CHAPTER ONE
INTRODUCTION

The present study is entitled " Induction for Occupational Socialization: Perspectives of Novice EFL Teachers". This section consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Language is one of the most important tools that human beings use to share their feelings, ideas, and to communicate with each other. Everyone has his/her own language for communication. In this modern globalised world monolingual identity is a challenge (Wardhaugh, 2008, p.34). Most of the people in the world use at least two languages. So, bilingualism or multilingualism is the need of today's world. Because of this fact, language teaching is regarded as one of the most important ways to make the world a global village.

English is treated as an international language. So, it is also included in almost all educational programmes of almost all countries. There are core English speaking countries where English has the status of native language and others are peripheral English speaking countries where English has the status of second or foreign language (Kachru, 1965, cited in Harmer, 2007). Nepal is one of the peripheral English speaking countries where English has the status of foreign language. English language, in Nepal, is used only in the academic scenario. There is no English speaking society outside the formal classroom in Nepal.

In educational programmes, teachers are at the centre and produce necessary manpower for different spheres of work. According to Bansal (2014, p. v), "Teachers are the torch bearers in the society". They show the way ahead to

their students. Because of this fact teacher development is a phenomenon that has attracted many people's attention today. Teachers need to update their existing knowledge and competence to cope with the changing psychological, sociological and pedagogical theories. They have to face different challenges related to students and their diverse nature, and deal with the expectations of schools and institutions where they work. Their professional as well as social development is of paramount importance to achieve target educational objectives.

In Nepal, almost all teachers of English are non-native speakers of English language. Though English is taught from grade one to Bachelor's degree as a compulsory subject, both teachers and students are facing difficulties in teaching and learning of English. Mostly novice teachers, who are in the process of establishing their career as English teachers, are facing many problems.

Induction is a formalised process to train, support and retain new teachers. It is the support and guidance provided to novice teachers and school administrators in the early stages of their career. Moreover, teacher induction programmes are the means to orient, assist and guide beginning teachers, so that, they can socialise in the school culture and develop professionally.

Novice teachers have difficulties in socialising themselves within the school culture. They not only have to learn to teach but also to socialise (Zeichner and Gore, 1990, cited in Tahir, 2010). In initial years of teaching, they need induction in many issues related to their personal, professional and social life. Only pre-service teacher education programmes are not sufficient for effective socialisation in teaching culture (Hayes, 2008). In the same vein, Tickle (2000) used the term 'bridge metaphor' for induction programme which helps novice teachers to settle and to socialise in the profession.

1.2 Statement of the Problem

Teacher Service Commission (TSC) is the governing body to appoint permanent teachers in community schools of Nepal. Last year, in 2014, it appointed almost thirteen thousand teachers in community schools. Now, those newly appointed teachers are teaching in their respective schools and socialising themselves within their occupational culture. Though they have got pre-service teacher education which is compulsory to be the permanent teacher in Nepal, they are facing different problems related to the school culture such as dealing with students, maintaining own identity in the school culture, classroom management, learning to teach in the real field and so on. Most of them are from educational background, if not, they have educational pre-service training, but they have many challenges in practical field-praxis shock is there with them.

As I was in contact with two of my seniors who had been selected as secondary level English teachers through Teacher Service Commission, I came to know that they were in the dire need of supportive programmes so that they can socialise themselves in their occupational culture. They shared their experiences with me that they had difficulties in applying the modern student centred methods in the classroom. One of them also said that he was treated as a student not a teacher in the school because that was the school where he had studied his school education. So, they need induction programs to tackle with these problems and to socialise in the school culture. Teacher induction is the emerging and essential concept for the professional and social development of language teachers. More specifically, the focus of the study was on the need for induction for occupational socialisation from novice EFL teachers' perspectives. As first year EFL teachers are facing many problems in socialising themselves in the school culture, induction is supposed to be helpful for them to uplift their teaching career and to establish themselves in their occupation. In this regard, it was important to carry out a study on the need for induction for occupation socialisation of novice EFL teachers of community

schools of Nepal. Therefore, the problem which was addressed in this study was finding out the need for induction for occupational socialization of novice EFL teachers of Nepal.

1.3 Objectives of the Study

The objectives of this study were as follows:

a) To explore the need for induction programme for effective occupational socialization of novice teachers.
b) To find out the problems that novice EFL teachers face in socializing themselves in the school culture.
c) To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions for this study:

1. Why do novice teachers need induction for their occupational socialisation?
2. Is there any need for induction programme for occupational socialization of novice EFL teachers?
3. How do novice EFL teachers perceive induction programmes for their occupational socialisation?
4. What are the problems faced by novice EFL teachers in socializing themselves in the school culture?

1.5 Significance of the Study

Teaching profession is a very challenging profession. But it becomes very interesting if it is well handled. Becoming a language teacher is more challenging in the context where that language has not the status of native or second language. English language teaching has the same status in Nepal. It is taught as a foreign language. Among all teachers, beginning EFL teachers face many hardships in their first years of language teaching. They have many

challenges in socialising themselves in the school culture. Learning school culture includes not only the classroom culture but also the relationship with others, maintaining identity in school community, involving in professional development activities and so on. As novice teachers, they have to face such barriers in their first year of teaching. This study aims to find out the problems that newly appointed EFL teachers have in their first year of teaching in socialising themselves within the occupational culture of their profession and their need for induction in supporting them to acculturate within the school community.

This study will be beneficial for novice EFL teachers, trainers, educationists and policy makers as it explores the need for induction for occupational socialisation of novice EFL teachers. Apart from those genuine people, authorities in Ministry of Education (MOE), National Center for Educational Development (NCED) and Teacher Service Commission (TSC), methodologists and language planners will also be benefitted from this study.

1.6 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. So, this study had also some limitations which are as follows:

- The data was collected only from Kathmandu district.
- It was limited to thirty novice EFL teachers.
- It was limited to the newly appointed teachers from Teacher Service Commission.
- It was limited to the need for induction for occupational socialisation of novice EFL teachers.
- Only pre-formulated questionnaire was used for data collection.

1.7 Operational Definition of the Key Terms

Induction Programme: A programme to support beginning teachers to socialize in their occupation is called induction program. In this study, induction program indicates the kind of supportive program that is given to newly appointed teachers from Teacher Service Commission.

Beginning Teacher (Novice Teacher): A teacher with one to five years of teaching experience is known as beginning teacher. In this study, newly appointed teachers from Teacher Service Commission are taken as beginning teachers.

In-service Training: Training organized for teachers who are in their profession is known as in-service teacher training.

Mentoring : Mentoring is a kind of support designed to give a novice teacher by a mentor to survive in the occupation.

Occupation: Occupation indicates teaching profession in this study in which there is the need for expertise and specialised study.

Occupational Socialisation: Socialisation of novice English language teachers in their teaching culture is known as occupational socialisation in this study.

Teacher Socialisation: Teacher socialisation is a process by which individuals become the participative member of teaching community. In this study, it refers to the way English language teachers are being socialised in school community.

English as Foreign Language: The status of English in which it is only used in formal classroom/academic scenario and it is not used in outside social context is known as English as Foreign Language. When there is no English speaking community in the society and when it is only used in formal classroom, there English is treated as Foreign Language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Newly appointed teachers, who are novice to their profession, are in the dire need of induction. Induction is relatively a newer concept in the field of teacher's professional and social development. Teacher induction is quite new in Nepal. There has not been many research works carried out in the field of teacher induction for occupational socialisation of novice EFL teachers. So, I wanted to explore the issues regarding the need for induction for occupational socialisation of novice EFL teachers and the problems faced by them due to lack of induction in their first years of teaching.

But in international context, there are plenty of researches conducted on teacher induction and its need for occupational socialisation of novice teachers. Therefore, for the purpose of literature review, I have made a survey of different theories related to teacher induction for occupational socialisation and researches related to it under this section.

2.1 Review of Related Theoretical Literature

Teacher induction is relatively a new concept which attempts to provide support to novice teachers. Tickle (2000, p. 2) defines induction as:

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

Similarly, Wong (2005, p.35) defines induction as a comprehensive process of sustained training and support for new teachers. It is multiyear process designed to train and acculturate new teachers in the academic standards.

Teacher induction is a formalised process to train, support and retain new teachers. It is the support and guidance provided to novice teachers in the early stages of their career. Teacher induction programs help to socialise novice teachers in their occupation. These programmes not only involve the practices used to help new and beginning teachers become competent and effective professional in the classroom but also involve understanding of the school community and culture. Regarding socialisation of language teachers, Tahir (2010) says that it is not only learning to teach in the classroom but also to maintain identity within the school culture.

2.1.1 Present ELT Scenario of Nepal

The history of English language in Nepal goes back to the Rana regime when Janga Bahadur Rana, the first prime minister of Rana regime, established Durbar school in 1910 B.S. recently after his Britain visit (Sharma, 2011). It was the first English school which was only for Ranas at that time. Later on, in 1942 B.S., Bir Samser made it public for common people. English language was introduced in higher education only after the establishment of Trichandra College in 1975 B.S. To quote Awasthi (2003, p. 22), "The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then English language teachers were not trained." In the similar vein, Bhattarai (2001, p. 9) states, "Before the implementation of NESP (1971), English used to be introduced from grade III and high school (IX and X) students had to study two English papers consisting of 100 marks each." Later, after the introduction of NESP, it was introduced from grade IV, however, it was made optional from grade one, too (Acharya, 1997). From the academic session 2003/04 English has been taught as

compulsory subject from grade one with hundred full marks (Adhikari, 2013, p. 51).

Today, the attraction of people towards English is dramatically increasing. The government has made English a compulsory subject from grade one. Nowadays, it is taught as a compulsory subject from grade one to Bachelors' degree. Students with English medium background feel more comfortable in the English classes. Parents also feel secure to send their children to private schools. Now it has become the medium of instruction in most government and private schools.

There are different organisations to promote English language teaching in Nepal. Some of the contributing organisations are Nepal English Language Teachers' Association (NELTA), British Council and US Embassy. These organizations conduct different training programmes and conferences to support English language teaching in Nepal.

2.1.2 Teacher Education and Development

The kind of education given to the teachers is known as teacher education. Because of teacher education teacher development can be achieved.

Generally, the term 'development' refers to the positive change. It is an ongoing process of change indicating some better state. Teacher development is a new concept which refers to the ongoing personal, professional and social development of teachers. It starts from the very beginning of teachers' entry into the profession and continues until the retirement. Teaching is a profession which requires special knowledge and expertise. Regarding this, Wallace (2010, p. 5) states:

> In 'profession' we have a kind of occupation which can only be practiced after a long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and public good it

brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication.

So, a profession requires some of the qualities such as a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of professional conduct, and the ability to perform useful tasks (Wallace, ibid). Teacher education is related to the type of expertise that teachers gain through different programs.

2.1.2.1 Teachers' Life Cycle

A teacher is always in the process of learning. He/she has to go through various stages in his/her life cycle as a teacher. In this connection, Tsui (2003, pp. 80-81) outlines the phases of teachers' professional life cycle as follows:

a. Survival Phase

This is the first phase of teachers' professional life cycle. Novice teachers go through the survival stage where they try to settle in their profession. They feel inadequate and ill- prepared.

b. Stabilisation Phase

In this phase, teachers try to consolidate their experience from their initial experience. They master their skills during this phase. According to Tsui (2003, p. 80), "This phase is marked by a move away from concerns about self to concerns about instruction and the impact of their instruction on students."

c. Experimentation and Diversification Phase

After crossing the second phase, teachers get motivated to increase their impact in the classroom and to seek new challenges. They try to experiment their new ideas and diversify their thoughts because of their desire to change themselves.

d. Serenity Phase

Here, teachers are less vulnerable to others' perception of them. There is decline in professional investment and enthusiasm but greater confidence, more tolerance and spontaneity is seen in the classroom in this stage.

e. Disengagement phase

This is the phase in which teachers want to disengage themselves from professional commitments and allow more time for their own personal engagements. In this phase, teachers invest their time and effort outside teaching.

2.1.2.2 Teacher Education in Nepal

Teacher education in Nepal started with the establishment of Basic Education Teacher Training Center in Kathmandu in 1948 (Awasthi, 2003). The function of that training was to train primary teachers. After that, in 1956, College of Education was established in Nepal for providing two years and four years teacher education programme to lower secondary and secondary teachers. According to Awasthi (2003), Tribhuvan University, Institute of Education started English programmes in 1971 to produce English teachers.

In the present time, different Universities and Higher Secondary Education Board are launching teacher education programmes to produce teachers for teaching in the school level of Nepal. In addition to this, NELTA runs short term English language improvement and ELT methodology courses for all levels of pre-service and in-service teachers through its branches throughout the country.

2.1.3 Teacher Socialisation

Socialisation is a process of learning the norms, behaviours and cultures of any society. It means it is a way for adjusting in a society. Teacher socialisation is a complex and communicative process by which individuals candidly acquire

norms, practices, knowledge, skills and actions of teaching profession and of the particular school or educational culture in which they seek to work (Tahir, 2010). Quality education is related to teacher preparation and early teaching experiences of teachers (Robertson, 1977, cited in Tahir, 2010, p.21). In the same vein, Danziger (1971, cited in Tahir, ibid) says, "Teacher socialisation is that field of knowledge which attempts to understand the process how the teacher becomes the participative member of the community of teachers."

Tahir (ibid) says, "Unlike primary socialisation which occurs from birth, teacher socialisation is a form of secondary socialization, a subsequent, ongoing process in which people continually socialise into a new realm of their lives." The concept in which the term 'socialisation' is used for teaching occupation and educational organisations is relatively new. The study on the process of teacher socialisation takes in the need to change and adapt the influences on the beginning teachers to the socially acceptable behaviours and reshape the old patterns of behaviour so that the individual can effectively fit into the new set of norms and values of occupational culture. Zeichner and Gore (1990) talk about three intellectual traditions in teacher socialization.

2.1.3.1 Three Intellectual Traditions in Teacher Socialisation

There are three intellectual traditions which perceive teacher socialisation differently. According to these traditions, teacher socialisation can be viewed from three different approaches which are discussed below:

1. The Functionalist Approach to Teacher Socialisation

This approach stands on the perception that regards society as ontologically prior to man and seeks to place man and his activities within the wider social context (Zeichner & Gore, 1990). They further say that this is traditional approach but still the most dominant to understand the process of teacher socialisation. This tradition was originated in France. Within this tradition, several schools of thought

can be identified such as structural functionalism, behaviourism, integrative theory, etc. (Zeichner & Gore, 1990).

2. The Interpretive Approach to Teacher Socialisation

Zeichner & Gore (1990) stated that this paradigm was originated in the German idealist tradition of social thought. It challenged the validity of ontological assumptions like functionalist paradigm. There were several schools of thought within the interpretive paradigm such as phenomenology, ethnomethodology and hermeneutics. Zeichner & Gore (1990) further commented as "Socialisation is therefore viewed as a more complex and problematic process than implied in the functionalist paradigm" (p. 4). It focused on understanding.

3. The Critical Approach to Teacher Socialisation

This approach can be viewed from various perspectives which shared two major issues of production and reproduction (Zeichner & Gore, 1990). Social transformation which mainly focuses on justice, equality, freedom and human dignity is the most significant concern of the critical approach. Reality is referred as a social construct. They further said that this approach could be distinguished from other two approaches through its unique feature, i.e. reflexivity.

2.1.3.2 Socialisation of Beginning Teachers

Beginning teachers are the focus of socialisation research though teacher socialisation continues throughout the career as veteran teachers also change roles and enter in a new educational environment. It is because beginning teachers pass through different stages and adapt to the organisational and cultural setting. Tahir (2010) states that beginning teachers' socialisation experiences can be viewed from two angles: occupational socialisation and organisational socialisation. Mainly teacher socialisation includes the

familiarities and behaviours of teachers related to the issues like learning to teach, maintaining identity within school culture, relationship with others, etc.

Most of the works on socialisation of beginning teachers have discussed the problems in the socialisation process of beginning English teachers. The beginning English teachers pass through a phase of change of perspectives, from idealism to the realities of experiences and practicum (Tahir, 2010, p. 4). A teacher has many roles and responsibilities to be performed in the teaching community. There are various aspects that are the parts of occupational socialisation in the beginning years for teachers.

a. Professional learning and development:

Newly appointed teachers have to develop their professional career through professional learning. If they develop themselves professionally, they can socialise themselves easily in the new teaching culture.

b. Learning to teach:

A teacher is to teach to his/her students in the classroom. Newly appointed teachers have to learn to teach to his students. As novice teachers are new to their profession they might have difficulties in dealing with their students and managing teaching learning. This is also a part of occupational socialisation of beginning teachers. It includes classroom management, subject knowledge, teaching methods and so on.

c. Maintaining identity within school culture:

Socialising in the new school culture is not only limited to learning to teach but maintaining identity within school culture is also a part of it. School culture is a kind of diverse culture in which various cultures of students, teachers, institution, and so on come into existence. Because of this, novice teachers also have to maintain their own identity within such culture to socialise.

d. Relationship with others:

There are several parties related to school culture such as colleagues, principal, students, parents and so on. To socialize in this sort of culture, new teachers have to keep good relationship with the concerned parties.

e. Organizational culture:

A school is a kind of organisation in which there is a system of administration, control and dissemination of information. So, novice teachers also need to know the organizational structure of the school, principal, vice-principal, other staff, administration structure and so on are the parts of organizational culture of school which novice teachers have to be familiar with to socialize in their occupation.

2.1.3.3 Socialization of English Teachers in Nepal

Nepal is one of those countries where English has EFL status. There is no use of English language outside the academic spheres. From the academic year 2003/04, teaching of English from grade one started (Adhikari, 2013). But the condition of teachers teaching English in school level is poor. Most of the teachers have difficulties in their knowledge of English and others are facing difficulties in applying their knowledge of English (Upadhayay, 2014). They study different methods of teaching English in their pre-service education but they could not apply them in their real classroom. Methods are remained in papers but not in use. They are not well supported from the school administration. Neither they are inducted about what to do in the beginning nor supported during their teaching.

Beginning English teachers seem to be worried and concerned about their professional development and socialisation in the school culture and English teaching community. They are seemed to worry about the kind of product that English teaching is producing. In this connection, Davies et al. (1984, cited in Awasthi, 2003, p. 23) found that teachers' proficiency in English was not up to

the level they were sought for. This indicates that teachers are not well established in their profession and the product they are producing is not satisfactory.

English teachers, particularly in the beginning years, have lots of expectations from themselves, organisation and teaching culture but with the passage of time they become frustrated and exhausted with the system (Upadhyay, 2014). They are discouraged by so many impediments which influence their occupational socialisation, for example, restricted and limited autonomy, outdated syllabus, lack of incentives, political culture in school, etc. They are in the need of supportive and encouraging role of their senior colleagues, professional and occupational assistance of the organization and democratic and receptive approach of the authorities. However, nowadays, different organizations such as NELTA, British Council and American Embassy are providing some supportive training to the English language teachers.

2.1.4 Teacher Induction

Teacher induction is a kind of programme mainly to support, train and retain novice teachers to establish themselves in their profession. In the first years of teaching, newly qualified teachers (NQTs) face many challenges in socialising in their profession. In such condition, they need some kind of help so that they can enjoy their job well. Tickle (2000), in this connection, states that newly qualified teachers can reach their qualified teacher status when they meet the induction standards at the end of their first year of teaching. He further states that teacher induction is expected to help new teachers to bridge the gap between initial and long term training. So, he used the term 'bridge metaphor' to indicate teacher induction. Similarly, Wong (2004, p. 41) indicates the need for induction program as:

> The teachers hired today are the teachers for the next generation. Their success will determine the success of an entire generation of students.

Their success can be ensured by providing them with a comprehensive, coherent professional development program.

When teachers are provided with such support they can easily handle their job and establish in their job. Generally, mentoring and induction are taken synonymously but they are not the same. Mentoring is a component of induction as induction is a component of professional development. Wong (2004, p.44) presents the following figure to indicate the relationship among mentoring, induction and professional development:

Relationship among Mentoring, Induction and Professional Development

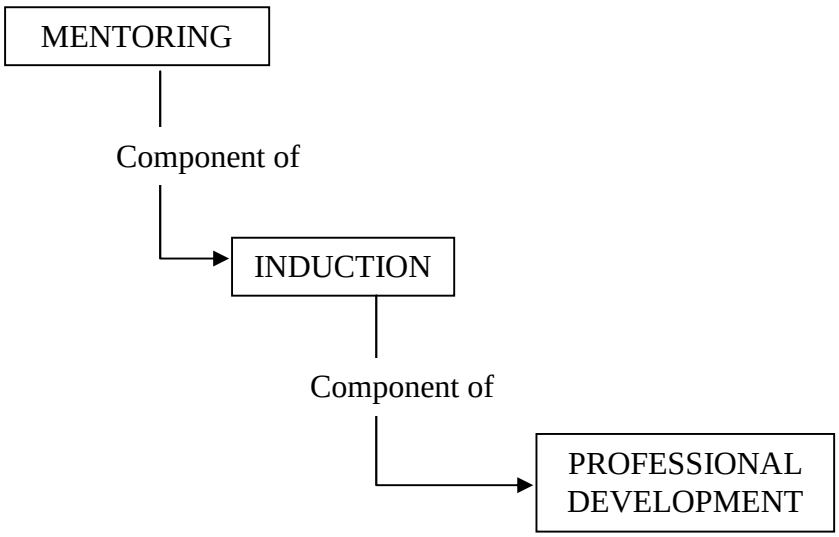


Figure. 1

The role of organization, principal and senior /veteran teachers is crucial in induction programs (Wong, ibid.). They need to support newly qualified teachers.

2.1.4.1 Components of Induction Program

Induction is a comprehensive, multiyear process designed to train and acculturate new teachers in the academic standards and vision of the school (Wong, 2004, p. 48). He further states the following components of induction program:

- Begin with initial four or five days of induction before school starts.
- Offer a continuum of professional development through systematic training over a period of two or three years.
- Provide study groups in which new teachers can network and build support, commitment and leadership in a learning community.
- Incorporate strong sense of administrative support.
- Integrate a mentoring component into the induction process.
- Present a structure for modeling effecting teaching during in services and mentoring.
- Provide opportunities for inductees to visit demonstration classroom.

Fullan (2001, as cited in Wong, 2004, p.48) stated that sustained success is never just one special event, meeting or activity rather it is a journey of recursive decisions and actions. In this way, induction is a kind of support given to novice teachers during their initial establishment in teaching. Wong (2004, p. 49) presents the components of induction program diagrammatically as follows:

Some Components of Induction Program

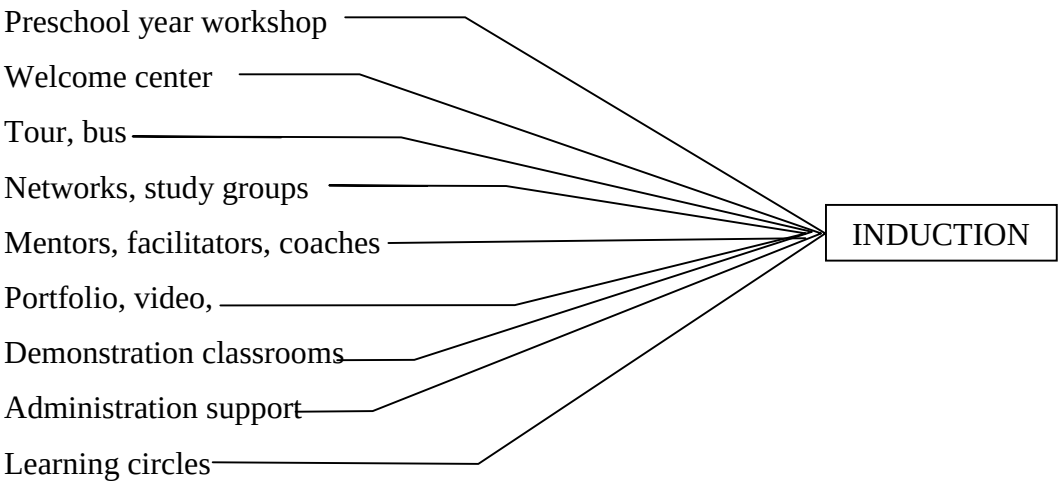


Figure. 2

2.1.4.2 Scope of Teacher Induction Programme

Teacher induction is a comprehensive, sustained support designed for beginning teachers. It has varied scope related to personal, professional and social life of teachers. Regarding the scope of teacher induction program, Wong (2000, cited in Gill, 2010, p. 87) states that an induction program will teach the following things:

a. effective classroom management procedures and routines

b. effective instructional practices

c. sensitivity to and understanding of the school community

d. life-long learning and professional growth, and

e. unity and teamwork among the entire learning community.

2.1.4.3 Teacher Induction Programme in Nepalese Context

The main purpose of teacher induction programme is the 'retention' of the teachers in the job. Such programme helps teachers in dealing with personal,

professional and social issues. According to Awasthi (2003), National Center for Educational Development (NCED) was established in 1992 to provide supportive trainings for in-service teachers. Previously it conducted various types of trainings such as 10 months teacher training. Now it has 34 educational training centers (ETCs) throughout the country. According to NCED Bulletin (2014, p. 106):

> Teachers' professional development process in Nepal is found to be started from 2004 B.S. through Basic Education Teacher Training Center (BETTC) to train primary teachers. After that it was on the process, passing normal training, A level, B level, Radio Education Teacher Training, Basic Teacher Training (150 hours and 180 hours), whole school approach, modular course training and 10 month training. Nowadays, NCED is conducting short time TPD trainings (30 days to be conducted within five years).

This short time TPD training is guided by the provision in School Sector Reform Program (SSRP, 2066-2072). This kind of training is given to all acting teachers based on their demands (NCED Bulletin, ibid). It is divided in three modules (one module of 10 days). For this, TPD trainers design the demanded course and give training of 30 days through these three modules. To complete this program, 'TPD Guideline Booklet- 2066' is developed and 12 day trainers' training is conducted in every year. The structure of TPD training module is as follows (NCED Bulletin, 2014, p. 107):

Part 1: **Training Workshop**
Time: Five days
Place: Each TPD Hub
Medium: Face to face

Part 2: **Self -study Exercise**

Time: Three days (after the completion of part one-within 20-30 days)

Place: Teachers' own field

Medium: Project work

Part 3: **Instructional Counseling**

Time: Two days (just after the completion of second part)

Place: Teaches' own field

Medium: Report evaluation and counseling

In addition to this NCED -TPD training, different organisations such as NELTA, British Council and American Embassy are conducting several supportive trainings and conferences. These programs, though terminologies are different, are the components of teacher induction as it is being practiced in Nepal.

2.2 Review of Related Empirical Literature

The evolution of teacher induction program for professional and social development of teachers can be traced back to 1960s (Blackley, 2006, cited in Bhandari, 2013). In our context, there are not many research works conducted about teacher induction and its need for occupational socialisation of novice EFL teachers but if we see in the international scenario, there are various research works being carried out. I have reviewed some of the related studies in this section.

Hayes (2008) carried out a research on 'Occupational Socialisation in the First Year of Teaching: Perspective from Thailand.' His objectives were to find out the first year experiences of Thai teachers and to explore how they socialise occupationally. His population consisted of government secondary school teachers in North East Thailand. He used four female teachers out of the total

population. The main tool of his data collection was in-depth unstructured interview which was taken for two to three and half an hour with each participant. He hypothesized that first year teachers need support for their occupational socialization and his findings also supported his hypothesis as he came up with the findings that induction is found to be necessary in initial years of teaching even if teachers were equipped with pre-service teacher education. Similarly, they were found to be in 'sink or swim' stage of their career in the first year of teaching. In addition to this, in his study, teachers were found to have both positive and negative types of experiences in their first year of teaching, and teachers who were appointed to the schools where they had previously studied were treated as students. Finally, he concluded that first year teachers needed support for their occupational socialisation in the profession.

Bosamata (2011) carried out a research on 'Induction Experiences of Beginning Secondary Teachers in Solomon Islands' with the purpose to investigate the induction experiences of beginning secondary teachers in Solomon Islands. All the beginning secondary teachers of Solomon Islands were the population of this study. He took twelve teachers as his sample through non-random sampling procedure. His major tool for data collection was semi- structured interview. He hypothesized that beginning teachers encountered several problems during their first years of teaching and which were the barriers for their success because of lack of formal induction program. Based on the data he gained through interview, he came up with the results that formal induction programs were helpful for beginning secondary teachers and mentoring could be taken as an induction approach. Based on these results, he recommended that a national, beginning teacher induction program with a strong commitment to ongoing professional development for all beginning teachers should be launched.

Mahara (2012) carried out a research on 'Teachers' Views on Teacher Training'. His main objectives were to find out teachers’ views on ELT training for

professional development and his research area was Siraha district of Nepal. All secondary level English teachers of Siraha district were the population of his study. He selected 20 teachers (15 English teachers from government schools and 5 English teachers from private schools) as a sample through purposive random sampling. He used questionnaire (having both open and closed ended questions) as a research tool. His primary sources of data were 20 secondary school teachers and he had also used secondary sources, related books, articles, journals, etc. for his theoretical backup. He used descriptive approach to data analysis and presentation along with tables. Analysing the gained data, he found out that all the respondents' views were positive towards teacher training. Most of the teachers viewed that in-service training was beneficial for their success. Moreover, most of the teachers felt that training was the most powerful tool for professional development of teachers. He also found out that there was weak supervision during training session. As he found out these conditions, he recommended that training should be provided to the teachers time and again. Similarly, he recommended other programmes for teachers' professional development such as teacher induction.

Bhandari (2013) carried out a research on ‘Role of Induction for Teachers' Professional Development' with the objectives to find out practices of induction for teachers' professional development and to explore the problems faced by novice teachers due to lack of teacher induction programme. He hypothesized that there was the crucial role of induction for teacher development. His population consisted of all the English teachers of Kathmandu valley who were teaching in different government secondary schools, head teachers and experts related to the organisations conducting training in Nepal. His sample consisted of forty members (thirty teachers, five head teachers and five experts). He selected the sample through non-random purposive sampling. His main tools for data collection were questionnaire and interview. He mostly used descriptive approach to analsze the responses (data) that he gained through questionnaire and interview. After analysing the data, he came up with the

finding that there was the great role of teacher induction for professional and personal development. As most of the participants in his study were from the non-education background, they were found positive towards teacher induction and teacher training (they were in the dire need of teacher induction and teacher training). Based on the results, he gained through his study, he recommended that induction programs for new teachers need to be conducted.

Thus, aforementioned reviews depict that there are many research studies carried out in international context regarding teacher induction and its role for teachers' professional and occupational socialisation. There are not many research studies carried out on the need for induction for occupational socialisation in Nepalese context. Some studies focus on role of induction for professional development but not on occupational socialization need of novice EFL teachers. Though NCED is conducting TPD trainings for the novice teachers, they are facing problems in socialization in the occupational culture in their first years of teaching. As this study aimed to find out the problems of these novice EFL teachers and their perspectives towards the need for induction for occupational socialization in their first year of teaching, it is different from all the studies carried out previously. So, this study is unique which reveals the need for induction for occupational socialisation in the first year of teaching from novice EFL teachers' perspectives.

2.3 Implication of the Review for the Study

One of the most important parts of any research study is reviewing the related literature. It gives the researcher necessary theoretical back up related to his/her study and leads him/her to go ahead in right path. Regarding this, Kumar (2011, p. 31) states, "The literature review is an integral part of the research process and makes a valuable contribution to almost every operational step". Moreover, Kumar (2011, p. 32) provides a list of functions of a literature review as follows:

a. It provides a theoretical background to your study.

b. It helps you establish the links between what you are proposing to examine and what has already been studied.

c. It enables you to show how your findings have contributed to the existing body of knowledge in your profession. It helps you to integrate your research findings into the existing body of knowledge.

While reviewing the literature I had gone through various theoretical works and various empirical research studies. They all were related to some extent to my study area. After reviewing the research works, I got ideas on different existing theories related to my topic. Furthermore, from the empirical research studies, I got information about the various procedures needed to conduct research study. Regarding sampling strategy, use of tools, and analysis and interpretation procedure, I gained valuable information from these research works. All these theoretical and empirical studies were helpful to me during my whole research work. They were the milestones to make my task more informative and reliable.

To be specific, Hayes (2008) study found that induction was necessary in initial years of teaching. Similarly, Bosamata (2011) recommended that beginning teacher induction program should be launched. In the same vein, Mahara (2012) concluded that induction and training were the part of teacher's professional development. And Bhandari (2013) recommended that induction is necessary for teachers' professional development.

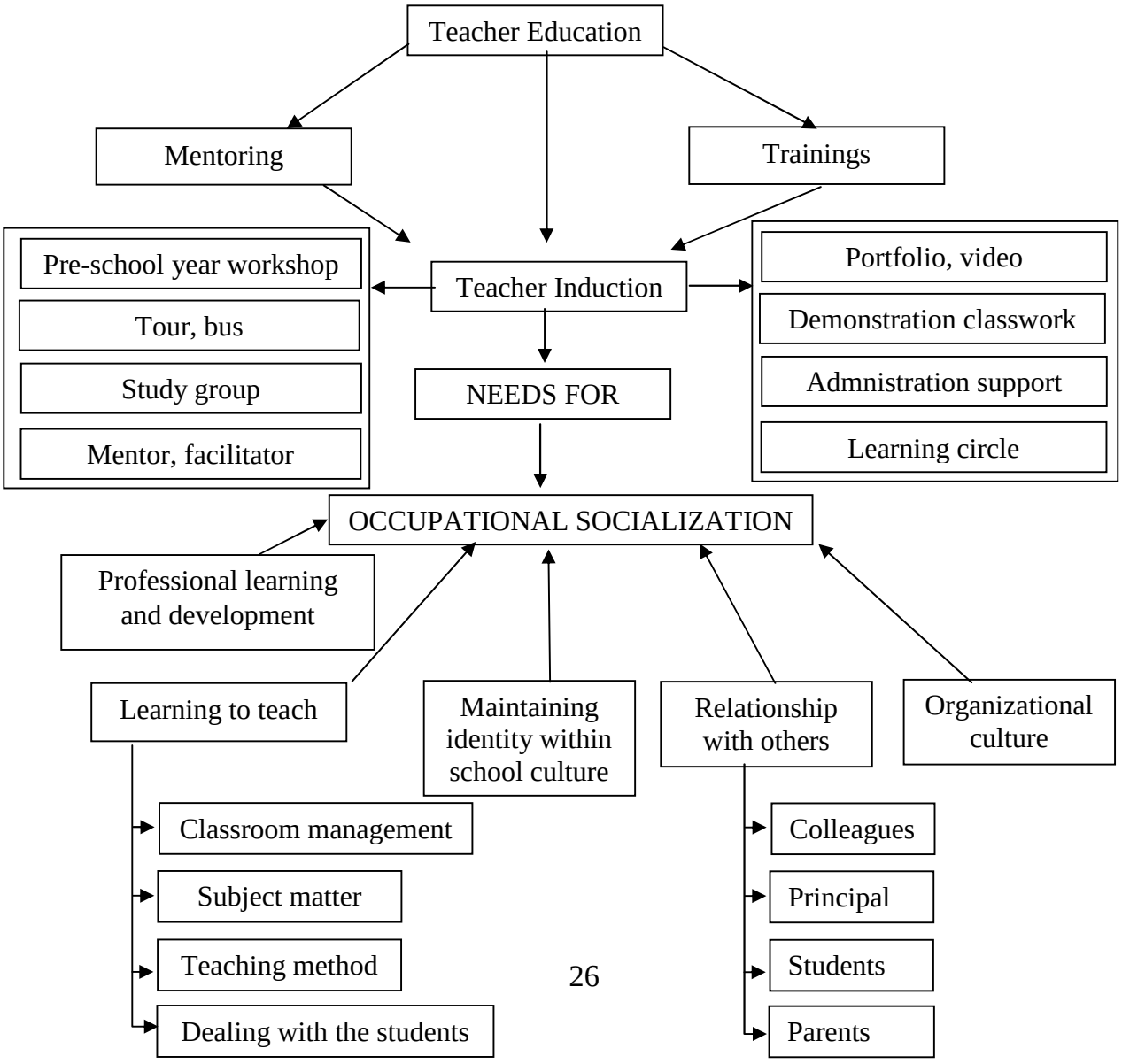
As those studies emphasised on the need for induction for professional development of teachers, they provided me ideas to conduct research on how induction is helpful in occupational socialisation of EFL teachers.

2.4 Conceptual Framework

Teachers can easily socialise in their occupational community if they are provided with induction programs. Different issues related to occupational socialisation such as learning to teach, maintaining personal identity in the school culture, establishing relationship with others, involving in professional development activities were the concern of my study.

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualisation of the relationship among different variables. It is the visual representation of the presumed relationship of the concepts or variables that will involve in the study.

The study on ' Induction for Occupational Socialisation: Perspectives of Novice EFL Teachers' was based on the following conceptual conceptual framework :



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

Methodology and procedures are the vital elements of a research study. If any research work follows appropriate methodology and procedures, it will obtain its objectives. Appropriate methodology helps the researcher to go in the right path in his/her research work. This chapter incorporates design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

3.1 Design and Method of the Study

Research is a kind of inquiry to find out truth or evidence. Kumar (2011, p.1) states, "It is a way of thinking". In the same vein, Grinnell (1993, p. 4, cited in Kumar, 2011, p.7) says, "It is a structured inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable." Research is a systematic process of formulating questions, collecting relevant data relating to such questions, analysis and interpreting the data and making the data publicly accessible.

This study was based on survey design and mixed method of data analysis in which both description and statistics were used. Survey is a research design that is most popular in social science including education. According to Cohen and Manion (1985, cited in Nunan, 1992, p. 140), "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large-scale government investigations through to small scale studies carried out by a single researcher." There is a single time data collection in survey research and conducted in natural setting. It is cross-sectional in nature. In survey research data are gathered from relatively large number of population using certain sampling procedure where the whole population for data collection is not feasible. Survey research has high external validity because the findings can be generalized to large population from which the

sample has been taken. According to Cohen, Manion and Morrison (2010, p. 208), "Survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest where analytical surveys operate with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables." Survey research deals with clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Cohen et al. (2010, p. 208) present the following characteristics of survey research:

- It collects data on a one-shot basis and hence is economical and efficient.
- It represents a wide target population.
- It generates numerical data.
- It gathers standardized information.
- It captures data from multiple choice, closed question, test scores or observation schedules.

To summarize, my research study was based on survey design which was conducted in a large number of population by following survey design procedures.

3.2 Population, Sample and Sampling Procedure

The population of this study consisted of all newly appointed EFL teachers of Kathmandu district which were appointed through Teacher Service Commission (TSC) examination. To accomplish the research objectives, I selected thirty novice EFL teachers, ten from each level (Primary, lower secondary and secondary). So, the sample of this study consisted of thirty novice teachers. Because of time and expense constraints, it is not possible to include all the population in the study. Therefore, I used non-random purposive sampling procedure to select the sample from the population of the study. In this type of sampling procedure, I contacted the people who, I thought, could provide the required information to meet the objectives of my research study.

3.3 Study Area/Field

In this type of small-scale research study, it was difficult to include very broad area/field. Therefore, the study area of my study was Kathmandu district. Regarding the academic area, teachers' professional and social development were the focus of the study. More specifically, occupational socialization of novice EFL teachers was the study area of the study.

3.4 Data Collection Tools and Techniques

Tools are the most important elements of any research study. For this study, I used pre-formulated questionnaire with both close ended and open ended questions. The questionnaire had three main sections which included background questions, questions related to occupational socialisation and questions related to need for induction for occupational socialisation.

3.5 Data Collection Procedure

When a researcher follows appropriate data collection procedures he/she can easily gain the required data. To collect the required data for this study, I used the following procedures:

- First of all, I visited District Education Office (DEO), Kathmandu for getting the list of all newly appointed teachers from Teacher Service Commission (TSC) examination 2014.
- Then, I found out the list of English teachers teaching in different levels (primary, lower secondary and secondary) out of the list of all teachers.
- Then, I selected thirty teachers, ten from each level by using non-random sampling strategy. I followed purposive sampling to select these thirty teachers.
- After that I found out the schools where the teachers of my sample were teaching.

- Then, I visited the selected schools, explained the purpose of my visit, asked for permission with the authority and built rapport with the concerned people.
- After getting permission, I provided the questionnaire to the selected teachers.
- After the allocated time was over, I collected the distributed questionnaire from the teachers.
- Finally, I thanked them for their cooperation.

3.6 Data Analysis and Interpretation Procedure

After the collection of data, the researcher needs to organise and analyse them to come to a conclusion. The researcher decides to analyse the data as per his/her purpose, nature of the study and convenience. Generally, the data from qualitative research is analyzed using description and language and the data from quantitative research is analysed using statistical tools. In this regard, Cohen, Manion and Morrison (2010, p. 461) argue, "There is no one single or correct way to analyse and present qualitative data how one does, it should abide by the issue of fitness for purposes." So, a research may also make use of both descriptive and statistical tools.

I followed both descriptive and statistical analysis such as percentile to analyse and interpret the gained data. I did so because my tool was pre-formulated questionnaire which included both close ended and open ended questions. The data gained from such tool can be analysed by using mixed methods.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

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

4.1 Analysis of Data and Interpretation of the Results

The purpose this study was to find out the perspectives of novice EFL teachers towards induction programme for their occupational socialisation in the school culture. Similarly, this study sought to investigate the problems in occupational socialisation faced by novice EFL teachers due to the lack of induction programme. According to the objectives, data were collected, analysed and interpreted using both descriptive and statistical tools. On the basis of the type of data, the qualitative data were analysed and interpreted descriptively in narrative form. Contrary to it, the quantitative data were analysed and interpreted using simple statistical tools such as measure of frequency count and percentile. I have presented the data in frequency tabulation and diagrams as per their nature and need for the analysis.

This section includes the detailed presentation, analysis and description of the gained raw data. This is mainly concerned with the analysis and interpretation of the collected data. The data collected from the respondents were analysed and interpreted to explore the need for induction for occupational socialisation of novice EFL teachers and find out the problems faced by them in socialising in the school culture. The analysis has been mainly carried out on the basis of the responses gained from the respondents (30 novice EFL teachers) which

were appointed through Teacher Service Commission Examination. For this study, I collected data through pre-formulated questionnaire.

All the questions have been grouped into the following three major thematic grounds to meet the objectives of the study and the data has been analysed and interpreted respectively.

1. Concepts regarding the initial experiences
2. Occupational socialization
3. Need for induction for occupational

The respondents (novice EFL teachers) were asked altogether thirty- eight questions including both open and closed ended questions to explore their perspectives and problems faced by them. The analysis of the collected data has been carried as fairly as possible. The analysis and interpretation has been done both descriptively and statistically.

4.1.1 Concepts Regarding Initial Experiences

This heading is related to the background of the study about which actually the study was conducted. In order to find out the initial experiences of novice EFL teachers, I used five background questions which were related to their first day experiences, initial orientation and their views towards teacher induction programme. There were three close ended questions and two open ended questions. In those questions, most of the teachers came up with the similar responses that they felt happy on the very first day, they wished to be inducted in specific issues but they were not given any orientation training regarding specific issues. All of their responses can be summarised and presented in Table 1.

Table 1

First Day Experience into the Profession

Responses	No. of teachers	Percentage
Feel very happy	20	66.66%
Feel uneasy	10	33.33%

The above table shows that the majority of teachers, 20 teachers (i.e. 66.66%) felt very happy in their first day into the profession. They were introduced to the school family and they introduced themselves with their students. Regarding the first question 'Briefly explain what happened in your first day at school', one respondent (S_1) said, "*It was very exciting for me. I introduced myself with staff and students and took their introduction too*". In the similar vein, another respondent (LS_1) said, "*on the first day of my teaching career I introduced with the school family*". These responses showed that teachers tried to adjust in the school culture through introducing with each other. But in response to the same question, ten teachers (i.e. 33.33%) said that they felt uneasy as they were entering into the new profession. In response to the question, one respondent (S_6) said "*I felt somehow uneasy because I was junior and new to other staff*". Similarly, another respondent (P_2) said, "*I was nervous because everything was new and I felt somehow uncomfortable"*. These responses show that some teachers felt uneasy in their very first day into the teaching profession.

To sum up, most of the teachers had the happiest feelings in the first day into the profession but some felt uneasy.

(b) Initial Orientation

To find out whether they were given any initial orientation in specific issues, I asked three questions. The questions were: 'Were you given some kind of orientation in specific issues?' and if ‘Yes’ in which specific areas were you

given orientation? If ‘No’ do you think there is the need for such orientation programme?' In response to these questions several respondents came up with several ideas. The responses obtained from them are presented in Table 2.

Table 2

Initial Orientation

Initial orientation			
No		Yes	
No. of teachers	Percentage	No. of teachers	Percentage
25	83.33%	5	16.66%

The above table shows that most of the teachers were not given any initial orientation in any specific issues. Among thirty teachers, 25 teachers (i.e. 83.33%) said they were not given any orientation. Supporting to this, one of the respondents ticked the 'No' option and said, *"There was the need of such orientation program but I was not given any orientation"* (S_5). Similarly, another respondent (LS_5) also said, “*There is the compulsory need of orientation to adjust in school culture".* The above diagram also shows that five teachers (i.e. 16.66%) ticked 'yes' option and said they were given orientation but that orientation was introduction to the school community.

To sum up, most of the teachers were not given any sort of orientation in specific issues. But some of them were given orientation but that was only the introduction to the school community.

(c) Teachers’ Perspectives about Teacher Induction Programme

In order to find out what teacher induction programme is, I asked an open ended question 'what do you understand by teacher induction? Briefly explain'. In response to this question, most of the teachers came up with the similar response that it is a process of orientation, help, guidance and support provided

to the novice teachers to enhance their personal and professional career. All of their responses can be summarised as presented in Table 3 below:

Table 3

Teachers' Perspectives about Teacher Induction Programme

S.N.	Responses	No. of teachers	Percentage
1	Formal and informal training provided to novices for their personality development.	10	33.33%
2	Introducing novices to new job culture.	5	16.66%
3	Bridge between experience and novices.	8	26.6%
4	Help provided to novice teachers.	7	23.33%

From the above table, it can be said that all teachers were familiar with the concept of teacher induction though the perspective of understanding was different. Nearly, 33.33% teachers took teacher induction as the formal or informal training provided to the novice teachers to help them to solve their upcoming difficulties. Similarly, 16.66% took teacher induction as the process of introducing novice teachers to new job. As such, 26.66% teachers considered teacher induction as the bridge between the experienced and novice teachers. As depicted in the table, 23.33% teachers opined it as the help provided to novice teachers.

To sum up, it shows that all teachers are familiar with teacher induction programme and they are in the need for such programme.

(d) Induction for Occupational Socialisation

To find out whether induction is compulsory or optional for occupational socialisation, I asked a question ‘In your opinion, teacher induction should be compulsory or optional? why?’. In response to this question, several

respondents came up with several ideas. Their responses are presented in the Table 4 below:

Table 4

Induction for Occupational Socialisation

S.N.	Responses	No. of teachers	Percentage
1	Compulsory	27	90%
2	Optional	3	10%

The above table shows that most of the teachers, 27 out of 30 teachers (i.e. 90%) said it should be compulsory. Regarding the idea, one respondent (S_1) said, "*It should be compulsory to help novice teachers to adjust in new profession*". This shows that novice teachers need induction for occupational socialization. Similarly, three teachers (i.e. 10%) opined that it could be optional. It should be given to the one who needs help otherwise there is no need of such induction. Regarding the idea, one respondent (LS_3) viewed, "*Teacher induction can be optional, it should be given to the teachers, who are facing difficulties in professional adjustment*". This shows that some of them took it as optional.

To sum up, most of the teachers viewed that induction programme should be compulsory for the adjustment of the teachers occupationally in the school culture.

(e) Training in the First Year of Teaching

In order to find out whether novice teachers got any sort of training or not after their appointment in the first year, I asked three questions. The questions were : 'Were you given any sort of training in your first year of teaching life?, If yes, what impacts did it have in your occupational socialisation? And, If no, did you wish to be inducted?'

In response to these questions several respondents came up with several ideas. Their responses are presented in the Table 5 below:

Table 5

Training in the First Year

Training in the first year			
Yes		No	
Impacts		Wish to be inducted	
Help in teaching	Help in socialisation	Yes	No
5	15	10	0
16.66%	50%	33.33%	0%

The above table shows that 20 teachers said that they were given training in their first year of teaching. Out of them, 5 teachers (i.e. 16.66%) said that helped them in teaching and 15 teachers (i.e. 50%) said that helped them in occupational socialization. This indicates that most of the teachers are in the need of initial training in their first year of teaching to adjust in the school culture (i.e. occupational socialization). Similarly, 10 teachers (i.e. 33.3%) said that they were not given any sort of training in their first year of teaching life. And all wished to be inducted in their first year of teaching.

To sum up, it is interpreted that novice teachers are in the need for induction training in their first year of teaching for effective occupational socialisation.

4.1.2 Occupational Socialisation

This heading is related to the aspects of occupational socialisation. This heading is also further divided into the following subheading.

a) Learning to Teach

This is one of the aspects of occupational socialisation in school culture. This subheading is related to the teaching aspects of newly appointed teachers. This sub heading is also further divided into the following sub headings.

i) Classroom Management

In order to find out the problems faced by the novice EFL teachers related to classroom management, I used a question. The question was 'Are you facing challenges in classroom management? If 'yes', what are the challenges? If no, how do you manage your classroom? If you say 'yes' who do you think can support for this?' In response to this question, various respondents came up with various ideas. Their responses are presented in the following Table 6.

Table 6

Teachers' Experiences about Classroom Management

Responses		No. of teachers	Percentages	Challenges/How to facilitate
Challenges	Yes	17	56.66%	- Heterogeneous classroom. - Diverse background students
	No	13	43.33%	Pre-service course helped
Support	School Management Committee	11	64.70%	
	Government	4	23.52%	
	Parents	2	11.76%	

The above table shows that most of the teachers are facing challenges in classroom management. Seventeen teachers (i.e. 56.66%) are facing challenges in classroom management. Regarding the question, one respondent (S_2) said, "*Yes, classroom management was challenging for me in my first year of teaching, mainly students diversity, heterogeneous crowded classes were problematic*". This indicates that most of the teachers were found facing challenges in classroom management. Various ethnic groups, diversified cultures are merged in the classroom, which are the burden for the teachers.

Similarly, thirteen teachers (i.e. 43.33%) said that they did not have any challenges in classroom management because they utilized the knowledge and expertise which they gained in their pre-service course to manage their classrooms. Regarding this, one respondent (LS_3) said, "*I am not facing any challenges in managing my classroom because my pre-service teacher education helps in that".* Other respondents in this case were also found having similar experiences. As they had studied I.Ed., B.Ed., M.Ed., they had learnt skills in classroom management.

In the same vein, teachers who responded that they were facing challenges in classroom management also found expecting support from various sectors regarding this aspect. Eleven teachers out of seventeen teachers, who responded 'yes' (i.e. 64.70%), expected help/support from school management committee. They said that school management committee should support them in classroom management. Similarly, four teachers (i.e. 23.52%) came up the idea that government should provide trainings regarding facing challenges in classroom management. In other words, they expected help from the government side. And 2 teachers (i.e. 11.76%) responded that parents could help them in classroom management. They said that parents can organize and initiate several meetings.

(ii) Subject Matter

In order to find out the difficulties that novice EFL teachers had faced regarding the subject matter, I used a question. The question was 'Did you have any difficulties with subject matter? If 'yes' what are difficulties? If no did your pre-service teacher education help in that?'. In this question, most of the teachers said that they were not facing difficulties regarding the subject matter because their pre-service course helped them in that. Their responses regarding this question are as follows in Table 7.

Table 7

Subject Matter Difficulties

Responses		No. of teachers	Percentage	Difficulties
Difficulties	Yes	7	23.33%	- New course content - Grammar teaching
	No	23	76.66%	Pre-service course helped

The above table shows that majority of the teachers, twenty three teachers out of total thirty teachers (i.e. 76.66%), said that they had not faced any difficulties regarding the subject matter because they were supported by their pre-service courses. Regarding this, one respondent (S_1) responded that he had no any difficulties in subject matter. He said *"Yes, all the techniques and methods studied in masters help me in my teaching.*" This indicates that pre-service teacher education supported most of the teachers in dealing with the subject matter.

Similarly, seven teachers (i.e. 23.33%) responded that they were facing difficulties regarding subject matter mainly new course content and grammar aspect were the problematic areas. Regarding this, one respondent (P_3) said, *"I faced many difficulties regarding subject matter such as new course content*

and grammar aspect." This indicates that new course introduced at the primary level is problematic because they were not given any training regarding new courses.

(iii) Teaching Method

In order to find out the novice EFL teachers' perspectives regarding teaching method, I used three questions. The questions were: ‘Are you practising the methods that you studied in your pre-service teacher education?’, ’What are the barriers that hamper in practising new methods in classroom?’ and ‘Do you need some support to deal with new methods with your students? If yes, from whom are you expecting such support?’. In response to these questions, the respondents came up with several ideas which are presented in the Table 8 as follows:

Table 8

Teaching Method

Responses		No. of teachers	Percentages
Practicing pre-service studied methods	Yes	13	43.33%
	No	17	56.66%
Barriers	Old practiced tradition.	23	76.66%
	Prevalence of GT method.	5	16.66%
	Seniors emphasis on usual approach	2	6.66%
Need support	From-SMC	9	30%
	From School Management Committee	11	36.66%
	From Government	10	33.33%

The above table shows that 13 teachers (i.e. 43.33%) were practicing the methods that they studied in their pre-service teacher education. Similarly, seventeen teachers (i.e. 56.66%) were not practicing the methods that they studied earlier. And all teachers responded that there are various barriers in practicing the theoretically studied methods. Twenty three teachers (i.e. 76.66%) said that the old practised tradition was the root cause of not practicing the new methods well. Because of this they could not implement the new methods in the classroom. Five teachers (i.e. 16.66%) responded that the prevalence of GT method hampers in practicing new methods. They could not do so because students were accustomed in GT method. In the same vein, two teachers (i.e. 6.66%) opined that their seniors' emphasis on the usual approach of teaching hampers them in practicing new methods. Responding to the source of support in practicing new methods, respondents came up with several ideas. Nine teachers (i.e. 30%) responded that they expected support from SMC. Similarly, 11 teachers (i.e. 36.66%) responded that they expected support from school administration. In the same way, 20 teachers (i.e. 33.33%) responded that they expected support from the government.

To sum up, it can be said that most of the teachers are not practicing the new methods studied earlier because of barriers such as old tradition, prevalence of GT method, and seniors' emphasis and they all need support from different sources - most of them expect such support from school administration.

(iv) Dealing with the Students

In order to find out the problems that novice EFL teachers faced in dealing with the students, I used two questions. The questions were: 'Are you getting support from your students? If no, how do you maintain discipline in the class?' and 'Do you need some training for this?'. In response to these questions, respondents came up with various ideas. Their responses are presented in Table 9.

Table 9

Dealing with the Students

Responses		No. of teachers	Percentage	
Get support from students	Yes	11	36.66%	Maintain discipline: -rapport building with students - take help from principal
	No	19	63.33%	
Need training to maintain discipline	Yes	27	90%	
	No	3	10%	- Pre-service course helps.

The above table shows that majority of the teachers, 19 teachers out of thirty teachers (i.e. 63.33%) responded that they were not supported by their students. They said that they tried to build rapport with the students but they were not being successful in that. They also took help from their principal in doing so. But the rest of the respondents said they were well supported by their students. This indicates that novice teachers also need help in dealing with the students as majority of the respondents replied in this way.

Similarly, most of the teachers, twenty seven teachers out of total thirty teachers (i.e. 90%) responded that they were in the need of training in maintaining discipline in the classroom. This shows that majority of the teachers are facing difficulties in dealing with the students and they are in the need for training. But three respondents (i.e. 10%) said that their pre-service teacher education helped them in dealing with the students. So, they were not in the need for such training. To sum up, most of the novice teachers are facing difficulties in dealing with the students in the classroom and they are in the need for training regarding this.

b) Maintaining Identify within School Culture

This is another aspect of occupational socialization in school culture for novice EFL teachers. In order to find out the problems faced by novice EFL teachers in maintaining identity within school culture, and to explore how they are doing so, I used three questions. The questions were: 'Do you think you have public recognition in the school community? If no, who do you think will help you?', 'Are you adjusted in the culture of your school? If you faced difficulties, what are these?' and 'Did you participate in new roles other than teaching? If yes, what are these?'. In response to these questions, respondents came up with several ideas. Their responses are presented in Tale 10 follows:

Table 10

Maintaining Identity within School Culture

Responses		No. of teachers	Percentage	
Public recognition in the school	Yes	14	46.66%	
	No	16	53.33%	Help from: SMC, Senior teachers, principal
Adjust in school culture	Yes	7	23.33%	
	No	23	76.66%	Difficulties: - Maintaining personal - Identities - Establishing as successful teacher - Good rapport with students
Participating in new roles (other than teaching)	Yes	6	20%	New Roles: - Game teacher - Vice principal - Co-ordinator
	No	24	80%	

The above table the shows that majority of the teachers, 16 teachers out of the total 30 teachers (i.e. 53.33%) responded that they did not have any public recognition in the school because their seniors did not treat them as their colleagues in their initial days in the profession. So, they expected help from SMC, school administration and the principal. Regarding this, one respondent (P_7) said, *"No, I did not have any public recognition in the school because my seniors treat me not as experienced teacher. So, I want help from SMC, principal, etc*". This indicates that novice teachers were not supported by their seniors in the first year of their professional life and did not feel that they were publicly recognized. But, 14 teachers (i.e. 46.66%) responded that they had public recognition in the school community. Their school environment was co-operative.

Similarly, twenty three teachers (i.e. 76.66%) responded that they were not adjusted in the school culture well. They said that they faced many difficulties such as maintaining identity in the school culture, establishing themselves as successful teachers, building rapport with the students, etc. Regarding this, one respondent (LS_9) said 'No' and further said, *"I am facing many problems in school culture such as establishing myself as a successful teacher and maintaining my personal identity within it*". This indicates that novice EFL teachers are facing many difficulties in adjustment in the school culture. But, seven teachers (i.e. 23.33%) responded that they are adjusted in the school culture well. They are not having any difficulties in adjustment in the school culture.

Similarly, responding to another question related to their participation in new roles other than teaching, twenty four respondents (i.e. 80%) said that they were not participated in other new roles. Regarding this, one respondent (S_5) said 'No' and further said "*I do not have any new roles in the school except a language teacher"*. This indicates that majority of the teachers are playing only

the role of teacher - teaching English language to their students without involving themselves in other roles. But, 6 teachers (i.e. 20%) responded that they had other new roles as well such as vice principal, game teacher, coordinator, facilitating management committee, etc. Regarding this, one respondent (LS_1) said, "*I'm involved in the new role of vice-principal. So, I have more responsibilities"*. This indicates that some teachers are also engaged in other new roles other than teaching even in their initial years of profession.

c) Relationship with Others

This is another aspect of occupational socialisation for novice EFL teachers. To explore what the relationship is of novice EFL teachers with their colleagues, principal and students and how they are maintaining it, I used six questions. The questions were:

- What kind of relationship have you had with your colleagues? If positive, did they help you when you had problem? If 'yes, in which ways did they help you?
- What do you think the roles of the principal should be?
- Do you have public recognition from the principal?
- Is your personal life well settled being a teacher?
- Do you have good personal relationship with your students? If no, who do you think will help you for this?
- Do you feel yourself as a successful teacher? Why?

In response to these questions, respondents came up with various ideas. Their responses are presented in the following tables: 11, 12, 13, 14 and 15.

Table 11

Relationship with Colleagues

Responses		No. of teachers	Percentage	
Relationship with colleagues	Positive	27	90%	Support: - Physical - Technical - Educational
	Negative	3	10%	

The above table shows that most of the teachers had positive relationship with their colleagues. Nearly 90% teachers (27 teachers out of total 30 teachers) responded that they had positive relationship with their colleagues. And they said their colleagues help them when they have problems. They were provided with physical support, technical support and educational support from their colleagues. But three teachers (i.e. 10%) responded that they had negative relationship with their colleagues. It shows that they were not supported from their colleagues.

Table 12

Role of the Principal

Responses	No. of teachers	Percentage
Facilitator and co-operator	11	70%
Monitor and supervisor	5	16.66%
Authority	4	13.33%

The above table shows that most of the respondents expected facilitating and co-operative role of the principal. Twenty one respondents (i.e. 70%) responded that the role of the principal should be the facilitator and co-operator. Similarly, five teachers (i.e. 16.66%) expected that the role of the

principal should be monitor and supervisor, and 13.33% respondents (i.e. 4 respondents) said that principal should be authoritative. This data indicates that most of the novice teachers expect various kinds of help from the principal. So the principal should facilitate when they get difficulties and co-operate them in teaching and learning.

Table 13

Public Recognition from Principal and Personal Life Settlement

Responses		No. of teachers	Percentage
Public recognition from principal	Yes	8	26.66%
	No	22	73.33%
Personal life (being a teacher) well settled	Yes	14	46.66%
	No	16	53.33%

The above table shows that most of the novice EFL teachers (22 out of 30, i.e. 73.33%) were not publicly recognized from the principal. It indicates that they were not given any public identity from the side of the principal. It also shows that the principals were not much co-operative. But, eight teachers (i.e. 26.66%) said that they had public recognition from principals' side. They were found supported from the principal.

In the similar vein, in response to the question whether their personal life is well settled or not as teachers, 16 teachers (i.e. 53.33%) came up with the view that they were not well settled as teachers. But, 14 teachers (i.e. 46.66%) said that their personal life was well settled as a teacher. This indicates that not all the teachers are well satisfied in teaching profession. Though some of them are satisfied but the majority of the teachers are not well settled personally being a teacher.

Table 14

Relation with the Students

Responses		No. of teachers	Percentage	
Good relation	Yes	11	36.66%	
	No	19	63.33%	Need help from: - Seniors - Principal - Parents

The above table shows that most of the teachers had not good relation with the students. Nineteen teachers out of thirty teachers (i.e. 63.33%) responded that they had not good relationship with the students so they are expecting help from their seniors, principal and parents. This indicates that novice EFL teachers also need to be helped in maintaining good relationship with their students. But 11 teachers (i.e. 36.66%) responded that they had good relation with their students, so, they felt secure in their classroom.

Table 15

Feeling as a Successful Teacher

Responses		No. of teachers	Percentage	Reason
Feel as a successful teacher	Yes	13	43.33%	- Have various responsibilities to fulfill. - Lead my students to the destination.
	No	17	56.66%	- Could not utilize the pre-service learned theories

The above table shows that most of the teachers, 17 teachers out of 30 teachers (i.e. 56.66%) had the feeling that they were not successful in their profession. They said that they could not utilize the pre-service learned theories in their teaching. Regarding this one respondent (S_9) replied 'No' and said, *"I do not think I am a successful teacher because I cannot use the theories that I studied in my pre-service teacher education such as I studied communicative language teaching but cannot use this in my teaching*". Other 16 teachers also had the similar idea that they could not practice what they had learnt in the classroom. But 13 teachers (i.e. 43.33%) responded that they felt themselves as successful teacher as they thought that they had to bear various responsibilities and they had to lead their students to their destination. This indicates that the majority of the novice EFL teachers are facing difficulties in teaching. They are trained as they had pre-service teacher education but they could not utilize their gained training in real teaching.

(d) Organizational Culture

This is also a part of occupational socialisation for novice EFL teachers. In order to find out the experiences of novice EFL teachers regarding organisational culture I used seven questions. The questions were:

- Do you feel equal treatment and behaviour for male and female teachers in your school? Why?
- Is there equal treatment and behaviour for beginning and experienced teachers?
- Do your seniors treat you as their colleague?
- Is there well defined administrative policy and rules? If yes, are these followed by everyone?
- Do you feel yourself as a significant part of the school community?

- Does the institution have good cultural and extra-curricular activities? If yes, mention any five.

- How did you settle in such new cultural and educational environment? Share your feelings in five points.

In response to these questions, various respondents came up with various ideas. Their responses are presented and described in the following tables: 16, 17, 18, 19 and 20.

Table 16

Equal Treatment and Behaviour

Responses			No. of teachers	Percentage	
Equal treatment and behavior	Male and female	Yes	19	63.33%	All are equally treated.
		No	11	36.66%	
	Beginning and experienced	Yes	7	23.33%	
		No	23	76.66%	
	Seniors' treatment as colleague	Yes	6	20%	
		No	24	80%	

The above table shows that there is not equal treatment in the school community as most of the teachers responded that they are not equally treated. In most of the cases, gender biasness, experience based biasness and seniority biasness, etc. are reflected in those respondents' responses. Regarding the question related to gender based biasness, 19 teachers (i.e. 63.33%) said that there is equal treatment in the school community. All males and females are equally treated. But, 12 teachers (i.e. 36.66%) said that there is no equal

treatment in the school culture between male and female teachers. Similarly, in response to the question related to beginning- experienced treatment, most of the teachers, 23 out of 30 (i.e. 76.66%) responded that there is not equal treatment between beginning and experienced teachers. But seven teachers out of the total thirty teachers (i.e. 23.33%) responded that there is equal treatment between beginning and experienced teachers. Experienced teachers help beginning teachers. In the same way, in response to the question, 'Do your seniors treat you as their colleague?', twenty four teachers (i.e. 80%) said 'No'. They did not feel that their seniors treated them as their colleague. But six teachers (i.e. 20%) responded 'Yes'. They felt that they were treated as their colleagues.

To sum up, it indicates that novice EFL teachers are not treated equally in the school culture in most of cases. Female teachers are not treated as their male counter parts. Similarly, experienced and beginning teachers are not equally treated. Moreover, there is not equal behaviour between beginning and experienced teachers. In the same way, senior teachers did not treat new teachers as their colleagues - they treat them as junior-in some cases, as students. Because of these reasons, there is difficulty in socialization.

Table 17

Administrative Policy and Rules

Responses		No. of teachers	Percentage	
Well defined administrative policies and rules in the school	Yes	18	60%	- Followed by everyone (66.66%) - Not followed by everyone (33.33%)
	No	12	40%	

The above table shows that in response to the question, 'Is there well defined administrative policy and rules? If yes, are these followed by everyone?', majority of the teachers, 18 teachers (i.e. 60%) responded 'Yes'. It shows that there are well defined administrative policies and rules in the school. Among them (among the 18 teachers), 66.66% teachers said that these policies and rules are followed by everyone but 33.33% teachers replied that everyone involved did not follow those rules and policies. Similarly, 12 teachers (i.e. 40%) responded 'No' to that question. This indicates that there are not well defined administrative policies and rules.

To sum up, this all indicates that there are not well defined policies and rules in some of the schools. And even in the school where there are well defined administrative policies and rules these policies are not followed by everyone related to school culture. This is another obstacle in the occupational socialization in the new school culture for novice EFL teachers.

Table 18

Teacher: Significant Part of School Community

Responses		No. of teachers	Percentage	Why?
Feeling significant part of school community	Yes	13	43.33%	- Seniors are co-operative - Students are helpful - Principals has significant role
	No	17	56.66%	- No equal treatment

The above table shows that majority of the teachers, 17 teachers out of 30 teachers (i.e. 56.66%), responded that they did not feel themselves as significant part of school community because they did not find equal treatment and behaviour in the school community. But, 13 teachers (i.e. 43.33%) felt themselves as the significant part of the school community. They were of the opinion that their seniors were co-operative and principals played significant role in the school. Because of this, they were recognized in the school as significant part of that community. Regarding this, one respondent (S_1) said, "*I have to play significant role in the school and teaching learning activities.*" This response indicates that teachers felt themselves as the significant part of school community. When there is co-operative environment, students are helpful and principal is co-operative, everyone related to this culture is recognised and has the feeling that he/she is the part of that culture.

Table 19

Extra Curricular / Cultural Activities

Responses		No. of teachers	Percentage	
There are extra-curricular/ cultural activities in the school	Yes	26	86.66%	Extra Activities: - Spelling contest - Debate - Cultural program - Drawing competition - Quiz contest - Dancing competition - Oratory / speech
	No	4	13.33%	

The above table shows that in response to the question related to the extra-curricular activities, majority of the teachers, 26 teachers (i.e. 86.66%)

respondent that there were extra-curricular and cultural activities in the school. One representative response from one respondent (S_1), supporting this, is, "*Yes, there are extra-curricular activities and cultural programs in the school such as spelling contests, debate, cultural program, drawing competition, quiz contest, oratory/speech and dancing competition*". But, four teachers (i.e. 13.33%) said there are no extra-curricular or cultural activities in the school.

This indicates that some schools had not extra-curricular activities that new teachers had not the experience of. But, in most of the schools, there are various extra-curricular activities. So, a teacher is not only to teach but also to be involved in such activities. To sum up, it shows that novice EFL teachers had to be involved in extra-curricular and cultural activities in the school community in addition to teaching in most of the schools. So, they need induction/teaching regarding these aspects as well not only regarding teaching.

Table 20

Settlement in the School Culture

Responses	No. of teachers	Percentage
Utilizing personal experiences	7	23.33%
Co-operating with seniors	17	56.66%
Taking help from principal	3	10%
Learning rules and regulations	3	10%

The above table shows that in response to the question, related to the novice EFL teachers' settlement in the school culture, various teachers came up with various ideas. They said that they had utilised their personal experience, help of seniors, principal and learnt school rules and regulation for their better settlement in the school culture. Majority of the teachers, seventeen teachers (i.e. 56.66%) responded that they co-operated with their seniors so that they could settle in the school culture. Similarly, seven teachers (i.e. 23.33%) said

that they utilized their personal experience for the effective settlement in the school culture. Likewise, three teachers (i.e. 10%) said that they took help from their principal and remaining three teachers said that they learnt school rules and regulations and settled themselves in the school culture.

To sum up, this all indicates that novice EFL teachers need co-operation from their seniors for their effective settlement in the school culture as majority of the teachers did so for the settlement in the school culture. This implies that seniors need to be co-operative to their juniors.

e) Professional Learning and Development

This is also a part of occupational socialization for novice EFL teachers because it provides them ideas on how to socialize occupationally. To find out their perspectives regarding professional learning and development, I used the following questions:

- Did you participate in any On-job training? If yes, mention these.
- Did you participate in any network of teachers? If yes, mention them.
- Are you interested in carrying out classroom research?
- Have you got any opportunities to observe your colleagues teaching? If yes, if yes, does it have any impact on your own teaching? If yes, mention it.
- What sort of impact do you thank your pre-service education has on your real teaching?

In response to these questions, respondents came up with various responses. Their responses are presented in the following tables: 21, 22, 23 and 24.

Table 21

Involvement in 'On-Job Training' and 'Network of Teachers'

Responses		No. of teachers	Percentage	Types of training
Participation in on-job training	Yes	23	76.66%	TPD training module - first
	No	7	23.33%	
Participation in any network of teachers	Yes	13	43.33%	NELTA
	No	17	56.66%	

The above table shows that majority of the teachers had participated in on-job training provided by the government. Regarding this, twenty three teachers (i.e. 76.66%) said 'yes' and further said that they had participated in TPD training module first which ran for 5 days. But, seven teachers (i.e. 23.33%) responded that they had not participated in any On-job training. This shows that most of the teachers are getting on-job training but not all. Though the government is providing such training, some of them are left.

Similarly, regarding the question seeking their response on participation in any network of teachers, majority of the teachers said that they did not participate in any network of teachers. Seventeen teachers (i.e. 56.66%) responded that they did not participate in any network of teachers. But thirteen teachers (i.e. 43.33%) said that they had participated in network of teachers i.e. NELTA. They are the members of that network.

To sum up, this all indicates that government is providing on-job TPD training to novice teachers but some are out of it. And majority of the teachers are not involved in any of the network of teachers which is very helpful in providing the teachers several ideas regarding their professional, social and personal development.

Table 22

Interest in Classroom Research

Responses		No. of teachers	Percentage
Interest in classroom research	Yes	26	86.66%
	No	4	13.33%

The above table shows that most of the teachers, twenty six teachers out of total thirty (i.e. 86.66%) were found interested in carrying out classroom research. But, four teachers (i.e. 13.33%) responded 'No'. This indicates that they were not interested in carrying out classroom research. To sum up, this all indicates that novice EFL teacher need to be provided with some ideas on carrying out classroom research as majority of the responses support this. This will help them to deal with then classroom difficulties. Furthermore, this is beneficial to their like-minded colleagues.

Table 23

Observe Colleague's Teaching

Responses		No. of teachers	Percentage	Impacts
Observe colleague's teaching	Yes	17	56.66%	- Support in study - Support in classroom management - Support in own teaching
	No	13	43.33%	

The above table shows that majority of the teachers had got opportunities to observe their colleagues classes which they found beneficial for them. Regarding the question, 'Have you got any opportunities to observe your colleagues' teaching? If yes, does it have any impact on your own teaching?', seventeen teachers (i.e. 56.66) responded that they observe their

colleagues' teaching and which support their study, classroom management and their own teaching. They got lots of experiences from their colleagues teaching. But thirteen teachers (i.e. 43.33%) responded that they did not get any opportunities to observe their colleagues' teaching. But they also wished to observe their colleagues' teaching. They could not do so because they did not get such chances.

To sum up, this indicates that if novice teachers are provided with opportunities to observe their colleague classes, they are well supported in teaching and they use such experiences in their own teaching. So, novice EFL teachers need to be provided with such opportunities.

Table 24

Impact of Pre-service Education in Real Teaching

Responses	No. of teachers	Percentage
(i) Method and technique help	11	36.66%
(ii) Utilization of lesson planning	7	23.33%
(iii) Use of classroom management skills	9	30%
(iv) Various ways of dealing with students	3	10%

The above table shows that respondents were divided regarding their responses related to the impact of pre-service teacher education in real teaching. Majority of the teachers, 11 teachers (i.e. 36.66%) responded that they utilized different methods and techniques that they learned during their pre-service teacher education stage. So they find such help from pre-service teacher education. Similarly, seven teachers (i.e. 23.33%) responded that they utilized the skills of lesson planning in their real teaching. So, their pre-service teacher education helped them in this way. In the same way, nine teachers (i.e. 30%) responded that they gained different classroom management skills from their pre-service teacher education, and they were utilizing these skills. Likewise, three teachers

(i.e. 10%) responded that they gained various ways of dealing with the students from their pre-service teacher education which was very helpful to them.

To sum up, pre-service teacher education becomes the backbone for novice EFL teachers regarding their competence and confidence in real teaching. Novice EFL teachers gain various ideas to deal with teaching and learning in the classroom.

4.1.3 Need for Induction for Occupational Socialisation

This heading is related to the perspectives of novice EFL teachers towards the need for induction for socialising occupationally in the school culture. In order to find out their perspectives regarding this, I used six questions. The questions were:

- Is it difficult to socialise occupationally in school culture without induction? If yes, what do you think the role of induction for effective occupational socialisation?
- Do you think teacher induction can help to socialise beginning teachers in their school culture? If yes, how?
- What are the aspects of occupational culture that you think to be inducted in induction programme for novice teachers?
- List out any five important needs for induction for novice teachers in their occupational socialization.
- Who do you think to initiate such induction programme to help novice teachers in occupational socialisation?
- Finally, do you have anything more to say regarding the need for induction for occupational socialisation of novice EFL teachers that is not dealt within above questions? If you have, please mention.

In response to these questions, respondents came up with different ideas. Their responses indicate that induction is necessary for the occupational socialization of novice EFL teachers. New teachers, without induction, have many difficulties in socializing in their school culture. Their responses are presented and described in the following tables: 25, 26, 27, 28, 29 and 30.

Table 25

Socialization Difficulty

Responses		No. of teachers	Percentage	
Difficult to socialize without induction	Yes	27	90%	Role of induction effective for occupational socialization : - Help in learning school culture - Learning to deal with students.
	No	3	10%	Pre-service teacher course helps

The above table shows that most of the teachers felt difficulties to socialize in the school culture without induction. Among thirty teachers, twenty seven teachers (i.e. 90%) responded that they were having difficulties, without induction, in socializing in school culture. They said that the role of induction was crucial for effective occupational socialisation. They said that induction was supposed to be helpful in learning school culture and learning to deal with students. Similarly, three teachers (i.e. 10%) responded that they were not facing any difficulties in socializing in school culture even without induction. They further said that their pre-service teacher education course helped them in socialising in school culture.

To sum up, this indicates that novice EFL teachers are facing difficulties in socialising in school culture, without induction so they need to be inducted though some say their pre-service teacher education helps them.

Table 26

Induction for Beginning Teachers to Socialise

Responses		No. of teachers	Percentage	How ?
Induction helps beginning teachers to socialize in school culture	Yes	30	100%	- Familiarizing with school environment - Providing support in classroom management
	No			

The above table shows that all the teachers responded that induction helped beginning teachers to socialise in the school culture. All thirty teachers (.e. 100%) responded 'Yes' to the question 'Do you think teacher induction can help socialize beginning teachers in their school culture?'. They said that induction helped them by familiarising them with school environment and by providing support in classroom management.

No one responded 'No' to this question. This indicates that role of induction for occupational socialization is crucial for novice EFL teachers. They can get various kinds of support if they get induction programs in their initial years of teaching life. As beginning teachers are in the need for such induction programme to socialize in their occupational culture, various governing bodies need to think about such programmes to help them.

Table 27

Aspects of Occupational Culture to be Inducted in Induction

Responses	No. of teachers	Percentage
School environment	2	6.66%
Language teaching	2	6.66%
Classroom management	3	10%
Maintaining relationship with others (Principal, colleagues, students)	23	76.66%

The above table shows that there are various aspects of occupational culture to be inducted for novice EFL teachers. Mainly different respondents focused on different aspects. Most of the teachers, 23 teachers (i.e. 76.66%), responded that maintaining relationship with others (Principal, colleagues, students) is the main aspect of occupational socialisation though there are various aspects. Likewise, three teachers (i.e. 10%) said that classroom management is the main aspect to be inducted for novice EFL teachers. Similarly, two teachers (i.e. 6.66%) responded that language teaching need to be inducted in such induction program. In the same way, two teachers (i.e. 6.66) said that school environment needs to be inducted in induction programme, so that novice EFL teachers can feel easy in socialising in the school culture.

To sum up, this indicates that maintaining relationship with others is the major aspect of socialisation. So, this needs to be inducted in induction programme. If novice EFL teachers maintain good relations with the concerned parties, they will not have any difficulties in the new school culture.

Table 28

Needs for Induction

Responses	No. of teachers	Percentage
i) New rules and regulation of school	7	23.33%
ii) New school environment	3	10%
iii) Possible challenges in the profession	5	16.66%
iv) New subject matter	2	6.66%
v) Teacher socialisation	13	43.33%

The above table shows that all the teachers focused on the need for induction for occupational socialisation though they provided different ideas. Majority of the teachers, 13 teachers (i.e. 43.33%) responded that teacher induction is needed for teacher socialisation. Similarly, seven teachers (i.e. 23.33%) said that for learning new rules and regulation of school they need induction programme. In the same way, five teachers (i.e. 16.66%) responded that they need induction to confront with possible challenges in the profession. Likewise, three teachers (i.e. 10%) said that to familiarise with the new school environment they need induction. And, other two teachers (i.e. 6.66%) responded that they wish to be inducted in new subject matter.

To sum up, this all shows that induction is very much helpful in socializing of beginning teachers. Though majority of the responses said that teacher socialisation is needed for effective settlement in the school culture. So, induction, in any form, is needed for novice EFL teachers.

Table 29

Initiator of Induction Programme

	No. of teachers	Percentage
School administration	15	50%
Training institutions	7	23.33%
TSC	3	10%
Government	5	16.66%

The above table depicts that respondents expect different initiators for the induction programme. Some expect initiation from school administration, some from different training institutions, etc. Among thirty novice EFL teachers, fifteen teachers (i.e. 50%) responded that school administration should initiate induction program for them. They expected leading role of the school administration regarding this. As they are with school administration in most of time, they need to be supported by school administration.

Similarly, seven teachers (i.e. 23.33%) responded that different training institutions need to be initiators of induction programme. Likewise, three teachers (i.e. 10%) responded that Teacher Service Commission should play the role of initiator of such induction programme. TSC should not only appoint new teachers but also induct them in their initial years of teaching. In the same way, five teaches (i.e. 16.66%) expected the government to play the role of the initiator of induction programme.

To sum up, this indicates that school administration should be active in analysing the needs of novice EFL teachers and play the role of initiator of induction program to address their needs and interests so that they could socialise effectively.

Table 30

Suggestions for Induction

Responses	No. of teachers	Percentage
Induction about extra-curricular activities	9	30%
Private school teachers should be inducted	8	26.66%
Proper administration and monitoring of induction programme	7	23.33%
Proper supervision after induction	6	20%

The above table shows that novice ELT teachers suggested different ideas regarding induction programme for effective occupational socialisation. Regarding the open question seeking their suggestions related to induction programme, nine teachers (i.e. 30%) responded that there should be the provision of induction program about extra-curricular activities. Similarly, eight teachers (i.e. 26.66%) said that private school teachers should also be induced not only government aided school teachers. Likewise, seven teachers replied that there should be the proper administration and monitoring of induction programme not only in paper but also in practice. In the same way, six teachers (i.e. 20%) responded that there should be the proper supervision after induction training. Without supervision, it cannot be confirmed that all teachers inducted are utilizing their training experiences in their real classroom.

To sum up, this indicates that induction is needed for novice EFL teachers to socialize in the school culture in their initial years of teaching and there should be the proper supervision and monitoring of induction programme.

4.2 Summary of the Findings

As the purpose of the study, to find out perspectives of novice EFL teachers towards the need for induction programme for occupational socialisation, data were collected using questionnaire and analyzed using mixed method approach.

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

1. Most of the respondents (i.e. 66.66%), out of total 30, were very happy in their first day in the new school. They introduced themselves with the school culture. Some other respondents (i.e. 33.33%) felt uneasy as they were entering into the new profession.

2. Most of the teachers (i.e. 83.33%), out of 30, were not given any initial orientation though they had high expectation for that. Similarly, 16.66% teachers were given orientation program but that was only the introduction to their school community and culture. This shows that teachers are not given any initial orientation so they have difficulties in socialization.

3. To be specific, teachers perspectives towards teacher induction, program were as follows:

   (a) Teacher induction program refers to the formal and informal training provided to novices for their personality development.

   (b) Teacher induction means introducing novices to new job culture.

   (c) It is a bridge between experienced and novices.

   (d) It is a kind of help provided to novice teachers.

   This shows that all teachers were positive towards teacher induction program.

4. Most of the teachers (i.e. 90%), out of 30, opined that teacher induction program should be compulsory for the effective occupational socialization for novice EFL teachers. But, 10% teachers said that it

should be optional. This indicates that there is the necessity of induction program for occupational socialization.

5. Most of the teachers (i.e. 66.66%), out of 30, got training in their first year of teaching which helped them in their teaching and socialization. But, 33.33% teachers were not involved in any training in their first year of teaching so they had faced many difficulties.

6. Similarly novice EFL teachers perspectives regarding learning to teach were as follows:

   (a) Majority of the teachers (i.e. 56.66%), out of 30, faced challenges in classroom management because of heterogeneous classes and diverse background of the students. And, 43.33% teachers were not facing such challenges as their pre-service teacher education helped them.

   (b) Novice EFL teachers, who were facing challenges, expected support from school management committee, government and parents.

   (c) Some teachers (i.e. 23.33%), out of 30, were facing difficulties regarding the subject matters. They were having such difficulties mainly because of the new course contents and in grammar teaching. But, most of the teachers (i.e. 76.66%) were taking help from the theories they had studied in their pre-service teacher education.

   (d) Majority of the teachers (i.e. 56.66%), out of 30, were not practicing the methods that they studied in their pre-service teacher education. They thought that old practiced tradition, prevalence of GT method and seniors emphasis on usual approach of teaching were the main barriers. They expected support for that from SMC, school administration and government.

(e) Majority of the novice teachers (i.e. 63.33%), out of 30, responded that they were not supported from their students. They were having difficulties in rapport building with the students, maintaining discipline in the classroom. And, they opined that they need training to maintain discipline.

7. Likewise, novice EFL teachers opinions regarding maintaining identity within school culture were as follows:

   (a) Majority of the teachers (i.e. 53.33%), out of 30, responded that they had not public recognition in the school and they were expecting help from the SMC, principal and administration. Similarly, most of them were not well adjusted in the school culture. They were facing difficulties in maintaining personal identity, establishing themselves as successful teacher and building rapport with their students.

   (b) Most of the teachers (i.e. 80%), out of 30, were assigned only the role of teaching the subject matter. But twenty percent (20%) teachers were assigned roles other than teaching as well. They were assigned the roles of vice-principal, game teacher and co-ordinator of school.

8. Similarly, the opinions of the teachers regarding relationship with others were as follows:

   (a) Most of the teachers (i.e. 90%), out of 30, responded that their relationship with their colleagues was positive. They said that their colleagues provide them with physical, technical and educational support. But, 10% teachers responded that they had not good/positive relationship with their colleagues. They were not supportive.

(b) Majority of the teachers (i.e. 70%), out of 30, expected that the principal should have the role of facilitator and cooperator. 16.66% teachers responded that their principals should be the monitor and supervisor of the activities done inside the school. And, 13.33% teachers expected the authoritative role of the principal.

(c) Most of the teachers (i.e. 73.33%), out of 30, responded that their principal had not done anything for their public recognition but 26.66% teachers said that they were publicly recognized through their principal.

(d) Majority of the teachers (53.33%), out of 30, responded that their personal life was not well settled being a teacher. But 46.66% teachers replied that they were well settled as a teacher in the professional as well as personal life.

9. In the same way, regarding the organisational culture of their school, respondents' perspectives were as follows:

(a) Majority of the teachers (i.e. 63.33%), out of 30, responded that there was equal treatment and behaviour for male and female teachers. But, nearly 80% teachers, out of 30, responded that there was not equal treatment and behaviour for experienced and beginning teachers and their seniors did not treat them as their colleagues.

(b) Majority of the teachers (i.e. 60%), out of 30, responded that there were well defined administrative policies and rules in the school but they further explained that those were not followed by everyone in the school culture. But, 40% people responded that there were no well defined administrative policies and rules.

(c) Most of the teachers (i.e. 56.66%), out of 30, did not feel equal treatment and behaviour in the school community so that they did not feel themselves as the significant part of school community. But 43.33% teachers responded that their seniors were cooperative. Students were helpful and principal played significant role so that they felt themselves as significant part of school community.

(d) Majority of the teachers (i.e. 86.66%), out of 30, responded that there were extra-curricular activities in their schools which include spelling contest, debate, cultural program, drawing competition quiz contest and oratory. But 13.33% teachers replied that there were no extra-curricular activities in their school.

(e) Majority of the teachers (i.e. 56.66%), out of 30, were found co-operating with their seniors for the settlement in the school culture. Similarly, 23.33% teachers found utilizing their personal experiences. Likewise, 10% teachers were found taking help from the principal and 10% teachers learnt school rules and regulations for their settlement in the school culture.

10. Novice EFL teachers were found having different perspectives, towards professional learning and development. Some major perspectives were as follows:

(a) Majority of the teachers (i.e. 76.66%), out of 30, responded that they were provided with TPD training module first in their first year of teaching as on-job training. But 23.33% teachers were found far away from that. Similarly, majority of the teachers (i.e. 56.66%), out of 30, were not found participated in any network of teachers. But 43.33% teachers responded that they were participated in NELTA. They were the member of NELTA.

(b) Similarly, most of the teachers (i.e. 86.66%), out of 30, responded that they were interested in carrying classroom research to improve their effectiveness of teaching. But, 13.33% teachers were not found interested in doing so.

(c) Majority of the teachers (i.e. 56.66%), out of 30, responded that they got opportunities to observe their colleagues classes so that they could take help for their study, classroom management and their own teaching. But 43.33% teachers could not get such opportunities.

(d) All teachers responded that their pre-service teacher education was supportive for their real teaching. Among the respondents, 36.66% (out of 30) responded that they utilized different methods and techniques from their pre-service teacher education. Likewise, 23.33% utilised lesson planning skills. Similarly, 30% utilised classroom management skills and 10% utilized the skills of dealing with their students.

11. Most of the teachers (i.e. 90%), out of 30, responded that they felt difficulty to socialize without induction. They further explained that induction was important because that helped in learning school culture and learning to deal with the students. But 10% teachers were found using their pre-service learned skills so that they did not feel any difficulty in occupational socialisation.

12. All the respondents opined that induction helped beginning teachers to socialise in the school culture because it familiarised novices with school environment and provided support in classroom management.

13. Most of the teachers (i.e. 76.6%), out of 30, opined that maintaining relationship with others (Principal, colleagues, students) is the main aspect of occupational socialisation to be inducted in induction programme. And,

10% teachers opined that classroom management is to be inducted in the induction programme. Similarly, 6.66% teachers said that language teaching is needed to be inducted and 6.66% teachers opined school environment is to be inducted.

14. All thirty teachers responded that there that there was the need for induction in the initial years of teaching though they provided varied responses. Among them, 43.33% teachers opined that induction is needed for the socialization of novice teachers in the school culture. Similarly, 23.33% teachers responded that induction is needed to make teachers familiar with new rules and regulations of the school, 10% teachers needed it for their settlement in the new school environment. Similarly, 16.66% teachers opined that induction is needed to face possible challenges in the profession and 6.66% teachers said that induction is needed for new subject matter.

15. Half of the respondents (i.e. 50% of total 30 respondents) expected that school administration should initiate such induction program. Similarly, 23.33% teachers opined that training institutions need to be the initiators of induction program. In the same way, 16.66% teachers responded that the government should initiate induction program and 10% said TSC should not only appoint the new teachers but also provide induction to them.

16. All thirty novice EFL teachers expected induction programs in their first year of teaching for their effective occupational socialisation. Among all, 30% teachers suggested that induction for extracurricular activities should also be taken into consideration. Similarly, 26.66% teachers suggested that not only government school teachers but private school teachers should also be inducted. In the same way, 23.33% teachers provided their suggestions regarding proper administration and supervision of induction program. Finally, 20% teachers suggested that proper supervision of induction program should be practised.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This research began with the need to explore the problems faced by novice EFL teachers in occupational socialization due to the lack of induction program. Furthermore, it aimed to find out the perspectives of novice EFL teachers towards the need for induction program for effective occupational socialization in the school culture. As there are limited research studies in this field, it is thought to be an endeavor with greater significance.

This is the concluding part of this research report which deals with conclusions and recommendations.

5.1 Conclusions

Teaching is a challenging job and language teaching to foreign language students is more challenging. Students, learning the language that is not their mother tongue in the environment where the native community of that language does not exist, are difficult to deal with. As novice EFL teachers have a lot to experience regarding the teaching culture, they are in the need for induction program so that they can utilize their pre-service learned techniques and skills.

Teacher induction is the help provided to the novice teachers about their job. They may have learned different theories and methods but they are not familiar with the teaching culture. They do not know the aspects of their occupational culture. Because of this, induction plays great role in novice EFL teachers occupational socialization. Moreover, inducted teachers are those who have skills and expertise regarding socialization in the school culture. They feel easiness to manage classroom diversity, subject matter, deal with the students

properly and they do not have any difficulties in maintaining good relationship with others related to their occupational culture.

As this study aimed to find out the problems faced by novice EFL teachers in occupational socialization in the school culture and their perspectives towards the need for induction program, novice EFL teachers were found facing different problems in occupational socialization related to classroom management, subject matter, implementing new teaching methods, maintaining relationship without dealing with the students, maintaining identity within school culture and so on. They perceived that induction need to be compulsory for all novice EFL teachers in their initial years of teaching. As novice EFL teachers are found in sink or swim stage in their initial year of teaching, they need such induction program to deal with the problems occurred in their occupational socialization. Though government of Nepal introduced TPD training package (30 days to be conducted within five years - 3 modules, one module of 10 days) all novice EFL teachers are not getting such training. Some of them are left out because of various reasons. To be specific, through this study it is clear that there is the dire need for induction program for the effective occupational socialization of novice EFL teachers. It becomes the backbone for the career advancement and well settlement of the teachers since it provides practical knowledge/skills about their occupation and occupation culture. They were facing different problems due to the lack of it. They should not socialize well due to its absence. They adopted different strategies to solve those problems like consulting with their seniors, principal and so on.

Therefore, effective occupational socialization of novice EFL teachers in the school culture at its best requires training, induction mentoring, interaction between novice and experienced teachers and so on related to subject matter, classroom management, implementing new teaching methods, maintaining identity within school culture, dealing with the students, maintaining good

relationship with others and so on. Results of this study also pointed out the similar facts and suggested that novice EFL teachers required induction program for their effective occupational socialization in the school culture.

5.2 Recommendations

This study concluded that novice EFL teachers are facing different problems in socializing themselves within the school culture in their first year of teaching. It further pointed out that they are in the dire need for induction program. They perceived that induction should be compulsory because of which they can face challenges related to their profession easily. Though novice EFL teachers have love towards their profession, they want progress in their occupation, there is lack of effective policies and formal practices of teacher induction program, because of which they are facing challenges and their personal life is not well settled in that occupational community. Here, in this section, with respect to the results, findings and conclusions of the study, we can recommend some of the implications at the policy related, practice related and further research related level under the following sub headings:

5.2.1 Implications at the Policy Related Level

Different governing bodies related to different fields have their own policies. The most determinant factor in any occupation is the policy implemented by the country or state. Occupational socialization of novice EFL teachers is also highly influenced by the policies formed by the nation. To launch teacher induction program for occupational socialization of novice EFL teachers in our context, proper policies should be formed from the national level which helps novice EFL teachers to socialize easily in the school culture. In this respect, I would like to point out some of the implications effective for the policy related level:

(a) Teacher induction programme should be made compulsory for all novice teachers.

(b) Teacher induction programme should include not only the aspects related to 'learning to teach' but also aspects related to 'learning to socialize' in the occupational culture.

(c) There should be the well administration, monitoring and supervision of induction program.

(d) Government should determine the policy of fair induction program in which all novice teachers will be equally treated.

(e) There should be policies requiring equal treatment between novice and experienced teachers in the school culture.

(f) There should be the provision of refresher training in addition to pre-service teacher education for the effective occupational socialization of novice EFL teachers.

(g) Government should formulate policies to make all teachers in the access of induction program.

(h) Initiators of induction program such as training institutions, TSC, and the government should include new aspects related to occupational socialization of novice EFL teachers in induction program.

(i) There should be the provision of initial orientation program for the new teachers.

5.2.2 Implications at the Practice Related Level

Induction program should not only be in papers (i.e. in policy only) but also in practice. It should be implemented in the practice level because of which novice EFL teachers can be benefited in their occupational socialisation. Based on the results and conclusions of this study, some of the implications effective for practice related level are in the next page:

(a) School administration should administer, monitor and supervise induction program compulsorily for all new teachers.

(b) Principal should play the leading role to help novice teachers to socialize in the school culture.

(c) There should be the provision of interaction between experienced and beginning teachers in the school.

(d) School culture and possible challenges in socializing in the school culture should be taken into considerations while practising induction programme.

(e) There should be the provision of workshop, seminar and group work for the professional and social development of novice EFL teachers.

(f) Novice EFL teachers should be provided with idea of dealing with the students, subject matter, classroom management and maintaining identity within school culture.

(g) Novice EFL teachers need to be encouraged to participate in different conferences and network of teachers related to their profession.

(h) School administration should help novice EFL teachers to maintain good relationship with the concerned parties (i.e. students, colleagues and principal).

5.2.3 Implications Related to Further Research Level

This research study can be valuable secondary source for the researchers who are willing to carry out research studies in the field of teacher induction for occupational socialization. As no work is final and no research is complete in itself, researchers interested in this area can investigate more about teachers'

occupational socialization taking responses from the varied number of respondents using large sample.

It is important that a large scale qualitative research should be carried out involving maximum respondents because one of the key limitations of the study was the sample size and it was not enough to find out the possible response from the limited number of respondents.

Similarly, this study attempted to find out the problems faced by novice EFL teachers, appointed through TSC examination and their perspectives regarding the need for induction program. So, researchers interested in this field can make use of the findings of this research study and carry out research studies to find out the problems faced by novice teachers other than appointed through TSC examination such as temporary teachers and teachers of private schools.

Likewise, the study was only limited to the English language teachers working in Kathmandu district. The same study can be conducted among other teachers also beside English language teachers because not only novice EFL teachers but also all novice teachers equally face problem in occupational socialization in the first year of teaching.

Thus, further research studies can be focused on the issues related to teacher induction for occupational socialization as this research study explores varied issues related to teacher induction and occupational socialization of novice EFL teachers as the area for the further studies.

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Appendix - I

Teachers' Profile

(a) Profile of Secondary EFL Teachers **S = Secondary**

S.N.	Respondents	Name of the school	Sex
1	S_1	Mahakal Janajagriti H.S. School, Golfutar	Male
2	S_2	Nepal Rastriya Ma.Vi., Nepaltar	Male
3	S_3	Saraswati Ma.Vi., Koteshwor	Female
4	S_4	Panchakanya Ma.Vi., Budhanilkantha	Male
5	S_5	Panchakanya Ma.Vi., Syuchatar	Female
6	S_6	Nepal Rastriya Ma.Vi., Nepaltar	Female
7	S_7	Balsewa Ma.Vi., Jhuse	Female
8	S_8	Kalika Sharan Ma.Vi.	Male
9	S_9	Bahanu Ma.Vi., Ranipokhari	Male
10	S_{10}	Siddhiganesh Ma.Vi., Gagaphedi	Male

(b) Profile of Lower Secondary EFL Teachers **L = Lower Secondary**

S.N.	Respondents	Name of the school	Sex
1	LS_1	Prabhat Ma. Vi. Naghal, Kathmandu	Male
2	LS_2	Mahakal Janajagrit H. S. School, Golfutar	Female
3	LS_3	Saraswati Ma.Vi., Koteshwor	Female
4	LS_4	Panchakanya Ma.Vi., Budhanilkantha	Male
5	LS_5	Janasewa H.S. School, kirtipur, Kathmandu	Female
6	LS_6	Nepal Rastriya Ma.Vi., Nepaltar	Female
7	LS_7	Nilbarahi H.S. School, Tankeshwar	Female
8	LS_8	Nabyug Ma. Vi. Tebhal	Male
9	LS_9	Manmaiju Ma. Vi. Manmaiju	Male
10	LS_{10}	Padmodaya H. S. School, Ramshahpath	Male

(c) Profile of Primary EFL Teachers **P = Primary**

S.N.	Respondents	Name of the school	Sex
1	P_1	Prabhat Ma. Vi. Naghal, Kathmandu	Male
2	P_2	Manmaiju Ma. Vi. Manmaiju	Male
3	P_3	Saraswati Ma.Vi., Koteshwor	Female
4	P_4	Panchakanya Ma.Vi., Budhanilkantha	Male
5	P_5	Panchakanya Ma.Vi., Syuchatar	Female
6	P_6	Nepal Rastriya Ma.Vi., Nepaltar	Female
7	P_7	Jansewa H. S. School, Kirtipur	Female
8	P_8	Nabyug Ma. Vi. Tebhal	Male
9	P_9	Bahanu Ma.Vi., Ranipokhari	Male
10	P_{10}	Gandhi Adarsh Ma. Vi. Gothatar	Male

Questionnaire

Dear sir/madam

This questionnaire is a research tool for my research study entitled 'Induction for Occupational Socialization: Perspectives of Novice EFL Teachers.' This research is being carried out under the supervision of Dr.Govinda Raj Bhattarai, Professor, Department of English Education, T.U. Your co-operation in completing the questionnaire will be of great value to me. There is no right or wrong answer to the questions asked in this questionnaire. I am only interested in your personal opinions. Please feel free to put your personal opinions asked in the questionnaire.

I would appreciate your honest opinions and assure you that your responses will be completely anonymous. The responses made by you will be exclusively used for the present study and will remain confidential. You can withdraw your participation from this study at any point of time if you feel to do so.

Researcher

Dambar Raj Joshi

You are humbly requested to give the answers of the questions mentioned in the following headings.

Personal Details:

Name (optional):

Age:

Gender:

School's name (optional):

Qualification:

Institute/University (from where you earn pre-service teacher education):

Teacher appointment date:

Subject teaching (workload):

Level (teaching):

Background questions:

1.Give a brief description of what happened on your first day as a teacher in the school?

……

……

2.Were you given some kind of orientation/socialization training

in specific issues? Yes ☐ No ☐

If Yes, in which specific areas were you given orientation?

……

……

If No, do you think there is the need of such orientation program?

……

……

3.What do you understand by teacher induction? Briefly explain.

……

……

4.In your opinion, teacher induction should be compulsory or optional. Why?

……

…….

5.Were you given any sort of training/induction in your first year of teaching life?

Yes ☐ No ☐

If Yes, what impacts did it have in your occupational socialization?

……

……

If No, did you wish to be inducted? Yes ☐ No ☐

Questions related to occupational socialization

Learning to teach:

1. Classroom management:

i).Are you facing challenges in classroom management?

Yes ☐ No ☐

If Yes, what are the challenges?

.....

.....

..

If No, how do you manage your classroom?

……

……..……

If you say ‘yes’, who do you think can support for this?

……

……

2. Subject matter:

i)Did you have any difficulties with subject matter?

Yes ☐ No ☐

If yes, what are difficulties?

……

……

If no, did your pre-service teacher education help in that?

……

……

3. Teaching method:

i) Are you practicing the methods that you studied in your pre-service teacher education? Yes ☐ No ☐

ii) What are the barriers that hamper in practicing new methods in classroom?

……

……

iii) Do you need some support to deal with new methods with your students?

Yes ☐ No ☐

If yes, from whom are you expecting such support?

……

……

4.Dealing with the students:

i)Are you getting support from your students? Yes ☐ No ☐

If no, how do you maintain discipline in the classroom?

.....

…….....

Do you need some training for this? Yes ☐ No ☐

Maintaining Identity within School Culture

i) Do you think you have public recognition in the school community?

Yes ☐ No ☐

If no, who do you think will help you?

.....

.....

ii)Are you adjusted in the culture of your school? Yes ☐ No ☐

If you faced difficulties, what are these?

.....

.....

iii) Did you participate in new roles other than teaching?

Yes ☐ No ☐

If yes, what are these?

.....

.....

Relationship with Others (colleagues, principal, students)

i)What kind of relationship have you had with your colleagues?

Positive ☐ Negative ☐

If positive, did they help you when you had problem? Yes ☐ No ☐

If yes, in which ways did they help you?

.....

.....

.....

ii) What do you think the roles of the principal should be?

……

…….....

.....……

iii) Do you have public recognition from principal? Yes ☐ No ☐

iv) Is your personal life well settled being a teacher?

Yes ☐ No ☐

v) Do you have good personal relationship with your students?

Yes ☐ No ☐

If 'No', who do you think will help you for this?

.....

.....

.....

vi) Do you feel yourself as a successful teacher?

Yes ☐ Why?

……

No ☐

Why?.....

Organizational culture:

i)Do you feel equal treatment and behavior for male and female teachers in your school? Yes ☐

Why?.....

No ☐

Why? .....

ii) Is there equal treatment and behavior for beginning and experienced teachers? Yes ☐ No ☐

iii) Do your seniors treat you as their colleague?

Yes ☐ No ☐

iv) Is there well defined administrative policy and rules?

Yes ☐ No ☐

If yes, are these followed by everyone? Yes ☐ No ☐

v) Do you feel yourself as a significant part of the school community?

Yes ☐ No ☐

Why?.....

.....

vi) Does the institution have good cultural and extra-curricular activities?

☐ ☐

Yes No

If yes, mention any five.

……
……
……
……
……

vii) How did you settle in such new cultural and educational environment? Share your feelings in five points?

……
……
……
……
……

Professional learning and development:

i)Did you participate in any on-job training (such as workshops, seminars etc.)?

Yes ☐ No ☐

If yes, mention these.

……
……

ii) Did you participate in any network of teachers (e.g. NELTA, Asia TEFL, etc.)?

Yes ☐ No ☐

If yes, mention them.

……

…….

iii)Are you interested in carrying out classroom research?

Yes ☐ No ☐

iv)Have you got any opportunities to observe your colleagues' teaching?

Yes ☐ No ☐

If yes, does it have any impact on your own teaching?

Yes ☐ No ☐

If yes, mention it.

……

……

v)What sort of impact do you think your pre-service education has on your real tesaching? Briefly explain.……

……

Need for Induction for Occupational Socialization (questions)

i)Is it difficult to socialize occupationally in school culture without induction?

Yes ☐ No ☐

If yes, what do you think the role of induction for effective occupational socialization?.....

.....

.....

ii) Do you think teacher induction can help to socialize beginning teachers in their school culture? Yes ☐ No ☐

If yes, how?

.....

.....

iii) What are the aspects of occupational culture that you think to be inducted in induction program for novice teachers?

.....

.....

iv) List out any five important needs for induction for novice teachers in their occupational socialization.

……

……

……

……

……

v) Who do you think to initiate such induction program to help novice teachers in occupational socialization?

……
……

vi)Finally, do you have anything more to say regarding the need for induction in occupational socialization of novice EFL teachers that is not dealt with in above questions? If you have, please mention.

……
……
……..

Thank you for kind co-operation!