

CHAPTER – ONE

INTRODUCTION

This Present research entitle as “**Need of Induction Program for Novice Teachers: A Narrative Study**”. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions and significance of the study, delimitation of the study and delimitation of the study and operational definition of the key terms.

1.1 Background of the Study

Induction is a program of teacher education which takes place during the critical period at the beginning of the newly qualified teachers in teaching career, usually the first year after qualifying as a teacher. Recognizing the importance of the continuum of teacher education, induction aims to develop a culture of lifelong learning in each teacher. Teacher induction program and mentoring are the source of support for the novice teachers to meet their needs. Induction program plays very important role in novice teacher’s profession. The purpose of an induction program is to offer systematic professional and personal support to the newly qualified teacher. Induction program also help to develop an understanding of the local school, community and culture. In Nepal, induction program has taken as an orientation program to the novice teachers. So a good induction program is essential for beginning teacher’s initial professional development through which they can develop their knowledge understanding and skills so that they are placed to raise standards for students’ achievement.

Feiman- Nemser (2001) defines “Beginning teacher’s induction period is very important in view of their further career. Teachers from their professional identity construct a professional practice and often decide to stay in the profession or to leave it.” Similarly in the words of Wong (2005) defines

induction as a comprehensive process of sustained and support design to train and acculturate new teacher in the academic standards.

Thus, induction refers to the period of first year of an employee in an employment where a newly appointed employee tried to establish in his/her job. In other words, it is a formalized process to train, support and retain new teachers. It is the support and guidance provided to novice teachers and school administrators in the early stage of their career. Moreover, teacher induction program are means to orient, assist and guide beginning teachers, so that they can socialize in the school culture and develop professionally. Induction is a bridge which links employee initial knowledge with professional or real practice.

Gold (1993) emphasizes that the importance of induction programs including emotional and personal attention to meet beginning teacher's psychological needs because teacher cannot teach well unless these are met. Similarly, according to Tickle (2000, p.2) "A process in which the capital already vested in entrants by the time they become teacher can be expected by way of systematic and sensitive provision for their further professional development, in accord with the need for transformative and dynamic depositions towards educating which they will need to share with more seasoned colleagues."

The above citation clarifies that induction is a process of teacher's professional growth that accords transformative and dynamic change in teacher's teaching skill. Induction program for new teachers are the tools to slow teacher's turnover. They aim to develop teacher practice and improve student learning. They are means to orient, assist and guide beginning teachers, so that they remain in profession and grow into capable practitioner. In this sense, induction is the foundation of a coherent and sustained professional development process. Thus, induction program should focus on the subject matter knowledge, pedagogical skills, curriculum understandings and the practice implication of the curriculum. In our context, novice teachers do not get induction program directly, but indirectly they receive support from their senior staff or head teacher.

1.2 Statement of the Problem

Teacher induction is a kind of training, which is emerging and essential concept for the professional development of the teachers. New teacher typically take from between three or five years to teach at a level that maximizes students growth and achievement. New teachers have a host of unique challenge associated with entering the profession beyond instruction in the classroom, such as translating theory from teacher preparation programs into practice, developing classroom management skills and many times accomplishing these takes in a relative isolation. Many researchers have showed that most of the Nepalese teachers from the community aided schools are lagged behind from their professional and personal development. More especially the novice teachers usually get difficulties in the early phase of their career. When they face difficulties, they expect some sort of guidance and that type of guidance is termed as induction. But many schools are not obliged to provide induction programs for beginners. Some schools do have such a program, but there is no systematic information regarding their features and their impact on novice teachers. To address these challenges, our country should need to use induction program to help new teachers and provide them critical support for their effective teaching career. Comprehensive high quality teacher induction only can accelerate professional growth and teacher effectiveness, reduce the teacher turnover and improve student learning.

Generally, teaching profession by nature demands hard work, investment of most time in planning lesson, assessment and making decision about curriculum and instruction. Teachers also need to face different critical situations like handling behavior of the students, physical constraints of the classroom, schools rules and regulation and other professional demands. Due to these causes, there is a great chance that teachers often feel isolated from there more experienced colleagues as well as lack of qualified mentor in the schools. In these conditions induction program is a powerful instrument to prevent the teachers from the professional isolation and provide strong emotional as well as

psychological support. It can be safe and supporting environment where dilemmas of teaching practices can be discussed and analyzed in the collaborative group. It provides an alternative form of professional mentorship

However in SSDP (2016-2023) policy document there is legal provision to provide one year induction training program to the novice teachers. But, in reality most of the novice teachers are not receiving induction program. This study has addressed the fact that the need of induction program to novice teachers in their teaching profession. In induction program, new teachers often want demonstration classes where they can see other teacher's good model teaching. Thus, NAT also wants collaboration with their mentors, if they do not get that collaboration then they leave the job but if they get that support it will help in their professional development.

1.3 Objectives of the Study

Objectives are the prime factor while conducting any research. So this research study had the following objectives.

1. To study the need of induction program for the novice teachers.
2. To suggest some pedagogical implications.

1.4 Research Questions

The questions are guided by the objectives of any study. This research includes the following research questions.

- i. Why do novice teachers need an induction program?
- ii. What is the role of induction program on novice teachers?
- iii. What is the general practice of induction for developing professional skills in our context?

1.5 Significance of the Study

Teacher induction plays a pivotal role in the period of transition from student to teacher. In other words, teacher induction program play very important role in novice teacher's professional development. Induction encompasses orientation to the workplace, socialization, mentoring, guidance etc. it means that induction program include opportunities for experts and novices to learn together in a supportive environment promoting time for collaboration, reflection and gradual acculturation into teaching profession. Thus, the new teachers are provided with satisfactory opportunities to utilize their expertise.

Induction program can run for two or more years and seamlessly flow into a comprehensive and professional development process. It is assumed that novice teachers who get such good induction period, they will be good professional teachers in future. Good induction program are assumed to contribute the perspective teachers for their professional development. This study will be significant to newly appointed teachers to make induction period lively. The teachers who are deprived from the induction training program in their teaching career, they are victimized with different problems regarding classroom management, teaching learning activities along with administrative aspect. In the similar way, this study overcomes the problems of teacher that are emerged due the lack of induction program. Likewise, this study will certainly provide useful information to policy makers and schools for developing good induction program or for improving existing induction program. . All the persons who are directly and indirectly involved in the teaching and learning process will be benefited from this study. Thus, this study will be a great help to come to a conclusion.

In nutshell, the students, teachers, writers, syllabus designers, teacher trainers etc will also be significantly benefited from this study.

1.6 Delimitation of the Study

This study was focused only on need of induction program on novice teachers for their professional development. This study was limited to narrative inquiry research design. The tools for data collection of this study was limited to semi structured interview and open ended questions. The sample size of this study was confined to five secondary level public school English teachers who had taken induction training for their professional development. The area of this study was in Kathmandu district.

1.7 Operational Definition of the Key Terms

In my study, the following terms are used as key terms.

Induction Program

In my research, this term means an in- service training program organized to prepare novice teachers for certain standards by introducing the realities of teaching profession. In my study induction program, support program and orientation program are taken as same.

Attrition

In this study, it is a gradual reduction in work force without firing of personal. Attrition is a feeling of unpleasant, which feels due to continuous pressure and harassment.

Newly Appointed Teacher (NAT)

Newly appointed teachers are who has just started to teach. In this study, novice teachers, newly qualified teachers, beginning teachers and NAT are taken as same.

Challenges

I have used this term as problems or complications of teaching profession that may come inside the classroom or outside the classroom or the problems that are facing by secondary level teachers in the first year of their teaching.

Support program

In my study, I have used this term as a guidelines or orientation give to novice teachers by their senior staff. This support program also refers to the induction program.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of the related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework of the study and implications of the study.

2.1 Review of Theoretical Literature

Theoretical framework is a concept, belief, system about the topic. This section includes the following theoretical reviews on induction program.

2.1.1 Historical Perspective of Professional Development of Nepalese Teachers

The professional development of Nepalese English teachers in Nepal has no long history. According to Joshi (2012, p.59), “The system of training for teachers especially the secondary level teachers in Nepal in 1957 when the government established college of education. The college of education offered a two year I.E.d program for the ten year high school graduates to produce trained lower secondary teachers. This college also offered a one year B.E.d course for those who hold bachelor degree in subjects other than education. In 1973, the college of education was converted into the institute of education as one of the ten Institute of Tribhuvan University. The institute of education was offered the responsibility to conduct all sorts of in- service and pre- service training. The ministry of education started getting directly involved in the service teacher training programs during the early 1980’s when the government executed science education project with the financial of Asian development bank.

The institute of education conducted various types of teacher training programs during 70’s and 80’s. These program were: Women teacher training program, Remote area teacher training program, A- level teacher training program, B- level teacher training program, On the spot teacher training program, Primary

teacher training program, Distance learning and Radio education teacher training. There are some academic and training requirements for teachers. Successful completion of 12 year schooling is the academic requirement for secondary school teachers. Similarly a bachelor degree is the academic requirement for secondary school teachers. A ten months training is a mandatory for any person to be qualified for permanent tenure for the teachers of primary, lower secondary and secondary teachers. Teacher training has two main training systems. They are pre-service and in- service training. Similarly NELTA has also been contributed to train the English language teachers in many parts of the nation. Besides all these training programs there is another important program, which is known as 'Induction program'. SSDP document (2016-2023) enhances to promote the induction program to novice teachers. Only this document brings the policy of teacher induction. According to this document every novice teachers should given one year induction training program.

Smith and Ingersoll (2004) states:

It is important to clarify that teacher induction is different from both pre-service and in-service training program. Theoretically, induction programs are not additional training but are designed for where who have already completed the basic training. These programs are often conceived as a bridge from students to teaching to teacher of student.

Thus, induction program is not like other program such as in- service and pre-service training programs. Induction program is just like an orientation program that novice teacher get from their senior teacher staff or head teacher of the school.

2.1.2 Induction: An Introduction

The term induction as defined by Cole and McNay in Bucher (1997, p.88) is derived from Latin word *inducer*, meaning to guide to introduce or initiate, especially into something demanding special knowledge. The term induction may also mean orientation, introduction, initiation training and support to novice teachers to establish themselves in their profession. It is the important program for the NAT's for their adjustment in school. Regarding this, Wong (2003 p.42) states “ Induction is a comprehensive coherent and sustained professional development process that is organized by a school or district to train, support and retain new teachers and seamlessly progress them into a lifelong learning program....a mentor is a component of the omdictom process (It is oriented towards adjusting somebody in new context).”

Similarly, Tickle (2000, p.1) states:

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

Thus, induction program for new teachers are the tools to slow new teachers turnover. It means this program help the novice teachers to reduce their attrition rate in their teaching profession. Similarly, according to Feiman-Nemser, Johnson and Brown (1999, as cited in Achinstein and Athanases, 2006, p.6) induction mainly refers to the following three concepts:

1. A unique phase as an individual transition from being a student of teaching to becoming a teacher of students.
2. A period of socialization into the norms to be profession.

3. Formal programs and comprehensive system of sustained support and professional development for teacher in their first few years in the profession.

Britton et al. (2003, as cited in Kessels, 2010, p.14) suggest that comprehensive Induction program consists of following characteristics:

1. Close contact with a more experienced teacher i.e. Mentor.
2. Collegial relationship with peers.
3. Reflection on inquiring after, researching oneself and others.
4. Observing other teachers and being observed.
5. Timing and sequencing of learning opportunities.

The main aim of induction program is to strengthen teacher practice and improve students' learning. It encompasses orientation to workplace, socialization, mentoring and guidance through beginning teacher practice. It is a planned investment in the learning of new teachers. Mentoring is often a component of the induction. The beginning teachers or newly qualified teachers (NQT) should be with initial training before they enter into full time teaching. Teacher induction program is very important for the novice teachers. In the words of Tickle (2002, p.23) the reasons of induction program to novice teachers are as follows.

- a. The shift in status
- b. Tension between expected professional performance and learning on the job.
- c. Change of location.
- d. The fullness and complexity of new responsibility.
- e. New school situation and organizational features.
- f. Handling different curriculum content.
- g. Getting to know resources.
- h. Strangeness to new colleagues.

- i. Meeting many young people who have suddenly become significant in one's life.
- j. Isolation from other novices as soul mates.

In induction program, the novice teacher tries to solve these challenges with the support provided by the experts, school and administration etc. Induction program also help to consolidate and build upon the progress made newly qualified teacher's professional development. This kind of support program enables the new teachers in teaching to make an effective start to their career which lead towards lifelong learning. In our context, induction program is formal training given to novice teacher by their mentors and head teacher. But it is limited to the document policy (SSPD) only. There is no formal provision to provide induction program in public schools. However, some novice teacher receives this program indirectly from their senior staffs. So, this program is very important to the novice teacher. It is important not only for novice teachers but also for veteran teachers.

2.1.3 Types of Teacher Induction

Induction is the foundation of a coherent and sustained professional development process. Teacher retention is the main aims of induction program. Retention refers to the number of percentage of teachers remaining in the work after the completion of particular time period. Retention requires an understanding of factors that influence attrition, job satisfaction etc. Seyfarth (1996, as cited in Kempan 2010, p.51) distinguished between three categories of induction program. They are orientation program, performance improvement program and induction program for certification. These three programs are discussed briefly as:

1. Orientation program

These programs are aimed at introducing the new teacher to the school and community. They help new employees to become better acquainted with the

community. They are going to work in. Orientation program are aimed at providing new teachers with essential information. These programs are of short duration and the emphasis is on information dissemination. During orientation the new staff members may be introduced to staff members and have his/her timetable and tasks explained.

2. Performance Improvement Program

Performance improvement program aims at improving the instructional effectiveness of beginning teachers. Workshop arranged cover discipline and classroom management procedure performance assessment procedure, orientation to district curriculum conversation with subject area specialist and assistance in preparing a professional development plan mentoring program are included in this category and this type of program often continuous over a semester or a full year.

3. Induction Program for Certification

This type of program operates under state mandate and is preliminary evaluative in nature, but evaluation is combined with limited assistance. Beginning teachers are required to demonstrate the mastery of specified teaching competencies in order to receive a permanent teaching certificate. An assessment and assistance team is assigned to work with one or more beginning teachers. The aim of providing teacher with initial training is to prepare them for their teaching career. Teacher induction program are conducted with the aim to provide assistance, guidance and orientation to the NAT's. it helps them to enhance and uplift their professional career.

2.1.4 Goals of Teacher Induction Program

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 profession career. According to Kessels (2010, p.10-11) some of the goals of teacher induction program are as follows:

1. The socialization of the teacher in the school culture.

This includes many aspect of the school on which beginning teachers have to be informed varying from school rules for teachers and students to agreements on the curriculum goals and mission of the school.

2. Further development of knowledge and skills which are necessary for good teaching.

This goal of induction means on the one hand extension of the action and on the other hand adjustment of this repertoire to the specific situation in the school. Central is the personal and fits with the goals and mission of the school.

3. The care of personal development

This goal means psychological help aimed at the development of self confidence a positive self image learning how to deal with stress etc. Similarly, Joshi (2012, p.130) presents the following goals of teacher induction.

- i. To improve teacher induction.
- ii. To retain competent teachers in the profession.
- iii. To promote the personal and professional well being of the new and beginning teachers.
- iv. To transmit the culture of learning.
- v. To build a foundation for continued professional growth through contact with mentors, administrators and other veteran teachers.

Thus, the main goal of induction program is to provide meaningful support guidance to those teachers who entering the profession.

2.1.5 Elements of Teacher Induction

There are various elements of teacher induction program. Kessels (2010, p.32) presents the five main elements of induction program. They are as:

1. Intensity

The intensity the induction program refers to the amount of time that is planned for beginning teachers to spend on activities related to the induction program and period of time during which this takes place.

2. Facilities

It refers to the resources available to mentors and beginning teachers in order to enable the realization of the induction program.

3. Format

It refers to the type of activity or activities that are included in the induction program. Different kinds of activities that are used in an induction program such as mentoring, collegial counseling, observing colleagues while teaching and attending workshops.

4. Content

It refers to the subjects that receive attention. Three main areas that receive attention are emotional support, practical information and professional development. Professional development further includes classroom management, pedagogy, psychology and moral development of students.

5. Mentors

The last main element of teacher induction is the mentor. It is a process for informal transmission of knowledge, social capital and the psychological support given by someone who is more experienced to someone who is novice and less experienced. Three main characteristics of the mentors are mentor's trustworthiness, supportiveness degree of challenge.

2.1.6 Scope and Models of Teacher Induction

The scope and intensity of induction program vary significantly between district and states. According to Ingersoll and Smith (2004), “Teacher Induction can refer to a variety of different activities such as classes, workshops, orientations, seminars and especially mentoring. The latter refers to the personal guidance provided usually by seasoned veterans to beginning teachers in schools. During the past 20 years teacher mentoring programs have become the dominant form of teacher induction; indeed the two terms are currently often used interchangeably”.

Regarding Induction program scope National Education Association NEA (2002) foundation lists the following components and scope.

1. Formal or informal orientation

It includes a review of basic school procedures and policies such as how to order supplies, how to organize a classroom and where to find instructional resources.

2. Mentoring

Mentors and mentees are required to meet periodically to review progress and discuss challenges. Mentors conduct observations and assessment and provide feedback.

3. Professional Development

Incorporates the opportunity to engage in ongoing learning through coursework, in service development and participation in professional learning communities (PLC).

Similarly the National Education Association NEA foundation (2002, p.2) lists three types of induction models vary in their intensity and incorporation of program components.

1. Basic Orientation Model

Basic Orientation introduces the teachers to general district procedure policies and responsibilities. The program may consist of a series of professional development activities through including the assignment of a mentor. Mentors may give occasional advice but are not actively involved in modeling instructional practice.

2. Instructional practice Model

This model links induction with local and state standards for teaching using skilled mentors to help bridge the gap between theory and practice for new teachers. Induction may last two or more years and offer teachers continued opportunities for in depth learning.

3. School Transnational Model

This model weaves attributes of both the orientation and instructional practice models into a system promoting continuous improvement in student learning. This model engages new teachers in school reform and connects their professional growth to student learning goals.

Thus all these three models views teachers as a community of learners and enables faculty to work collaboratively in all aspects of their jobs.

2.1.7 Need of Teacher Induction for Professional Development

Teacher induction is the most important program for newly appointed teacher for their adjustment in schools. Different researchers have shown that most of the teachers leave school during their first period of teaching because of the

difficulties and complexities they face in their early days in schools. Regarding the need of teacher induction, Hargreaves (1994, as cited in Pathak 2016, p.15), The early year of teaching provide many challenges, difficult work assignment, unclear expectations, feeling of isolation, lack of skill, experience and content knowledge, reality shock and more. New teacher induction program afford teachers opportunity to understand teaching, learning and to experience. Induction program become very popular nowadays. It is now accepted that a novice receive the information needed to move successfully quickly as possible through teacher induction program. Teachers get different ideas about their professional knowledge, learning and learners, classroom and social culture, curriculum policies, principles and evolution policies and techniques.

According to Camp and Heath (1998, as cited in Gill 2010, p.83), teacher induction program becoming more popular because:

1. The demands placed on teachers are greater than ever before.
2. There is an expanded knowledge base about teaching that teachers are expected to employ.
3. The public hold high expectations from teachers.

2.1.8 Efficacy of Teacher Induction Program

Induction is a help or guidance provided to the novice teacher in the early stage of their profession. It is beneficial not only to new teachers but also fruitful for mentors, administrator's school and community. According to Ingersoll and Strong (2011, p.1), presents the idea that induction program have a consistently positive impact in three areas.

1. Teacher retention participation in an induction programs increase the likelihood that a teacher will remain in the field. It also increases the likelihood that the teacher will remain at that particular school.

2. Classroom instructional practices beginning teacher who participates in some form of induction are more effective in various aspects of teaching including keeping students on task, developing workable lesson plans, using effective student's questioning practices, adjusting classroom activities to meet students interest, maintaining a positive classroom atmosphere and demonstrating successful classroom management.

3. Students achievements students of beginning teachers who participate in some kind of induction generally have higher scores and larger gains on academic achievements tests.

Thus, it found that participation in a teacher induction program was consistently correlated with increased teacher retention and students achievement. But in our context, only a few teachers are familiar with this term 'induction'. Due to this situation they face a lot of problems during their teaching journey. Government should adopt a strong policy regarding induction program so that all novice teachers benefited from this.

Similarly, Pathak (2016, p.18) lists out some importance of teacher induction program. They are as follows:

-) Change in methodology
-) Ability to handle subject matters
-) Change in curriculum
-) Developing teaching materials
-) Dealing with students questions
-) Adjustment in the school environment
-) Administrative and co-worker relationship
-) Building connection with community
-) Greater self confidence
-) Familiar with work place

2.1.9 Challenges of Novice Teachers

Every one faces the problems in the first year of work. They feel difficulty in adjusting in a new culture with the people and so on. Novice teacher faces the problems in the first year of their teaching. In the words of Martin Chiodo and Chang (2001, as cited in Kempan, 2010, p.38) “The first three years in the classroom have been identified as some of the most stressful times in the teaching career o a teacher.” Similarly, according to Haugh, Erbes, O’Rode and Terman (2004 as cited in Kempan ibid) presents the following factors related to the challenges faced by beginning teachers.

1. Difficult work assignment and work load

Novice teachers are confronted with more responsibilities, the least desirable subjects, the most time consuming assignments and extra-curricular duties compared to their more experienced colleague. This leads to negative emotion as “fear, anxiety, stress and feelings of inadequacy.

2. Inadequate resources

Novice teachers often report on the poor working conditions in schools, such as the lack of resources such as textbooks and teaching materials.

3. Reality shock

Reality shock refers to the distress experienced by the novice teachers due to inadequate pre-service preparation. They find themselves in a new environment and have to deal with unknown learners, staff policies, procedures an unknown curriculum and school.

4. Teaching practices

Apart from findings teaching demanding novice teachers also find it difficult to apply the skills and knowledge that they learnt in the university setting to the specific context of the classroom and school.

5. Expectation

Novice teachers enter the teaching profession with a strong service, attitude, dedicated to helping students. When these expectations are not met, they experience a sense of failure, which leads to disillusionment.

6. Isolation

New teachers may experience geographic social and professional isolation. They experience a lack of support from their colleagues and are afraid of for help for fear of appearing incompetent. This lack of support leads to a sense of emotional, social and professional isolation.

2.1.10 Roles and Responsibilities in Teacher Induction Program

In induction program, different scholars provide support from different angles to NAT's in acculturating into the profession. In this program newly appointed teachers and parents plays different role from their sides. According to DFES, (2003a, as cited in Bubb, 2007, p.26-28), different responsibilities that different people should play in teacher induction program can be mentioned as follows:

1. The Newly Appointed Teachers (NAT's)

New teachers should take an active role in all aspects of the induction process. Some of them are as follows:

- a. Make their career entry and development profile available to the school,
- b. Work with their induction tutors to set objectives for professional development and devises an action plan,

- c. Engage fully in the individualized induction program of mentoring support and assessment, taking increasing responsibility for their professional development,
- d. Mentoring their progress towards the core standards,
- e. Raise any concerns they have about their induction mentoring, support and assessment.

2. Appropriate Body

- a. To ensure that head teachers and governing bodies are aware of and capable to meeting their responsibilities for mentoring, support and guidance,
- b. To ensure their head teachers are capable if undertaking rigorous and fair assessment of NAT's,
- c. To make the final decision about whether an NAT meets the standards for the completion of the induction period and communicate their decision to NAT's, school and the Department for Children, Schools and Families (DCSF) General Teaching Council(GTC),
- d. To keep records and assessment reports on NAT'S,
- e. To provide a named person for NAT's to contact if they are unhappy with school's support, mentoring and assessment,
- f. To extend the induction period in exceptional circumstances,
- g. To ensure that schools with NAT's get any earmarked funding.

3. Head teacher

- a. To ensure that each NAT's has individualized induction program,
- b. To make a recommendation to the AB, based on rigorous and fair assessment procedures, as to whether the NAT's has met the standards for induction,
- c. To designate an induction tutor for each NAT who is adequately prepared and is able to work effectively in the role (the head teacher may be the induction tutor),

- d. To ensure that duties assigned to the NAT are reasonable,
- e. To ensure that duties assigned with a timetable representing no more than 90 percent of the average contact time normally allocated to more experienced teachers in the school, and that the time released is protected, is distributed throughout the induction period and used for professional development,
- f. To observe any NAT at risk of failing to meet the standards and inform the AB.

4. The Induction Tutors

Induction tutors are responsible for the following:

- a. Making sure that NAT's know and understand the roles and responsibilities of everyone involved in induction. Many schools now have an induction policy that gives clear guidance, particularly about everyone's rights and responsibilities,
- b. Organizing, in consultation with NAT's a tailored program of mentoring, support and assessment coordinating and carrying out lesson observations and follow-up discussion,
- c. Reviewing progress against objectives and the core standards,
- d. Ensuring that dated records are kept of mentoring, support and formative and summative assessment activities.

Thus, head teacher and mentor play an important role to solve the novice teacher's problems and help in their professional development.

2.1.11 Difference Between Novice and Experienced Teachers

In teaching and learning activities, there are two types of teachers. They are novice and experienced. According to Tsui (2003), novice teachers are those who are ill prepared, no more ideas in teaching, less confidence etc. whereas experienced teachers have more than all of the above mentioned elements are

found. In such a case experienced can help the novice teachers in their teaching.

Roberts (1998, as cited in Joshi, 2012, p.143) presents some of the deficits in novice teacher's knowledge based on several different researchers' studies on differences between novice and experts.

- a. Novice teacher's perception of classroom events are relatively undiscriminating and simpler than those of experienced teachers.
- b. They are less able to select which information is salient when planning a lesson.
- c. They lack "typificatory knowledge" (i.e. what to expect of pupils what challenges to set and what difficulties to anticipate).
- d. They tend to work from the textbook rather than in terms of pupil attainment levels.
- e. They lack practice classroom management routine to keep pupils on task.
- f. Their concerns with control makes it difficult for them to focus on pupil learning.
- g. They lack an established teacher's pedagogic content knowledge.
- h. They lack the practical experience from which to construct personal meanings for theoretical or specialized terms.
- i. They lack a coherent system of concepts with which to think about teaching.
- j. They lack a specialized vocabulary with which to analyze and discuss teaching.

Through these differences between novice and expert teachers, we can state that in teaches development, the movement from novice to expert can be understood as a continuum and through continuous professional development, organizing and applying knowledge about best practices and experience, teacher can move from novice to expert in the field.

2.1.12 Teacher Induction Program in Nepal and its Effective Implementation.

Induction program are different from pre-service and in-service programs. Actually pre-service programs prepare candidates to become teachers. In-service program are professional development opportunities to develop teacher skills after they have settled into their career. A long term 10 month training is regarded as in-service training package. This package consists of three modules. But induction program are designed to address common challenges associated with being a new teacher. Induction program comes between initial teacher education and continuous education and continuous professional development. It is a planned activity for supporting further investment in the learning of new teacher. It is one of the aspects of teacher development. The most critical time for teacher is their initial entry into the profession and induction program can provide the appropriate support to cushion the transition and provide the skills necessary for survival and growth.

In our Nepalese context, there is no system based process of teacher induction in public and private schools. But in School Sector Development Program (2016-2023) document, there is legal provision regarding teacher induction. According to this document, “Every novice teacher should provide one year induction training for their professional development in teaching”. However, we have separate legal provision for providing teaching license, selecting and appointment of the teachers. The operating government agency in this field is known as Teacher Service Commission (TSC). This body under the Ministry of Education is remaining passive. However, it seems bit active from last three-four years.

According to Awasthi (2003, p.3) states:

National center for Educational Development (NCED) was established in 1992 to provide supportive training for in-

service teachers. Previously, it conducted various types of training such as women teacher training, remote teacher training etc. Nowadays, it has 34 Educational Training Centers (ETC's) throughout the country which are providing different supportive training to the teachers.”

Similarly, regarding this, Sharma and Shrestha (2004, p.26) writes:

Presently, with the entry of the concept of decentralization in education the right and responsibilities of teacher recruitment are transferred in the hands of community. Community people like school management committee (SMC), Parent Teacher Association (PTA) and Head Teacher (HT) in collaboration with District Education Office (DEO) involve in teacher selection and appointment task. They follow the principle of Meritocracy while selecting teachers. Teachers who are selected in this way would not receive teacher induction program. They will directly be sent into the local classroom diversity. They will struggle to survive in the nightmare of multiplicity and complexity. It is due to these process of teacher recruitment in our context, the teacher retention rate in profession is very low and becoming very challenging task for the school administration.”

Apart from the training of NCED, different organization such as NELTA, British Council and American Embassy are conducting several supportive training and conference. These program though terminologies are different and

are the part of teacher induction as it is practiced in Nepal. Yadav (2014) suggest some effective implementation of induction program. They are as:

1. All the novice teachers should be provided with the teacher induction program while they enter into the profession. Lack of induction might give them bitter experience which results in negativity towards the profession.
2. Novice teachers should be provided with the idea of dealing with subject matter, maintaining relationship with administration, co-workers and students, maintaining discipline in the classroom, addressing students problem and so on.
3. There should be regular provision of collaboration and interaction between novice and veteran teachers at the regular basis. Workshops, seminar and group should be conducted for the professional and personal development of the teachers.
4. Teacher induction should be made flexible, decentralized regular and accessible to all. So, the policy should be formulated accordingly. Government should provide sufficient number of teacher mentors, school supervisors, resources to implement induction program properly.
5. Teacher training program organizers and teacher educators like ministry of education (MoE), NELTA, NECD should include and focus on the role of teacher induction program as one of the most effective means for teacher professional development.

2.2 Review of Related Empirical Literature

A number of research works have been carried out in the field of teacher training and teacher development, but a very few research works are found to be carried out in the field of teacher induction. But in the international scenario, there are various research works on teacher induction. Some studies related to teacher induction are as follows:

Kempan (2010) conducted a research entitled “Guidelines for Effective Staff Induction Program At A Special School in Gauteng” with the main purpose of raising the effectiveness of newly appointed teacher at a school for intellectually disabled learners. This research emphasized the need for a well planned structured induction program. He used case study as a research design. He explored the experiences of eight newly appointed teachers at a school for intellectually disabled learners. A qualitative phenomenological approach was employed to interpret the interview data. His major finding was the beginning special education teachers experienced various problems and needs and solutions of the problems of beginning teachers.

Rai (2013) carried out research on “The Role of Head Teachers in Newly Appointed English Teachers” with the aimed at exploring the supports given by the head teachers to newly appointed teachers. He collected the data from head teachers of Khotang district. It was a survey research. He used questionnaire with open ended and close ended as a tool. He found that most of the head teachers had positive attitude towards newly appointed English teachers. He also found that head teachers believed that the challenges faced by new teachers were classroom management, socio cultural understanding and the level of understanding of students.

Yadav (2014) conducted a research on “Need of Induction for the Beginning Teachers: My Reflection” in NELTA. In this journal he viewed that it is hard to understand the overall school environment as a new teacher. he gave his personal experience in his journal, how to overcome the challenges and problems as a beginning teachers. Through this journal he suggests that induction helps the new teachers solve the problems that they encounter in their early stages of teaching career. He point out some effective implementation of induction program like teacher training program organizers and teacher educators like Ministry of Education (MoE), NELTA NCED should include and focus on the role of teacher induction program as of the most effective means for teacher professional development.

Pathak (2016) carried out a research entitled “Novice Teachers Perception on Induction Program”. He used questionnaire as a tool with open ended questions and close ended questions. The finding show that the novice teacher perceived induction program very essential to train, support, retain and learn more to be an expert teacher in their profession. This study viewed that induction is important to promote lifelong skills, to get orientations on teaching and to improve their performance.

Sigdel (2017) has also done research on “English Teachers Perception on Teacher Induction” with the objectives of find out English teachers perception on teacher induction or to find out the help that novice teacher got in their initial phase and to identify the challenges faced by English teachers in their induction phase. He used 30 English teachers both novice and experienced through non-random sampling procedure. He used questionnaire as a tool for data collection. Through this study he found that Induction program are very important and useful for teachers to solve the different kinds of the problems. He further found that most of the teachers viewed that they got induction in the initial phase but a few teachers viewed that they got induction in the initial phase but a few teachers viewed that they did not get the induction which made them difficult to be familiar with th culture and society.

Likewise, Munshi (2018) also conducted a research on “Induction Programs, Teacher Efficacy and Inquiry Practices in Novice Teachers” with the purpose to identify the influence of induction programs on first year teachers. She used survey design to accomplish this study. The data was collected from eight teachers from secondary level teachers using interview questions and observation as a tool. The major finding is that a large percentage of novice teachers leave profession within first five year. The data suggest that mentors play an important role in helping novice teachers to engage in inquiry and to reflect on the outcomes of their effort in ways that support outcomes of their efforts in ways that support their growing sense of self efficacy as professionals.

2.3 Implications of the Review for the Study

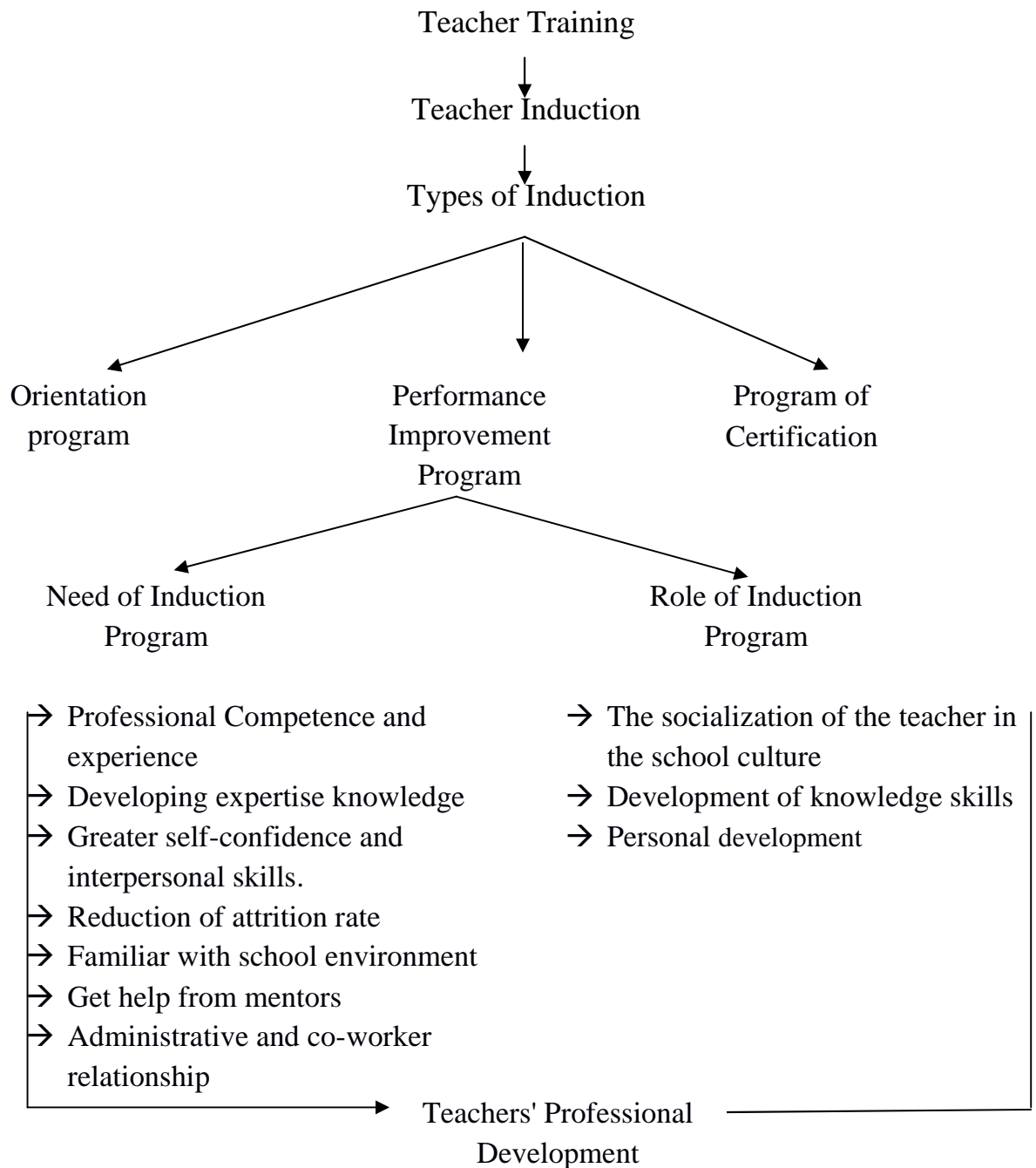
Reviewing the related literature is one of the further most important parts of any research study. By reviewing the theoretical and empirical literature, the researcher got the significant ideas, information and guidelines about Induction program. General concepts of induction have become clear by consulting different books, thesis in the department and journals.

I have consulted various journals, articles, report, thesis etc, to make research work more clear. In literature review, our main focus is to examine and evaluate what has been done on very topic and build the relevance to this information to the current research work.

For this study, I have reviewed various works of previous researchers Kessels (2010) conducted research on “The influence of induction program on beginning teachers well being and professional development” and this study helped me to select methodology and to design the conceptual framework. Likewise, NEA foundation (2002) and Tickle (2000) provided me detail input. Apart from these, I has also consulted various books written by many scholars such as Wong (2005), Gold and Roth (1993), Joshi (2012), and Tsui (2003) etc. So, after reviewing all those research works, I update myself with research process and methodological tools which are very beneficial to my research work. Above review helped me in writing the theoretical literature about the teacher induction development. It also helped me to broaden the horizon of my knowledge of research program. It can enable us to contextualize our findings in relation to the existing body of our knowledge. They provided me with theoretical background for my study which helped me to develop my theoretical ideas and broaden related to teacher support group, teacher professional development, and so on.

2.4 Conceptual Framework

Conceptual Framework is the graphic or narrative form of a research which represents through a diagram. It is the representation of the different variables and their relationship with researchers thought or understanding. The conceptual framework of my study will be as follows:



CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

In order to meet the objectives of a study, Qualitative design methodology was used. This is method under the following sub titles in detail.

3.1 Design and Method of the Study

This research topic itself reveals the nature of the research to be undertaken. To be precise, I adopted the narrative research design to fulfill my study. Here, narrative design is most popular design of qualitative research in the field of education. Primarily, it is carried out in few numbers of populations to find out an attitude, belief or behavior of particular group of people or an individual as well. Narrative inquiry is a systematic and scientific approach to research in which the researchers gather the information for the purpose of research through storytelling. The study of narrative is the study of the ways human experience the world. Narrative research design uses personal experience of people for understanding the casual process. According to (Sapkota, 2071), “Narrative inquiry explores life experience. It often focuses on the experiences of one or few participants rather than those of a larger group.”

Similarly, according to Cresswell (2012, as cited in Khannal 2007, p.144), “In Narrative research design, researcher describe the lives of individuals, collect and tell stories about people’s lives and with narrative of individual experiences.” Similarly, Clandinin and Connelly (2000, p.20) says that human are storytelling organism who individually or collectively lead storied lives. Thus, the study of narrative is the study of the ways human experienced the world.

Some of the characteristics of narrative inquiry are individual experience, chronology of the experience, collecting individual stories, restoring, coding for themes, context or setting and collaborating with participants etc.

Likewise, there are seven different steps of narrative research which are as follows:

Step 1: identifying a phenomenon to explore that address an educational problems.

Step 2: purposefully select an individual from whom you can learn about the phenomenon.

Step 3: collect the story from that individuality.

Step 4: re story or retell the individual's story.

Step 5: collaborate with the participant- storyteller.

Step 6: write a final report based on the story about the participant's experiences

Step 7: validate the accuracy of the report.

Thus, narrative research is one of the important research method used in social science and educational investigation. To sum up, the prime purpose of narrative is generally to obtain or gathering information from the insight views of the participant.

3.2 Population, Sample and Sampling Strategy

The population of this study was consisted of all the secondary level English teachers of Kathmandu district. A sample is some people of the population that we are interested. For this study, five teachers were selected as a sample from three different schools of Kathmandu district. Sample of the study were selected by using purposive non random sampling procedure.

3.3 Research Tool

I used semi structured interview with five secondary level teachers in order to collect more data I asked some questions to the students as well. Some basic questions were predetermined and other questions were asked based on participant's responses. Interview was focused on explore the need of induction for novice teachers professional development, how they utilize their induction training inside the classroom and so on. Semi- structured interview was main tool for data collection for this study. I used my mobile phone as a recording device to record the interview.

3.3.1 Questionnaire

One of the tools used in the study was questionnaire to gather data from students. According to Kumar (2009) views that questionnaire is written list of questions, the answer to which are recorded by respondents. It is used in order to seek the factual information of the objects.

3.4 Sources of Data

Both primary and secondary sources of data were adopted to collect the data for this study. Data is the part of information. It help researcher to give reason and draw possible findings.

3.4.1 Primary Source of Data

Primary source of data is actual data from the represent respondents provided according to the demand of research. In this study, primary sources of data were collected through semi- structured interview with five secondary level English trained teachers from 'Kathmandu district'. As far as possible the proposed study was completed by primary sources of data.

3.4.2 Secondary Sources of Data

Secondary sources of data mean information which has already published. In this study, I studied induction program related books, articles, policy related documents and approved thesis in Department of English Education and other references as a secondary source of data. Moreover, Gold & R.A (1993), Tickle (2000), NEA (2002), Wong (2005), Gill (2010), Kessels (2010), Kempan (2010) Joshi (2012) will be the secondary sources of data for this study.

3.5 Data Collection Procedures

For the process of data collection, I visited different public schools of Kathmandu district and meet school administration and English teachers in order to collect data. Then, I identified novice teachers of secondary level teachers. After that I selected five English teachers and develop good rapport with them by asking their recent works and profession. After that, I started semi- structured interview and in order to motivate them I asked to share live experience or story about how induction program support their professional development, how they reduce their attrition rate and how they utilize their knowledge inside the classroom and so on. After that I recorded stories and experiences on my phone. At last, I thanked them for their kind co-operation and time.

3.6 Data Analysis and Interpretation Procedures

Being a narrative research, it has the characteristics of qualitative analysis. Data obtained from a set of open-ended questionnaire. I analyzed and interpret data through descriptive approach which is the main in qualitative research. For this I, transcribed, categorized, coded and grouped the common things from the interview systematically. Likewise collected data were analyzed and presented in to several themes and these themes were also analyzed descriptively.

3.7 Ethical Consideration

Ethical Consideration refers to the values that a researcher has followed during the research process. Here, I followed the different codes of conducts while doing this research work. For example: getting permission from concerned people, maintaining privacy of respondent and preservation of data and maintaining validity while doing research work.

A culturally appropriate approach adopted while collecting the data. The permission was taken from the school administration and teachers. This study included informed consent along with the interview and open ended questions. All identifiable personal information was kept confidentially and pseudo names were used to conceal identity of the participants while analyzing data in this study. I promised that, these collected data will be deleted after the successful conduction of this research study.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is mainly concerned with the analysis and interpretation of data. The data carried out through the semi- structured interview of the teachers and their narratives were transcribed, coded with the themes and analyzed descriptively on the basis of my research quotations.

4.1 Analysis of Data and Interpretation of Results

The data obtained from semi-structured interview were transcribed, coded and analyzed by using thematic analysis. Themes of personal interview were drawn based on research guidelines question.- Need of induction program for novice for their professional development. In this study, pseudo names were used to conceal the identity of the participants. 'A', 'B', 'C', 'D', and 'E' have been used for the teachers.

I asked seven questions and some additional questions to obtain the data. More, particularly my concern was that to find out the need of induction program for secondary level teacher's professional development. Secondary level English teachers included their views or perceptions on induction or support program, benefits of induction program, student's educational achievement through support program, main key for professional development of novice teachers, enhancement of self- confidence and skills and novice teachers support program help in developing expertise knowledge and need of induction program for professional development. On the basis of research guideline questions, I analyzed the data thematically under the following sub headings:

4.1.1 Theme 1: Teacher understanding on Support Program

This theme is derived from the teacher's narratives. In course of narration, all teachers viewed regarding their understanding on support program. All respondents narrated their similar experiences and perceptions on induction program. I have asked all the respondents to give their views and perceptions

on induction program. In this case all the teachers had narrated their understanding differently, but I have found most of the similarities in their response. Focusing on teachers understanding on induction program respondent 'A' said that:

Yes, I am familiar with this term. This is not new for me. Regarding the field of teaching you can say education Yaah, a support program or induction program or mentoring like that they are associated with each other and then support program means that is organized by school for the purpose of providing support to the novice teachers who are newly appointed at the school. To give them some ideas regarding what to teach, how to teach and the different variations that is in school. So, we can say that support program is the program that is organized by the school for the purpose of providing support to novice teachers.

According to his narrative, he shared that induction program is similar to the support, mentoring, guidance and orientation program to novice teachers. Furthermore, this program is organized by the school. Likewise, he added that this program help the novice teachers what to teach in the classroom and how to teach students effectively in the classroom. So, induction program is really important for the novice teachers for their professional development; through which teacher can enhance their knowledge and skills. In this regard respondent 'B' narrates:

Okay! In my views, support program is generally used to support the novice teachers in the starting phase of his/ her career. It may support to new teachers to adjust in a new teaching career. A novice teacher can get this type of support program from head teacher. I think novice teacher just like me can take more benefits from it and more importantly successful professionalism.

His perception signifies that for every novice teacher induction program is important because it has many benefits. Similarly he has presented that induction program is a program that helps the novice teachers to adjust in a new school environment. This type of program can be received from the head teacher of the school. A novice teacher receives this program from his head teacher in the early phase of teaching. He also shared that through induction program a novice teacher can develop effective techniques for the successful future career. Similarly, respondent 'C' articulated:

Ahh! Generally support itself is very nice word that refers help. It means helping whenever there is demand, needed and by supporting we means it is a unity. It is said that unity is strength. So, that says, if you come to unite each other than our aims are to be successful. Talking about me, I received support from my senior staff informally. You know this is the age of competition. So, I think a teacher without support can't teach well and properly because I think he have no any idea at that time, so he/she needs support from their mentors at that time.

From these ideas, it is find that support is like a unity. Here support is help someone whenever he/she needed. He said that support lead our aims to be successful. It means if you are guide by your senior staff or head teacher then it would help in fulfill our goals. According to him, in today's completion age, novice teachers alone cannot be able to teach well. He/she need some help or support from the senior staff. He shared his experience that he also received support from his mentors

Similarly, in teacher's understanding on induction program teacher 'D' expressed his similar views:

Ahh! Support or induction program means program that is given to novice teachers. By it a novice teacher get the knowledge of school environment , about teaching staff , about students , solution of the

classroom problems, methods, strategies , skills and techniques etc. it is pre- planned activity that is provided to every novice teachers in the early phase of teaching. Umm, orientation program and induction program is very similar to each other. This program helps the teacher to continue their professional development. So, in my views induction program is a platform where novice teacher can update the new version of teaching style for their professional development.

According to him, through induction program, novice teacher can get more knowledge about school environment, students, teaching staff, methods and materials that help in their effective teaching practice. Furthermore he said that induction program should be provided to every novice teacher. He also said that induction and support program are very similar to each other. He has presented that this type of program is a kind of platform for the novice teacher to enhance different kinds of knowledge, skill, method, strategies, self reflection and way of sharing for the professional development. Similarly, respondent 'E' said that:

Okay! Support program is a kind road-map activity given to novice teacher by senior staff. This program is basically provided to the novice teacher, which is provided during their starting phase of teaching. Umm, by this program or training teacher become more involved in order to broaden their knowledge, improve the skills and attitude towards teaching profession. This type of program is mainly designed to fulfill the demands and reduce their hesitation in teaching. This program may be used to help or to tackle the inadequacies novice teacher and to support the implementation of new changes and to promote teacher's professional development.

From these ideas, it is find that induction program is basically provided to the novice teachers. According to respondents experiences induction program is mainly designed to fulfill the needs of novice teachers. To tackle the problems

and to support the implementation of new challenges and to promote teachers professional development.

By analyzing their views, perceptions or understanding of five respondent regarding teachers understanding on induction program, it was found that induction program in teaching field especially for novice teachers are very important. Likewise by this program novice teacher become more involved in order to increase their knowledge. Improve their skills, explore new techniques, for self reflection and update them. Besides this, as narrated by respondent induction program is mainly designed to fulfill the needs of the novice teachers. The novice teachers are provided with the initial training before they enter into full time teaching. Every teacher should have structured support training during the first year of full time teaching. According to the respondent this type of program are typically designed to address common challenges associated with being a new teacher. It comes between initial teacher's education and continuing professional development. So, induction program is important to support the novice teacher's teaching quality, to enhance knowledge and skills of the teacher and to create effective learning environment in the classroom.

4.1.2 Theme 2: Enhancement of Greater Self Confidence and Skills

Self confidence means a feeling of trust in one's abilities, qualities and judgment. It means it is the way of feeling that allows you to know yourself and to take care of yourself. This theme is generated from the teacher's narrative, in course of narration. All respondent shared that through induction every novice teacher can enhance their self- confidence, more knowledge and skills. Likewise, induction program offer teacher way to keep the classroom fresh, manage the classroom, pedagogy, knowledge and skills. In this regard, respondent 'A' narrates:

Ahh! Yaaa! I think such program should be organized in time and again in the classroom. In the field of teaching, what I can add here is that if teacher get permanent equipment or guidance into the classroom then it will be helpful to them. Actually, when a novice teacher enters to his profession his mind is full up with some sort of fear, stress. So, at that time if he/she receives support from their mentors then it will enhance their self- confidence and knowledge and skills. It brings positive feeling in a teacher.

Induction program is a part and parcel of teacher's professional development. According to his experiences he has learned more knowledge through his induction training. He said that is a novice teacher gets proper guidance into the classroom then it will be helpful to them. There is a lot of ambiguities in a teacher's mind when he enters in the job, at that time if his/her mentors help him /her then it will increase the self confidence of the teacher and knowledge level is also increased. Similarly, respondent 'B' narrates:

When we are supported from others or when we are inspired by others surely, we have new ideas and we can implement those ideas in our teaching field and by doing this we become success. It surely makes our life different. It means our teaching will be effective and then we have the feeling confidence while teaching in the classroom. It also leads or updates level of the knowledge, skills and ideas in teaching field. When we are discuss and co-operate and when we tell our problems then we know the perspective of other teachers then it will enhance our level of knowledge and skills. Similarly I got some knowledge towards different teaching activities such as role play, dramatization, group work and pair works to develop my student's skills as well.

From these ideas, it is find that if a novice teacher gets help from others he/she will inspire and new ideas come in their mind. It leads to the effective teaching and level of confidence is also increased. Furthermore, he added that if there is

problem and at that time if his/her senior staff helps him/her then it would be grateful for them. Besides, this he presented that he also learned different kinds of activities such as role play, group work, pair work and dramatization to develop student's speaking skills from induction training. Similarly, respondent 'C' said that:

Yes, if I get the chance of support with my mentors definitely it will be helpful to my personal satisfaction and personal career development. A novice teacher at starting phase of his/her teaching career did not have all knowledge in all sector of teaching profession. Like what is their teaching profession? What should they develop for their profession? In that way it will be very helpful. You know, by this they become well-prepare they get the chance. So, in that's way novice teacher also get or expand their knowledge by this program.

Here, the respondent has the experience that is a novice teacher get support from his/ her mentor then; it will help him to enhance his professional development. He shared that a newly appointed teacher has no knowledge about each and everything in all sector. So, if they get supported at the starting phase then they become well-prepare, well- behave and well well-known person in teaching field. This program is very useful to expand the level of confidence and knowledge and skills of novice teachers. In this regard, respondent 'D' said that:

Now, I am feeling more confident than in the past, I take help from my mentors for whatever I had done in the classroom. Teaching profession is a team work. My staff helps me whenever I was in problem. Umm, exactly I have enhanced so many knowledge through the induction program like co-operation, teaching literature, vocabulary etc. so, what I can say is through this type of support program have learned more. Besides this, it helps me to change positive attitude towards my teaching profession and professional development.

He shared that he is more confident now a day's then in the past and induction is the part of teacher professional development. According to him, he has learned more knowledge about teaching through this support program by head teacher and senior staff. In his experiences he has learned other knowledge as well support, improve his own teaching performance, change positive attitude towards teaching profession. Similarly respondent 'E' articulated that:

Here, the respondent has experienced that induction program is more useful to expand the knowledge and skills. He has shared his experienced that how he was unpleasant from his job at the beginning of his career. He also said that when his senior staff help him or guide him then he happy and enjoyed his job. So, induction program has deep relationship with knowledge, skills and self confidence.

Finally from these all experiences narrated by five respondents it was found that induction program is really beneficial for all the teachers. It helps all the novice teachers to enhance different kinds of knowledge such as content knowledge, ICT knowledge, and pedagogical knowledge. So, all the respondents had positive attitudes towards induction training for their successful professional development.

4.1.3 Theme 3: Benefits of Induction Program

Induction program consist of a single meeting in the beginning of the school year in the form of orientation and includes mentoring and different types of professional development. These programs may be administrated by individual schools, district education offices, university based teacher education program etc. through this program not only new teachers are benefited but these programs are also prove to be fruitful for mentors, administrators, school and community. Thus the new and beginning teachers develop their personal and professional well-being. It increases retention of teachers, teacher interaction and collaboration which ultimately lead to student learning. Induction training

is useful for every novice teachers. Regarding the benefits of induction program respondent 'A' says that:

Yaa! There are number of benefits of induction program in the field of teaching. Our schools should manage such type of program. It can increase the rate of self confidence of novice teachers and then it creates such a situation where a teacher can get the opportunity of improving the level of comfort and support. Another one is that such program should be held for novice teachers for his personal and professional development. These are the kind of benefits of induction program I think.

According to him there are many advantages and benefits of induction program in the field of teaching, such as increasing self confidence rate, a sense of satisfaction from the job, improving the level of comfort and support. It also helps in the betterment for the professional development of novice teachers.

Respondent 'B' narrates that:

Umm, teaching field is the field of challenges and there all should works together in this field. Students, teachers, community mentors until or unless it do not co-operate the successive is obtaining and teaching is less. From this type of program we got many ideas like how to adjust in new school environment, how to handle the students from different cultural background in the classroom which method or technique is effective for teaching etc. So, this kind of program really support us and also beneficial for us also.

Here, he said that teaching field is very challengeable job. Only one person with his/her experience cannot do well it means involvement of number of people is necessary. He further said that we can get and share number of ideas through induction program. A novice teacher learns how he/she can easily adjust with the unfamiliar teaching staffs. He also told that induction program

helps the novice teacher to select better method or strategies for teaching, the discussion with head teacher and other mentors. Similarly, respondent 'C' views that:

Yes! Definitely it is very beneficial for novice teachers in our currently teaching context especially in their teaching strategies. They begin with the idea how to start teaching or how to motivate the students in the classroom and what about teaching materials and in this regard I think it is very helpful.

According to him, induction training brings many benefits for the novice teachers in today scenario especially while selecting the teaching strategies. Then he further said that through induction training a novice teacher can have more ideas about teaching field. So, induction program is helpful for the novice teacher.

Similarly respondent 'D' narrates:

At first, this type of support program helps the novice teachers to reduce their attrition rate. It provides the self-confidence to them. It also focus on students, their behavior, parents nature, school classroom etc. it helps the teacher to make a good lesson plan for teaching. It helps in make the rapport building among the teaching staffs. It helps in team work also. Induction program helps in understanding of the community and culture. It builds a foundation for continued professional growth mentors, administrators and other senior staff teachers.

Here, he adds more benefits about induction training. He said that induction program help in reduce the attrition rate among the novice teachers. He further added that it helps in good rapport building between the teaching staff, head teacher and novice teachers. It enhances the team work also. He also shares that with the direction interaction with th administrative staff, mentors and other

senior staff teachers. It builds a foundation for continued professional growth and professional development. In this regard respondent 'E' said:

Umm, there are number of benefits of induction program. If these programs will compulsory practice in the school, then every novice teachers take the different kinds of benefits. He/she can get the knowledge of subject and then they will be able to develop the different kinds of teaching materials and then able to change the job attrition rate, Yaa! Easily adjust in that school and the administrative and co-workers relationship like that. These things are important aspect of teachers. So, our school should compulsory adopt such type of training program.

Here, he said that this type of induction training program should be compulsory organized by the both private and public school. Then, only novice teachers can take the benefits of induction program. He further added that by involving in this type of training program a novice teacher should have the knowledge of teaching staffs and co-workers and can easily deal with the unfamiliar students as well as teaching staffs. He further said that these things are the important aspect of teaching field. So, it should be compulsory practice in our schools.

In this way, from all experiences narrated by the five teachers it is found that there are many benefits of induction program. Even a brilliant teacher cannot teach his/her students well without induction training program. Most of the experiences show that induction training develops the level of comfort, knowledge, skills and reduce attrition rate among the staffs, knowledge of child friendly environment, ways of using whiteboard, presenting teaching materials, arranging sit respecting student's diversity. From this it is clear that the main goal of induction training program supports the novice teacher to manage the good classroom with may create an effective teaching and learning activities.

4.1.4 Theme 4: Induction Program as Main Key for Novice Teacher's Professional Development

Like in-service teacher training and pre-service teacher training, induction training is also the part of teacher's professional development. Induction training influence teacher's professional development. It means if the novice teacher get the induction program properly, then it makes ease to them for their successful professional career. All the respondent are positive towards this theme. So, induction program is the main key for professional development. In this regard respondent 'A' states:

Sure! Why not, it is the main key for not only for novice teacher's professional development. For an example if I travelled from here without knowing where I am going then if anyone ask me where are you going what will I say? Here I totally unknown yaa, same is the case with novice teachers. If such programs are not organized, managed in the school properly then how novice teachers get new ideas about teaching. It means the teacher does not know what to teach? How to teach? How to handle the classroom? How to design teaching materials and if the teacher don't believed these things then how he/she will teach. So, in that way we can say that induction program is the main key for novice teacher's professional development.

Here, the respondent said that induction program is the main key for teachers' professional development. He gave an example if someone travelled without knowing the right direction then; he/she misses the direct direction. Further he added that novice teachers are person like that. If they contributed their profession without the suggestion or guidance of senior staff then it will create confusion. So, the head teacher and senior staff should provide guidance to the novice teacher. He said that through this orientation class, the novice teacher will get the idea of how to manage the classroom with effective techniques and how to be familiar with community around there. So, if a novice teacher gets

the proper guidance it will ultimately develop their professionalism. So, induction training is the main key for professional development. In this regard respondent 'B' said that:

Yes! Surely it help us to become successful person and when we all discuss about the new ideas and about the context, about the problems that our school face, our children face by this we become familiar with all the background of teaching field. We make our own plan and sure that it surely help us to overcome our challenges and problems for professional development. So, I think there is deep relationship between induction program and professional. Both are the part and parcel of novice teachers' professional development.

Here, the respondent share that if a novice teacher discuss the problems with the experienced teacher then it will be helpful for them. He further added that there is deep relationship between professional development and induction program. Similarly respondent 'C' narrates:

Yes! Yes! Without collaboration, without support, without good relation among the teacher staffs and administrative, I think it will be very difficult for novice teacher to manage all things in the classroom. But if they were supported I think, it will be very helpful for them, definitely it would be helpful.

Here, the respondent said that without a good relation with mentors it will be very difficult for novice teacher to manage the classroom. But if he/she get then it will be helpful for them. Respondent 'D' views :

Umm! I think induction program and professional development are related with each other. In the sense after receiving such type of training teacher can be very confident, updated, reflective and a good classroom manager, when teachers has such command they can obviously develop their professional automatically. So, I think they are co-related.

According to these experiences I found that induction training and professional development are related to each other. He further added that induction training makes novice teacher more confident, reflective, self updated and a good classroom manager. When teacher create such abilities they can automatically develop their professionalism. Likewise, he shared that induction training is a part of teacher development and teachers' development is a process of becoming best kind of teacher. So, teacher training and teacher development is the process of becoming best kind of teacher. So, teacher training and teacher development both helps to contribute the teachers' performance. Similarly, respondent 'E' shares:

Okay! Induction training and professional development are interrelated. Being a teacher my induction training has brought positive attitude towards my teaching profession. Besides that my training has developed my creativity, my punctuality towards teaching which supports my professional career. So, I think without training professional development may not develop and without professional development there is no essence of training. So, I think induction training is the main key for professional development.

Here, the respondent experienced that induction training and professional development are related. Furthermore, he added that being a teacher their training has brought positive attitude towards their teaching. Besides that, their training has developed their creativity, punctuality towards their teaching and supports for their professional development.

From these ideas it is found that most of the respondent are positive towards the relationship between induction program and professional development. As narrated by the respondents teacher training influence teachers' professional development. It means if a novice teacher can get chance of induction program that makes them ease to their professional development. According to them induction training, collaboration among with other teaching staff is the main

key of teachers' professional development. Thus, induction training can be used as the main key for novice teachers' professional development.

4.1.5 Theme 5: Students' Educational Achievement through Induction Program.

This theme is developed on the basis of narratives narrated by respondents regarding the students' educational achievement through induction program. According to this theme induction training provides a lot of opportunities to the teachers to learn information and accomplish different teaching methods and strategies. It is considered that to be one of the improvements to develop quality education and to enhance effective knowledge of the teachers. When teachers got more knowledge and skills he/she can easily transfer inside the classroom and when teacher transfer their skills that reflect on students' emotional achievements. Regarding this respondent 'A' said that:

Aaah! Support and guidance program do not only related to any teachers' improvement of knowledge and attitude towards teaching but it also help to increase the knowledge, skills and attitude of the student too. In the sense that if the teacher enters into the classroom with the knowledge of students' psychology he/ she can treat student well mannered and then if the teacher enter into the classroom having the knowledge of different kinds of activity that he/she could conduct into the classroom, then the students definitely get many advantages. Thus, if a teacher is well-qualified, well- mannered and tried best to be professional then students' achievement level is also increased.

Here, the teacher tried to explore that not only novice teacher get benefited from support program but students also get benefited from it. He further said that novice teacher should have child psychological knowledge. Further he added that if a teacher is well- qualified or well mannered then he tried best to

be professional and by this students' performance level is also increased. In this regard respondent 'B' narrates that:

Umm! Definitely it will helpful because I think if the teacher always give the effective teaching to the students, then students' achievements and performance will be recognized. Thus, through this novice teachers should focus on weak students. So, that say for get better result in both quality and quantity this induction program will be helpful.

The respondent shared that effective teaching in a classroom lead to the professional development of the teachers and development of the student's achievement also. He said that in order to get better result in both quantity and quality induction program will be beneficial or helpful. In this reference, respondent 'C' states:

Obviously! Support program make us capable to handle our classroom in any situation. We can get many ideas from our experienced teacher. So, that we are able to face any challenges. So, that it can bring effective support in our teaching career.

Here, the respondent shared that induction training help the new teacher to handle the classroom in any situation because he/she has more ideas and knowledge regarding this. If a novice teacher is supported by other then he/she can face any challenges. Furthermore, he added that this type of training program can bring effective support in teaching career. Similarly, respondent 'D' views:

Induction program helps the novice teacher to understand the nature and behavior of other teachers and psychology of the students into the classroom. It helps to create a good learning environment. Umm, I think being a teacher my work is not just teaching my students, but teach them their social values. I am not telling them just open the book inside the classroom, besides this I am creating some fun, jokes related to the topic

which I have learned from my training. So, basically I am always trying to transfer my training inside the classroom whatever I have learned, which directly connected to my students educational achievements.

Here, the respondent viewed that teacher job is not entering the classroom and ask the students to open the book. Besides this he/she can teach so many social values they can teach practical behavior of their students. Likewise, being a teacher he played different roles to create fun in his classroom. He believed that for the successful students achievement he transferring his training properly inside the classroom. So, in this way he shared his experience. In this regard respondent 'E' narrates:

Few years ago, when I was here in grade 10 student believed that students should remain silence in the English classroom. Their perception is that I do not know anything about English language so, it is better to stop. They remain silence. When I shared my students' problems with my senior staff. They suggested me some ideas and I applied them into the classroom. Then after my students get motivated and nowadays, they are participating more in compare to their earlier classes. So, by this way I encourage my students in the class.

Here, the respondent shared his experience, when he came school and taught the students of grade 10, he found that his students are weak in English subject due to this they always remain silent in the class. He further added that he shared his student's problems with his head teacher and staff. Because of he was novice at that time he was suggested by his mentors. He followed the suggestion and applied in the classroom. In this way he said that he applied methods like role play, discussion, dramatization classroom. He added that after some time, his students improve their English language and now a days, they took interest more in English subject. He told that by this way he encouraged his students in the class room and their achievement level is also increased.

4.1.6 Theme 6: Need of Induction Program for Professional Development

Teacher induction program plays a pivotal role in the period transition from student to teacher. Teacher induction is most important program for newly appointed teachers for their adjustment in schools. Induction program become very popular nowadays. It is now accepted that a novice teacher receive the information needed to move successfully and quickly as possible through teacher induction program. This theme is developed from the analysis of the five respondent on the basis of experiences regarding need of induction program for novice teachers. All the respondent shared that novice teachers can learn, motivated and inspired by their strategies of professional development. In this regard all the respondents had narrated their experiences differently. Respondent 'A' narrates:

Yes! It is very important and it is necessary to all novices those who are currently appointed at the new school too. They need different kinds of support and guidance from their senior staff. It is the part and parcel of each novice teachers but in my opinion what I can say that it is mandatory. Novice teachers always face difficulty, and if he/she do not aware of different kinds of activities and subject matters that are very useful to them. I hope that our government or ministry of education, all school associated with the field of education will remain pay attention towards novice teachers.

Here, the respondent shares that induction program is very important for novice teachers. In school they need different kinds of support and guidance. He also told that this program help them to sort out their problems in the school. He further added that through this kind of orientation program they get more ideas regarding content knowledge and at last he mentioned that our government, stakeholders and ministry of education should pay attention towards this program. Similarly respondent 'B' says :

Umm, it is very important to the new teachers who are in the first stage of their teaching career. They may have faced many challenges in their teaching career. So, that this program may support in teaching field. They can learn more from this kind of support program.

Here, he viewed that for novice teachers who are in the first stage of their teaching career induction program is very important and needed for them. He added that novice teacher can get many benefits from it and improve their teaching practices and can learn more. In this regard respondent 'C' 'D' 'E' shares:

Yes, a novice teacher needed this type of program because he/she can get the knowledge of subject matter, materials, able to change the job attrition rate. Yaaa! Easily adjust in a new school environment and administrative staff and co-worker relationship like that. These things are important aspect of teachers. So, I think this program is very important for them.

Here, all three respondent shared that all the novice teacher need induction program and it should compulsory organized in every school. There are many benefits of getting orientation program before start teaching. They shared that they get this program informally from their head teacher. They further added that novice teacher should be familiar with other aspects of teaching like adjustment with staff & administrative in a new school environment.

Finally. all the respondent added that induction program is a part of professional development of novice teacher. So, they needed this program for their professional development. Induction program helps in dealing with other subject matters knowledge, shaping skills and enhancing their performance in the classroom. Investigating in induction program mat reduce the high attrition rate among novice teachers. So, it is a planned activity for supporting further

investment in the learning of new teachers. Thus, it is one of the aspect of teacher development therefore it should be needed for the novice teachers.

4.1.7 Theme 7: Effective implementation of Induction Program

This theme is developed on the basis of narratives as narrated by the respondent regarding the effective implementation of induction program in Nepal. Induction program helps the new teachers to solve the problems that they encounter in their early stage of teaching career. So, all novice teachers should be provided with teacher induction program while they enter into profession. Lack of induction might give them bitter experiences which results in negative towards the profession. According to this theme, it deals with how induction program is implemented in Nepal? Regarding this respondent A said that:

Yes Yes ! In order to conduct this program I think first of all there should be an awareness program for all the teachers. Because I think most of the teachers in Nepal are unfamiliar with this term. They received this program indirectly but I think most of them are unfamiliar. So, that is the way first of all we should conduct awareness program for novice teachers so that they all are familiar with this term. I think that program is very beneficial, needed and purposeful to the novice teachers. By doing this, I think induction program is effectively and compulsory implemented in Nepal.

Here, the respondent opinion that induction program is very demanding task for novice teachers now a days. He said that before directly involve the novice teachers into the induction program, it is necessary to conduct awareness program regarding induction at first. According to him induction program is very helpful, purposeful for the novice teachers. So, this program should be effectively implemented by the administrative staff of the school. Similarly respondent 'B' shares:

Umm! Through induction, the new teacher can develop knowledge of professional practice, capacity to address the needs awareness of future responsibilities, dedication to the profession and ability to maximize the use of resources available around. Teachers should also be trained to adopt the new innovations that occur in their professional areas. But in our context there is no formal provision of providing teacher induction in the field of teaching in Nepal, though there are some informal modalities of induction launched by private institutions. There re many challenges for teachers in Nepal and they continue to face them due to the lack of proper induction from the schools in the beginning of their career. So, induction program should be made compulsory program for novice teachers. It should be effectively implemented.

Here, the respondent shared that induction program is very useful for the novice teachers. He viewed that through induction program novice teachers can develop knowledge of professional practice, capabilities to address the needs and awareness of future responsibilities and to maximize the use of resources available around. He told that teachers should be able to adjust in any new environment and can adopt the new innovations that occur in their professional areas. He further viewed that in Nepal, there is no any formal provision for providing induction program to novice teachers. But there are some informal modalities of induction launched by private institutions. Teacher had faced lot of problems due the lack of this program. So, this program should be implemented properly. Similarly, respondent 'C' 'D' and 'E' states:

Induction program and professional development are inter-related. Being a teacher my, training has brought positive attitude towards my teaching profession. Besides that my teaching has develop my creativity, my punctuality towards teaching, which supports my professional career. I think without induction training professional development may not develop and without professional development there is no any essence of training. Aaah! There is a close relationship between

*induction program and professional development. I found if I have to say in Nepali; “naang ra massu ko jasto samandha xa.” So, this is the one reason to implement induction program effectively in Nepal. Everyone or every stakeholder realizes that they must do something for the proper implementation of induction program at schools. But being in the field of teaching I just want to suggest different sectors like the **Government of Nepal to improve the level of education by provide help to the Ministry of Education economically. What I want to suggest to Ministry of Education is to be familiar with the strategies, legal provision of induction program and update them. What I want to suggest the School is to provide the orientation type of program for the betterment of novice teachers and what I want to suggest to school head teacher and mentor is that first realize it and then practice it in their school effectively and compulsorily.***

Here, the respondent viewed that induction program and professional development are inter-related terms. Besides this professional development is cover term where induction training always try to foster develop teacher’s professionalism. Furthermore they added that being a teacher their training has brought positive attitude towards their teaching. Furthermore he added that their training has developed their creativity, punctuality towards their teaching and support for the professional development. Similarly the respondent D and E viewed that conducting effective induction program in schools, 4 factors are responsible or play very important role. He shared that the role of government regarding implementation of induction program is to help MoE economically. The role of MoE is to update the strategies, techniques, and provision of induction program. The role of school is to conduct the orientation program to every novice teachers and the role of head teacher and mentor is to realize and practice the induction program effectively in the schools for the betterment of novice teachers.

Finally, it is found that most of the respondents are positive towards conducting induction program. As narrated by the respondent induction training influences teacher's professional development. It means that if the teacher can get the chance to participate in orientation program that make them ease to their professional development. According to them the main intent of induction program is to update knowledge and refresh them. So, that there is a visible change in their professional career. Both the induction program and professional development intent is to make teacher's professional successful, bring positive attitude towards teaching profession and for the students successful educational achievements. There is an important role of Government, MoE, School and School head teacher and mentor for conducting the effective implementation of induction program.

CHAPTER- FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented summary of findings, conclusion and recommendation on the basis of presentation, analysis and interpretation of collected data and drawn findings. The study further aims to suggest some pedagogical implications for the practice level and also suggested some applications for the policy level and further research related.

5.1 Findings

The main objectives of this study were to find out the need of induction program for secondary level novice teachers professional development. In order to fulfill the objectives, secondary level English novice teachers were taken as informants or participants. After the analysis and interpretation of the data provided by participants, the findings of the study are summarized as follows:

-) All the five respondents shared their experiences that induction program is very important program for novice teacher. This program helps the teacher to teach effectively in the classroom and promote professional development.
-) All of the informants of this research study viewed that induction program helps the novice teachers to enhance different kinds of knowledge such as content knowledge, pedagogical knowledge, ICT knowledge and has positive attitude towards induction training for their successful professional development. Besides this trained teachers viewed that induction training supports them to become more reflective, updated, and confident and transfer their training properly inside the classroom for their professional development.
-) Most of the participants viewed that there are many benefits of induction program for novice teachers. It is found that through induction training not only novice teachers are benefited but at the

same time other senior or experienced teacher and students also benefited, in the sense that after receiving the induction the induction training from their head teacher have learned how to engage students' learning, The senior staff and head teacher provide the most frequent support to newly appointed English teachers in the areas of stress management, classroom management, pedagogical help, selection of good instructional teaching method, techniques, ICT knowledge, students educational achievement, create better teaching environment and positive attitude towards teaching profession.

-) Furthermore, it has been found that induction program is taken as the main key for professional development. Induction training influence teacher's professional development. In this regard some teachers viewed that if the novice teacher get the induction program properly, then it makes ease to them for their successful professional career. Induction program and professional program are inter-related. So, respondent viewed induction training can be used as the main key for novice teacher's professional development.
-) In the same way, most of the teacher believed that school should compulsory and formally organized the induction program for every novice teachers. The school should provide family environment for the novice teachers for their professional development. Furthermore, it has been found that most of the teachers used different strategies and techniques in the classroom for teach students. In this regard some teacher viewed that they used pair work, group work, role play, etc in the classroom that helps in the students' learning achievement.
-) Respondent viewed that novice teacher needs the induction program. It is very important for them to adjust in a new school environment. In this regard some respondent viewed that novice teacher receives the information needed to move successfully and quickly as possible through teacher induction program. This program helps in dealing with other subject matters knowledge, sharp skills and enhancing

their performance in the classroom. Respondent viewed that to receive induction program principal, administrative bodies' senior staff should be responsible.

- J It is found that there is an important role of Government, MoE, School and School head teacher and mentor for conducting the effective implementation of induction program. Respondent shared that the role of government regarding implementation of induction program is to help MoE economically. The role of MoE is to update the strategies, techniques, and provision of induction program. The role of school is to conduct the orientation program to every novice teachers and the role of head teacher and mentor is to realize and practice the induction program effectively in the schools for the betterment of novice teachers.
- J Some of the teacher believed that the challenges faced by the new teacher were linguistic problems, students' problems, classroom management, difficulties, socio cultural understanding, their mother tongue, code and conduct, way to behave them, not knowing the names of the students, students' abilities and their understanding. Some of the students' were disruptive and they were the main challenges for the new teacher.
- J Almost all the teacher believed that they support new teachers' to the area of school cultural, local cultural, local policies, and procedures and legal rights. They believed that head teachers' support were paramount to socialize new teacher in school culture and local culture.
- J However, respondents also viewed that in Nepal induction program is documented in the policy paper only or it is limited to the policy document only. There is no formal way for providing induction program to novice teachers. However some respondent viewed that they got induction program from their senior staff indirectly. So, this

program should be formally and compulsory implemented in every public school for the betterment of novice teacher.

5.2 Conclusion

The major concern of my study was to find out the need of induction program for novice teacher for their professional development. I selected five secondary level English who got induction program. On the basis of analysis, discussion and interpretations of the collected data, findings were derived as a form of qualitative research.

The major findings of this study were drawn through seven themes: teachers' understanding on induction program, enhancement of greater self confidence and skills, benefits of induction program, induction as main key for professional development, students' educational achievement through induction program, Need of induction program and effective implementation of induction program. From the synthesis of the study, I came to conclude that induction program is very beneficial for the novice teacher for their professional development. Induction program are like orientation program to newly appointed teachers at deputed school that provide them different kinds of content knowledge, pedagogical knowledge, transmit the culture of learning and improve novice teachers' performance. Furthermore, I conceptualized that induction program has developed the sense of co-operation and mutual understanding between teacher and teacher and teacher and students. It means this program has developed positive attitudes towards teaching profession.

As the part of conclusion of this study, I came to conclude that almost all the participants perceived induction program as a program to train, support and retain the novice. They know the importance of induction program for all the teachers in Nepalese context. According to them induction program has positive impact on novice teachers. The importance of induction program resides on providing lifelong learning skills to the novices, promoting their

professional growth, creating child friendly environment, interacting with other staffs and providing opportunities to learn, train, sustain and enhance the skills in their teaching career.

On the basis of above conclusion of the findings we can conclude that the novice teachers have positive attitude on induction program. They demanded induction program to train, support and retain them professionally. Every institutions and school should compulsory adopted this program. Induction program should be mandatory of teacher education.

Finally, this research was completed by providing recommendation at policy level, practice level and further research in the separated headings, so that it will be comprehensible for the concerned readers.

5.3 Recommendation

On the basis of the above mentioned findings and conclusion, the following recommendations have been proposed. The recommendations have been categorized into 3 different categories.

5.3.1 Policy Level

On the basis of findings and conclusion, following recommendation can be purposed at policy level.

-)] Teacher needs collaboration, support and constant guidance in their teaching to meet the changing needs of teaching profession. Thus, the policy makers should ensure provision of induction program especially to the noise empower professional skills.
-)] There has been wide gap between novice teachers' pedagogical knowledge and expertise to practice the knowledge. It means that the novices are not experienced on how to exploit their content knowledge

in real teaching. So, it can be recommended that induction program should be made mandatory to make novices experts in teaching.

-) Policy makers should consider that fact that novice teachers should be provided with opportunities to work with experienced one and to keep update themselves about recent trends and practices of ELT. So, induction can be a tool to do so.
-) The findings of the study show that almost all novice teachers are aware about their induction and its role in professional growth. However, they have not conduct induction program. Thus another recommendation for policy makers can be provided as there should be a formal institution for providing induction program to the novices.

5.2.2 Practice level

To develop teachers' professional development through induction program, some practice level suggestions have been made in the following ways:

-) The teacher trainers, senior teachers and head teacher and other stakeholder should create friendly environment of teaching to the novices. So, they can grow their confident and culture of collaboration and support.
-) Novice teacher should be energetic in their teaching. They should apply the principal of team work, support and collaboration with their mentor, supervisor, experienced teachers which will make them collegial. Novice teachers needed this program.
-) The government and educational working agencies should induce the novice teachers in their working field by means of various refreshing program.

5.2.3 Further Research Related

Scholars who are interested to explore more on this area have given this recommendation for carrying out further researches in the respective areas:

-) This research can be beneficial to carry out researches on other aspects of teacher education and induction program such as practice of teacher induction in Nepal. Induction strategies of experienced to the novices, policies and practices of teacher induction.
-) This research can be benefited to carry out researches on the other aspect such as impact of induction program on novice teachers for their professional development.
-) Likewise, they can research on role of induction program for professional development.

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APPENDIX-A

This interview will be prepared to take data for the research work entitled “Need of Induction Program for Novice Teacher: A Narrative Study.” I hope you all co-operate by participating in these open ended in-depth interview.

Thank you,
Researcher
Manisha Keshi
Fourth semester
Kirtipur, Kathmandu
manishakc882@gmail.com

APPENDIX- B
CONSENT FORM

Dear Informant,

I would like to invite you to take part as one of the respondent in my research entitled “Need of Teacher Induction Program for Novice Teachers: A Narrative Study” under the supervision of Dr. Anjana Bhattraï, Lecturer, Department of English Education, T.U Kirtipur, Kathmandu. The purpose of my study is to find out how induction program is important for novice teachers in order to raise their professional development and to identify the challenges faced by a novice teacher due to lack of induction program and to study the need of induction for teacher’s professional development in Nepalese context. The expected duration of your participation will be at least half\ an hour. The research tool will be open-ended interview. Your participation will not only help me in my work but it would definitely enrich my data and result. Please inform me of your decision and hopefully your consent by responding.

Thank you,

Researcher

Manisha Keshi

M.E.d 4th semester

University campus, kirtipur

Kathmandu.

Note: There will not be certain risk and discomfort with this research.

The information you provide for the purpose of this research is confidential for interview.

Interview will be recorded.

I hope you will not leave yourself from process of any stage.

Signature _____

Name _____

Date _____

APPENDIX -C

Guidelines for Interview

In order to collect real data, I will conduct semi-structured interview with five teachers of secondary level school, I will ask them some questions on the basis of following interview guidelines:

1. Teacher understanding on induction program.
2. Teacher's perceptions towards the need and importance of induction program for professional development.
3. Benefits and importance of induction program.
4. Policy and practice of teacher induction in Nepal.
5. Role of induction program to promote student's achievements.
6. Support from school administration and Management committee to receive induction program.
7. Relationship between induction program and professional development.
8. Teacher induction with developing expertise knowledge.
9. Teacher induction program with familiar school environment.
10. Teacher induction reduce attrition rate.

APPENDIX-D

This interview has been conducted to collect the viable insight for the research work entitled "Need of Induction Program for Novice Teacher's : A narrative

inquiry” under the guidance and supervision of **Prof. Dr. Anjana Bhattarai**, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Sample Interview Transcript

M: Welcome to interview Sir. Before taking the interview, I would like to introduce myself. I am Manisha Keshi, student of master’s level (M.Ed) at Tribhuvan University. Nowadays, I am writing thesis so for the purpose of thesis; I came here to take the interview with you. My research topic is **Need of Induction Program for Novice Teachers: A Narrative Study**. There are two objective of this research. They are to study the need of induction program for the novice teachers and another objective is to provide some pedagogical implications. Now would you like to introduce yourself Sir?

R: Thank you. I am **Ghanshyam Acharya**. I am an English teacher of secondary level class 11 and 12.at Janasewa Higher Secondary School. If you have any query, then you can ask with me?

M: At first, what kinds of struggles you did for teaching profession Sir?

G: Actually, I did lots of struggles for teaching profession. In this school, students come from different cultural background. They join here from very poor background. They are influenced by their native language. So it is very difficult to instruct them.

M: Most of the teacher says that teaching is very challenging job, what do you think Sir?

G: It is very challenging job. We are not teaching now. We are just guiding and facilitating them. So we are not a teacher. We are just a facilitator now. We are only guiding them. So teaching is a challenging job because most of the students come from Nepali background school. That’s why it is very challenging for us.

M: I am willing to know about your personal views sir. Why did you choose teaching profession?

G: I like teaching profession.

M: Why did not you choose other profession?

G: Teacher is one of the guiding o f the model of the society. Everything is related with the teachers. The teacher produces the other phases other sectors. Teacher guides them, and then they become doctors, engineer and other. So that teacher plays the role model in the society. If some teachers are not good, they are giving the bad influence in the society. So teachers are the social inspiration. So I like teaching profession and because of our principal Shankhar Thapa, she is one of the role model in the society. She is the source of inspiration to me.

M: How long have you been English language teaching?

G: More than 3 years.

M: Most of the people say teaching is not a good job. What do you think sir?

G: Okay. Can you imagine, if there is no teacher who will guide the society, students. In every sector, we need teachers. Even to be a doctors, there is teacher who give them instruction to them how to do this. If there is no teacher, I can't imagine how world will be.

M: What do you understand by Induction Program? Are you familiar with this term?

G: Yes, I am familiar with this term. This is not new for me. Regarding the field of teaching you can say education Yaah, a support program or induction program or mentoring like that they are associated with each other and then support program means that is organized by school for the purpose of providing support to the novice teachers who are newly appointed at the school. To give them some ideas regarding what to teach, how to teach and the different variations that is in school. So, we can say that support program is the program that is organized by the school for the purpose of providing support to novice teachers.

M: Do you receive any support program from your head teacher and senior staff?

G: yes, I received.

M: What are they?

G: They are supports like that. But, there is no formal provision of providing such type of induction program in our school and I think there is not any practice of this program in different parts of school. But I can say that in this school my senior teacher has suggested me regarding which subject should I choose yaah! how to teach inside the classroom?, how to deal with different able students inside the classroom? Informally I have received some support in different way.

M: How does Induction Program help in the enhancement of greater self confidence and skills? Give your views Sir?

G: When we are supported from others or when we are inspired by others surely, we have new ideas and we can implement those ideas in our teaching field and by doing this we become success. It surely makes our life different. It means our teaching will be effective and then we have the feeling confidence while teaching in the classroom. It also leads or updates level of the knowledge, skills and ideas in teaching field. When we are discuss and co-operate and when we tell our problems then we know the perspective of other teachers then it will enhance our level of knowledge and skills. Similarly I got some knowledge towards different teaching activities such as role play, dramatization, group work and pair works to develop my student's skills as well. In this way through induction program it help in the enhancement of greater self confidence and skills.

M: What are the benefits of induction program?

G: Yaa! There are number of benefits of induction program in the field of teaching. Our schools should manage such type of program. It can increase the rate of self confidence of novice teachers and then it creates such a situation where a teacher can get the opportunity of improving the level of comfort and support. Another one is that such program should be held for novice teachers

for his personal and professional development. These are the kind of benefits of induction program I think.

M: What is your view regarding Induction Program considered as main key for novice teacher's professional development?

G: Sure! Why not, it is the main key for not only for novice teacher's professional development. For an example if I travelled from here without knowing where I am going then if anyone ask me where are you going what will I say? Here I totally unknown yaa! , same is the case with novice teachers. If such programs are not organized, managed in the school properly then how novice teachers get new ideas about teaching. It means the teacher does not know what to teach? How to teach? How to handle the classroom? How to design teaching materials? if the teacher don't believed these things then how he/she will teach. So, in that way we can say that induction program is the main key for novice teacher's professional development.

M: What is the relationship between student's educational achievement and Induction Program? How does induction program help in student's achievement?

G: Aaah! Support and guidance program do not only related to any teachers' improvement of knowledge and attitude towards teaching but it also help to increase the knowledge, skills and attitude of the student too. In the sense that if the teacher enters into the classroom with the knowledge of students' psychology he/ she can treat student well mannered and then if the teacher enter into the classroom having the knowledge of different kinds of activity that he/she could conduct into the classroom, then the students definitely get many advantages. Thus, if a teacher is well-qualified, well- mannered and tried best to be professional then students' achievement level is also increased.

M: Why novice teacher need induction program?

G: Yes! It is very important and it is necessary to all novices those who are currently appointed at the new school too. They need different kinds of support and guidance from their senior staff. It is the part and parcel of each novice teachers but in my opinion what I can say that it is mandatory. Novice teachers always face difficulty, and if he/she do not aware of different kinds of activities and subject matters that are very useful to them. I hope that our government or ministry of education, all school associated with the field of education will remain pay attention towards novice teachers.

M: What is your suggestion toward the effective implementation of induction program in our context?

G: Induction program and professional development are inter-related. Being a teacher my, training has brought positive attitude towards my teaching profession. Besides that my teaching has develop my creativity, my punctuality towards teaching, which supports my professional career. I think without induction training professional development may not develop and without professional development there is no any essence of training. Aaah! There is a close relationship between induction program and professional development. I found if I have to say in Nepali; ‘naang ra massu ko jasto samandha xa.’ So, this is the one reason to implement induction program effectively in Nepal. Everyone or every stakeholder realizes that they must do something for the proper implementation of induction program at schools. But being in the field of teaching I just want to suggest different sectors like the Government of Nepal to improve the level of education by provide help to the Ministry of Education economically. What I want to suggest to Ministry of Education is to be familiar with the strategies, legal provision of induction program and update them. What I want to suggest the School is to provide the orientation type of program for the betterment of novice teachers and what I want to suggest to school head teacher and mentor is that first realize it and then practice it in their school effectively and compulsorily.

M: Thank you sir for your wonderful views, opinions on induction program?

G: Thank you too also Manisha G. I want to say all the best and wish u good luck for your research. Nice to meet you Manisha G.

G: Nice to meet you too Sir!

(Note: I have presented only some parts of interviews)

APPENDIX- E

Biography of the research participants

Overview of Participant English Teachers

S.N.	Name	Academic Qualification	Marital Status	Teaching School	Teaching Experience
1	Respondent A Ghanshyam Acharya	M.Ed	Married	A	3 and half year
2	Respondent B Giriraj Poudel	M.Ed	Married	B	2 Years
3	Respondent C Sakendra Limbu	M.Ed	Married	C	3 years plus
4	Respondent D Khemraj Joshi	M.Ed	Single	D	2 and half years
5	Respondent E Krishna Bhatrai	M.Ed	Married	E	One and half years

APPENDIX- F

Sample Interview Transcript

Interview- 2

Name : B

Qualification: M.Ed

Experience: 2 years

Could you please share your ideas on Induction program?

Okay! In my views, support program is generally used to support the novice teachers in the starting phase of his/ her career. It may support to new teachers to adjust in a new teaching career. A novice teacher can get this type of support program from head teacher. I think novice teacher just like me can take more benefits from it and more importantly successful professionalism.

Do you receive any support program from your head teacher and senior staff?

Yes I have received from my senior staff.

How does Induction program help in the enhancement of greater self confidence?

Ahh! Yaaa! I think such program should be organized in time and again in the classroom. In the field of teaching, what I can add here is that if teacher get permanent equipment or guidance into the classroom then it will be helpful to them. Actually, when a novice teacher enter to his profession his mind is full up with some sort of fear, stress. So, at that time if he/she receives support from their mentors then it will enhance their self- confidence and knowledge and skills. It brings positive feeling in a teacher.

What are the benefits of induction program?

Umm, teaching field is the field of challenges and there all should works together in this field. Students, teachers, community mentors until or unless it do not co-operate the successive is obtaining and teaching is less. From this type of program we got many ideas like how to adjust in new school environment, how to handle the students from different cultural background in the classroom which method or technique is effective for teaching etc. So, this kind of program really support us and also beneficial for us also.

What is your view regarding Induction program considered as main key for novice teacher's professional development?

Yes! Surely it help us to become successful person and when we all discuss about the new ideas and about the context, about the problems that our school

face, our children face by this we become familiar with all the background of teaching field. We make our own plan and sure that it surely help us to overcome our challenges and problems for professional development. So, I think there is deep relationship between induction program and professional. Both are the part and parcel of novice teachers' professional development.

What is the relationship between student's educational achievements and induction program? How does induction program help in student's achievement?

Umm! Definitely it will helpful because I think if the teacher always give the effective teaching to the students, then students' achievements and performance will be recognized. Thus, through this novice teachers should focus on weak students. So, that say for get better result in both quality and quantity this induction program will be helpful.

Why novice teacher need induction program?

Umm, it is very important to the new teachers who are in the first stage of their teaching career. They may have faced many challenges in their teaching career. So, this program may support in teaching field. They can learn more from this kind of support program.

What is your suggestion towards the effective implementation of induction program in our context?

Yes Yes ! In order to conduct this program I think first of all there should be an awareness program for all the teachers. Because I think most of the teachers in Nepal are unfamiliar with this term. They received this program indirectly but I think most of them are unfamiliar. So, that is the way first of all we should conduct awareness program for novice teachers so that they all are familiar with this term. I think that program is very beneficial, needed and purposeful to

the novice teachers. By doing this, I think induction program is effectively and compulsory implemented in Nepal.

Researcher: Thank you very much for your great support sir.

Respondent: it's my pleasure. Do best.

Researcher: Sure, sir.

APPENDIX-G

Name: C

Qualification: M.Ed

Experience: 3 years

Could you please, share your ideas on Induction program?

Ahh! Generally support itself is very nice word that refers help. It means helping whenever there is demand, needed and by supporting we means it is a unity. It is said that unity is strength. So, that says, if you come to unite each other than our aims are to be successful. Talking about me, I received support from my senior staff informally. You know this is the age of competition. So, I think a teacher without support can't teach well and properly because I think he have no any idea at that time, so he/she needs support from their mentors at that time.

Do you receive any support program from your head teacher and senior staff?

Yes, I have received not formally but informally.

How does Induction program help in the enhancement of greater self confidence and skills? Give your views sir?

Yes, if I get the chance of support with my mentors definitely it will be helpful to my personal satisfaction and personal career development. A novice teacher at starting phase of his/her teaching career did not have all knowledge in all sector of teaching profession. Like what is their teaching profession? What should they develop for their profession? In that way it will be very helpful. You know, by this they become well- prepare they get the chance. So, in that's way novice teacher also get or expand their knowledge by this program.

What are the benefits of induction program?

Yes! Definitely it is very beneficial for novice teachers in our currently teaching context especially in their teaching strategies. They begin with the idea how to start teaching or how to motivate the students in the classroom and what about teaching materials and in this regard I think it is very helpful.

What is your view regarding induction program considered as main key for novice teacher's professional development?

Yes! Yes! Without collaboration, without support, without good relation among the teacher staffs and administrative, I think it will be very difficult for novice teacher to manage all things in the classroom. But if they were supported I think, it will be very helpful for them, definitely it would be helpful.

What is the relationship between student's educational achievement and induction program? How does induction program help in student's achievement?

Obviously! Support program make us capable to handle our classroom in any situation. We can get many ideas from our experienced teacher. So, that we are able to face any challenges. So, that it can bring effective support in our teaching career.

Why novice teacher need induction program?

Yes, a novice teacher needed this type of program because he/she can get the knowledge of subject matter, materials, able to change the job attrition rate. Yaaa! Easily adjust in a new school environment and administrative staff and co-worker relationship like that. These things are important aspect of teachers. So, I think this program is very important for them.

What is your suggestion toward the effective implementation of induction program in our context?

Induction program and professional development are inter-related. Being a teacher my, training has brought positive attitude towards my teaching profession. Besides that my teaching has develop my creativity, my punctuality towards teaching, which supports my professional career. I think without induction training professional development may not develop and without professional development there is no any essence of training. Aaah! There is a close relationship between induction program and professional development. I found if I have to say in Nepali; “ **naang ra massu ko jasto samandha xa.**” So, this is the one reason to implement induction program effectively in Nepal. Everyone or every stakeholder realizes that they must do something for the proper implementation of induction program at schools. But being in the field of teaching I just want to suggest different sectors like the **Government of Nepal to improve the level of education by provide help to the Ministry of Education economically.** What I want to suggest to **Ministry of Education is to be familiar with the strategies, legal provision of induction program and update them.** What I want to suggest the **School is to provide the orientation type of program for the betterment of novice teachers** and what I want to suggest to **school head teacher and mentor is that first realize it and then practice it in their school effectively and compulsorily.**

Researcher: Thank you sir for your great support.

Respondent: Thank you too also.

APPENDIX-H

Name: D

Qualification: M.Ed

Experience: 2 and half years

Could you please share your ideas on Induction program?

Ahh! Support or induction program means program that is given to novice teachers. By it a novice teacher get the knowledge of school environment , about teaching staff , about students , solution of the classroom problems, methods, strategies , skills and techniques etc. it is pre- planned activity that is provided to every novice teachers in the early phase of teaching. Umm, orientation program and induction program is very similar to each other. This program helps the teacher to continue their professional development. So, in my views induction program is a platform where novice teacher can update the new version of teaching style for their professional development.

Do you receive any support program from your head teacher and senior staff?

Yes.

How does Induction program help in the enhancement of greater self confidence and skills? Give your views?

Now, I am feeling more confident than in the past, I take help from my mentors for whatever I had done in the classroom. Teaching profession is a team work. My staff helps me whenever I was in problem. Umm, exactly I have enhanced so many knowledge through the induction program like co-operation, teaching literature, vocabulary etc. so, what I can say is through this type of support

program having learned more. Besides this, it helps me to change positive attitude towards my teaching profession and professional development.

What are the benefits of Induction program?

At first, this type of support program helps the novice teachers to reduce their attrition rate. It provides the self-confidence to them. It also focus on students, their behavior, parents nature, school classroom etc. it helps the teacher to make a good lesson plan for teaching. It helps in make the rapport building among the teaching staffs. It helps in team work also. Induction program helps in understanding of the community and culture. It builds a foundation for continued professional growth mentors, administrators and other senior staff teachers.

What is your view regarding Induction program considered as main key for novice teacher's professional development?

Umm! I think induction program and professional development are related with each other. In the sense after receiving such type of training teacher can be very confident, updated, reflective and a good classroom manager, when teachers has such command they can obviously develop their professional automatically. So, I think they are co-related.

What is the relationship between student's educational achievement and induction program? How does induction program help in student's achievement?

Induction program helps the novice teacher to understand the nature and behavior of other teachers and psychology of the students into the classroom. It helps to create a good learning environment. Umm, I think being a teacher my work is not just teaching my students, but teach them their social values. I am not telling them just open the book inside the classroom, besides this I am creating some fun, jokes related to the topic which I have learned from my

training. So, basically I am always trying to transfer my training inside the classroom whatever I have learned, which directly connected to my students educational achievements.

Why novice teacher need induction program?

Yes, a novice teacher needed this type of program because he/she can get the knowledge of subject matter, materials, able to change the job attrition rate. Yaaa! Easily adjust in a new school environment and administrative staff and co-worker relationship like that. These things are important aspect of teachers. So, I think this program is very important for them.

What is your suggestion towards the effective implementation of induction program in our context?

Induction program and professional development are inter-related. Being a teacher my, training has brought positive attitude towards my teaching profession. Besides that my teaching has develop my creativity, my punctuality towards teaching, which supports my professional career. I think without induction training professional development may not develop and without professional development there is no any essence of training. Aaah! There is a close relationship between induction program and professional development. I found if I have to say in Nepali; “ **naang ra massu ko jasto samandha xa.**” So, this is the one reason to implement induction program effectively in Nepal. Everyone or every stakeholder realizes that they must do something for the proper implementation of induction program at schools. But being in the field of teaching I just want to suggest different sectors like the **Government of Nepal to improve the level of education by provide help to the Ministry of Education economically.** What I want to suggest to **Ministry of Education is to be familiar with the strategies, legal provision of induction program and update them.** What I want to suggest the **School is to provide the orientation type of program for the betterment of novice teachers** and what I want to

suggest to **school head teacher and mentor is that first realize it and then practice it in their school effectively and compulsorily.**

Researcher: Thank you, sir for your great support.

Respondent: Thank you and do best.

APPENDIX-I

Name : E

Qualification: M.Ed

Experience: one and half year

Could you please, share your ideas on Induction program?

Okay! Support program is a kind road-map activity given to novice teacher by senior staff. This program is basically provided to the novice teacher, which is provided during their starting phase of teaching. Umm, by this program or training teacher become more involved in order to broaden their knowledge, improve the skills and attitude towards teaching profession. This type of program is mainly designed to fulfill the demands and reduce their hesitation in teaching. This program may be used to help or to tackle the inadequacies novice teacher and to support the implementation of new changes and to promote teacher's professional development.

Do you receive any support program from your head teacher or senior staff?

Yes,

How does Induction program help in the enhancement of greater self confidence and skills? Give your views sir?

Okay! Support program is a kind road-map activity given to novice teacher by senior staff. This program is basically provided to the novice teacher, which is provided during their starting phase of teaching. Umm, by this program or training teacher become more involved in order to broaden their knowledge, improve the skills and attitude towards teaching profession. This type of program is mainly designed to fulfill the demands and reduce their hesitation in

teaching. This program may be used to help or to tackle the inadequacies novice teacher and to support the implementation of new changes and to promote teacher's professional development.

What are the benefits of Induction program?

Umm, there are number of benefits of induction program. If these programs will compulsory practice in the school, then every novice teachers take the different kinds of benefits. He/she can get the knowledge of subject and then they will be able to develop the different kinds of teaching materials and then able to change the job attrition rate, Yaa! Easily adjust in that school and the administrative and co-workers relationship like that. These things are important aspect of teachers. So, our school should compulsory adopt such type of training program.

What is your view regarding Induction program considered as main key for novice teacher's professional development?

Okay! Induction training and professional development are interrelated. Being a teacher my induction training has brought positive attitude towards my teaching profession. Besides that my training has developed my creativity, my punctuality towards teaching which supports my professional career. So, I think without training professional development may not develop and without professional development there is no essence of training. So, I think induction training is the main key for professional development.

What is the relationship between student's educational achievement and induction program? How does induction program help in student's achievement?

Few years ago, when I was here in grade 10 student believed that students should remain silence in the English classroom. Their perception is that I do not know anything about English language so, it is better to stop. They remain

silence. When I shared my students' problems with my senior staff. They suggested me some ideas and I applied them into the classroom. Then after my students get motivated and nowadays, they are participating more in compare to their earlier classes. So, by this way I encourage my students in the class.

Why novice teacher need induction program?

Yes, a novice teacher needed this type of program because he/she can get the knowledge of subject matter, materials, able to change the job attrition rate. Yaaa! Easily adjust in a new school environment and administrative staff and co-worker relationship like that. These things are important aspect of teachers. So, I think this program is very important for them.

What is your suggestion towards the effective implementation of Induction program?

Umm! Through induction, the new teacher can develop knowledge of professional practice, capacity to address the needs awareness of future responsibilities, dedication to the profession and ability to maximize the use of resources available around. Teachers should also be trained to adopt the new innovations that occur in their professional areas. But in our context there is no formal provision of providing teacher induction in the field of teaching in Nepal, though there are some informal modalities of induction launched by private institutions. There are many challenges for teachers in Nepal and they continue to face them due to the lack of proper induction from the schools in the beginning of their career. So, induction program should be made compulsory program for novice teachers. It should be effectively implemented.

Researcher: Thank you sir for your kind support.

Respondent: Thank you too also.