching. He wanted to spend his time in teaching because it is a means for getting updated knowledge. He chose teaching as his profession because he felt excited and happy when he was teaching in the class. Similarly, **teacher 4** said *"actually I chose teaching as a career because I'm very much fond of it"*. He mentioned that he was really interested in teaching. Because of this, he chose teaching as a career. Likewise, **teacher 9** said *"…from the beginning of my life I liked this profession and my aim was to become a good teacher"*. He opined that he liked to become a good teacher from the beginning of his life. His only one ambition of life was to become a good teacher of English. So he chose teaching as a career.

Similarly, among those 10 NAETs some of them chose teaching as their profession by being inspired by other teachers. When they were students they thought that teaching profession is highly prestigious and noble job in the sense that teachers get updated knowledge and they are leading figures in the society. Teaching is one of the means to reach among people and it is thought as standard profession in the context of Nepal. In this regard, **teacher 4** said, *"…my father is in teaching profession, so I was inspired a little by him"*.

Similarly, **teacher 7** said, *"I chose it as a career because it is one of the means to reach among the people…standard profession in the context of Nepal".* **Teacher 9** said, *"Mainly teaching profession is a noble profession in what sense…it means we get updated every year, every time being a teacher".* Similarly, **teacher 10** said, *"...because of the person or the people who are teaching in colleges and schools, they were well known in village or they were only one the person who was in their well profession well career and then I interested to be a teacher...that's why I chose teaching as my career".*

Similarly, some of the teachers opined that they chose teaching profession as a career because teaching is the best social service. In this regard **teacher 3** said, *"I have chosen teaching because teaching is the best social service".* Similarly, **teacher 5** mentioned, *"...I started teaching in my community as a service".*

But I also found that some of the teachers did not want to choose teaching as a career first because they thought that teaching profession is taken as a less prestigious job in society. But after all, when they completed their academic education and looked for job, they started teaching because of its highly availability in Nepal rather than other job. However, when they started teaching and get into it and they found that teaching profession is a challenging job and it is good indeed. So they continued it as a profession and they made it as their career.

In this regard **teacher 2** said *"Actually I was not interested in teaching in the past, but because of the highly availability of the job as teaching just I came in this profession. So I chose…. Now I'm a professional teacher and I chose this career".* He viewed that he was not interested in teaching at first but after completing his master degree in English he had taken teaching as sub-ordinate job for his survival because it was highly available rather than other job. But after all, slowly he chose it as a career. Similarly, **teacher 5** said *"I turned out to be a teacher accidently…actually, on the course of time…something support*

me and I turned out to be a teacher and slowly I just finished up my masters and I just came back to Jhapa and started teaching". He viewed that he became teacher accidently. During his study time, he needed financial support for the study and he started teaching for financial support. But in course of time, he continued it and chose it as a career after completing his academic degree. Another teacher, **teacher 6** said *"In the beginning, I did not choose teaching as a profession or as a career rather I entangled in teaching profession. And, when I continued my profession I found that this profession is also challenging job and this profession is also very-very good indeed. I thought it could suit my interest. So, I chose it"*. He viewed that he was not interested in teaching profession first but when he started teaching he found it as a challenging profession and he chose it because he loved to face challenges in his profession. Similarly, **teacher 8** said, *"most of the people after completing masters choose the teaching profession or teaching career because it is easy and accessible"*. He viewed that teaching profession is easy to access rather than other job in the context of Nepal. So, most of the people choose this profession as a career.

In conclusion, most of the teachers (around 80%) choose teaching as a career in Nepal because of their own interest and its' prosperity in society. Almost all the teachers were found interested in teaching profession. The teachers who were not interested in teaching in their earlier day were also found interested after entering into this profession because of its challenging and updated nature.

4.2.1.2   Experiences of NAETs in Induction Period

Induction is struggling phase in a profession. In teaching, it is the transitional period from student to teachers. It is the most important phase for a teacher because the teacher's professional career develops in induction period. In this period, most of the teachers feel difficulty in teaching. They feel difficulty to adjusting school's environment because they are new in the school. They are new for the students as well. They don't have the idea about teaching skills,

strategies, managing classroom etc. In this connection, regarding the experience of NAETs in induction period, all 10 teachers were asked for the experiences they have in induction period. In the response of this question all the 10 teachers answered they felt difficulty in the beginning classes.

Regarding this, **teacher 1** said, *"...really it becomes very difficult to teach the students in the beginning".* He viewed that he felt difficulty to teach the students in the beginning because he was new there and the students are also new for him. So, he was unable to understand the level, ability and psychology of the students.

Similarly, **teacher 2** said, *"As a NAET at this school, I have experienced of having loneliness at the beginning and some difficulties in teaching...teaching system there was different".* He opined that he felt difficulty at that school in the beginning. He felt loneliness at first because the students, staff and the whole school environment was new and he was unfamiliar with them. He felt difficulty in teaching learning activities also because he felt difficulty to apply theories that he learned in his initial teacher education in real classroom setting.

Teacher 3 said, *"I have got experience of teaching in this school that there are many students who are from marginalized group. They are weak in English...if I used only English only then they could not understand. So it is a problem".* He opined that he felt difficulty in the initial phase of teaching because the real classroom situation is different than his thought. He felt difficulty in acculturation. The students were there from different ethnic group and most of them were from marginalized group. They didn't understand the English. So it was difficult to teach through English medium.

Similarly, **teacher 4** viewed differently than other teachers. He said, *"I have various experiences as a NAT...how to be in a mass or how to deal among staff and how to manage students in the classroom and how to teach is also very*

important....a little bit loneliness…normally a challenging job". He mentioned that teaching is a challenging job and he felt many difficulties and challenges in the beginning like how to adjust in the school environment, how to deal with students, how to deal among staff, how to manage the classroom well, how to teach etc. he also felt loneliness at that time.

In this regard, **teacher 5** said, *"I didn't feel much more difficult to control the class but there were a lots struggle....I did not feel loneliness because I had a senior teacher, he was my teacher in my college and he told me exactly the way to go there in the class".* He viewed different than other teachers because he did not feel loneliness in the beginning and he didn't feel much more difficulty in the class. However, he accepted that there were a lot struggles in the initial phase of his teaching. Similarly, **teacher 6** said, *"It excited me. Each and every day I found new ways to present, I tried to present my teaching content effectively to the students. So, it was not boring and it is not boring rather it is interesting…but challenging....I did not feel loneliness in the initial phase of my teaching".* He viewed that as a NAET, he did not feel loneliness and boring rather he felt teaching is an interesting job because of its challenging and innovative nature. He was excited because he got new ways to teach and new knowledge every day. He was excited because he loved to face challenges and in teaching there were many challenges.

Teacher 7 expressed his view like other teachers. He said, *"In the beginning, I felt nervous because I didn't have the previous knowledge or experience which helps us to go to classroom and to make us easy to be familiar with the students. So, I felt difficulty".* He mentioned that he felt nervous at first because he was less confident in teaching. He did not have much idea about how to teach the students, what to teach, when to teach, and what about psychology of the students. He did not have previous knowledge and experience of teaching. So he was nervous about his performance. Similarly, **teacher 8** said, *"I didn't get that much problems…the problems I faced according to my experience is*

that how to control the classes, how to control the students and how to maintain the discipline in classroom". He mentioned that he felt teaching as a problematic job in the beginning, mainly managing classroom and disciplinary problems made his teaching difficult. Similarly he viewed he felt loneliness in the initial phase of teaching. He said, *"...definitely, everyone feels the loneliness in the initial phase of teaching".* **Teacher 9** said, *"...main problem was the management of the classroom".* He viewed that he felt difficulty to manage the class in the initial phase of teaching.

And **Teacher 10** viewed as others, he said, *"It was somehow difficult to be a teacher at first in school or colleges...difficulty is in management in classroom, management in administration and then discipline factors of the students".* He viewed that he got the problem in managing classroom and administration of the school. Similarly, he faced disciplinary problem by the students. So his initial phase of teaching career was difficult.

In nutshell, all NAETs faced challenges in their induction period. Feeling of loneliness, managing classroom, disciplinary problem, pedagogical problems, control the classes dealing with the students and colleagues etc. are the main challenges that they are facing in their induction period. In this connection, all the NAETs' have problematic experience in their induction period.

4.2.1.3   Need of Induction Program for NAETs

Being a NAET, one faces many challenges in teaching. He/she faces problems like managing classroom, pedagogy, content, and acculturation and so on. Regarding this, NAETs should get supporting or advising program during induction period which helps them to acculturate in school environment and build up their confidence in teaching. Induction program helps them to solve the problems of inside and outside the classroom. So, in this research, all 10 teachers were asked for the need of induction programs in their initial phase of

teaching. In response to this question, all 10 teachers answered that they needed induction program in their induction period.

In this regard, **Teacher 1** said, *"In my point of view, actually this is needed…. Anyway, I did not need any help though I was experienced in teaching…I was teaching in boarding school…I did not have that much problem to teach"*. He viewed that teacher induction program is needed for NAETs but he did not need any help to teach in higher secondary level because before appointed at that school, he was teaching in boarding school and he had some teaching experience and teaching skills. He applied them there and did not feel problem in teaching. **Teacher 2** expressed his view that he needed supporting program in that period. He said, *"Yes, in that college…and I get some support from Principal sir…as an informal talking"*. He said that he felt the need of supporting program and got some support from Principal informally.

Similarly, **teacher 3** said, *"yes it is needed…it is very useful for teaching"*. He viewed that NAETs needed helps and supports during their induction period. Another teacher, **teacher 4** expressed his view as teacher 3 expressed. He said, *"Yes, I felt the need in the initial stages"*. Similarly **teacher 5** mentioned same thing. He said, *"I needed support from the Principal plus management committee."* he viewed that he needed help to control the students, to manage the class and to adjust in school environment. So, he needed help from the Principal and the management committee. **Teacher 6** also expressed that such induction programs are needed for NATs for overcoming the problems that they face in school. He said, *"Obviously, obviously, the sort of problems that teacher faces during the initial phase of teaching must be overcome by such type of help and facilitation program"*. Similarly, **teacher 7** also said that he needed helps and supporting program during his induction period. He said, *"Yes, I needed"*.

As I described above, teacher induction is struggling period for a teacher. It is do or die situation for a teacher in his career. So, in this period a teacher needs different helps and supports from various sectors as **teacher 8** mentioned. He said, *"Yes, actually, every new teacher needs the supporting programs from different subject related teachers, Principal, school management committee and other staff as well. Likewise, I also felt a kind of need and support from my colleagues".* He viewed that to establish in a new school a NAET should get support from school staff, management committee, students and so on. Similarly, answering this question **teacher 9** said, *"Exactly…mainly to adjust the content".* He also expressed same thing as other teacher expressed above. And finally **teacher 10** also mentioned that he needed supporting program during his induction period. He said, *"Certainly, it was necessary".*

In conclusion, all 10 teachers agreed that such induction program is really useful for NAETs and it is needed for them. It supports them in every aspect of teaching like acculturation, using methodology, dealing with the students, colleagues and so on. In this connection I concluded that teacher induction program is needed for NAETs in Nepal.

4.2.1.4   Availability of Teacher Induction Program for NAETs in Nepal

Generally, teacher induction program means help and supporting programs for NATs in teaching profession which helps them to acculturate in a new school's environment. It is being applied in foreign context. Mostly the European and America countries are applying it in teaching. But unfortunately in the context of Nepal, it could not be applied yet. So in this research, regarding the availability of teacher induction program in the context of Nepal all 10 teachers were asked - did they get any supporting and advising program designed for them in this school? In response of this question almost all 10 NAETs answered that they did not get such type of supporting and advising program

designed especially for them. But some of them answered that they get some informal help from Principal, staff, and management committee and so on.

Regarding this, **Teacher 1** said, *"Actually, there was not any facility of these too…and, I did not get any supporting and advising programs but what I did there it was all because of my experience that I had collected".* He mentioned that he did not get any formal induction program designed for him in that school but he applied his skills which he had collected from his former teaching experience of boarding school. Similarly, **teacher 2** mentioned that he also did not get such induction programs. He does not think that here is any system of providing such type of induction program for NATs. He said, *"Actually not…there is no any system of providing such induction program in college".* But he also mentioned that he was provided some information about the school orally just as an informal talk. Other teachers **teacher 3, teacher 4, teacher 6 and teacher 7** said, *"No, I did not get any type of supporting program".* They did not get such type of teacher induction program designed for them by the school. Similarly, **teacher 9** also said, *"Exactly, there were not any supporting programs in that period".* He said that there was not any induction program designed for his help and support. But he also said, *"…other senior teachers helped me".* Informally he was helped by senior teachers. **Teacher 10** said, *"No any programs".* He said that he did not get any induction programs designed for his support.

But **teacher 5** and **teacher 8** said that they got help and support from school management committee, Principal and so on. **Teacher 5** said, *"Yes, of course".* Similarly, **teacher 8** said, *"I got support from some of the member of school management committee and other friends and Principal, vice-Principal as well".* But they did not mention what kind of help and supports they got. They didn't mention whether the helps and supports they got were formal or informal or whether they were designed for them or not. It was not clear in their view.

From the above description, I concluded that formal teacher induction program for NAETs is not available in Nepal. It is not formally started and introduced to them. However, some endeavour towards it has been started by the Principal of the school, administration and senior teachers. But all these are informal.

4.2.1.5   Relationship of ITE with Teacher Induction

Initial teacher Education (ITE) is a pre-service teacher training course for student teachers which is given to them before they go to teach in real classroom. It is the first and foundational stage for teaching career. It introduced different conceptual orientations about the role of teachers in teaching. It plays important role in teachers' induction period. In Nepal, it is being conducted by different universities as B.Ed. (one year and three years) and M.Ed. program. So, in this research, among 10 teachers, 9 of them have taken it and only one teacher doesn't have taken. Regarding the relationship between ITE and teacher induction all 10 teachers were asked about the relationship between ITE and teacher induction.

Regarding this, **teacher 3** said, *"ITE is helpful for NATs in their induction period".* Similarly, **teacher 4** expressed his idea about ITE and its relation with teacher induction. He said that in ITE, student teachers train for teaching and they know teaching techniques and methodologies which are helpful to them to adjust in class while they take participation in real teaching. he said, *"There is of course relationship between ITE and teacher induction because ITE is done first....the student while studying, he gets trainings, i.e. ITE and which is helpful to teacher induction because he knows there the teaching methodologies, teaching strategies, approaches and techniques".*

Similarly, **Teacher 5** said, *"Frankly speaking, students from any of other sectors, they are less skillful either to control the class or to approach the students in regard of teaching materials but students from Education, through certain trainings or programs, they will certainly be not feeling much more*

difficult to introduce himself, to give skills and a lot things. So, it is obviously positive thing". His view was positive towards ITE. He viewed that in Nepal, NAETs who are from education background are more perfect in teaching skills than other faculties' background. It might be in managing classroom, teaching strategies and use of teaching materials. Another teacher, **Teacher 7** mentioned that ITE and teacher induction are interrelated. He said that what we learn in ITE theoretically, we apply them in real class teaching. *"I think closely interrelated…when we get it, we use it and we can make our teaching effective".*

Similarly, **Teacher 8** viewed that ITE is helpful for a NATs in their induction period. He said, *"I think, ITE helps the new teachers in their initial phase".* **Teacher 9** said, *"…after getting such type of trainings the teacher is responsible in the classroom…before entering into the classroom, he is clear about the goals and responsibilities.* He viewed that ITE is pre-service teacher trainings which trains the student teachers about their roles and responsibilities in classroom. It is helpful for NAETs in their induction period which helps them to adjust in real classroom teaching easily. And **Teacher 10** viewed little bit differently than other teachers. He viewed that ITE is academic and induction is practical and professional. He said, *"ITE…it is the academic…this induction, is career related, must be practical, teacher oriented, must be professionalism and motivation".*

But **teacher 1, teacher 2** and **teacher 6** did not have clear concept about ITE program. They answered that they did not have taken ITE though they have done one year B.Ed. as **teacher 2** said, *"I think, I am not clear about the first one that ITE…but induction, I think the teacher should be familiar with each and everything that are available in that school or college".* So, they were not clear about the concept of ITE and its relation with teacher induction.

In conclusion, almost all the teachers said that ITE and teacher induction are interrelated because ITE is the theoretical base for NAETs. What theoretical knowledge they have learned in ITE will apply in real teaching. At the time of induction, NATs face many challenges and to solve those challenges they should be perfect in theoretical aspect of teaching which is given in ITE.

4.2.1.6 Need of ITE for NAETs in Induction Period

Initial teacher education is needed for NAETs because it is more helpful to them to acculturate in real classroom teaching. It is pre-service teacher education which gives theoretical and some practical knowledge about teaching to them. It helps them to be comfort in their profession. Regarding this, all 10 teachers were asked about their feelings towards the need of ITE in induction period. All of them answered they felt the need of ITE in their induction period and it is needed for NAETs because it helps them to adjust in classroom and to get success in teaching. However, some of them also mentioned the reason behind its need.

Teacher 1 mentioned that ITE is needed for NAETs. He said, *"In my opinion, it is needed because it helps the teachers to be match the rid off in his subject matter".* Similarly, **teacher 2** said, *"Yes, I felt it because without having such trainings a teacher cannot teach perfectly and he will not be familiar with the teaching environment".* He mentioned that to be familiar about teaching environment in real classroom teaching ITE helps novice teachers. Without having such education and trainings NAETs may get into dilemma after entering into the real class. Another teacher, **teacher 3** also mentioned about the need of ITE. He mentioned, *"I feel that it is necessary for the teachers to take pre-service trainings like M.Ed., B.Ed. because it is very useful for the teachers".*

Teacher 5 expressed his view towards the need of ITE for the teachers because pedagogical knowledge is provided in ITE. He said, *"I personally feel that*

students from M.Ed., from Education are more skillful than Aarts". Similarly, **teacher 7** felt the need of ITE for NAETs. He said, *"Yes, of course, I think it is necessary for us".* **Teacher 8** also mentioned that ITE is needed for NAETs because it is a bridge for them to become a professional in teaching profession. He said, *"Yes, it is very much important because no one is experienced at first phase and ITE proved to be a bridge for the new teachers to enter into the classroom and into the course".* And **teacher 10** also viewed as **teacher 7** and **teacher 8** expressed their view as above. He said, *"Yes, why not? It is necessary certainly in his working field".* But **teacher 4** and **teacher 9** did not have mentioned their view about it.

In conclusion, almost all teachers feel the need of ITE in induction period because ITE provides theoretical and pedagogical knowledge of teaching which is helpful to solve the challenges in induction period and helpful to perform in the class.

4.2.1.7 Influencing factors for the Development of NAETs in Induction period

In teacher's professional career, induction is the most important phase. It guides and contributes their whole teaching life. In the context of Nepal, after their appointment in a school, NAETs are sent directly to teach in a real class without any preparation and training. Therefore, they encounter with different challenges in the class. Because of this reason, most of the teachers leave their job in the first year of teaching. In induction period, NAETs develop their knowledge, teaching skills, management skills if they get positive support. There are many factors which influence the development of NAETs in their induction period. The factors might be from inside and outside the class or by himself. So in this research, to find out such factors all 10 teachers were asked for the factors that have contributed or influenced in their professional development. In response to this question, most of them answered mainly the colleagues, staff, senior teachers were the factors for their development as a NAET.

Regarding this, **teacher 1** mentioned that his inspiration influenced his development because he would like to become a good English teacher and make career in it. He said, *"The factor that influenced me is about my inspiration. I was inspiring since the beginning about this…and I thought that really just I would like to make my career in English".* Similarly, **Teacher 2** said that he was influenced by different factors in his induction period. Different factors have contributed in his development as a NAET. Such as school environment, students, his colleagues etc. He said, *"School organization, my colleagues and some students have great influence in my development as a NAET".*

Likewise, **teacher 3** said that his development as a NAT was influenced by his colleagues and senior teachers of that school. He said, *"Many factors…teachers, my seniors, my teachers influenced me to teach".* **Teacher 4** also viewed as **teacher 2** and **teacher 3** said. He said, *"There are some factors which helped me…the co-operation of teaching staff and the co-operation of students also helped me to the development of teaching.* Similarly, **Teacher 5** expressed his view as others, he said, *"I had got a lesson from my teacher…and it really worked".* **Teacher 6** said that his colleagues and school's environment has contributed his development as a NAET. He said, *"Especially, my colleagues and the school's environment, these two things especially helped as my development as a NAT".*

But **teacher 7** expressed his view little bit differently. He said, *"Teaching skill and the knowledge of content and managing classroom actually influenced me".* He viewed that his development was influenced by content and especially teaching skill. Similarly, **teacher 8** mentioned that his development in induction period was influenced by internal (his labour and knowledge) and external factors (teachers, colleagues). He said, *"The factors to influence my development as a NAET are: my labour and research helped me first, second, the help of the teacher and colleagues and third the help of from the side of*

school management committee. Likewise **teacher 9** mentioned that various factors like school environment and academic factors etc. are responsible for the development of NAET. He said, *"There are various factors…supporting program, support and co-operation by colleagues, environment of the school, content, curriculum of the course and cultural phenomenon of the school area are responsible factors I think".*

And finally, **teacher 10** said that different factors have influenced for the development of a NAETs like working place, content, syllabus etc. He said, *"There are different factors…how aspiring the working place is, how the teacher dedicated to the future of the students? And it is also related with the content, the syllabus and curriculum.*

Finally, I concluded that different factors have influenced the development of NAETs at the time of induction period. Some of them are self inspiration and motivation, school environment, administration, colleagues' role and so on.

4.2.1.8 Roles and Responsibilities of NAETs in Induction Period

When a teacher starts his job or when he joins the school for teaching, he has to maintain certain roles and responsibilities inside and outside the school. Regarding this, all the respondent teachers were asked for their roles and responsibilities as NAETs. For this question all of them answered differently.

Teacher 1 mentioned that his responsibilities as a NAT was dedication to his duty inside and outside the school and make the students learn by encouraging them. He said, *"My responsibilities as a NAT is that I should have to be very dedicated in my subject matter and I should have to think that this is my profession and I should have to feel enjoy in my profession and what I have known I should have to give knowledge to the students with any discrimination…encouraging them for their further learning".* Similarly, **Teacher 2** answered that he had to bring change in the output of the school

means the result. He said, *"As a NAET, I have to bring some drastic change in the level of result"*.

Teacher 4 mentioned that as a NAET his roles and responsibilities were to establish the relationship with school staff, students and management committee, be punctual and prepared, and his mainly focus was to promote students' English. He said, *"My responsibility is as a NAET to go to school on time and to teach the students using effective teaching methods and to complete the course and to establish relationship with other teaching and non-teaching staff and school management committee also and mainly my focus is to promote student's English, students' Education and I was devoted to teach the students"*.

Likewise, **Teacher 5** viewed that his main responsibilities were mainly to teach the students, to plan the lesson, initiate or motivate the students for learning English. He said, *"...to teach the students...make a plan and go through that, at the same time, initiated students to learn English"*. Similarly, next teacher, **Teacher 6** said that his main responsibility in the classroom was to present the content effectively to the students. He said, *"My roles and responsibilities in the classroom is to present the content effectively to the students and I should satisfy the hunger of knowledge of the students and I should try my best to fulfill the goals and my responsibility is also to well manage the class and to satisfy the goals set up by the school"*.

Teacher 7 expressed his view that his main responsibilities was to be a good or punctual English teacher and make the student pass in exam. He said, *"My responsibility is to be a good English teacher primarily...to make students passed in exam...make them well known about the content"*. Similarly, **teacher 8** mentioned his view differently than other teachers. He said, *"I had to take the responsibility of the student's discipline, students' learning and their percentage of pass out students and many more"*. He said that as a NAET his

responsibility was making the students pass in exam by maintaining discipline in the class and make their learning effective. **Teacher 9** viewed that his main responsibility was to teach the students by commanding and maintaining discipline in the class and complete the course on time. He said, *"My responsibilities are…command the classroom and complete the course till the end of the session"*. And, **teacher 10** said "*mainly the responsibilities of NATs are: they should be good teachers, they should be content oriented and they should be student centered"*.

In conclusion, the main responsibility of NEATs is to teach the students effectively, maintain discipline in the class, complete the course on time, maintaining good relation with students and colleagues and so on.

4.2.1.9   Responsibilities of Senior Teachers for NATs

Senior teachers are experienced teachers who have passed more time in teaching and collected some experience of teaching. They are more familiar about the school environment and teaching environment of the school. Senior teachers are mentors or guides for NATs who should help them to adjust in teaching. But in the context of Nepal, we don't find a mentor teacher for NATs. So in this research, I tried to find out the view of NATs about the responsibilities of senior teachers towards them and asked what NATs want from experienced teachers. I asked all 10 respondent teachers about the responsibilities of senior teachers. To where they answered differently.

Teacher 2 viewed that senior teachers are great source of knowledge and they have so many responsibilities for NATs because they are familiar about the school's environment, teaching environment, teaching strategies etc. So they should provide information about the school and teaching environment to the NATs. He said, *"There are so many responsibilities of senior teachers for the NATs because they are experienced and familiar with current environment of the college. They are also familiar with different strategies they utilize in the*

college and the success of teaching strategies. So, they have responsibility of providing information to the NATs what they can do in the college…they have a great source of knowledge that they can provide to the NATs". Another teacher, **teacher 3** said that senior teachers should guide the NATs in teaching. He said, "*Senior teachers have to guide and suggest the NATs to teach and to present the subject matter towards the students for the first time".*

Teacher 4 stated differently than **teacher 2** and **teacher 3**. He stated that senior teachers help NATs to be familiar in school's environment because they are more familiar about it. He stated, *"Of course, the senior teachers have responsibilities …they should acquaint the NATs with various situations which take place in school".* Likewise, **teacher 5** mentioned that senior teachers should motivate juniors to teach and take the class effectively. He said, *"There are lot responsibilities of senior teachers for teachers. Motivation is the first thing and the way to handle the class is the most. And as a senior every teacher needs to help the junior to take the class effectively".*

Teacher 6 said, *"They can help NATs by providing the techniques how to teach effectively to the students…to manage the classroom…how to adjust in the school environment…by providing the rules and regulations of the school".* He viewed that senior teachers can help NATs by providing skills, techniques and providing information about the school. Similarly, **Teacher 7** said that senior teachers should help new teachers by avoiding their loneliness. He said, *"senior teachers should help new teachers so that new teachers also can think themselves that they are not alone".*

Teacher 8 stated that senior teachers have to help and co-operate NATs psychologically. He said, *"I think the responsibilities of senior teachers towards the NATs are: they have to help and support for the materials…helps them psychologically to make the environment easy and conducive".* But he also mentioned that in the context of Nepal, they seem less co-operative.

"Senior teachers feel themselves senior and they are not that much helping to the NATs…ah…I think senior teachers themselves wants always to be senior". Another teacher, **Teacher 9** expressed his view that senior teachers help NATs in teaching skills, methodologies and their performance. He said, *"senior teachers should treat NATs very kindly…should help them in their performance…mainly methodological help is necessary I think"*

And at last, **teacher 10** viewed differently as other teachers viewed. He mentioned that the responsibilities of senior teachers depend according to school's environment and teachers'. He said, *"Ok, it depends, what type of newly teacher is coming in the schools. It is in his wish whether he needs help or not. Is his need is of content, resource, materials, and then if his difficulties or problem is under discipline of students…help according to the related field what he demands".*

In conclusion, all 10 teachers viewed that senior teachers have great responsibilities towards NATs. They have the responsibility to help and support them. They should kindly help and support them positively. They help NATs in acculturation, providing techniques, skills and so on. They should support NATs psychologically and they should be co-operative with NATs by providing feedback.

4.2.1.10   Help and Support for NATs Provided by Resource Center

Resource center is a governmental organization which conducts different trainings, workshops, seminars to develop teachers' professionalism. But in case of teacher induction, it has not started to conduct such training programs for NATs in their induction period. Regarding this, all 10 NAETs were asked for the help and support provided to them by resource center. In response to this question all the teachers answered that they did not get such trainings or help and supporting programs from resource center till then.

4.2.2 Nature of Teacher Induction in the Context of Nepal

Generally, teacher induction is taken as the first year of teachers in teaching profession. During that time, NATs have to be provided help and supporting program which helps them to develop their professionalism in teaching. But if we go through the world we find that teacher induction program is taken differently in different countries. We find 3-5 years teacher induction program in European and American countries. For example New Zealand is applying teacher induction program for 3-5 years. Similarly, USA is applying it for 2-3 years. But in African country Papua New Guinea we find teacher induction program is being conducted for one year.

Though teacher induction is supportive in nature we can find various types of teacher induction program all over the world like mentoring program, teacher support program, pre-service and in-service teacher trainings etc. We find differences in its length, breadth and scope in different countries in the world. So, in this research I have tried to find out the nature of teacher induction program in the context of Nepal by analyzing the responses of 10 NAETs on it. They were asked about the type of support they needed, the length of time they needed support and so on. Though they came up with different ideas about the types and period of teacher induction, all of them agreed that such program should be provided to NATs from the beginning.

Teacher 1 said, *"NATs should be given supporting program in the beginning before the class starts".* He viewed that NATs should get help and supporting program from initial phase of teaching career but he did not mention actual period for it. Another teacher, Teacher 2 said, *"They started providing some information from the very first day of my class…day by day…from the very first day till other coming months I got it".* He viewed that he got some information informally from the very beginning of his teaching career and he got that till some other months not more than a year. Similarly, teacher 3 opined that

NATs need supporting program within their involving time in teaching. He said, *"When the teachers involve in teaching profession for the first time"*.

Teacher 4 mentioned that teacher induction program should be provided to the NATs in the initial stage of their teaching career. He started teaching from last year and till the interview time, he needed helps and support. He said, *"In the initial stage....some type of supporting program we always require in the profession of teaching and I also need it till now"*. On the other hand, **Teacher 5** said, *"Throughout the year, throughout the year because every day so.....brings challenges to a teacher.* He viewed that he felt the need of induction program throughout the year of his teaching. He needed it mostly for first one year of his teaching.

Teacher 7 expressed his view that he needed induction program from the initial stage up to now and he had started to teach one year before. He said, *"I started teaching one year before and still now it is necessary…in the initial stage, if we have such kind of helps, which helps us to be confident in teaching"*. **Teacher 8** also viewed that NATs need induction program from the initial phase of teaching till they don't get much experience. He said, *"NATs need the supporting program from the initial periods since they are not much experienced"*. Similarly, **Teacher 9** said, *"It is compulsory in the initial period"*. He viewed that teacher induction program is necessary for NATs in the initial phase of their teaching career. But he mentioned the time duration of teacher induction program differently from others. He said, *"It might be about 15 to a month long"*. He viewed that it should be provided to the NATs for one month in the initial phase, after that the teacher can maintain himself.

But **teacher 6** viewed that teacher induction program needs throughout the teachers' life. He said, *"It needs life-long because no-one is perfect in teaching… every day we feel that something we are still lacking...so, help is necessary throughout life"*. Similarly, **teacher 10** also viewed differently than

others, he said, *"it needs every time… from the first phase....it depends how experienced the teacher is, what institution is it, where the institution is, what type of students we are facing it depends".* He said that help is needed every time to the teachers. He also said that the period of teacher induction program depends on teachers and teaching environment. But he agrees that it should be provided to the NATs from the first phase of teaching career.

In conclusion, all teachers agreed that teacher induction program is necessary for NATs and it should be provided to them from the beginning of their teaching because it supports them for their professional development. But they did not mention the actual time period for conducting teacher induction program in the context of Nepal. In this research, among those 10 newly appointed respondent teachers almost all the teachers have 1-2 years experience and they were feeling the need of supporting program till the time of interview. In this connection, I believe that teacher induction program has supportive nature and it should be better to provide to NAETs in the context of Nepal from the beginning of teaching to 3 years. Similarly facilitation program, orientation program, teacher support program, mentoring, workshops, seminars, collaboration, observation, interaction supervision and so on are the types of teacher induction programs that NAETs' urgently need in the context of Nepal.

4.2.3 Challenges of NAETs in Induction Period

'Induction' is the most stressful and challenging period in teachers' career. In this period NAETs face many challenges inside and outside the class. Inside the class they face challenges in managing classroom, language use, maintaining discipline, pedagogy, motivation and so on. They are unknown about the students, staff, policies and procedures and the whole school's environment. Similarly, the challenges like acculturation, dealing with staff, pressure by the management committee, Principal and parents, getting information about the school and so on are some of the challenges that NAETs face outside the classroom. And some of the key elements confronting NAETs

are: feelings of isolation, disparity between their expectations and classroom reality and lack of support and guidance.

Regarding this, I asked different questions to the respondent teachers about the challenges they faced inside and outside the classroom. Below, I have described the respondents' answers about the challenges they faced while teaching.

First of all, I asked them about the challenges did they face in their induction period or not. In answer to this question all 10 teachers said that they faced some challenges in their profession but the challenges or problems were different. The main challenges that NAETs face in Nepal are described as follows:

a) Challenges in Implementing Theoretical Knowledge in Real Class

It is difficult to implement theoretical knowledge in actual classroom setting. The theoretical knowledge NAETs gained in their ITE may not be matched in real teaching. They get only theoretical education in their ITE. Because of the lack of resources, practicality is less focused in university Education of Nepal. So, when NAETs get appointment in a school, they are sent directly to the class without any orientation and preparation. Because of this, they encounter with challenges. Regarding this, I asked all 10 respondent teachers about the implementation of the theoretical knowledge of ITE in real classroom setting. In response to this question, almost all the teachers felt difficulty in applying theoretical knowledge of initial teacher education into actual classroom teaching though they answered differently.

Regarding this, **Teacher 1** said that theoretical knowledge which he had learnt in his ITE was not much supportive in his initial phase of teaching. His theoretical knowledge did not work because the way of learning of the students was different than teaching theory what he had learnt in ITE. So he faced

challenges in it. He said, *"Actually theoretical knowledge that we implement while teaching does not become very supportive …my way of teaching and the way of learning of the students just became just like the generation gap there and because of it, it provided problems".* Similarly, **teacher 2** also mentioned that it was difficult to theoretical knowledge to apply in actual class. He said, *"Actually, it was not so easy to implement it because what we learn theoretically was very difficult to bring it in practice. For example, we learnt different methods of teaching, different theories of teaching but in real teaching what I find is nobody is following that theories and if we started utilizing them in the classes, the classes become very chaos, mismanaged and it was very difficult to utilize them in the classes and not only difficult, but the whole system was different in the class".*

Another teacher, **teacher 3** also viewed as **teacher 1** and **teacher 2** viewed. He said, *"It was very difficult to apply the teaching techniques and methods I had learnt in my student life".* He said that the theoretical knowledge that he had taken in his initial teacher Education was difficult to apply in real class teaching.

Teacher 4 said that the theoretical knowledge that he had learnt in his initial teacher Education is helpful in teaching but it was somehow difficult to implement in real classroom setting. He said, *"I felt it is helpful…it is somehow difficult because we just get to learn in theoretically and practically both in initial teacher Education but to come to the real field or real battle field, it is a little tough and challenging".*

Teacher 5 also agrees that it was difficult to implement theoretical knowledge in actual classroom setting. But he also said that if he felt so, he would ask experienced teachers or lecturers about it. He said, *"I felt so… but I asked my experienced teachers or lecturers of my college".* Similarly, **Teacher 6** also mentioned same thing. He said, *"It is quite difficult to implement the initial*

teacher Education skills into the practical Education because what teachers learnt in theory, they find it quite difficult to practice in their practical life or in the practical teaching. So, there is gap in theory and practice". So, he said that there is a gap between ITE and the real class practice in the context of Nepal.

At the same time, **teacher 7** also mentioned same thing. He said that it was difficult to implement the theoretical knowledge that was taken in ITE because the idea of implementation of such theoretical knowledge in actual classroom is not taught in ITE in Nepal. He further said, *"It is difficult because in our initial teacher Education classes, we have learnt theoretical knowledge but we were not taught how to implement those theories in real classroom activities and we didn't have ideas about the experiments or how to utilize the theories and how to keep them in the students and in the real classroom situations. Only we were taught theories and principles of teaching learning activities".* Likewise, **Teacher 8** also expressed his view as other expressed. He said, *"It's not that much easy because we take theoretical classes in initial teacher Education but that theory cannot be totally implemented in practice or in the classroom".*

Teacher 9 answered a little bit differently than other teachers. He claimed that the knowledge that is provided in ITE is completely different from real classroom teaching. He said, *"As I have learnt in initial teacher Education, then the reality is completely different. During the time of taking theoretical knowledge, I felt that I could manage the class easily but in the practical classes, there are various students from different family backgrounds with different interests and to manage the class properly was difficult to me. And I did not get that type of knowledge in initial teacher Education".* And finally, **teacher 10** expressed his view differently than other teachers. He said that if a NAET is well known about the theory and if the environment is supportive for him/her, he/she can implement the theoretical knowledge easily. Otherwise he/she felt difficulty to implement such type of knowledge. He said, *"Ok, it is*

easy to implement if he is theoretically well known and the environment is supportive. Otherwise it will be difficult".

In conclusion all NAETs agreed implementation of theoretical knowledge in real class is challenging to them. It is really difficult to apply the theoretical knowledge that is gained in ITE in real classroom and somehow it does not work. Because of the lack of practicality in ITE it is happening in Nepal.

b) Feeling of Pressure

Feeling of pressure is a challenge that a NATs should face inside and outside the classroom. As a NAET one may feel pressure there because of the new environment of the school. He/she may face the pressure by staff, management committee, students, parents, school administration and so on. In the context of Nepal, most of the higher secondary schools are private and commercial, so they are doing output oriented business in education. They only focused on result of the students. On the other hand, most of the students of government aided schools are poor in English. So, when a person is appointed as an English teacher, he/she is being pressured by the school administration to make more students pass in the exam. Similarly, he/she is being also pressured to finish the course on time. Because of those pressures a NAETs may deviate from the teaching. Regarding this in this research, all 10 respondent teachers were asked for their feeling of pressure as a NAET in that school. Though they answered differently most of them responded that they felt pressured in their induction period by the administration or management committee and so on.

Regarding this, **Teacher 1** said that he did not faced that much pressure from the outside but he himself felt pressure in the initial phase of teaching. He said, *"But I did not get that much pressure. But really automatically it happened in course of teaching. If there is just like the generation gap in teaching learning activities between teachers and students, really it provides very nervousness too…what the teacher is teaching if students are not going to learn about that,*

in that case, it happens". At the same time, **teacher 2** mentioned that he did not feel pressure directly from any side but the pressure he felt inside the classroom. He mentioned, *"It was not direct pressure from any side but pressure is related to maintaining discipline in the classes because sometime the management was observing the classes and I was not being successful in managing the classes and that time I was feeling pressure what to do and how to just make both students and the management happy that was the real pressure. And another thing is to bring change in the result of the college".* But **teacher 3** said that he did not feel any pressure in his profession. He said, *"There was not any pressure".*

Teacher 4 also viewed that he did not feel pressure in his initial phase of teaching. He said, *"I didn't feel any mentionable pressure but general pressure was that to deal with the content. As a NAT the course becomes new for the teacher that is a little challenging for the teacher which the teacher should cope with".* Another teacher, **teacher 5** said that he faced the challenge to finish the course on time. He said, *"In initial phase, I had to take around a week or two to finish just a unit. So while just calculating, it would take more than a session to finish the course of English especially in Nepali medium because they were slightly back. So, I had the problem".*

Teacher 6 viewed a little bit differently. He said, *"I felt pressure from the students' side. I never felt pressure from the management side and from school administration…the pressure was that how to teach them effectively? Whether they would complain against me or not"?* He said that he faced the psychological pressure in teaching in his induction period because he was not that much confident in teaching but he did not face any type of pressure from the side of the management committee and the administration of the school. Likewise, **teacher 7** expressed his view that he faced a type of pressure and the pressure was that he should make pass more students in exam and he had to follow the strategies of school management and administration. He said,

"Actually, they compelled us to teach them being output oriented and our teaching must be effective and we should be able to pass many students in exam. In the same way we should teach and follow those strategies prepared by school management and administration". At the same time **teacher 8** viewed as **teacher 7** viewed but he faced other pressures as well. He said, *"Yes, definitely, not only in my case, all English teachers faced pressures from the side of the management committee, from the side of the school, even form the side of the students. They basically get pressures of passing a certain percentage students and completing the course in certain span of time and things like that".*

But **teacher 9** answered differently he said that he get the pressure within himself in the initial phase of his teaching. He said, *"There was not much pressure from the management, but mainly the pressure was within me because I had to manage the classroom belonging about 70 students…and most of the time they try to break the rules and regulations of the classroom and I think it was the great pressure me to manage them and to teach them effectively".* So, he accepted that he had the pressure in managing classroom. And at last, **teacher 10** mentioned his view as **teacher 7** and **teacher 8** mentioned. He said that the pressure in his induction period was to make the students more pass in number. So, he said, *"…they wanted to make their students more in number to pass and they want the teachers to be very active not only in his teaching field, not only in his professionalism but he is pressured to pass their students anyhow".*

In conclusion, all 10 NAETs felt a type of pressure in induction period. Some of them felt pressure with themselves and some of them felt pressure from external factors like school administration and management committee.

c) Challenges in Acculturation

Acculturation is the most important factor for NATs. It is also a great challenge for them which is related with their adjustment in a new school's environment.

When a teacher enters into a school, he/she should be familiar about all the internal and external factors of the school like rules and regulations, students, staff, parents, teaching environment and the whole school's system and environment. He/she should adjust and be informed about all these things which is called acculturation and all these things happen in the induction period. Regarding this, in this research I tried to find out the difficulties of NAETs in acculturation process in a school. For this, I asked all 10 respondent teachers different questions like how did you acculturate at this school? Who helped you to acculturate? What were the difficulties did you face? How did you obtain background information of this school? Answering these questions some of them said that they did not get such special help for their acculturation at the school and they acculturate themselves in the school and some of them got help from the school management committee, colleagues, and students and so on. The following paragraphs describe the acculturation process of NAETs in the context of Nepal.

Regarding this, **Teacher 1** expressed that he got some difficulties in acculturation because in his school students were from different ethnic group with different ethnic language and he got some irritation with the language that they used. But he also said that he got the support in his acculturation from the Principal of that school. He informed him about the system of the school. He said, *"I got the support from the Principal also and he told me that this is the term of that ethnic group that that they speak this in that way. So, we don't have to feel irritation about that instead of that we should have to enjoy in our service and what they said we should not have to take them seriously and we should have to take it easily".*

Similarly, **teacher 2** said that to be familiar about the school system and environment was really difficult for him. In his acculturation process his fellow teachers, the students, the management committee and the college environment itself helped him. He said, *"Ya, it was very difficult to be familiar with the*

college environment. First, I was unknown of all the things… I started getting with the teachers…introduced with them…started talking…and sharing the problems, they provided some information about what we can do in the class…I became familiar with the school management, they also provided me some information about what they are doing…and slowly I just became familiar with the college environment, teachers and students". he further said, *"First, my fellow teachers they really helped me to acculturate with the college environment, they provided me information and secondly, college environment also helped me to do this and thirdly, the students itself helped me to do. They provided me information what other teachers are doing and what they want in the classes…and the information about the college I got from canteen person".*

Another teacher, **Teacher 3** answered that he acculturated in that school by himself and he did not get any support from the school administration or management and so on. During his acculturation time he got many difficulties. He said, *"No, I have acculturated myself....yes, felt many problems and I felt many difficulties while I was acculturating".*

Likewise, **teacher 4** viewed that he acculturated in that school gradually. First he felt difficulty in acquaintance with the students staffs and so on. He said, *"it was to be acquainted with the colleagues, teaching and non-teaching staff and to be acquainted with school environment and management committee as well".* However, he got support from various factors like colleagues, Principal, staff, the locality and so on. He said, *"I acculturated at this school gradually. First, I introduced to all the staff, teaching staff and non teaching staff or let's say colleagues and then gradually as I not a local to this place…I should have to challenge to acculturate in the community and to the school environment and students also and I gradually got it…For my accommodation my colleagues helped me and in teaching, how to handle the situation inside the classroom, the other teachers also did help to me".* He further said *"I obtained*

background information from various sectors, from the locality, and from colleagues, from campus chief and from students more".

Teacher 5 also mentioned as **teacher 4** mentioned. He said that he got the support from the colleagues, Principal, management committee for acculturation. He said, *"Whatever the problem was facing that time, I shared with the Principal, management committee and time and again, they used to give me the way and I often used to consult with my senior teachers and the things they gave me were enough to handle".* He further said, *"I was not that much familiar with these rules and regulations of this school. But…I was always in tough with the Principal and the administration and they provided me".*

Similarly, **Teacher 6** viewed that since he is local of that community, most of the information he already had got and when he entered into the school as an English teacher, he did not get any support. But slowly gradually he acculturated in that school. He said, *"I did not get any special help to acculturate....As I live here and as I continuously teach here I slowly and gradually acculturate in this school by knowing about its environment, by knowing about its rules and regulations, by knowing about the whole system, I slowly and gradually acculturate at this school".* He also viewed *"I'm local and being a local I know about the school, about its background, about its management committee, about its administration".*

Next teacher, **teacher 7** said that management committee and other teachers helped him to acculturate in that school then he acculturated slowly and gradually by knowing the student's activities and psychology. He said, *"I got the support from the management committee and other teachers…in the beginning as any teachers face such problems that they should spend some days there in the school as a new teacher only. Students do not accept them as usual experienced teachers …and some days I just spent those days being new*

by knowing their activities and their psychology then I acculturate slowly and gradually". Similarly he also mentioned that he got the background information by asking his teaching staff and non teaching staff after going there.

Teacher 8 also viewed that he also got support from his staff, administration, and management committee members and so on. They provided the background information of the school and other information about teaching. So, he did not feel any difficulty to acculturate in that school since that was his local area as well. He said, *"I didn't feel any difficulty ....first of all, I got support from the staff, colleagues, Principal and the member of school management committee but since it's my local area I didn't get that much problems or challenge to acculturate in this school....the background information was given to me by the local members or local staff or the colleagues or friends".* However, **teacher 9** mentioned that he did not faced that much difficulty in acculturation as a higher secondary English teacher because he was teaching there as a secondary English teacher before that. But he also mentioned that some of the other teachers of that school help him to acculturate in that school. He said, *"I had been teaching in secondary level in the school and most of the students were my own students in the secondary level. That's why while teaching college level, I did not feel much problem to be acculturated but there were other teachers who helped me to acculturate with the school environment and the difficulties".*

At last, **teacher 10** said that acculturation is the natural process but in the beginning, he felt difficulty in making relationship. And not only the single person, the whole environment of the college helped him to acculturate. He said, *"Ok, it is the natural process. At first, it was not impossible or it was difficult to make good relationship between teachers and students. Nowadays the relationship is good ....Not only the single person is helpful for my acculturation, it is the whole college environment to make me acculturate".*

In conclusion, all 10 teachers got help to acculturate from Principals, colleagues, staffs, school administration, students, and so on though they feel difficulty in initial period.

d) Challenges in managing classroom

In induction period, teachers do not have the ideas in managing classroom. Because of this NAETs face many challenges in managing classroom. In this research I asked them regarding the challenges in managing classroom. They came up with different ideas.

Regarding this **teacher 2** said that "… *to motivate the students…to make the management there as well".* It is difficult to motivate the students in class especially for NAETs. They haven't known the psychology of the students. And they have not that much technique to motivate the students. Similarly, **teacher 3** said, *"…some students are brilliant, some are very weak in English so it was difficult".* **Teacher 4** also agreed to take the managing classroom is a challenge in induction period. He said *"…the challenges like to well manage the classroom as well is a problem".* Some of the teachers faced challenges from the students' side. Sometime it becomes difficult to address the questions of the students, checking their task and so on. Regarding this, **teacher 6** said *"…Inside the classroom, I faced the challenges to manage the class. Similarly, sometimes students used to ask such questions which were from outside the course. Such type of questions also created trouble for me".* Similarly, some of the teachers face challenges to control the class and manage them as **teacher 7** said, *"I faced some challenges like classroom control".* **Teacher 8** also viewed agreeing with **teacher 7**. He said, *"it is very difficult to control the students nowadays in Nepali context".*

In conclusion, it was difficult to manage the class for NAETs in their induction period. Because of the lack of teaching techniques and new environment of the school, they cannot control the class. So they cannot manage the class properly.

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e) Challenge in Maintaining Discipline in the Class

Maintaining the discipline in a class is challenging for NATs. Teachers face many problems regarding maintaining discipline in the class. He is not familiar with the environment of the class and students' psychology. Students may tease the teacher. And it may gap the relation between teachers and students. In this regard, **teacher 2** said, *"it was difficult to maintain discipline in the classes in my induction period"*. Because of the lack of induction program he may face this challenge. Supporting this view **teacher 4** said *"...A NAT has to face students' behavior problem in his induction period"* Similarly, **teacher 7** viewed that he faced students' behavioral problem in his initial phase of teaching career. He said, *"Because in higher secondary level, students pass S.L.C. and come to study there and they think to some extent free and they engage in talking in classroom".* Regarding this, **Teacher 10** also said that he faced challenges in students' discipline. He said, *"The more problematic area is discipline".* So, he mainly faced the problem of discipline of the students in his induction period.

In conclusion, almost all respondent teachers agreed that NAETs face challenges in discipline of the students in their induction period because they are unfamiliar with the students' psychology. Even they don't have that much teaching technique to handle the class. Teachers cannot control the class properly in his initial days of teaching.

f) Challenge in Language Use

Nepal is multiethnic and multilingual country because more than 120 ethnic groups live here and more than 130 languages are spoken in Nepal. So, there is a problem of language use in teaching. In Nepal, all government schools are based on Nepali medium. The students are being taught with Nepali medium and only one English subject is being taught for them. So, almost students from government aided schools are found poor in English. Because of this teaching

English in Nepal is more challenging. In this research all NAETs viewed that they faced the challenges in language use in their induction period.

Regarding this, **Teacher 1** stated that he did not get that much challenges in teaching but he felt challenges of using Nepali in English class. He stated, *"I did not get that much challenging but I found the drawbacks of the students…most of the students in government school, they are from Nepali medium. Because of that they have got good knowledge about Nepali but in English they are very poor and the backward. Because of this, I found challenges".* He said that the students of government school are poor in English which creates a great challenge in teaching English. Similarly **teacher 3** came up with the challenges about the use of Nepali language in English class. He said, *"Main problem was that there were many students who were unable to understand English so I had to use Nepali".*

Likewise, **Teacher 5** stated that as **teacher 1** and **teacher 3** stated above. He stated that mainly he faced the challenge to make the students understand the content because most of the students from Nepali background and they are very weak in English. He said, *"My challenges were not to control the students but the case was related to build up their knowledge and since there were the students from Nepali medium. So, I had challenges to run the course on time and at the same time to make them understand what they learned in the past time".*

Another teacher, **teacher 8** viewed that he faced the challenges in use of language to the students telling his problem in detail he said, *"There are many challenges in the process of English teaching. First of all, language itself becomes the bar and challenge because what type of language teacher uses, students cannot understand that and…I have experienced that it ".* Similarly, **Teacher 9** explained about his challenges that he faced in his induction period. He said, *"Mainly the challenge is related to the students' ability and capacity of*

English use". He said that he faced the problem of students' use of English because in his school most of the students from Nepali medium government school. So, most of the students could not understand the English. So he should use Nepali also in English class which spoiled the students' capacity.

In conclusion all 10 NAETs faced challenges in their induction period. And the main challenge of NATEs in Nepal is the use of language. In Nepal, most of the government school's students are poor in English language because they are being taught through Nepali medium and they cannot use and understand English properly. So, if a teacher teaches them only from English medium they cannot understand.

4.2.3.1 Difference between the Challenges of First Class and Other class

In the initial phase of teaching, NAETs face different problems which are very complex to them. But if they become able to acculturate in school's environment, they feel comfortable in teaching. So, to find out the difference between the problems of initial (i.e. first) class and other class I asked all 10 respondent teachers about the difference between the problems that they faced in their first class and other class. In response to this matter all of them answered differently.

Regarding this, **Teacher 1** said that there is vast difference between the problems of first class and other class after that. He said, *"we can see the vast difference there. In the beginning, just it was very hard to know the psychology of the students also, how far they were go into the subject matter, it was very difficult to find out. But now, the teaching is going to be very feasible and I have known the weight of the students also how much they known. Because of this, I am going to teach in a different way knowing their psychology. So, in the beginning and now, just there was the difference".* Similarly, **teacher 2** said that the first class was full of challenges because he was totally new and

unknown about all the things. He said, *"The first class was full of challenges. Everything was unknown, unfamiliar, new even the students, the classroom, the materials, the subject matter itself was new and nowadays I am familiar with all those things. But the problems related to the teaching methods; which method to utilize in the class and how to bring change, how to motivate them is the problem that I'm facing now".* He mentioned that in the first class he faced mainly the physical problems in the class but nowadays he is facing the problems in pedagogy or mental problems.

Similarly, **Teacher 4** mentioned that in the beginning class he faced the problems mainly by the students. He was new and he was unknown about their behavior but nowadays he is familiar about this and he can control them but these days he is facing the challenges to make understand the content to the students. He said, *"In the beginning classes, actually I faced the problems raised among the students. And it is students' behavior problem or discipline problem of students ... And these days I'm facing the problem to make the students understand about the subject matter".*

On the other hand, **teacher 5** expressed his view little bit differently than other teachers. He viewed that in the first class he felt hesitation and he was less confident in subject matter but now, he is confident about subject matter to teach and he can teach quite comfortably and effectively. He further said, *"That time, just I had a sort of hesitation as an English teacher ...these days, since the pattern is the same, I've turned more experienced and it has given me a sort of confidence to deal with the topic confidently".*

Teacher 6 had the problem in managing classroom and presentation which were the great problem in the beginning. He said, *"Right now, I don't have problems to manage the class. Right now, I don't have many problems to present my content effectively to the students. But in the beginning, these two problems were very-very great for me".* At the same time, **teacher 7** said,

"Actually, in the first class, I faced some problems like I was unfamiliar with the psychological kinds of students and I was unable to know how students have learned before and what is their pre-knowledge about the level, about the course. And another how to control the students, how to manage them, how to make them concentrated in study. But in present time, it is not so difficult to teach them and how to go in front of them because I've some knowledge about them and I know them. So it is not difficult to teach them these days". He mentioned that he was new and unknown about the level and behavior of the students at first but now he is familiar with them and he can teach them easily and he is able to solve the problems that had arisen in the class.

Another teacher, **teacher 8** mentioned that he was frightened in the first class but now he doesn't have such problems. Telling the difference between the problem of first class and the problems of these days he said, *"At first I was little bit afraid to get into the classes regarding the culture of the students and culture of the school and the environment of that area but now I'm not facing that problem. But the problems I'm facing in present are how to make the students more disciplined and how to get them passed in the examination and how to keep them confident in my teaching".* Similarly, **Teacher 9** said that in the beginning he felt the problem in managing classroom but these days his main problems are the capacity of the students and the amount of teaching. He said, *"In the beginning, I felt the greatest problem was managing classroom but now it is not much problematic. These days my main problem is student's capacity because how much content should be given every students because they have different capacity so this is the main problem".*

And at last, **teacher 10** viewed differently than other former teachers because these days he felt the problem in school management. But in the beginning he faced the problem in the relationship of teachers and students. He said, *"The problems at first were the activities of the students or their way of seeing what type of teacher is he. But nowadays there is no problem between the*

relationship between the teachers and the students. The problems are the school management. There is still of lacking teaching learning materials as the reference materials, no well managed library, no refreshment trainings".

In conclusion, all teachers answered that there is vast difference between the problem of first class and the problems of other classes. In the first class, most of the teachers faced the challenges in presentation, acculturation, management, discipline and so on. But nowadays they faced challenge in content, curriculum and so on.

4.2.4 Strategies Adopted by NAETs in to Overcome the Challenges

In 4.2.3, I described about the different challenges that NAETs face in their induction period in the Nepalese context. These challenges are the main obstacles for teachers' professional development because if a teacher cannot solve these challenges on time, he/she may deviate from teaching. So, to establish in teaching and become a successful English teacher in future, a NAET has to try to overcome these problems by employing different strategies and ideas. For this, they have to discuss with their senior teachers and to the colleagues about the problems. Similarly, they can consult with the students, books, literature, and internet and so on. They can use different techniques too to solve these problems. Regarding this, in this research, I asked some questions to the respondent teachers to find out the strategies that they adopted in the class. They expressed their views differently regarding the strategies to overcome the classroom challenges.

In this regard, **Teacher 1** said that he studied the problem in detail and tried to find out the reality and the cause of problem. If the problem is related with the students he tried to convince them about the reality. He used his mind especially to overcome such problems. He further said, *"First of all, I wanted to read in detail the root calls of that challenges and when I went in deep to know in detail about that I knew the reality about it and I just tried to improve*

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myself also about it and just who were the persons, who were going to create that sort of challenges in that case also I tried my best to convince them about the reality…utilizing my mind and knowledge especially to overcome such problems".

Similarly, **teacher 2** said that when the students started to make noise in the class, he started to give note to them then the students would be busy in writing and they would be motivated. Another way he adopted to overcome the problems was his way of fun that he used to solve the problems in class. He said, *"I started providing them notes…half of the problems were solved…I became a bit funny and they were attracted with my lecture and other problems related to motivation were also solved…it was just note and my acting helped me to solve different problems".* **Teacher 3** also mentioned as **teacher 1** mentioned. He said that he used to try to convince the students about discipline and so on. He said, *"I have convinced the students and I have tried to make them clear that students should be disciplined… and if they make noise it would be harmful to them".*

Teacher 4 viewed a little bit differently as other teachers viewed. He viewed that to overcome such challenges he used different methods and techniques that he had learned in his initial teacher training i.e. communicative approach and other methods he used. Similarly he tried to make the class more interactive. He said, *"To overcome those problems I applied methods and techniques that I learned in my initial teacher training such as communicative approach and question answer method I used. Similarly, I make some classes more interactive. I discuss with the students about the problems and I try my best to make the class interactive".* Next teacher, **Teacher 5** mentioned that he shared his problems with his staff and took the solving ways from them. He said, *"I often consulted with the teachers and they had given me the way for solving those problems".* Similarly, **teacher 6** expressed his view as **teacher 5** viewed.

He said, *"Sometime I consulted with my colleagues, sometime I consulted my books and sometime I searched in the interned to overcome those challenges".* **Teacher 7** said that he used different ways according to the classroom situations or demand of the student interests. He consults the teachers and the students themselves about the solution. He said, *"I use different kinds of ways on the ways on the basis of need of the classroom that means…I discuss with students themselves. Sometime I browse the internet for solution. Sometime I consult with my senior teachers".* Likewise, **teacher 8** also said as teacher 7 said. But he did not consult the students. He used the books, internet and library to overcome from the challenges that he faced. He said, *" when I faced the problems in classroom, first of all, I discussed with my friends from my subject i.e. English. I also consulted the library and internet sources to solve the problems".* **Teacher 9** also mentioned as above teachers mentioned. He said, *"I consult with my colleagues, books and search the internet for the solution of the problem".*

At last, **teacher 10** said, *"There are different ways to overcome those problems. The ways are: good rapport should be built between the teachers and the students, administration of the school and management committee…the community support program is the next one".* He mentioned that the main overcoming way is making good rapport with the students, administration, and management committee and with the community. So if the teachers have good rapport with all these things the problem will be easily solved. So he gave emphasis on team work.

From the respondent teachers' views it is revealed that every teacher faces the challenges in induction period. However, most of them tried to solve the problems themselves. Because of the lack of teacher induction and mentoring program they had to be compelled to solve the problems themselves. But some of the teachers viewed that they consulted with the senior teacher about the problem and get solution from them. So, the main strategies that NAETs are

adopting to solve the challenge in Nepalese context are: giving notes, making fun, consulting with senior teachers, colleagues, students, books, and internet and so on. Similarly the other strategies are: case study of the students, taking support from community and so on.

4.2.4.1 Colleagues' Roles for NAETs to Overcome the Challenges

Colleagues mean the staff of the institution. In teacher induction period, colleagues have important role for NAETs. Their main role is to help NAETs by sharing their ideas and providing feedback to them. They should make familiar to NAETs with school's environment and help to establish in school.

Regarding this in this research, all the 10 respondent teachers were asked for the role of colleagues to overcome their challenges. In response to this, they answered differently though all of them agreed that the role of colleagues for NAETs is important and positive.

Teacher 1 said that his colleagues supported him by sharing their ideas. He said, *"They helped me to eradicate or to finish such type of problems by giving me knowledge or the ideas about it"*. Likewise, **teacher 2** said that his colleagues had great role in his induction period. He said, *"they provided me information related to the teaching learning activities in the class…also provided some tactics or the techniques that we can utilize in the college to handle students, to manage discipline in the class"*. Similarly, **teacher 4** said that his colleagues helped in his acculturation and other activities. He said, *"major contribution made by my colleagues…they helped in making familiar in school environment, to acculturate the situation, to adjust in the school which are mentionable"*.

Teacher 5 mentioned that his colleagues were supporting him by telling the ideas about to effective teaching. He said, *"they were supporting me…they were just telling me the way to make the classes effective"*. At the same time,

teacher 6 viewed that his colleagues helped him by facilitating in different aspects of teaching like content and so on. He said, *"Sometimes my colleagues facilitate me to know about the content and sometimes they also facilitated me to manage the class and sometimes they facilitated me to present the content effectively".* Similarly, **teacher 7** answered that his colleagues helped him in different activities even to solve the debate between him and the students and help to give conclusion for it. They sat altogether just to solve his problem. He said, *"Once they have sat to get the conclusion of my problem".*

Next teacher, **teacher 8** mentioned that his colleague helped him by co-operating the problems between them. He was supported psychologically by him. He said, *"Definitely, one of the colleague I still remember… psychologically he supported me…room management as well".* Similarly, **teacher 9** said that his colleagues helped him in his induction period by providing information about teaching learning activities and by providing note as well. He said, *"They provided me teaching notes and they gave me the limitations: how much ahead we should go in the content".* And at last, **teacher 10** answered that the contributions of colleagues' were informative. He said, *"Their contribution was informative. Their contribution was to make me confident. They tried to make me confident in my teaching field or in the background of the students".*

In conclusion, all teachers agreed that the role of colleagues for NAETs was positive. They helped them to be established in school, to adjust in school environment, to solve the challenges. Similarly, they provide much information to NAETs about teaching learning activities. They were co-operative with NAETs. So in the context of Nepal the role of colleagues was found positive and important through this research.

4.2.5 Interpretation of Observation Details

Observation is also a main tool for qualitative study. It identifies the problems that could not identify by the interview. So, I chose it as another tool for this research. Among different types of observations, I used classroom observation in this research. First, I observed 5 respondent teachers' classes and noted down the details of activities. This tool was used to find out the classroom challenges of NAETs, strategies they adopted to solve the challenges in classroom, teachers performance, pedagogical challenges, students' participation in classroom activities, and so on. The things that I found through observation has been presented and analyzed below.

4.2.5.1. Teachers Performance in the Class

Though all the teachers told in the interviews that they felt nervous in the initial phase of teaching, they seemed confident in the class. In most of the classes the students were from different ethnic communities and most of the higher secondary students who were from government aided schools were poor in English. Because of this, I found some teachers used the Nepali language in English class as a technique. The managing classroom was of a traditional type. It was found that the teachers tried their best to control and manage the class. Some of the teachers tried to make their class effective by telling jokes.

In conclusion, having observed five NAETs classes it was found that the teachers' performance in the class was satisfactory from their side though the classes were less interactive.

4.2.5.2 Teachers' Content and Pedagogical Knowledge

This is the most important aspect of teaching. To make teaching more effective, teachers should have in-depth content and pedagogical knowledge. During the time of observation, I found that all teachers were using traditional method to teach the students. Almost all the teachers used only lecture method whatever they taught. For example, one of the teachers was teaching "Malini" the drama.

He was using lecture method to teach drama but I think role play method would be appropriate method to teach drama. Similarly, another teacher was teaching grammar using deductive method, but I think inductive method would be appropriate way to teach grammar. When I talked to him about it he told me that he felt difficult to teach grammar inductively because students could not understand the entire situation and it was difficult to make all contextual. So what I found was that though the teachers are aware of the recent methods of teaching or though they have good pedagogical knowledge, they didn't want to implement them in the practice. They wanted to follow the traditional approach because they found them comfortable to use in the class. When they were new, they used to get prepared but when they passed one academic session, they said they did not need any preparation.

Though the teaching method was just lecture method, teachers' content knowledge seemed to be appropriate. I didn't find all the elements of lesson plan they followed in the class. Another thing, I didn't find there is the use of teaching materials in the class. They only used daily used materials like the textbook, marker, whiteboard etc. So, after my observation, when I talked to them about it they responded that it was difficult for them to use teaching materials in all classes.

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

4.2.5.3   Challenges/Problems

Nepal is a multiethnic, multicultural and multilingual country. So, teaching English is one of the challenging jobs because of the diversity of the students' ethnic backgrounds, their languages, their religions, and their socio-economic status and so on. Because of the diversity of the students, teachers face many

challenges in teaching. While observing the classrooms, I found that the main challenge of NAETs was to teach English through English medium. Because the students were from different mother tongue backgrounds, they could not understand the teacher's instructions and explanations in the English language. The students of government aided schools were very poor in English. If the teacher taught English through only English medium, the students could not understand. The other problems I found were: students' less participation in teaching learning activities, use of inappropriate strategies according to the lessons because teachers used only lecture method to teach all types of lesson. Managing classroom problems, problem in evaluation, least interaction between teachers and students, problems in lesson planning or preparation etc. are some other problems that I found in observation.

4.2.6 Strategies Adopted by NAETs to Overcome the Challenges

Through the observation of 5 different classes of 5 NAETs, I found some of the strategies which they adopted in class. Uses of Nepali language, asking questions, make students to write by providing notes are some of the strategies that NAETs were adopting to motivate the students. Similarly, the strategies like telling jokes, their success, stories etc. are other some strategies that NAETs were adopted to overcome the challenges. Sometimes they made discussion with students if there would be problems in content and tried to explain the content to make students more clear about that.

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

CHAPTER – FIVE
SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1   Summary

Teacher induction is the guidance, orientation or assistance provided to the NATs at the time of their entrance in their job. It is a help and supporting program which is designed mainly for NATs. It helps them to establish in their job, to solve the challenges that come in class, in acculturation and so on. 'Induction' programs make familiar to NATs with their job responsibilities, challenges and so on. This present research "Current Issues in Teacher Induction of English Language Teachers" is about the practice of teacher induction in the context of Nepal, its issues and nature, types, different challenges faced by NAETs of higher secondary level and the strategies they were adopting to overcome the challenges in class. Teacher induction is a form of teacher training which is conducted for only to NATs. So it is in narrow concept. Teacher training is a broad concept which is conducted for all in-service teachers. But 'induction programs' are designed just for newly appointed teachers. As 'teacher induction' is an emerging concept of teacher education, it is inevitable for NAETs in Nepal. But yet it is not started in Nepal.

This study consists of five chapters. The first chapter describes the general concept about teacher induction. It describes about the purpose and the objectives of this study. There are 5 objectives. The main objective of this study was to find out the current issues and nature of teacher induction in the context of Nepal. This study further aimed to find out the challenges of NAETs of higher secondary level and the strategies adopted by them to overcome the classroom challenges. The first chapter consists of background of the study, statement of the problem, rational of the study, objectives of the study, research question or hypothesis, significance of the study, limitations and delimitations of the study and operational definition of the key terms.

In the second chapter, I reviewed theoretical and empirical literature. I developed theoretical concept of this research by reviewing different books, journals, articles and literature of teacher induction and so on which described more about teacher induction. I reviewed seven different empirical researches which helped me to develop procedural aspect of this research. I studied them minutely and described about their implications for this research. At the same time I formulated the conceptual framework of this study by reviewing the theoretical literature about teacher induction.

The third chapter consists of the design of the study, field or areas of the study, sampling procedure of the data, data collection tools and data collection procedures. It described about the methodology and the data collection procedures that had been followed in this research. This study adopted the qualitative method of the research. The field of the study was jhapa district and sample were 10 NAETs from higher secondary level having not more than 3 years teaching experience. Purposive non-random sampling procedure was used to select the sample. Interview and classroom observation were the data collection tools and the descriptive approach was used to analyze and interpret the collected data.

The fourth chapter included the result of the study and the interpretation of the collected data. This study concluded that teacher induction program has not been started to conduct formally in Nepal though it is emerging and important concept in the field of teacher education. Similarly, the training programs like workshops, seminars, interaction, orientation etc which are being conducting for teachers are supportive in nature. Mainly NAETs should get such type of supporting programs from the beginning of teaching up to 3 years. Managing classroom, feeling of pressure, acculturation, use of language etc are some challenge that NAETs faced in their induction. Regarding the strategies, group work, pair work, telling jokes, consulting books, journals, and internet were the strategies that NAETs adopted to overcome the challenges in induction period.

The qualitative descriptive approach was used to interpret and analyzed the collected data in this study.

Chapter five consists of the chapter wise summary of the study which gives the general concept about this study. It also consists of the main conclusion of this research. This chapter also included the implications for policy level, practice level and further research in the field of teacher induction and teacher education.

5.2 Conclusions

This research began with the need to examine the practice of teacher induction in Nepalese context, its issues, type and nature, challenges faced by NAETs in induction period due to lack of teacher induction programs, strategies adopted by NAETs to overcome the challenges in the context of Nepal. As there were limited researches in the field of teacher induction in Nepal, this research keeps great significance in it.

The first year of teachers in teaching is more challenging. During that time teachers face many challenges in their profession. The teachers are totally new in the school environment and with the students. They may face unexpected challenges by the students, staff and communities. So, they need help and support from staff, students, colleagues, administration and so on. 'Induction' is the most important period for novice teachers in the sense that it plays the vital role in their professional development and their teaching career. As induction is the new topic in Nepalese context, a very few researches have been conducted under the field of teacher induction. So my interest was to research in the field of teachers' professional development especially in induction. Most of the researches came up with the findings that teacher induction is inevitable for teachers' professional development. Such types of researches are not still conducted in Nepal but in foreign context, we can find such researches on the topic 'teacher induction'. The main focus of this study was to find out

the current issues and nature of teacher induction program in the context of Nepal. It also aimed to identify the challenges faced by the NAETs during induction period and the strategies that are being adopted by NAETs in Nepal. The main conclusions of the study have been described in following paragraphs.

Looking once back at the objectives of the study, the first objective of the study was to find out the current issues of teacher induction in the context of Nepal. Regarding the first objectives I found that yet '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. So, to reform the quality of education and to reduce teacher attrition rate in Nepal teacher induction program should be launched immediately. It is needed to NAETs in Nepal. Similarly, it could not be the part of interest for the government till now. The education policy of the government could not include teacher induction programs in its main objectives. The budget allocation for conducting training programs is very few, so it should be increased. The supervision of training programs found to be less effective. In teaching, the students were being taught by lecture method. It was found less practicality in teaching. It was found that no mentoring programs were being conducted for NAETs in Nepal though it is the main tool for teachers' professional development. So, each school should start to appoint at least a mentor in their school for helping NATs.

The second objective of this study was to find out the nature and types of teacher induction in the context of Nepal. Though it has not been formally conducted in Nepal some informal orientation and training programs are found to be conducted in Nepal. Workshop, seminars, observation, orientation etc. are being conducted for teachers' support. All teacher programs were found to be supportive, helpful, collaborative, interactive, and conducive and so on in its

nature. Mainly this type of supportive programs should be provided to NAETs up to 3 years.

Looking at the third objective to find out the challenges facing by NAETs in Nepal this study found that there were many challenges that were facing NAETs of higher secondary level in their induction. Feeling of pressure, managing the classroom, implementation of theoretical knowledge in class, language use etc are some of the challenges that NAETs faced in their induction period in Nepal.

The fourth objective of this study was to find out the strategies adopted by NAETs in their induction period to overcome the classroom challenges. Regarding this objectives I found that teachers use different strategies to overcome the challenges that they were facing in classroom. They use the strategies like telling jokes, asking question to the students, group work, pair work, use of Nepali language as a technique to explain abstract things, giving notes to the students and so on.

5.3   Implications

Induction is an emerging concept in the field of teacher education. It is the most important factor for the development of teachers' professionalism. It is being practiced in foreign context. But in the context of Nepal yet it has not been formally practiced. So, my interest in this research was to find out the current practice of teacher induction in Nepalese context its issues, nature and the types. This study also aimed to identify the challenges of NAETs, strategies they have been adopting to avoid the challenges in their induction period. Based on the conclusion of this research, some of the implications that would be applicable in policy level, practice level and other further researches have been suggested as follows:

Implications in policy level

The implications of teacher induction along with this study in policy level in the context of Nepal could be sorted as follows:

i. As NAETs have to face many problems and challenges during their initial phase of teaching, there must be the formal provision of teacher induction program in the school system.

ii. Pre-service teacher Education must contain pedagogical components in their theoretical and practical courses.

iii. The delivery process of initial teacher Education courses must be practice based so that the prospective teachers can also learn through apprenticeship of observation.

iv. The government should give concern about the novice teachers' problems and start to conduct help and supporting program. It should make a team to study about the problems of NAETs and make the policy to manage their problem.

v. The government should bring separate policy of compulsory teacher induction before they enter into their profession.

vi. Teacher induction should be made flexible, decentralized, regular and accessible to all. So the policy should be formulated accordingly.

vii. There should be regular provision of practical and skill-based training, seminar and workshop to all the teachers (pre-service and in-service).

viii. Government should determine the policy of appropriate and fair types of teacher induction program to boost up teaching profession.

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

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

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

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

Implications in practice level

The implications of teacher induction along with this study in practice level in the context of Nepal could be sorted as follows:

i. All the NAETs should be provided with teacher induction program while their entrance in the profession.

ii. Still such programs have not been conducted formally. Such programs should be conducted formally in the days to come.

iii. NAETs should be provided with the idea of dealing with the subject matter, maintaining relationship with administration, co-worker and students, maintaining discipline in the classroom, addressing students' problems and so on.

iv. There should be interaction between NAETs and experienced teachers.

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

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

vii. Experienced teachers should help NAETs in teaching career because they are more experienced and knowledgeable.

viii. School Principals and administration should help the NATs to maintain good relationship between mentors and mentees.

Implications for Further research

The implications of teacher induction along with this study for further research in the context of Nepal could be sorted as follows:

i.   Because of the limitations of the study in sample size and field it was not enough to find out the possible responses from the varied number of respondents. So, it is thought to be more relevant to carry out other research with more respondents and field.

ii. The current issues, nature and types or teacher of teacher induction were drawn only from the response of 10 NAETs. So, to be more specific it is thought to carry out other research with more samples.

iii. The issues and nature of teacher induction may change withon time. So, it is thought to be more relevant to carry out other research on the issues and nature of teacher induction on time to time.

iv. This research was limited only with the NAETs' challenges in induction period. So it is thought to be relevant to carry out more research with more respondents focusing on the challenges of teachers in Nepalese context.

v.   This research was limited on the strategies that only 10 NAETs adopted in Jhapa district. So, to find out more strategies adopted by teachers in Nepalese context, it would be more relevant to carry out research in different part of Nepal.

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

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APPENDIX – I
Interview Schedules

Demographic Information:

Interview Number: _____

Name of the teacher: _____

Date: _____

Teaching Experience: _____

School/college Name: _____

Some guiding questions for interview:

Questions for establishing the nature and types of teacher induction

1. What kind of experience do you have as a newly appointed English teacher at your current school/college?

2. According to your opinion, what kind of help is needed for newly appointed English teachers?

3. Did you get any supporting and advising programmes designed for you in this school? What kind of programmes were them?

4. In which time (i.e. one month, 6 month, 1 year or more than 1 year after started the teaching) did you get supporting programme?

5. When do newly appointed teachers need supporting programme? What do you think?

6. What was the duration of those programmes?

7. Who has supported you during the supporting and advising programmes? In what ways?

Questions for establishing the current issues in teacher induction of English teachers:

1. What were your goals and aspirations as a newly appointed English teacher?
2. Were your expectations as the newly appointed teacher fulfilled?
3. Did you take any initial teacher education/trainings or preparation programmes before started teaching?
4. What did you learn in your initial teacher Education/trainings about the roles and responsibilities in the classroom?
5. Were the supporting and advising programmes for you in the school effective? In what ways?
6. What factors have contributed to or influenced your development as a newly appointed English teacher?
7. Please tell me about activities that you do in your first class.
8. What sort of help did you most need when you first started teaching? Did you get them or not? If yes, who provided that kind of support?
9. How did the school support you in your induction period?
10. Did you get any help or support programmes from resource center?
11. What kinds of help or support did the resource center give you?
12. What are your responsibilities in your role as a newly appointed English teacher?
13. What are the responsibilities of senior teachers for the newly appointed teachers?
14. What advice would you like to give teacher Education providers (i.e. professors or lecturers who teach at campus level)?
15. How much do you think the necessity of teacher induction programme for newly appointed English teachers? Why?
16. Have you ever contributed to the development of newly appointed teachers? If yes, how?
17. Are there any other issues that you would like to talk about?

Questions for establishing the challenges experienced by newly appointed English teachers:

1. Did you face any challenges/problems in teaching?

2. Did you feel any pressure as a newly appointed English teacher when you started teaching?

3. Did you find it easy to implement what you learnt at the School of Education into the actual classroom teaching?

4. What kinds of challenges/problems did you face as a newly appointed English teacher when you started teaching English at this school?

5. What is the difference between the problems that you faced in the first class and the problems you are facing now?

6. What are the major problems of newly appointed teachers? What do you think?

7. How did you acculturate at this school? Who helped you to acculturate? What kind of difficulty did you face?

8. How did you obtain background information of this school/college?

9. What were the major problems you have experienced at this school/college?

10. Which aspects did you think the most critical to your success as an English teacher?

11. What was the bitter experience in your teaching?

12. Do you have any other challenges/problems that you faced/experienced in your teaching?

Questions to establish ways of overcoming problems experienced by newly appointed English teachers:

1. What were the ways you employed to overcome the problems that came in classroom teaching?

2. How did you employ them?

3. How did you obtain the information that you needed to do your job?

4. What played major role in providing you with support in acquiring the necessary teaching competence?

5. When seeking help, how were your needs met? Who supported you to fulfill those needs?

6. What were the most useful contributions made by colleagues?

7. What were your colleagues' roles to overcome your problems?

8. Do you have other ways of overcoming problems in teaching?

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

APPENDIX – II

Outlines for classroom observation

classroom observation will be focused on following topic:

1. **Teacher's Performance:**
   - Teacher's confidence
   - Skill of classroom management
   - Skill of maintaining classroom discipline
   - Commanding skill
   - Motivation

2. **Teacher's content and pedagogical knowledge:**
   - Explanation of content
   - Appropriateness of used methodology
   - Use of context and others

3. **Challenges or problems faced in classroom teaching:**
   - Maintaining teacher students relationship
   - Classroom situation: diversity of students and language use
   - Problems created by students
   - Problems in lesson planning
   - problems in methodology and using teaching materials
   - Problems in classroom management and maintaining disciplines
   - Problems in evaluation
   - Students participation

4. **Ways of overcoming those challenges or problems**
   - Ways that teacher use to solve the problems like: methodology or solving activities etc. and their effectiveness.

5. **Teacher's behavior and students' response towards it**

6. **Classroom context**

APPENDIX – III

Coded Interview - Teacher 2

Name of the teacher	**:**	**Mr. Keshav Timsina**
Date	**:**	**2069/06/20**
Teaching Experience	**:**	**1 and half year**
School/college Name	**:**	**Modal Higher Secondary School, Damak**
Teacher's Education	**:**	**M.A., B.Ed.**

I1 – Excuse me sir give your short introduction please.

I2 – I'm Keshav Timsina and currently I have been teaching in Modal Higher secondary college …. Higher Secondary School and it is there are some other classes. So, they call it college and ……I have been teaching that college since last two years. I'm a part time teacher.

I1 – Ok, then why did you choose teaching as a career?

I2 – ah…. Actually, ah…. I was not interested in teaching in the past, but because of the highly availability of the job as teaching just I came in this profession. So I chose…. Now I'm a professional teacher and I chose this career.

I1 – How long have you been teaching at this school?

I2 – ah…. Ya, I have been teaching at this school since last two years.

I1 – What kind of experience do you have as a newly appointed English teacher at this school?

I2 – ah…. As a newly appointed English teacher at this school ah….ah…. I have experience of having loneliness at the beginning and some difficulties in teaching like ah…. First I tried to take class all in English but the students who were there they were not so familiar with English and I have to change my strategy of teaching, so…. And … the other thing is that the teaching system there was different. I mean…. I was using some methods that I have learned in my Education but the teaching system in that college was just providing notes. So that was the problem and I started all my

strategies and started making notes at home and providing them in the classes.

I1 – Did you take any initial teacher Education or initial teacher training when you started teaching?

I2 – ah…. Ya, if it means the trainings that I have taken as one year B.Ed. So, I have taken my one year B.Ed. classes as ten months training but ah…. From the side of the college I have given none of the trainings.

I1 – Did you feel the need of initial teacher Education or training in the initial phase of your teaching?

I2 – ya …. I feel it because without having such trainings a teacher cannot teach perfectly and he will not be familiar with the teaching environment, school environment and all the teacher fellows, students and things. So, ah…. I think it is really needed for a newly appointed English teacher to have such trainings.

I1 – What is the relation between initial teacher Education and teacher induction?

I2 – ah…. Initial …. I think ah…. I'm not clear about the first one that initial teacher Education. May be a teacher should be good in his subject matter and so, but induction, ah…. I think the teacher should be familiar with each and everything that are available in the college like the ah…. Classroom, the level of the students, and the method of teaching in that school or college or the way of the thing they are doing in the college. So, without the knowledge of all these things teacher will be confused in teaching. So, it is really necessary.

I1 – Did you feel any supporting programme ah…. For newly appointed English teacher?

I2 – ah….. ya, in that college ah…. I get some support from the principal sir who has provided me some information about his college and the teaching method they have but actually no programme was organized and nothing is done just it is provided as an informal talking.

I1 – What do you think, in which time did you get supporting programme after started the teaching?

I2 – ah…. Please could you repeat question again?

I1 – In which time did you get supporting programme after started the teaching? You told me that your principal had supported to you.

I2 – ok, ah…. They started providing some information from the very first day of my classes that I started taking class and they provide some information day by day and even now they are providing some information about their internal structure and the objectives of their college and so..so from the very first day till other coming months I got it.

I1 – Ok, then did you get any…. Induction programme or supporting programme organized by the school?

I2 – ah…. Actually not. Because…. I think they have not…. There is no any system of providing such induction programme in college. Ah…. Only they provide some information orally just as an informal talk. So, they didn't provide me as well.

I1 – What were your goals and aspirations as a newly appointed English teacher?

I2 – ah…. At first, when I appointed in the college my first goal was bring some drastic change in the college as in the result. But……Ok, later I could not do all the things because of the influence of the college environment and the level of the competence in the students and ah…. Some teaching methods but first one goals were ah……to improve the level of understanding in the students.

I1 – And you told me you got the supporting programme from the principal were the supporting and advising programmes for you in the school was effective?

I2 – ah…. Actually, they did not organize any programme but the information that I got in informal talk were also really effective because there was no source that I will get information from. But even that information that I got from the Principal during the tea time as an informal talk ah….they help

me to just change my strategies in teaching, and bringing some new methods. Though they were not official, but they were really effective.

I1 – And what factors have influenced your development as a newly appointed English teacher?

I2 – Ok, there are so many factors, first I was new in the college and I was almost unknown about the environment and ….ah….sometime I get some information from the students ….ah….what other teachers are doing, and how others are doing, that information I got from the students and some other information I got from my colleagues. ….Ah….they say that the methods they have utilized was providing notes and in my first class I was just ….ah….providing some information in the form of lecture and I made them to do some exercise in the class but ah….students were not control in the class and I was surprised to see all those things, and I asked with my colleagues how you are taking classes because none of the students want to listen to the lecture, and they said that….ok….they have a note, already prepared note, a written note and just they will provide this note either in the form of photocopy or just reciting in the class and I changed my strategies I just became a note teacher, just note providing teacher. ….Ah….and sometime, the school organization provided me some….books of from different publications that I can utilize in the college. So, school organization and my colleagues, and some students also effected ….ah….they have great influence in my development as a newly appointed English teacher.

I1 – Ok….please tell me about the activities that you did in your first class? Briefly please.

I2 – Ok, in my first class ….ah…. first, I spent few minutes in the introduction. Secondly, I provided some information about the whole course the curriculum, and thirdly, I asked some of the students about what they are doing, what they know about this course, and that was just to take information from the side of the students. So, that is what I did in my first class.

I1 – What sort of help did you most need when you first started teaching?

I2 – Ok, in my first class, I felt the disciplinary problem in the students because none of the students were ready to listen to the lecture, any lecture. The second thing is that they were using mobiles in the classes and they were not coming with teaching learning materials like books, copies and all of them were like uncontrolled just mass of people in the classes. So, I needed ….ah…. help from the management to control the classes.

I1 – Did you get them or not?

I2 – ….Ah…. ya, I got some help but still it was not sufficient enough.

I1 – Then, how did the school support you in your induction period?

I2 – ….Ah…. in my induction period ….ah….ok.., every teacher behaved me kindly and from the ssschool management I got different information about different method of teaching they are utilizing in their college. So, I got help this way.

I1 – Did you get any help or support programmes from resource center?

I2 – ….ah…. yes, no please, exactly not.

I1 – What are your responsibilities in your role as a newly appointed English teacher?

I2 – …..Ah…. ya, as a newly appointed English teacher, I have to change the ….what ….result. Means, that organization had told me to bring some drastic change in the ….ah…. level of result means many of the students were failing in the English language subject. So, what I have to do was to bring some change in the ….ah….result.

I1 – Ok, what are the responsibilities of senior teachers for the newly appointed teachers?

I2 – Ok ….ah…. there are so many responsibilities of senior teachers for the newly appointed teachers because they are experienced, they are familiar with current environment of the college and they are also familiar with different strategies they utilize in the college and the success of one strategies and success of other strategies. So, they have responsibility of providing information to the newly appointed teacher what the newly

appointed teacher can do in the college. So, I think they have a great source of knowledge that they can provide to the newly appointed teachers.

I1 – What advice would you like to give teacher Education providers?

I2 – Ok, the teacher Education providers ….ah…. should provide…. different information related to the school environment, the methods of teaching, and so many things but actually I have never meet any of the provider and who is providing many information, but should have this role but actually it is not in practice.

I1 – How much do you think the necessity of teacher induction programme for newly appointed English teacher?

I2 – Ya,… it is really necessary to the newly appointed teachers because without having induction programme….without having such programme a teacher cannot be familiar with anything else in the college. So, he may come with his incompetence. He will come with his own knowledge but that will not be suitable to the reality of the college. So, if it is provided then he will do something for the college and to develop the level of understanding in the students otherwise….ah….he just his task will go in vain.

I1 – Have you ever helped to the development of other newly appointed teachers?

I2 – Ya …. Now….ah…. as I have experience of not getting enough information from the college. Now if I see any newly appointed teachers I will directly meet him and provide all the information related to the college and teaching learning activities. So, every time, when I see newly appointed teachers I used to help them by providing this information.

I1 – Ok, then…. Are there any other issues that you would like to talk about?

I2 – ….Ah…. the issues are the same because if induction programme is not utilized in the colleges. ….ah….then the teaching learning activities could not be successful. So, every college, every school should utilize this programme.….ah….and the role of management should be as a key role because nowadays what we are doing is we are taking information from the

colleagues and students but the school organization, the school management should provide this information to the newly appointed teachers but it is not in practice.

I1 – Ok, now the questions about the challenges that you experienced as a newly appointed teacher, the first question is: Did you face any challenges/problems in teaching?

I2 – ….ah….ya, teaching is profession ….having multiple challenges because everyday….ah…. we go in the class and every day we feel different challenges. So, ya, I have faced different challenges.

I1 – What….what….what kind of challenges? For example?

I2 – Ok….ah…. the first thing is that we need to be up to date with the course. And that was the first challenge because some of the students are really excellent and they can ask questions from any angle and sometime we need to know more than the subject matter that we are going to teach and other challenges are related to the discipline, maintaining discipline in the classes. And…. sometime we need to motivate the students ….ah…. they just involve in talking and other activities in the class because of the lack of motivation. The other challenges are we need to make the management there as well. So, these are some of the problems that I faced.

I1 – then, did you feel any pressure as a newly appointed English teacher when you started teaching?

I2 – ….ah…. the pressure, it was not direct pressure from any side but pressure is related to maintaining discipline in the classes because sometime the management was observing the classes and I was not being successful in managing the classes and that time I was feeling pressure what to do and how to just make both students and the management happy that was the real pressure. And the other thing is that ….ah…. I need…. I have to bring certain changes in the result of the college which was very below the average level and that was another pressure. So, these are some of the things that I had to face.

I1 – Did you find it easy to implement what you learnt at the school of Education into the actual classroom teaching?

I2 – ….Ah…. actually, it was not so easy to implement it because what we learn theoretically ….ah…. was very difficult to bring it in practice. For example, we learnt different methods of teaching, different theories in teaching. But in real teaching, what I find is nobody is following that theories and if we started utilizing them in the classes, the classes become very chaos ….ah…. mismanaged and….it was very difficult to utilize them in the classes and not only difficult, but the whole system was different in the class. For example, what I am doing in the classes…. I am writing some notes and providing them notes but I have never learnt providing a note is a method of teaching.

I1 – Then…. What do you think, what are the major problems of newly appointed teachers?

I2 – Ya, the major problems are ….ah…. just one is the feeling loneliness because no one is known there means….we are new and all the other teachers, just the talk and they laugh but we just need to wait and see them and second thing is that the teaching method itself was another problem because other are utilizing different methods and we come with certain methods and that may be fit with the situation or not and the third problem is that ….ah…. the expectation of management is one thing which we are unknown. So, sometime what we are doing may go opposite of the expectation of the school management. So that are some of the problem that we face as a newly appointed teacher.

I1 – Ok, and what is the difference between the problems that you faced in the first class and the problems you are facing now?

I2 – Ok, in the first class ….ah…. the first class was full of challenges ….ah…. everything was unknown, unfamiliar, new even the students, the classroom, the materials, the subject matter itself was new and nowadays. …ah…. I am familiar with all those things but the problem related to the teaching method ….ah…. like…. Which method to utilize in the class and

how to bring change, how to motivate them, is the problem that I am facing now. So….ah…. but I am familiar with students and all other environment of the college. So, they are different from my first class to the class that I am taking now.

I1 – Ok, How did you acculturate at this school?

I2 – ….Ah…. ya, it was very difficult to be familiar with the college environment. First, I was unknown of all the things but slowly and continuously I started getting with the teachers. I introduced with some teachers, started talking with them and sharing the problems, they provided some information about what we can do in the class and slowly I became familiar with the school management, they also provided me some information about what they are doing, what they are expecting from me, what they want to do and slowly by slowly I just became familiar with the college environment, teachers and students.

I1 – Who helped you to acculturate at this school?

I2 – ….Ah…. first my fellow teachers, they really helped me to the acculturate with the college environment, they provided me information and secondly, college environment also helped me to do this and thirdly, ….ah…. the students itself helped me to do. They provided me information what other teachers are doing and what they want in the classes. So, all those things helped me to do this.

I1 – How did you obtain background information of this school?

I2 – ….Ah…. some of the background information I collected from outside. Actually, we used to go to ….ah…. the canteen from where the canteen man provided me so many information about the college background what had happened in the past in the college, and what they are doing and what other activities college is doing? So during my tea time, I used to ask different questions related to college to the canteen person and he provided me most information about the college background and some of the issues related to the background came out from the side of management….college management. So they are my sources.

I1 – What are the major problems you have experienced at this school?

I2 – ….ah…. the major problem in this school is the disciplinary problem and the problem related to utilization of the teaching methods. Disciplinary problem I mean ….ah…. students come without books, copies. They use mobile in the middle of the class and they talk. They are not motivated…you know….even after utilizing different motivation theories and the second problem is that….ah….ok, the management is not helping….ah…. to utilize different methods and none of the method is so useful in the college because all the teachers are providing note, a written note and even we have to do. Students want just note from the teacher. So, they don't want to do anything. They don't want to involve in any activities. So, that was the problem. I never think just providing note is teaching.

I1 – Ok….then…. which aspect do you think the most critical to your success as an English teacher?

I2 – ….Ah…. there are different aspects…. I think to be successful as an English teacher ….ah…. the whole school environment should be favourable because English is a language. So, to improve the language of the students and to be successful as an English teacher, it needs the good environment in the school, otherwise without having better environment, we cannot utilize different methods of English language teaching. So, without utilizing any methods we cannot be successful. So, I think environment should be favourable.

I1 – Ok, was there any bitter experience in your teaching?

I2 – ….Ah…. Ya, there are different experiences that I felt and some of them are really bitter because one day I just entered in the class and started teaching them in English and almost 90% students never know…. They didn't know what I was telling them because even after passing their S.L.C. examination, they were really poor in listening. So, they didn't listen me, they didn't understand me and they…. So, how can I provide them the content…. That was the bitter experience that I felt and from tomorrow onwards…. I started teaching English in Nepali.

I₁ – Ok, then…. Do you have any other challenges that you faced in your teaching?

I₂ – The other challenges is ….ah…. students never involve in ….ah…. discussion classes. They never do their….ah…. home assignment and only taking class for 45 minutes could not improve their English. So, just speaking all the time in Nepali and just taking 40 minutes class and only writing some note….ah…. are some other problems that will never help our students to improve their English and that will not make us a successful English teacher.

I₁ – What were the ways you employed to overcome those problems that came in classroom teaching?

I₂ – Ok, I started using different ways to overcome those problems. First….ah….I started providing them notes that was the real problem that I faced in the beginning and half of the problems were solved because they started taking notes….writing notes and stopped talking in the class. So, two or three problems were solved because of the single note and the second thing is that I became a bit funny and they were attracted with my lecture and other problems related to motivation were also solved. So, …ah… it was just note and my acting helped me to solve different problems.

I₁ – How did you obtain the information that you needed to do your job?

I₂ – ….ah…. I got information from different sources. ….ah…. some of the information that I got from my colleagues who provided me ….ah…. information from their real experiences and some of the information ….ah…. that I collected from the internet and different books. So, they were real sources of my information.

I₁ – What played major role in providing you with support in acquiring the necessary teaching competence?

I₂ – Ok, to get necessary teaching competence, …ah…. First, I get support from my experienced teachers who were already teaching in the college. I asked them and they provided me some knowledge about….

Sorry….related to the teaching methods and handling classes. And the other supports that I got from….sorry….to….ah….ok, related to this thing is from the management. ….ah…. they also provided me some information ….ok, which was related to the teaching competence.

I1 – When seeking help, how were your needs met?

I2 – Ok,….ah…. while I was seeking help, ….ah…. first, my colleagues provided me different information and some of my necessities were fulfilled and some of my other necessities were fulfilled from the side of college management and sometime I asked to the teacher….sorry….the students itself. They also provide me some information and my problems were solved.

I1 – Ok, what were the most useful contribution made by your colleagues?

I2 – Ok,….the most important contributions they made was…. Ok, I have to say that they provided me their notes.

I1 – What were your colleagues' roles to overcome your problems?

I2 – Ok, they have great role because that I have already told you ….ah…. they provide…. First, they provided me information related to the teaching learning activities in the classes. Second, they provided me note related to the subject and they also provided ….ah…. some tactics or the techniques that we can utilize in the college to handle students, to manage discipline in the class and to make them what involve in teaching learning activities.

I1 – Ok, do you have any other ways to overcome the problems in teaching?

I2 - ….ah…. ya, there are many ways that we can utilize in teaching….ah…. we should be ….ah…. fully competent with our subject first thing because it makes confident in the class. Second thing is that we can use this internet where the great sources of information are provided. So….ah…. if we visit those websites, then we will get different information. They will be helpful to ….ok…. to provide sorry to get success in the classes.

I1 – Ok, thank you so much to answering the questions. It is highly appreciated sir.

I2 – Ok, thank you.

APPENDIX – IV
List of Interviewees

S.N.	Interviewees	School's Name	Teaching Experiences	Qualifications
1	Deepak pd. Rijal	Shree Bani H.S. School, Lakhanpur	2 years	M.A., B.Ed.
2	Keshav Timsina	Modal H.S. School, Damak	1 and ½ years	M.A., B.Ed.
3	Kajiman Limbu	Shree Bhadrapur H.S. School, Bhadrapur	2 years	M.Ed.
4	Ranjan Nepal	Shree Birendra H.S. School, Cahandragadhi	1 year	M.Ed.
5	Rajesh Niroula	Bibhuti H.S.School, Chandragadhi	2 years	M.A.
6	Kamal Pokhrel	Gobendra H.S. School, Birtamod	2 years	M.A., B.Ed.
7	Arjun Khanal	Purbanchal H.S. School, Birtamod	1 year	M.Ed.
8	Dipak Kmr.Dangal	Shree Mangalmaya H.S. School, Lakhanpur	2 years	M.A., B.Ed.
9	Bhoj Pd. Bhattarai	Shree Himalaya H.S. School, Damak	2 years	M.A., B.Ed.
10	Hari Pd. Pandey	Gauradaha Multiple Campus, Damak	2 years	M.Ed.