

**WORKING CONDITIONS OF NOVICE ENGLISH
TEACHERS IN THE INITIAL YEAR OF TEACHING**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

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DECLARATION

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

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DEDICATION

The work is dedicated to my parents who devoted their entire life to make me what I am today. I also dedicate this work to my beloved sisters, brothers and relatives for their role they played in encouraging me to learn and for supporting my education.

ACKNOWLEDGEMENTS

The completion of this study has been possible through the help given to me by many people. It may not be possible for me to mention all of them however; I am indebted to all and whole heartedly acknowledge their contribution. First and foremost, I would like to express my deepest gratitude and much appreciation to my supervisor, **Dr. Tara Datta Bhatta**, Professor of Department of English Education, University Campus, Kirtipur for his invaluable guidance throughout this study. His guidance, advice and assistance in the course of planning, writing and editing this work have enabled me to accomplish this work successfully; you are an incredible supervisor.

Similarly, I am grateful to **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English Education for his productive suggestions and guidance. Likewise, I would like to acknowledge the **Dr. Binod Luitel**, Professor English Education CERID, Tribhuvan University for his suggestions.

I am equally thankful to **Mr. Ashok Sapkota**, member of my Research Guidance Committee for his constructive suggestions.

Similarly, It is my great pleasure to express my respect and thankfulness to all the other teachers; **Dr. Prem Phyak, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Anju Giri, Dr. Ram Ekwal Singh, Prof. Dr. Anjana Bhattra, Dr. Purna Kadel, Mr. Khem Raj Joshi, Mrs. Madhu Neupane, Mr. Guru Prasad Poudel and Mr. Resham Acharya** other members of the Department of English Education for their valuable suggestions, direct and indirect encouragement to accomplish this research study.

I am extremely grateful to all my family members, relatives and well-wishers for their academic encouragement. Nonetheless, I'm thankful to all of my friends **Pratima Giri, Kanchan Tamang, Darshan Rai, Laxmi Prashad Khanal, Basant Upreti, Prabin Khadka, Dipak Adhikari** and others for their regular support, guidance, assistance, help and encouragement.

Binita Gurung

ABSTRACT

This study entitled **Working Conditions of Novice English Teachers in the Initial Year of Teaching** intended to analyze the working conditions of novice teachers in the initial year of teaching and to explore the expectations of the novice teachers from the schools, principal, teaching staffs as well as students. A qualitative research design was used in this study. This study is based on narrative research design. In order to collect data, in-depth interview and classroom observation were used as research tools. The participants of the study were secondary level five novice English teachers of Kathmandu district who have around two years of experiences. The findings of the study showed that novice teachers faced various problems in the initial phases like classroom management problems, content knowledge problem, unsatisfactory salary, lack of collegiality, unsupportive principal and administration, disruptive behaviour of students, heavy work load, low job satisfaction etc. Similarly, before involving teaching profession novice teachers expected different things such as cooperative environment, disciplined students and career enhancement.

The present study consists of five chapters. The first chapter deals with the introduction of the study along with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, the second chapter contains the review of related literature and conceptual framework. Likewise, the third chapter includes with methods and procedures of the study, design of the study, population and sample, sampling strategies, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical considerations. The fourth chapter deals with the analysis and interpretation of the result and the fifth chapter consists of the findings, conclusion and recommendations. The last section of this research includes the references and appendices.

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ABBREVIATIONS & SYMBOLS

DEO	District Education Officer
Dr	Doctor
ED	Education
ELT	English Language Teaching
Et.al	More than two writers
Etc.	Etcetera
i.e.	That is
M.Ed.	Masters of Education
MOE	Ministry of Education
No.	Number
P.	Page
PhD	Doctorate of Philosophy
Reg.	Registration
T.U.	Tribhuvan University
TPD	Teacher Professional Development
TSC	Teachers' Service Commission
TSD	Tanzania Service Department
Viz.	Namely