TEACHER INDUCTION FOR PROFESSIONAL DEVELOPMENT: FEMALES' PERSPECTIVES

A Thesis submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Ranju Singh

Faculty of Education,

Tribhuvan University Kirtipur,

Kathmandu, Nepal

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DECLARATION

I hereby declare to be the best of my knowledge that this thesis is original: no part of it was earlier submitted for the candidature of research degree to any university.

Date: 05-07-2019

………………….

Ranju Singh

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms.Ranju Singh** has prepared this thesis entitled
Teacher Induction for Professional Development: Females'
Perspectivesunder my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated tomy family and teacherswho helped me to get this success in my study.

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ABSTRACT

This research entitled "Teacher Induction for Professional Development: Females' Perspectives" was an attempt to explore the female teachers' perspectives about induction for their professional development. It also aimed to find out the current practices of teacher induction in the Nepalese context. In order to unlock the real story of professional journey, I adopted narrative inquiry as the research design. The study was entirely based on primary sources of data. Six teachers (sample) were selected through purposive non-random sampling strategy. The datawas carried out through semi-structured interview and informal conservation. The collected data were first viewed holistically and then analyzed thematically. The finding indicated that induction helps to provide quality education, upgrade professional knowledge, make familiar the female teachers with new environment, and develop self-confidence in them. Similarly, I found problems like adjustment in new environment, lack of confidence, high level of hesitation, interaction with students and parents, and fluency in language. Teacher induction program is not in practices formally or informally. But, some developed instituted is conducted informally.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definition for the key terms are included. The second chapter consists of the review of related theoretical literature, review of empirical literature, implication of the study and conceptual framework. In the same way, chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about analysis of data and interpretations of result. And the five chapter deals with findings, conclusion and recommendations which are summed up from the analysis and interpretations of the collected data for the purpose of research.The references and appendices have been included in the last part of the thesis.

TABLE OF CONTENTS

CHAPTER- THREE: METHODS AND PROCEDURES OF
THE STUDY

CHAPTER - FOUR: ANALYSIS AND INTERPRETATION
OF DATA

CHAPTER ONE
INTRODUCTION

This study is on "Teacher induction for professional development: Females' perspectives".This part of the study comprises the background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitations the study and the operational definitions of the key terms.

1.1   Background of the Study

The term "Induction" refers to the period of first year of an employee in an employment where a newly appointed employee tries to establish in his/her job. It is the process of introducing somebody to a new job, skill, organization, etc.

Teacher induction is the help, support, and guidance provided to newly appointed teachers by mentor teachers. Teacher induction period is taken as the transitional period for newly appointed teachers because it is the phase between their initial (pre-service) teacher education and the period before professionally developed. A teacher reminds neither new nor a fully professional. So, the teacher induction is the linking period in teaching profession which links student teachers initial teacher education with real classroom practice. It is the process of becoming a professional teacher in teaching profession.

Teacher induction is the socialization process of a teacher because it helps teachers to be socialized into the school's culture, environment and teaching profession. In teacher induction period, newly appointed teachers get opportunities to develop their knowledge, skills, and expertise with the help of mentor. They get advice, support and feedback from mentor. They gain practical teaching skills and methodological knowledge from classroom.

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

Thus, teacher induction is the process of providing assistance, guidance, and support to the newly appointed teachers and to make familiar them with new teaching environment by adopting different techniques. Female teachers feel lots of difficulties because of lack of appropriate induction program such as: lack of confidence, lack of practical knowledge, less comfortable and so on. Though induction, we can develop knowledge of professional practice, capacity to assess the needs, awareness of future responsibilities, dedication to the profession and ability to maximize the use of the resource available around. Induction is a formalized process to train, support and retains new teachers. Induction programs for new teachers are the tools to slow teacher turnover. They are the means to orient, assist and guide beginning teacher so, they remain in the profession and grow into capable practitioners. In this sense, induction is the foundation of a coherent and sustained professional development process.

1.2   Statement of the Problem

Teacher induction is a newly emerging concept for the professional development of teachers. It is the guidance, support, and orientation provided to the novice teacher in the early stages of their profession. So, teacher induction is a bridge between pre-service teacher and in-service teacher. Induction programs are especially developed to address common challenges associated with being of newly appointed teachers of their teaching.

In induction programs, the novice teacher wants support and guidance from their mentor. But the newly appointed teacher gets only that mentor shows their class and this subject you have to teach. New teachers want collaboration with

their mentor. But, their collaboration rarely found. That is why, many new teachers entering the field do not receive the necessary support or feedback they need to be developed into effective teachers. Not only this, to talk about my experience new female teacher have to face many more challenges associated with entering the profession beyond instruction in the classroom such as: translating theory from teacher preparation programs into practice, developing classroom management skills, developing teaching methods, and so on. As a result, they feel uncomfortable and lack of support. Some teachers quit the jobs due to this also. That's why, Female teachers' induction program for professional development needs to be investigated.

1.3   Objective of the Study

The objectives of this study were as follows:

) To explore the female teachers' perspectives about induction for their professional development.

) To find out the current practice of teacher induction in Nepalese context.

1.4   Research Question

The study was directed to find out the answers to thefollowing questions:

1. What are the perspectives of female teachers about induction for their professional development?

2. What are the importance of induction program for newly appointed female teachers?

3. What is the current practices of teacher induction in Nepalese context?

1.5 Significance of the Study

Being a teacher is a challenging job. It requires much responsibility with an abundance of expectations. This study aimed at findings out female teachers' perspective towards induction program. This study will reveal the awareness of the lower secondary and secondary level English teachers towards female teacher's induction program for professional development. It displayed the

different strategies and practices adopted by the teachers. In addition, this research tried to show the mostly used induction program of female teachers' professional development. So, this study is significant to the practitioners of English Language Teaching. Specially, it will be very relevant for all the professional teachers, researchers, educational bodies, material and curriculum designers, schools, and institutions, and students in the field of ELT. Moreover, this study will be beneficial to the novice teachers in the field of English language teaching. By following the educational implications of this study, the teachers will be able to enhance their professional development. Similarly, it is useful to give the direction to curriculum planners, subject specialists, teachers and other concerned person. Additionally, this work will serve as a reference tool, for those who want to carry out further research in this area.

1.6   Delimitations of the Study

This study had the following delimitations:

)   This study was limited to six newly appointed English teachers who have not more than two years teaching experience at the same school.

)   This study was particularly focused on Teacher Induction for professional development: females' perspectives and current practices of Teacher Induction in Nepalese context.

)   This study followed purposive non random sampling strategy to select sample from population.

)   Similarly, the data was carried out through semi-structured interview and informal conversations.

1.7   Operational Definition of the Key Terms

The key terminologies through this research define the understanding about the study in the context of this study. The below listed terms have following specific definitions:

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

Induction: In this study, induction refers to an orientation, guidance and support to the novice teacher.

Nature: In this study, typical qualities of something like: period, standard, norms, etc. refers to nature.

Professional Development: It refers to skills and knowledge attained for both personal development and career advancement.

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

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE AND
CONCEPTUAL FRAMEWORK

Literature review is a very important component of a research proposal. It is the description of the literature relevant to a particular topic or field. It incorporates two types of information, i.e. theories related to the research area and the summary of the researches already carried out in that area. This chapter includes review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

Theoretical framework is a concept, belief and system about the topic. The theoretical aspects of the study includes concept of teacher induction, historical background of teacher induction, nature of teacher induction, types of teacher induction, area of teacher induction, goals of teacher induction, views on teacher induction, importance of teacher induction, and teacher induction in Nepal.

2.1.1 Concept of Teacher Induction

The term 'Induction' is derived from Latin word 'inducere' which means to introduce to guide or initiate especially into something demanding secret or special knowledge. It is also known as introduction, orientation, initiation, training and support, and so on. Thus, it is the process of introducing someone to new job. It can be short-term or long-term on the basis of the nature of the job. These types of programs functions as the bridge between theoretical knowledge and practical knowledge. Teacher induction is the guidance, support and assistance to the novice teachers to make them familiar with new teaching environment. In other words, teacher induction is the socialization process of a teacher because it helps teachers to be socialized into the school's culture environment and teaching profession.

Wong (2005) defines induction as a comprehensive process of sustained training and support for new teachers. It is a multi-year processes designed to train and acculturate new teachers in the academic standards.

According to Feiman-Nemser, Johnson and Brown (1999, as cited in Achinstein&Athanases, 2006, p.6) induction mainly refers to three concepts they are: unique phase as an individual transitions from being a student of teaching to becoming a teacher of students,a period of socialization into the norms to the profession and, Formal programs and comprehensive systems of sustained support and professional development for teacher in their first few years in the profession.

Regarding the concept of teacher induction, Tickle (2000, p.1) states:

> There is widely view that a continuum or bridge is necessary in the professional development of teachers, linking initial training, entry into fulltime teaching, and subsequent longer-term learning. The central span of this bridge is usually referred to as the period of induction the first year of employment as a teacher.

Thus, induction is the support and guidance and assistance provided to novice teachers and school administrator in the early stages of their career. It encompasses orientation to the workplace, socialization mentoring and guidance through beginning teacher practice. It helps socialize beginning teachers into the profession creating life-long learners who use collegial relationships to improve their teaching. It promotes career learning and professional development. Mentors are the most important component of the induction program. Induction programs have other integrated components as well such as classes towards an advanced degree, demonstrating classrooms, mentoring, debriefings workshops, assessments, portfolios, social events, visitations and sharing sessions. Those

programs are designed to train support and retain new teachers. In this regard, Tickle (2000, p.2) further states:

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

So, induction is a formalized process to support and retain new teachers. Induction programs for new teachers are the tools to novice teachers' turnover. They strengthen teacher practice and student learning. They assist, guide and orient new teachers. So, it is the foundation for professional development of new teachers.

2.1.2 Historical Background of Teacher Induction

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

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

In the field of research, the historical development of the research on the teacher induction period was mainly limited to the research on induction programs. The

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

2.1.3 Nature of Teacher Induction

Teacher induction programs are the support orientation programs for newly appointed teachers. So, it is supportive in nature. The teachers have different needs at different times during their career, and the needs of the schools and institutions in which they work also change over time. Here, nature refers to the main themes of teacher induction which are similar in all over the world although they are conducting in varies. Wojcikiewicz (2010) has described the main themes of teacher induction in following points:

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

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

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

2.1.4 Types of Teacher Induction

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

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

b) **Performance improvement programs**: Performance improvement programs aim at improving the instructional effectiveness of beginning teachers. Managing classrooms, procedures, performance assessment procedures etc. come under this program. Mentoring programs are included in this category and this type of program often continues over a semester or a full year.

c)   **Induction for certification**: This type of program operates under state mandate and is primarily evaluate in nature. But evaluation is combined with limited assistance. Beginning teachers are required to demonstrate the mastery of specified teaching competencies in order to receive a permanent teaching certificate.

2.1.5 Areas of Teacher Induction

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

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

2)   **Interpersonal relationship**: Includes smooth relationship with colleagues, mentors, administrators, students, parents, community and other staff of institution, etc.

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

2.1.6 Components of Teacher Induction

Induction is a systematic and structured process that must start before the first day of school. According to Wong (2012, as cited in Joshi, p. 129), all effective induction programs have three basis components: Comprehensive, coherent and sustained. Similarly, Camp et al. (1992, p. 2, as cited in Gill, 2010, p.89) state some of the components of induction programs are systematic administrative support, a detailed orientation structured around a specific set of topics, a research based beginning teacher handbook, a structured mentoring program, a peer

support group, an ongoing series of in-service workshops, coaching in reflection, certification courses for teachers with provisional or emergency certificates, a professional development plan individualized to the beginning teacher, a professional development center, and a local professional development coordinator. So, induction process should have these three components: training, support and retaining. Where training refers to a series of workshops, demonstrations classrooms, visitations and debriefing sessions, new teachers are taught and shown effective classroom strategies, likewise, a cadres of mentors, administrators and staff developers work. Personally and in regularly scheduled sessions and assist the new teacher, and retaining refers to effective teachers are increasingly hard to find. The effective administrator retains this effective teacher and creates a culture of an effective school.

2.1.7 Goals of Teacher Induction

Teacher induction program are conducted with the aim to provide assistance, guidance and orientation to the newly qualified teachers. It helps them to enhance and uplift their professional career. According to Wood (2001, pp. 71-72), some of the goals of teacher induction program are to improve teacher performance to retain competent teachers in the profession, promote the personal and professional well-being of the new and beginning teachers, build a foundation for continued professional growth through structured contact with mentors, administrators and other veteran teacher, transmit the culture of learning.

Similarly, different scholars are Brock and Gardy(2001), Gregory (1998), Fox, Singletary (1986) and Huling-Austin (1986) present goals of teacher induction such as : transitioning beginning teachers into their new environment, transitioning beginning teachers into their new environment, promoting the personal and professional well-being of beginning teachers,helping beginning teacher understand their responsibilities as classroom teachers, helping beginning teachers develop their own self-image, positive attitude and concern for students, building a foundation for continued professional growth, retaining competent teachers, satisfying state mandated requirements related to induction

programs and ensuring that the school system receive the benefits of a well-trained employee as quickly as possible (as cited in Flanagan, 2006, p.20).

2.1.8 Views on Teacher Induction

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

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

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

> Induction is a local and personal problem of school-based acculturation and assessment of performance, combined with the infusion of new blood capable of bringing about change. That is it means being assimilated into

the existing conditions and milieu of school, which might clash with their identities, ideals and ambitions as members of the new graduate force in education.

2.1.9 Importance of Teacher Induction

Teacher induction is a supporting program for newly appointed teachers which incorporate a variety of supports for new teachers. It is the most important program for the newly appointed teachers for their adjustment in school. Researches have shown that most of the teachers leaves schools during their first year of teaching because of the difficulties and complexities they face in their early days (i.e. first year) in schools. So, the main importance of teacher induction program is preventing teachers' attrition. More importantly, a well-designed and implemented teacher induction program can improve practice of newly appointed teachers. It helps new teachers to apply their theoretical knowledge in real teaching.

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

> A teacher induction program aids in the transition of beginning teachers from students to professionals by providing supervision and support as they adjust to their new roles. It socializes beginning teachers into the teaching profession, acclimates them to the procedures and mores of the school district and their individual school, as well as aids in the development of effective instructional and managing classroom skills.

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

2.1.10 Teacher Induction in Nepal

Generally, the term 'induction' refers to the orientation/introduction of program. It is the support and guidance provided to the newly appointed teachers and school administrators in the early stages of their careers. It is planned activity for supporting further investment in the learning of new teachers. It is one of the aspects of teacher development. It is one of the aspects of teacher development. Through induction, we can develop the capacity to assess the needs, knowledge of professional practice, awareness of future responsibilities, dedication to the profession and ability to maximize the use of the resources available around. Therefore, teacher induction programs help new teachers to overcome from those confusions.

In the context of Nepal, only a week long induction program has been conducted for formal practice but similar types of activities can be found in some private schools in informal way. These days, in Nepal, teaching profession has been losing its attraction and charm from the public. In our context, still the process of teacher recruitment is not system-based. To make it systematic, there is separate legal provision for providing license, selection and appointment of the teachers. 22% quota has been selected for female candidates for teachers' vacancies. Moreover females are able to apply in the quotas for free competition, within the quotas of marginalized classes. This agency is known as teacher service commission (TSC).

At present, some steps of improvement can be seen in this area. The provision of SSRP is in practice from 2066 to 2067 B.S. Similarly, Teacher service commission (TSC) opened vacancies of teachers and took examination and nowadays it is recruiting new teachers in the related field. For this, a significant institution related to training, NCED, has prepared guidelines for the teacher induction.

2.2   Review of Related Empirical Literature

Though a number of research works have been carried out in the field of English Language Teaching a very few research works are found to be carried in the field

of teacher induction in the Department of English Education, T.U., Kirtipur.For the review purpose, I consulted many researches. Some researches related to my research study are mentioned below:

Mfenqe (2005) conducted a research entitled "The Role of Principals in the Induction of New Educators in Their Schools" with the main purpose to make principals aware of the relevance of staff induction and to encourage the implementation of induction program under supervision of Magister Educationist, Faculty of Education, Nelson Mandela Metropolitan University. The primary sources of data were four principals and new educators. To select sample, she used purposeful and convenience sampling. How study's data collection tools were structured and unstructured interviews, observations and use of documents. She included open-ended questions in interviews. The main finding of her study was that teacher induction important in the teaching profession especially when the principals want to uplift the standard of teaching in their schools and the implementation of an induction program is of great importance for principals as it reduces the new teachers' fear of the unknown and eliminates the possibility of encountering unforeseen problems. In this process, principals should not sit back and look to the department saying they are not trained in the induction program. They should identify the common problems experienced by beginner teachers and also what the school's objectives are and sit down with the management in order to design their induction program according to what they discovered.

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

school culture proved to be challenging. New teachers need supportive environment to acculturate into school culture are influenced by positive and negative factors.

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

Similarly, Ozturk (2008) conducted a research entitled "Induction into Teaching: Adaption Challenges of Novice Teachers." The main aim of this study was to investigate adaption challenges of novice teachers in induction period, to analyze the variables influencing their adaption, and to assess pre-service and in-service training in terms of preparing them for induction into teaching. He collected data from 465 teachers teaching in randomly selected and provinces of turkey by applying cluster sampling. Questionnaire was the tool for data collection. The man finding of this researches work was that novice teachers experienced a job related concerns a little more often than social concern which was consistent with some the related literature problems like workload, time management, content and curriculum, etc. He found various challenges as work load challenges, social status and identity challenges supervisor challenges, classroom management challenges, instructional challenges and relation with mentor teachers and so on.

Hellsten (2009) conducted a research entitled "Teacher induction: Exploring Beginning Teacher Mentorship." The main aim of this study was to explore the mentorship experiences of Saskatchewan beginning teachers. The sample size was twelve purposively selected beginning teachers. Interview was the tool for data

collection. The finding of this research showed that whether the mentors were assigned or unassigned, engaged or disengaged, the opportunity to be exposed to more than one mentor appeared very influential in the personal learning of the teachers.

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

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

Bhandari (2014) conducted a research a research entitled "Role of Induction for Teachers' Professional Development" at Tribhuvan University, Kirtipur. The main

objective of this study was to find out the practices and needs of induction for teachers' professional development in Nepalese context. He purposively selected thirty English language teachers of Kathmandu valley. Tools are the major elements of any research study. In this regard. He used reformulated questionnaire and interview schedule to gather required information from the selected respondents. The main finding of this research was that the problems faced by novice teachers lack of teachers induction in Nepalese context.

Subedi (2014) conducted a research entitled "Current issues in Teacher Induction of English Language Teachers" at Tribhuvan University, Kirtipur. The main objectives of this study was to find out the current issues in teacher induction of English teachers in the context of Nepal. He purposively selected ten newly appointed English teachers from higher secondary level of Jhapa district. Tools are the major elements of any research study. In this regard, he used semi-structured interview and classroom observation to gather the required information from the selected respondents. The main findings of this research was that the induction program has not been conducted in Nepal formally and most of the English teachers from higher secondary level were unknown about it. It has not been introduced to them.

Pathak (2016) conducted a research entitled "Novice Teachers' Perceptions on Induction Programme" at Tribhuvan University, Kirtipur. The main objectives of this study was to find out the novice teachers' perceptions towards induction programme and its role in their professional growth. He selected 40 secondary level teachers from Kathmandu valley through purposive non-random sampling. He used open and closed-ended questionnaire to gather required information from the selected respondents. The main findings of this research was the novice teachers perceived induction program very essential to train, support, retain and learn more to be an expert teachers in their profession. They viewed that induction is important to promote lifelong skills, to get orientation on teaching and to improve their performance.

Thus, above mentioned reviews show that there are many research studies have been carried out in the field of teacher induction in the international level but the concept of induction is quite new in Nepal. There are not so many research works conducted in Nepal. Therefore, this study is different from all the studies carried out so far in the sense that it focuses especially on the nature and types of teacher induction and perceptive of female about induction. So, I hope that its will be different study in the department which focuses the need of teacher induction program for professional development.

2.3 Implication of the Review for the Study

Reviewing the related literature is the central and most important task for researcher in any research. It helps to bring clarity and focus on research problem, improve methodology and contextualize the findings. It provides insights about objectives, research questions, methodological procedures and other important aspects of research.

In literature review, the central focus is to examine and evaluate what has been before on a topic and establish the relevance of the information to our own research. To select the research that will be able to new topic in the area of TPD. I have reviewed some research works which are already been done and recommended some possible researchable topics which have helped me to come up know the gap between what has already been found out and what has not said yet. It shows that any research topic gets background knowledge from the literature review as all problems may not be research topics. Likewise, theoretical review is implied to express the concept of teacher induction, its historical background, its nature, its types, its areas, its components, its goal, its views, its importance and its practices in Nepalese context. Different people have various perspectives toward teacher induction which are represented in the literature review section.

Similarly, empirical literature review is equally important for all operational steps. Basically, components of the study and their real examples are found from the
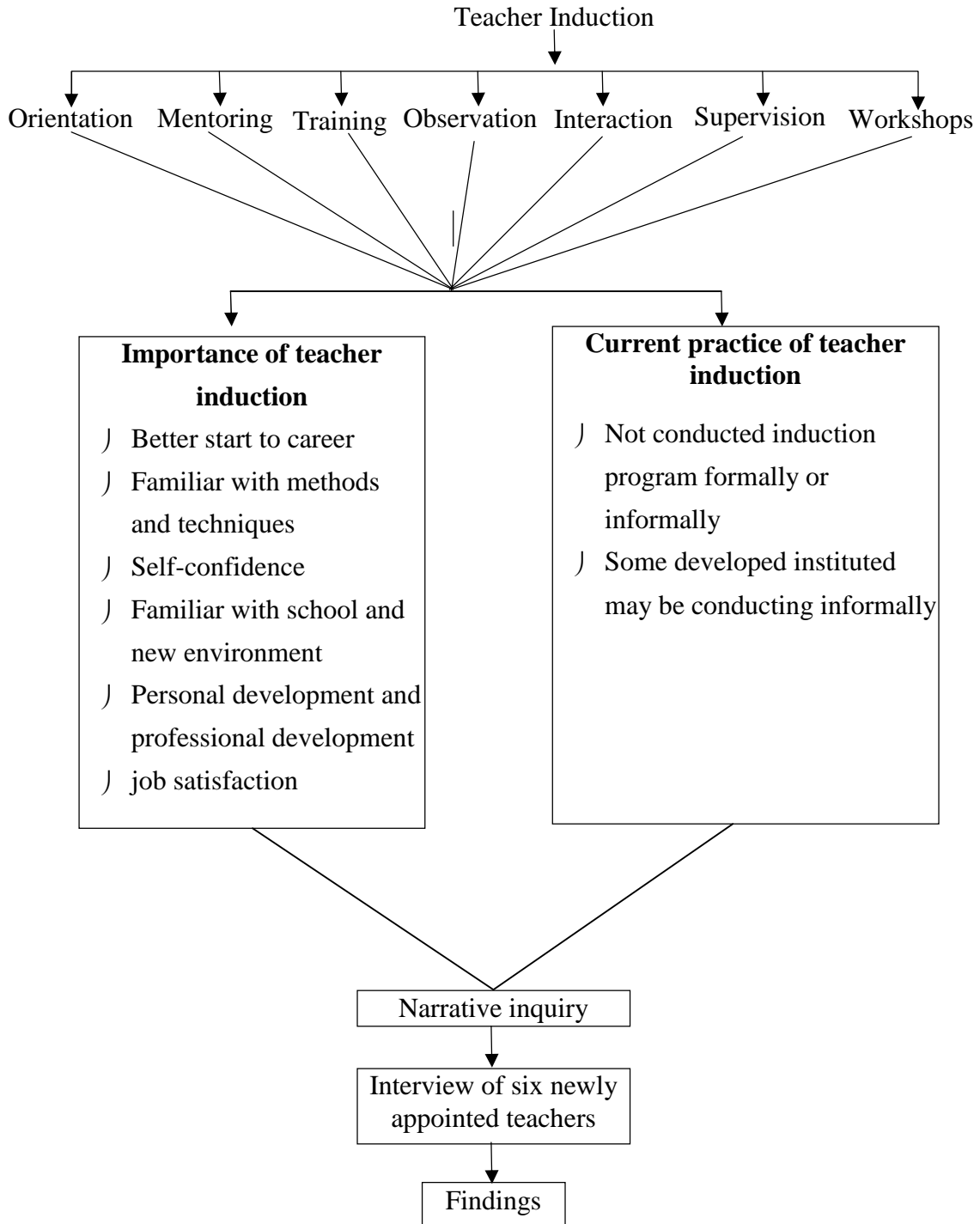
empirical review. Moreover, it has helped me in the important steps of research for determining research objectives, framing research questions, constructing research design, data collection procedure and tools, selecting appropriate sampling procedures and so on. And it obviously has become significant to collect and analyze data and also to derive findings. Besides that, literature review has some implications to develop the better mechanism of academic writing.

From Mfenqe (2005), I got clear concept on teacher induction which is important in teaching profession especially when the principals want to uplift the standard of teaching in their schools, and also to know how qualitative researches are carried out. Similarly, Blakley (2006) and Deruage (2007) mainly provided me the global scenario of teacher induction. It helped me to construct research objectives. From Qzturk (2008), I found that novice teachers experienced a job related concerns a little more often than social concern, which was consistent with some the related literature problems like workload, time management, content, curriculum, etc. It helped me to develop research questions. Likewise, Hellsten (2009) and Kempen (2010), assisted me to develop tools for data collection and analyze the data. Similarly, Bosamata (2011) provided me the ideas on selecting appropriate research design. From Bhandari (2014) I got insights on problems of teacher induction. Similarly, Subedi (2014) and Pathak (2016) helped me to get insights on selecting appropriate sampling procedure. These literature mainly helped me to review and link the Nepalese context of teacher induction in my study and also to select appropriate research design, and tool for data collection.

2.4   Conceptual Framework

Conceptual framework is the graphic or narrative form of a research which represents through a diagram. It is a visual representation of the research. It is the representation of the different variables and their relationship with researcher's though or understanding on the topic. While conducting this research I also consulted different theories, researches, books and literature of teacher induction etc. and develop my conceptual framework for this research. The present study

"Teacher Induction for Professional Development: Female Perspective" was based on following conceptual framework.

Teacher Induction

Orientation Mentoring Training Observation Interaction Supervision Workshops

Importance of teacher induction

∫ Better start to career
∫ Familiar with methods and techniques
∫ Self-confidence
∫ Familiar with school and new environment
∫ Personal development and professional development
∫ job satisfaction

Current practice of teacher induction

∫ Not conducted induction program formally or informally
∫ Some developed instituted may be conducting informally

Narrative inquiry

Interview of six newly appointed teachers

Findings

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted to fulfill the objectives of the study. It includes the design and method of the study, population, sample and sampling procedure, study area, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations.

3.1   Design and Method of the Study

Teachers are the most influential parts of the society as they are rich in teaching experiences by profession. Those experiences contribute largely to shape and reshape their teaching practices in school as well as to develop their teaching career. When I was thinking to know about their real experiences on teaching field as a working teacher and their views on female teachers' perspectives on teachers' induction , I believed the narratives (stories) would be an appropriate research design as incremental refinement of one's stories suggested by Wallen and Fraenkel (2001, p. 432). To the sense, narrative design was appropriate one to know about the reality and power of shared stories for their teaching experiences.

A synonym of the term 'narrative' is 'story' or 'history'. Narrative is defined as "a vital human activity which structures experience and gives it meaning" (Kramp, 2004). It incorporates the significant life experiences of human and provides a structural meaning to them. Narratives are found as a way of structuring and organizing new experiences and knowledge by constructing knowledge and making it more learnable. It is studying the ways that humans experience the world. There cannot be any person who does not have narratives. It means every person has their own human experiences. To support this, Moen (2006) argues that life itself could be seen as a narrative that consists of many other stories. Narrative research is now used in studies of education. Teachers and learners are the main touchstone in education and they

are the storytellers 'in their own and other's stories' (Connelly and Clandinin, 1990). Narrative inquiry is both a phenomenon and a method where people tell their stories and narrative researchers explain such experiences by collecting stories and writing narratives of them. Narrative inquiry provides an opportunity to the researcher access to the personal experiences of the participant, the storyteller. Storyteller speaks and declares life as experiences in a narrative form that is called story. Thus, the researcher has an opportunity to study the subjects in their natural setting and understand the behavior, actions and feelings in a whole context.

Narrative is referred as explaining what has happened in the past. Considering this, it investigate experiences and their impact on current behavior and actions. Likewise, Monk and Winslade (1999) argue, "We live our lives according to the stories we tell ourselves and the stories that others tell about us" (p.2). Their assumption express narrative as how individual makes meaning of their lives through the stories either of their own or others particularly.

Thus, to my concern, narrative inquiry was powerful research design to understand how teacher induction is conducted in secondary level schools of Kathmandu valley. Though narrative is often ignored in teacher education but I got inspired to accomplish my study by this design. To make my study sound, I adopted the narrative as my research design and follow the suggestions by the expert in the field of narrative to investigate my objective of the research. Moreover, I tried to address the realities that have not been discovered yet.

3.2   Population, Sample and Sampling Procedures

The population of the study were all the female English teachers who are newly appointed teachers of secondary level of schools of Kathmandu valley. Six teachers were selected as a sample. I have used purposive sampling procedure to select female English teacher for this study.

3.3   Research Tools

I used semi-structured interview and formal and informal conservation as the research tools for data collection to get detailed information about Teachers' induction for their professional development.

3.4   Source of Data

This study was based on primary as well as secondary data. The study was mainly focused on the primary data collected through direct interviews while secondary data was also used as prerequisite.

a)   Primary Sources of Data

The fundamental bases of the study are the primary sources of data. Secondary level teachers of English education from different schools of Kathmandu district were the primary sources of data. The data from primary sources was collected by administering semi-structured interview and formal and informal conversation.

b)   Secondary Sources of Data

I have consulted different books, journals, theses, articles, and visited some related websites as the secondary sources of data to collect more information for the accomplishment of this study.

3.5   Data Collection Procedures

In order to collect an authentic data, I followed the stepwise procedures in carrying out the investigation.

- I prepared some guidelines of questions that were asked to the teachers.
- Then, I selectedschools of Kathmandu valley.
- After that, I went to the field to get permission from the respected authority to consult the ELT.

) Then, I visited the selected teachers from secondary level of Kathmandu valley and talk about the purpose of my study.

) I established rapport with them and ask their favorable time for interview.

) After that, I went for interviews according to their allocation of the time.

) At last, I thankedthem heartily for their kind co-operations.

3.6   Data Analysis and Interpretation Procedures

Data analysis is a process of gathering modeling and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data analysis includes the data processing, data presentation and its interpretation.

The processes of data analysis and interpretation will be started after the collection of data from interview. It can be seen as systematic procedures of collecting data, observing it, organizing it, structuring them, getting meaning from the raw information and interpreting under different thematic headings. To fulfill the objective of my study, firstly I took field notes and recorded interview. Then, I transcribed and translated in written form, analyzed descriptively and present thematically, following narrative approach.

3.7   Ethical Considerations

Ethical aspects play significant role while doing any research. So, while conducting a research, the researcher should be careful about ethical issues. To maintain the ethicality, I conducted my research by taking permission of sample population that is Teacher Induction from secondary level of Kathmandu district by informing them about my research objective and purposes. Likewise, I kept the responses of the respondents confidential and the ideas generated in this research were my own expect from the cited one. Another important ethical aspect is about plagiarism. To avoid the risk of plagiarism I gave the proper credit to the authors of books, journals, articles, thesis, research works.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the analysis of lived experiences of my participant female English language teachers. The main concern of this study was to explore the female teachers' perspectives about induction for their professional development. And to find out the current practice of teacher induction in Nepalese context. Their stories reflected the memories and the experiences pertaining to their personal and professional development regarding teacher induction. The information found in this section was obtained from female teachers' interview, participants' journals and the informal talk.

4.1   Analysis of Data and Interpretation of the Results

I have used a thematic approach to determine what stories were told and what stories revealed about each individual female teacher and what kind of problems they encountered during their induction phase. On other words, the narratives were first viewed thoroughly as well holistically and then analyzed thematically.

Therefore, I have developed the following major themes.

4.1.1 Background of the Participants

There were six participants who were purposively selected for my research. I have given pseudo names to each of them for confidentiality. Here, I have presented each participants' personal background.

Teacher 1

Teacher 1 is 32 years old English language teacher. She was born in Jajarkot but rightly staying in Kathmandu for last four years. She has completed her masters' degree from TU, Kritipur. She is a product from government based school. At very early grades she was not good in English but when she started

to get known about significant of English, then after his diligent effort, she became better at English and also interested to become the English teacher. She has been involved in teaching profession for ten years. She shared that she loved English very much. She encountered many struggles during learning English but now, she is known for his best teaching personality. The early experiences later lead her to become an ELT teacher.She shared her experience about induction period. She didn't get much support. But head teacher show me the class and introduce with students as well as who were available in staffroom.

Teacher 2

Teacher 2 is a young and energetic teacher. She is 24 years old. Her permanent address is Nuwakot district. She has just completed her masters' degree in English education from Tahachal campus.   There are altogether six members in her family she is temporally living alone in Kathmandu. She is currently teaching in AI school. Though she is just 24 years old she has six years of teaching experience. She shared that she loves her profession very much. She belongs to a poor family. Her family is her greatest inspiration. She shared that she know about teacher induction. She had studied about this in masters' degree course.

Teacher 3

Teacher 3 is 30 years old English language teacher. She was born in Udayaour but rightly staying in Kathmandu for last six years. She has completed her masters' degree in English education from TU, Kritipur. Currently she is engaged in teaching in Kamal school in Kathmandu as secondary level English teacher. Like teacher 2, she also has spent six years of her life in teaching profession. She has a very positive attitude towards teaching and teachers. She always tries to be professional. She shared that she is familiar with the term teacher induction. She expressed that when she entered into teaching profession

head teacher showed her the class. He introduce her with her students. He introduce with other members of school in break time.

Teacher 4

Teacher 4 is a very dedicated and energetic teacher. She is 27 years old. Her permanent address is Gulmi, Aslewa. She has just completed her masters' degree in English education from TU Kritipur. After completion of M.Ed. she entered into teaching profession. There are altogether six members in her family she is temporally living alone in Kathmandu. She is currently teaching in SaraswotiSchool as secondary level English language teacher. She mentioned that she has chosen this profession in order to fulfil her parents dream. In her childhood, whenever she used to see/meet any teacher she also used to think of becoming a teacher one day in future. She was impressed by her teachers' personality. She has been teaching for two years. Like other participants, she is also knowing about teacher induction. She shared her experience of induction period. It was very difficult to work in the beginning of teaching profession. In the beginning, it is not easy to satisfy the students. Because they thoughts that new teachers couldn't teach well. They expected only the experienced teacher in their classes.

Teacher 5

Teacher 5 is a young and energetic teacher. She is 25 years old. Her permanent address is Dhading district. But, she is living at Kalanki since three years. There are altogether five members in my family. Her family is uneducated. She belongs to poor family. So, she has started teaching after completing the exam of class eleven. Now, she is teaching in secondary level. She has completed her master's degree. She is teaching in public school since two years. She shared her experience of induction period. She felt so helpless, lonely at school. At the first day of school, head teacher showed her the class only. She said that she found very crowded and noisy classroom, environment was new, faces were

new, all these things scared me. She even don't know about the staffroom. Slowly, she asked with the other colleagues and students and become familiar.

Teacher 6

Teacher 6 is a thirty years old English language teacher. She belongs to surkhet. She has completed her masters' degree in English education from Tahachal campus. Now, she is living in kiritipur. There are altogether four members in her family. She is living her with her family. She is currently teaching in public school of Kathmandu valley. She is a secondary level teacher. Her mother is uneducated. Her father is educated, but he know read and write. He hadn't completed his basic level education. She shared about induction period. She got support from teachers, principals as well as students. As she was new, she feels difficult to adjust in new environment.

From the information about personal background of my participants, I come to know that they are from poor family background and rural area. They involved in teaching by looking at the personality of teachers.

Similarly, I talked then about their family educational background. Family is the first school. It is the most important agency of socialization. While making query with my research participants about their family educational background, I came to know that Teacher 1, Teacher 2 and Teacher 3, belongs to educated family whereas Teacher 4, teacher 5 and Teacher 6 belongs to uneducated one. Teacher 1 said:

> *My father is a teacher and mother is a housewife. My father is my source of encouragement and motivation. He always encouraged me to be better teacher that may be the reason for my involvement in teaching.*

Similarly, another respondent Teacher 2 reflected that from very early age she was engaged in teaching field being influenced by her parents as both of them were teacher. As she commented:

31

My family is educated family, my parents are also teachers. They kept encouraging me. When as a child I used to act like teaching keeping my all family members in front of me. My parents' profession has influenced me to become a teacher.

Likewise, another respondent Teacher 3 articulated that she was influenced by the teacher personality. She gets love and respect from students. So, she loves teaching profession. As she said:

My family belongs to educated family. My father is a teacher.He encouraged me towards studies. He know the condition of woman. He thoughts that women can change their future if they are educated. Due to him, now I am a good and respected teacher.

Unlike Teacher's 1, Teacher's 2 and Teacher's 3 family, Teacher's 4, Teacher's 5 and Teacher's 6 family is uneducated one. They belongs to poor family. They had seen many ups and downs in their lives. They had first started teaching carrier to financially support their family. Teacher's 4 childhood dream was to become a teacher in future. Her parents fully supported her to fulfil her dream.

She shared,

Although my mum and dad are uneducated they send me school. They are like god for me I am able to fulfil my dream just because of my parents support and encouragement.

Similarly, Teacher's 5and Teacher's 6 parents also supported her to become teacher.

From the experiences of my participants, I come to know that Teacher 1, Teacher 2 and Teacher 3 got chance to learn from their parents as their educational background is also strong but Teacher 4, Teacher 5 and Teacher 6 had to take help from other teachers as they belong to uneducated family

background. In spite of not being educated they always supported and encouraged their children to become teacher.

From the data, I conclude that family educational background plays vital role to help teachers for their professional development. Family is back support to do anything.

4.1.2 Experiences of Female Teachers in Induction Period

Induction isstruggling phase in a profession. In teaching, it is the transitional period for student to teachers. In this period, most of the teachers feel difficulty in teaching. They feel difficultyto adjusting in school's environment because they are new in the school.They are new for the students as well. They don't have the idea about teaching skills,strategies,managing classroom etc. In this connection, regarding the experience of newly appointed female teachers in induction period, all six teachers were asked for the experiences they have in induction period. In the response of this question all the six teachers answered they felt difficulty in the beginning classes.

Regarding this, Teacher 1 said:

> *Really it becomes very difficult to teach the students in the beginning .I felt difficulty to teach the students in the beginning because I was new there and the students were also new for me. So, I am unable to understand the level,   ability, and psychology of the students.*

From her experience, I found that she felt difficulty to teach in the beginning because environment was new and students were also new. She was unable to understand the student's level, ability, and psychology.

The other participants'teacher 2, Teacher 3, Teacher4, and Teacher 5 had similar experiences regarding induction period.They had also faced problems during induction period.

On this Teacher 2 uttered:

> *As a newly appointed female teacher at this school, I have experienced of having loneliness at the beginning and some difficulties in teaching because teaching system was different there.*

From her story, I come to know that she felt difficulty at that school in the beginning. She felt loneliness at first because the students, staff and the whole school environment was new and she was unfamiliar with them. She felt difficulty in teaching learning activities also because she felt difficulty to apply theories that she learned in his initial teacher education in real classroom setting.

Teacher 3 further articulated:

> *I have got experience of teaching in this school that there are many students who are from marginalized group. They are weak in English…if I used only English only then they could not understand. So it is a problem.*

From her illustration, I conclude that she felt difficulty in the initial phase of teaching because the real classroom situation is different than her thought. She felt difficulty in acculturation. The students were there from different ethnic group and most of them were from marginalized group. They didn't understand the English. So it was difficult to teach through English medium.

Similarly, Teacher 4shared:

> *I have various experiences as a newly appointed teacher…how to be in a mass or how to deal among staff and how to manage students in the classroom and how to teach is also very important....a little bit loneliness…normally a challenging job.*

By analyzing her thoughts, I conclude that teaching is a challenging job and she felt many difficulties and challenges in the beginning like how to adjust in the school environment, how to deal with students, how to deal among staff, how

to manage the classroom well, how to teach etc. She also felt loneliness at that time.

In this regard, Teacher 5said:

> *I didn't feel much more difficult to control the class but there were a lots struggle....I did not feel loneliness because I had a senior teacher, he was my teacher in my college and he told me exactly the way to go there in the class*

From her experience, I come to know thatshe did not feel loneliness in the beginning like Teacher 2 and he didn't feel much more difficulty in the class. However, she accepted that there were a lot struggles in the initial phase of his teaching.

The other participants Teacher 6 had different experiences of teacher induction period than Teacher 1, Teacher 2, Teacher 3, Teacher 4 and Teacher 5.

Teacher 6said:

> *It excited me. Each and every day I found new ways to present, I tried to present my teaching content effectively to the students. So, it was not boring rather it was interesting…but challenging....I did not feel loneliness in the initial phase of my teaching*

From her story, I found that as a newly appointed teachershe did not feel loneliness and boring rather she felt teaching is an interesting job because of its challenging and innovative nature. She was excited because she got new ways to teach and new knowledge everyday. She was excited because she loved to face challenges and in teaching there were many challenges.

In nutshell, all newly appointed teachers faced challenges in their induction period. Feeling of loneliness, managing classroom, disciplinary problem, pedagogical problems, control the classes dealing with the students and colleagues etc. are the main challenges that they are facing in their induction

period. In this connection, all the newly appointed teachers have problematic experience in their induction period.

4.1.3 Need of Teacher Induction

In order to know the need of induction program, I interviewed with the six female English teachers. They expressed their own opinion about need of teacher induction. However, their views was similar to each other. All six teachers answered that they need induction program in their induction period. They said that different benefits can be derived from effective induction (i.e. guidance and support). They viewed that induction helps to adjust in the new situation and cope with the problems, get new ideas of solving the problems. So, it is a platform for new and experienced teachers to share the things, helpful to understand the new situation.

In this regard, Teacher 1said:

> *In my point of view, actually this is needed…. Anyway, I did not need any help though I was experienced in teaching…I was teaching in boarding school…I did not have that much problem to teach*

From her thoughts, I conclude that teacher induction program is needed for newly appointed teachers but she did not need any help to teach in higher secondary level because before appointed at that school, she was teaching in boarding school andshe had some teaching experience and teaching skills. She applied them there and did not feel problem in teaching.

Similarly, another respondents Teacher 2 expressed her view that she needed supporting program in that period. She felt the need of supporting program and got some support from principal informally. She further articulated:

> *Yes, in that college…and I get some support from Principal sir as an informal talking.*

Likewise, teacher 3stated:

> *Yes, it is needed…it is very useful for teaching. It developed confidence, make familiar with new environment, developed practical skills.*

Another participant'steacher 4expressed her view as Teacher 3 expressed. She said:

> *Yes, I felt the need in the initial stages.It makes familiar with new environment, developed practical skills, developed self-confidence.*

By analyzing Teacher 3 and Teacher 4 thoughts, Teacher induction is need for newly appointed teachers for developing confidence, be familiar with new environment, developed practical skills of teaching.

Similarly,teacher 5 mentioned:

> *Induction program is important for newly appointed teachers. I needed support from the Principal plus management committee. It helps to adjust in new environment and manage the class. It developed positive attitudes towards teaching profession.*

From her thoughts,I conclude thatshe needed help to control the students, to manage the class and to adjust in school environment. So, she needed help from the Principal and the management committee.

Teacher 6 also expressed that such induction programs are needed for newly appointed teachers for overcoming the problems that they face in school. She said:

> *Obviously, obviously, the sort of problems that teacher faces during the initial phase of teaching must be overcome by such type of help and facilitation program.*

In conclusion, all six teachers agreed that such induction program is really useful for newly appointed teachers and it is needed for them. It supports them in every aspect of teaching like acculturation, using methodology, dealing with

the students, colleagues and so on. In this connection I concluded that teacher induction program is needed for newly appointed teachers.

4.1.4 Current practice of Teacher Induction in the context of Nepal

Here, I interviewed with the teachers regarding the question that whether any institutions in Nepal formally or informally conducting induction programs for newly appointed teachers or not. And in the response of this, I found following responses:

Teacher 1 Teacher 3 articulated:

> *I don't think induction program should conducted formally. It may be in some institution it should be conducted informally. I don't think it is necessary to conduct induction program formally. Because it not possible due to some teachers were joining the schools whereas; some teachers were leaving the schools at the same time. There are many teachers due to this also we cannot conduct formally.*

From Teacher 1 and Teacher 3 saying, I come to know thatinduction program was not conducted formally. But, some of the developed institution conducted induction program in formally.

Among six teachers Teacher 2, Teacher 4, Teacher 5 and Teacher 6 had similar views. They thoughts that there are no any institutions in Nepal formally or informally conduct induction programs for newly appointed teachers.

> *I don't think here is any institutions in Nepal formally or informally conduct induction programs for newly appointed teachers.*

From above illustration, I concluded that Teacher 2, Teacher 4, Teacher 5 and Teacher 6 shared there were no any institutions in Nepal to conduct induction program formally or informally for newly appointed teachers.

In conclusion, from above opinion induction program is not conducted formally or informally by any academic or institutions. There may be some developed institution conducted inductionprogrammed informally.

4.1.5 School Support in Initial Phase of Teaching Period

Teachers need support and guidance from the school in their initial phase of teaching period. When I asked them regarding school support in the initial phase for their better teaching, they responses in the following ways.

T_1 shared:

> Ididn't get much support from school. There are many male teachers in secondary level. And I am single female teachers. They thoughts that I couldn't be a good teacher. Igood for only lower level. When I asked anything with others members. They did not treat meso well. They react that I was being over. However, I thought that I have to become good and competent teacher. Ididn'thave to be scared with anyone and any one's thought.

The above story revels that she had to suffer a lot in the initial phase of teaching period. She didn't get positive support from her school.

Similarly, Teacher 2 said, she had similar experience toTeacher 1. She also didn't get much support in initial phase of teaching period. She had to faces many problems during induction period.

Further Teacher 2 articulated:

> Actually speaking, I did not get much support from school. As I was only female teacher teaching at secondary level other male teachers tried to let me down. Instead of supporting me in my difficulties they just try to seek my mistakes and always dominated me. But it did not matter me much helped myself.

The participants Teacher 3 viewswas different from Teacher 1 and Teacher 2. Teacher 3 shared:

I got little bit support from their school. Head teacher showed me the class and introduce with the students and he told the students to support and listen the teacher. So, students do not disturb me while teaching although in beginning. Still, i was not comfortable. He didn't introduce with others members and he didn't told me if I have any problems than you can contact someone. Some days, i had to adjust in that school or new environment. Slowly, I started myself to introduce with other members of the school. I thought school support is needed during the initial phase of teaching.

By analyzing her thoughts, I came to know that shegot little bit support from their school. Head teacher support to some extent. Still, she was not comfortable. She thoughts school support is necessary in the initial phase of teaching

Another respondents Teacher 4 said:

When I was hired as a teacher in the school. I got fully support from all teachers, principals as well as students.

By analyzing her thoughts I come to know that she got the fully support from their school. There are very less schools who supports female teacher positively. She got support from their colleagues, principals as well as students. Students were also very supportive.

Teacher 5 had the similar views as teacher 3 had. She had got little support from the school. Teacher 5 mentioned:

I didn't get much support but it doesn't mean I have not got support. Head teacher show me the class introduce with the students, the teacher who are in staffroom he introduce with them also. If you have any problems you can contact with them.

By analyzing her experiences, I come to know that she didn't get much support from school. To some extend she got the support because head teacher had shown the class and introduced with the students. She was introduced with

other members who were in staffroom. He said to her if you have any kind of problems you can contact with me or with them. They will help you.

In the same way, T_6 shared:

> *I didn't get much support from school. As I was female teacher teaching at secondary level. Other male teachers tried to let me down. Instead of supporting me in my difficulties. They just tried to seek my mistakes and faults. They always tried me to dominate. But I am emotionally strong.*

By analyzing her thoughts, I came to know that she didn't get support from their school in their initial phase of teaching period. Male teacher were not supporting. They tried to seek their mistakes and pull down.

In conclusion, most of the femaleteachers did not get support from their school. They show their class and the subject you have to teach. Schools see their performance. If it is good they kept if not they said sorry.Most of the female teachers didn't get support from their school. Whereas; very few female teacher get positive support from their school.

4.1.6 Problems Faced by the Teachers

Here, all the newly appointed English teachers were asked the question that whether they faced problems at the beginning of their teaching due to lack of teacher induction or not. And, in the response, they shared the following ideas.

Teacher 1 shared:

> *I feel uncomfortable to teach may be because of unfamiliar or new environment. I can't present my 100% due to this students started side talking and I am not able to control them. I am unable to share problems with others teachers because we are not introduce with the other members of school. I don't know with whom I have to share who will help me.*

By analyzing her thoughts, I come to know that newly appointed teachers face various problems during induction period. She felt uncomfortable to teach in

new environment due to unfamiliar environment. She was unable to present her 100%. Students started side talking. It's makes classroom noisy and crowded. I felt difficult to manage the class. I was unable to control the students. She felt difficult to share the problems with their colleagues.

Similarly, Teacher 2 further articulated:

> *Lack of support, hesitation, lack of confidence in interaction with students and others members of school, new environment, and new colleagues and so on*

By analyzing her thoughts, I come to know that she felt various problems. Lack of support from school, colleagues and students. She felt hesitation to present freely. She felt lack of confidence to interact with students and others members of schools. She felt she was in new environment or unfamiliar environment. She was unable to share problems or views with their colleagues.

Likewise, Teacher 3 stated:

> *New school situation and organization features, strangeness of new colleagues facing aspects of teaching which were never dealt with in their learning period.*

By analyzing her thoughts, I come to know that she also faces problems during induction period. She felt herself in new environment. Every school situation is different. Teaching system is different. Colleagues were new. She felt difficult to share with them.

In the same way, Teacher 4 shared:

> *Controlling the classroom, managing the classroom, hesitation, lack of confidence, unfamiliar environment, new colleagues, dealing with the students, dealing with the other members of school and so on.*

By analyzing her thoughts, I come to know that she faced problems like: controlling the class, managing the classroom, hesitation, lack of confidence,

unfamiliar environment, sharing with colleagues, dealing with students and others members of school.

Similarly, Teacher 5 shared:

> *Adjust in new environment, lack of confidence, hesitation*

By analyzing her thoughts, I come to know that she felt problems to adjust in in new environment and unfamiliar environment. She felt lack of confidence to deal with the students and others members of schools. She felts hesitation to present freely.

Likewise,Teacher 6 shared:

> *Managing the class, controlling the students, sometimes felt confusion which methods is effective, sharing experiences and problems with colleagues and so on.*

By analyzing her thoughts, I come to know that she felt difficult to manage the class. She felt to controlling the students. She felt difficult to choosing methods. She felt difficult to share their experiences and problems with their colleagues.

Thus, above evidence proves that, teacher induction program is great importance for the professional and personal development of the females and help them to overcome different problems related to their profession.

4.1.7Colleagues' Roles to Overcome Problems

Here, when I asked the teachers regarding the roles of their colleagues to overcome problems in teaching program then they answered in the following ways.

In the following Teacher 1 shared:

> *When I told about my problems they give me suggestions, but they think that I am not capable for this level.*

By analyzing her thoughts, I come to know that although they gave suggestion to her. They thoughts she couldn't apply. She was not capable for this level.

Similarly,Teacher 2:

They just tried to pull me down. They didn't response positively.

By analyzing her thoughts, I come to know that her colleagues always tried seek her mistakes and faults. So, they could pull down. They didn't treat well with me.

Likewise, Teacher3 shared:

Female teachers helps me but male teachers don't help us instead of this they tease us indirectly

By analyzing her thoughts, I come to know that female colleagues help but male colleagues were not helping. They thoughts that we were not capable for this post. They tease us indirectly. Male teacher thoughts that they were superior. They were capable for everything.

The participants Teacher 4 views is different from Teacher 1, Teacher 2, and Teacher 3. She had got the support from their colleagues to overcome the problems. Teacher 4 articulated:

My colleagues' were very helpful. They helped me in every situations from the first day. So, in my teaching career. I didn't have any extra burden.

By analyzing her thoughts, I come to know that her colleagues were supportive. They help them in their problems. They treat well with her.

Teacher 5 and Teacher 6 shared similar view they didn't get positive response from their colleagues.

They didn't support me. Instead of that they try to increase my problems push me towards leave this profession. My colleagues push the students saying I am not capable for them.

By analyzing their thoughts, I come to know that their colleagues were not supportive. They tried to increase their problems. They showed that she was not capable. They tried to make me to leave this profession. They didn't treat well with me.

Throughout the data, it can be revealed that among six teacher one teachers get support from their colleagues to overcome their problems. But other five teachers didn't get positive support from their colleagues to overcome from their problems. They were notsupportive. They thought that they are not capable. They don't take their problems as a serious matter.

4.1.8 Importance of Support and Guidance

Support and guidance are very important for the newly appointed teachers in teaching. And when I asked the importance of guidance and support for teaching profession then they responded in the following ways.

Teacher 1 shared:

Support and guidance can develop positive attitude towards their institution and they serve their school or institution with their full effort for the benefit of their institution or school. They can enhance their practical skills for their professional growth. They familiar with their school

By analyzing her thoughts, I come to know that support and guidance is important for newly appointed teachers. It developed positive attitude towards their institutions. They work with their full effort. They can develop their practical skills. They become familiar with new environment.

Similarly, Teacher 2 further articulated:

> *To develop a person professionally as a teacher and to feel emotionally and physical fit to motivate them. It is the most essential tool.*

By analyzing her views, I come to know that support and guidance is important to develop a person professionally and emotionally and physically motivated towards their profession. Support and guidance is very essential tools for professional development.

Likewise, Teacher 3 uttered:

> *Support and guidance always push to improve better teaching. All the teachers should get support and guidance in their professional.*

By analyzing her opinions, I come to know that support and guidance always push to improve better teaching. She said all teachers should get support and guidancefor their professional development.

Another respondents Teacher 4 shared:

> *Support and guidance always push to improve better teaching", developed self-confidence, positive attitude develop teaching strategy.*

By analyzing her views, I come to know that support and guidance always push to improve better teaching. It developed self-confidence. It developed positive attitude towards teaching strategy.

Similarly, Teacher 5 shared:

> *Push to improve teaching, develop positive attitude, develop confidence, and deal with any kind of problems.*

By analyzing her opinions, I come to know that support and guidance push to improve teaching. It developed positive attitude towards profession. It helped to develop self-confidence. It helped to deal with any kinds of problems.

In the same way,Teacher 6 said:

> *To develop self-confidence, positive attitudes towards institutes,*
> *practical skills and so on.*

By analyzing her thoughts, I come to know that, support and guidance helped to develop self-confidence. It developed positive attitudes towards institutions as well as profession. It developed practical skills.
It meansfemale teachers were well known about necessary of support and guidance in teaching. Support and guidance are the backbone for their professional development.

4.1.9 Practice of Collaboration and Interaction between New and Experience Teachers

The collaboration and interaction between new and experienced teachers help to establish the sense of collegiality, team-spirit, intimacy and co-operation. In order to know whether there is the practice of collaboration and interaction between new and experience teachers at school or not. I asked them whether there is any practice of collaboration and interaction between new and experience teachers at your school or not. And in the response of this question, the respondents answered in the following ways.

Teacher 1 and Teacher 2 shared:

> *To some extent. Not frequently.*

By analyzing her opinions, I come to know that interaction or collaboration between new and experienced teacher was done to some extent. It was not done frequently or formally.

Likewise, Teacher uttered:

> *We don't have frequently. We interact or collaborate with each other*
> *informally. Experience teacher think themselves proudly,*
> *knowledgeable, competent, and supreme in front of new teacher.*

By analyzing her thoughts, I come to know that interaction or collaboration between new teachers and experience teachers was not done frequently. But it was in practice informally. Experience teacher thoughts themselves as proudly, knowledgeable, competent and supreme in front of new teachers. They didn't give importance of new teacher opinions or views.

In the same way, Teacher 4, Teacher 5 and Teacher 6 shared similar views. They uttered:

> *Informally it is in practice when we were free we used to share our experience and difficulties.*

By analyzing Teacher 4, Teacher 5 Teacher 6 thoughts, I come to know that interaction or collaboration between new and experience teachers was done informally. When they were in leaser period or free they used to share their experience or difficulties.

Therefore, there may not be equal practice of collaboration or interaction between new and experiences teachers most of the female teachers thinks. It was of no use whereas; some female teachers were interested but they didn't get chance.

4.1.10 Effective ways to Implement Induction Program

The proper ways implementing something provide effective results in action. Considering this fact, when I asked the effective ways to implement induction program in teaching particularly in our context then they responded in the following ways.

In this regard Teacher 1 shared:

> *It should be conducted formally for the new teachers by extracting half-an-hour before the school time started.*

By analyzing her views, I come to know that induction program should be conducted formally. Even extracting half an hour before the school time started.

Likewise, Teacher 2, Teacher 3 and Teacher 4, Teacher 5 shared:

It should be mandatory.

From their opinions, I come to know that teacher induction program should made mandatory.

Similarly, Teacher 6 said:

Induction program committee should be organized

By analyzing her views, I come to know that every school should organized induction program committee.

From above opinions, induction program should be compulsory or mandatory conducted. So, the female as well as male teachers feel comfortable in new environment.

CHAPTER- FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter terminates my study which I have drawn from chapter I to IV. It includes about the brief description of my research study. More significantly, the final chapter discusses the major findings of study, conclusion and recommendation to the policymaker, teacher, education, ELT researchers and practitioners.

5.1   Findings

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

⟩ Female teachers felt difficulties and problems during initial phase of teaching.

⟩ They thoughts that teacher induction program is necessary for all the newly appointed teachers. Because it helps teacher be professional, confidence, to adjust in new and unfamiliar environment, develop practical skills, developed pedagogical skills and so on.

⟩ They said that induction program is not conducted formally. But, some developed institution is conducting induction program informally.And some teachers said induction program should not conducted formally or informally.

⟩ Some teachers only got support from their school in initial phase of teaching period.

⟩ They faced various problems during induction phase such as: lack of confidence, nervousness, lack of interaction, to adjust in new environment, managing classroom, managing students, hesitation, sharing experiences and problems with colleagues.

⟩ They found where there is more male teacher they didn't get positive support from their colleagues to overcome from their problems. They didn't take their problems positively.

- They statedthat support and guidance is important for all the beginner teacher. It develops positive attitude towards teaching, develop confidence, emotionally motivated towards their profession, and develop professional skills.

- They statedthat collaboration or interaction between new and experience teachers were not in practice formally. But, sometimes informally it takes place. Experience teachers thoughts they are superior, knowledgeable. So, they didn't accept our suggestions and advice easily.

- They stated that induction program should be conducted formally by extracting half an hour before the school time started. It should be mandatory. Inductionprogrammed committee should be organized.

5.2   Conclusions

After analyzing and interpreting the data and discussing the summary of the findings, I come to the conclusion that female teachers know about induction. They experienced lack of confidence, nervousness, difficult to manage the classroom. They stated that teacher induction is necessary for professional development develop self-confidence, feel comfortable, to adjust in new environment, develop pedagogical, to deal with students and others member appropriately. They stated that there is no formal induction program in educational institution in Nepal. But, informally some developed instituted conducted. Some female teachers only got support from the school in initial phase of teaching period. All female teachers faced the problems during induction period such as: dealing with students and other members, controlling the students, managing the class, pedagogical skills, etc. Female teacher stated if there is less female teacher they didn't get positive support from their colleagues.Female teachers state that support and guidance were important for beginner teachers. Female teacher stated collaboration or interaction between new and experience teacher is not much in practice. Some female teacher feel hesitation. Some female teachers stated that induction program should be

conducted formally by extracting half an hour before the school time started. It should be mandatory. Induction programmed committee should be organized.

5.3   Recommendations

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

5.3.1 Policy Related

This is the higher level of recommendation. The things that are recommended at the level would change the entire educational system. Some of the implications of the study at policy related are:

) The policy makers should be aware about the increasing application of induction for female teachers' professional development.

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

) The policy makers, textbook writers, course developers and curriculum designers should include the teaching learning materials, activities and exercise for female teachers' induction.

5.3.2 Practice Related

This is the actual recommendation of the policies into classroom practice. Some of the recommendation of the study at practice related are:

) All the newly appointed teachers should be provided with teacher induction programs while their entrance in profession

) Teacher induction programs should be conducted formally in the days to come.

) Newly appointed teachers should be provided with the idea of dealing with the subject matter, maintaining relationship with administration,

co-workers and students, maintaining discipline in the classroom, addressing students' problems and so on.

5.3.3 Further Related

Some of the implications that would be helpful for those who attempt to conduct research under the area are as follows:

) There must be the investigation regarding the suitable techniques in Nepal for female teachers' induction program for professional development of teachers.

) The new researchers are suggested to carry out their studies on teacher induction program which can be beneficial to the use of teaching and learning for teachers.

) Further research in the field of female teachers' induction program must be carried in order to help the policy marker to determine the objective based on teacher's professional development.

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APPENDIX A

Sample of Transcribed interview

Teacher No. 1

Researcher: Hello, How are you?

Respondent: Hello, I am fine.

Researcher: And, how are you?

Respondent: I am also fine.

Researcher: How are you feeling?

Respondent: Good.

Researcher: Myself is Ranju Singh from T.U., Kirtipur. I am here to take your interview for my research purpose. And, my research topic is "Teacher Induction for Professional Development: Females' Perspective.'

Respondent: Ok! I will help you as much as I can.

Researcher: Your permanent address?

Respondent: I belong to jajarkot. But live temporary here.

Researcher: Where?

Respondent: At Kathmandu.

<u>Family</u>

Researcher: Family members?

Respondent: There are five member in my home. But here me only.

Researcher: Will you please provide me your family educational background?

Respondent: Fine. Family is the ideal, inspiration and heart of my success. If you want to know my family, they all are educated. My father is a teacher. Thus, they also encourage and help me to do this job as a teacher. Because of their inspiration, I feel inspirational one in teaching.

Professional Path

Researcher: In which activity were you involved in from the very past?

Respondent: From the very past, being inspired by my families' support, I started my teaching career along with my bachelors study.

Researcher: What were you doing before joining teaching?

Respondent: I was only involved in getting my education before joining teaching.

Researcher: What made you inspired one to continue this professional?

Respondent: Actually, speaking from the start of my teaching profession to till now, I love teaching pupils and want to get updated to be professionally stable in this field in the future too.

Researcher: Are you familiar with the term "Teacher Induction"?

Respondent: Yes, I know about this term.

Researcher: Would you like to share your experience while you enter into teaching profession?

Respondent: Really it becomes very difficult to teach the students in the beginning .I felt difficulty to teach the students in the beginning because I was new there and the students were also new for me. So, I am unable to understand the level, ability, and psychology of the students.

Researcher: Is induction program necessary for newly appointed teachers?

Respondent: In my point of view, actually this is needed…. Anyway, I did not need any help though I was experienced in teaching…I was teaching in boarding school…I did not have that much problem to teach

Researcher: Do you think are there any institutions in Nepal formally or informally conducting induction programs for newly teachers?

Respondent: I don't think induction program should conducted formally. It may be in some institution it should be conducted informally. I don't think it is necessary to conduct induction program formally. Because it not possible due to some teachers were joining the schools whereas; some teachers were leaving the schools at the same time. There are many teachers due to this also we cannot conduct formally.

Researcher: How did the school support you in your initial phase of teaching period?

Respondent: I didn't get much support from school. There are many male teachers in secondary level. And I am the single female teachers. They think that I can't be a good teacher. I am goof for only low level. When I asked anything with others members. They don't treat so well. They react that I am being over. Still, I thought I have to be good and competent teacher. I don't have to be scared with anyone and any ones thought.

Researcher: What are the problems that you had personally faced due to lack of teacher induction?

Respondent: I feel uncomfortable to teach may be because of unfamiliar or new environment. I can't present my 100% due to this students started

side talking and I am not able to control them. I am not able to share this problems with other teachers because we are not introduce with the other members of school. I don't know with whom I have to share. Who will help me?

Researcher: What are your colleagues' roles to overcome your problems?

Respondent: When I told about my problems they give me suggestions, but they think that I am not capable for this level.

Researcher: Do you think that support and guidance are necessary for teaching profession?

Respondent: Yes, I think support and guidance are necessary for teaching profession.

Researcher: Why?

Respondent: Support and guidance can develop positive attitude towards their institution and they serve their school or institution with their full effort for the benefit of their institution or school. They can enhance their practical skills for their professional growth. They familiar with their school

Researcher: Is there any practice of interaction or collaboration between new and experience teacher at your school?

Respondent: To some extend but not frequently.

Researcher: What might be the effective ways to implement induction program in teaching particularly in our context?

Respondent: It should be conducted formally for the new teachers by extracting half-an-hour before the school time started.

Researcher: Thank you for you information and providing interview.

Respondent: You are welcome.