

CHAPTER ONE

INTRODUCTION

This chapter consists of 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.

1.1 Background of the Study

Novice teachers can be defined as newly appointed teachers who are new in teaching profession. In this regard, Farrell (2012) mentioned that, a novice teacher could be anyone who is teaching something new for the first time or who has entered a new cultural context for the first time. They are also known as newly qualified teachers as Farrell (Burns & Richards, 2009, p. 182) stated that “Novice teachers sometimes called newly qualified teachers (NQTs), are usually defined as teachers who have completed their teacher-education program (including the practicum) and have just commenced teaching in an educational institution”. After receiving university education and starting their jobs, novice teachers suddenly have no further contact with their teacher educators, and they experienced the same challenges as their more experienced mentors on the very first day of school without much guidance from their new school. Similarly, qualified teachers who fail to meet the induction standards at the end of their first year of teaching may not perform their job properly in the classroom.

Working conditions refer to the situation/environment in which they teach. In this regard, Leithwood (2006) states that the working condition is the environment in which one works. It covers a variety of issues such as work load, school’s culture, structures, community relations, school operating procedures, teachers’ salaries, physical and social infrastructure such as roads, water, electricity and hospitals. Teacher’s satisfaction and working conditions are related to students, outcomes which make it essential. Working conditions

are developed /maintained by the principal. Therefore, understanding the role of the principal in improving working conditions is essential (Nethels, 2010). Sometimes, Novice teachers are demotivated because of not getting administrative support in the schools and colleges. They even face difficulties to understand student's differences. Similarly, novice teachers' continue struggling with a lot of obstacles in the induction process (Yirci, Kocabas and Karakose, 2012). So, working conditions of novice teachers is very challenging job. Without support they could not get success in their professional career. In this context, Karatas & Karaman (2013) mention that there should be enough time for novice teachers to be involved in interaction with the teaching staff and mentors. The principal should be conscious about the problems of novice teachers and the novice teacher should be familiar with the prior knowledge.

In Nepal, working conditions of the novice teachers is very challenging. They are beginners in the field of teaching. So, they are less familiar with school environment, subject matters, teaching experiences, classroom management, teaching methods, techniques and strategies. Therefore, they face different challenges. If they are left alone with their challenges and start to feel ineffective, they believe that they are not suitable for the teaching profession and quit their jobs (Karatas & Karaman, 2013). So, they need support and guidance from the mentors, colleagues, principals and other stakeholders which is regarded as an important step in becoming a professional teacher. However, majority of the novice teachers in Nepal are not aware about their professional lives. They are in teaching profession but do not have the significant space for sharing their stories. In my own experience, I have faced multiple forms of challenges, struggles and problems during the initial stage of teaching profession. Therefore, for the professional development of novice teachers, it is necessary to understand the working conditions of them. Being based on my own experience, I want to explore the working conditions of the novice English teachers and explore their experiences and challenges as they face to develop their teaching career.

1.2 Statement of the Problem

Novice teachers face many problems in their day to day activities including poor working environment, lack of content knowledge, poor living conditions together with low salaries, high workload, school culture and classroom management. So, novice teachers need support, facilities and proper opportunities during the first year of teaching career. Most of the ELT classes of our country consist of mixed ability groups where the students have different needs and expectations.

Having gone through the literature, it was found that a number of researches were carried out on challenges faced by novice teachers, classroom activities of novice teachers and professional issues for novice teachers, such as Basnet (2012), Karatas & Karaman (2013), Raut (2013), Rai (2013), Shonje (2016), Joshi (2017), etc. But the research on working conditions of novice English teachers in Nepal has not been done so far. So, I want to explore the working conditions of novice English teachers in Nepal.

To share my own experience, I was appointed to teach at lower secondary level in public school few years ago. In the beginning, I faced various challenges and problems in the classroom because I was unknown about the school environment, subject matter, content knowledge and student's individual interest. I was suggested to teach all of the subjects including math, computer, science, social, and English. I was not good at mathematics. So I explained my problem to the principal. But he again forced me to teach mathematics. Then, I requested one of the senior teachers to exchange his class with mine but he did not agree. I could not get support that I needed from teaching staffs and principal when I got the problems related to subject matter. It was difficult for me to teach math. Therefore, I could not handle the class properly in the initial stage of teaching. At that time, I did not get support and guidance from my colleagues, principal to deal with different types of mixed ability classes.

Farrell (2012) suggested that novice teachers should be encouraged to share the challenges they face in their first years of teaching and tell other people what they experience. He pointed out that Second Language Educators can collect the stories of novice teachers and share about their first years of teaching. Then, they could create a corpus of them so that pre-service teachers in these programs can explore and refer to these experiences. These would help novice teachers overcome the challenges they face and reflect on their own teaching experience. So, these various reasons led me to conduct the research on this area.

1.3 Objectives of the Study

The main objectives of this study were as follows:

-) To analyze the working conditions of the novice teachers in the initial stage of teaching.
-) To explore the experiences and expectations of the novice teachers from the schools, principal, teaching staff as well as students.
-) To suggest some pedagogical implications.

1.4 Research Questions

My study was guided by the following research questions:

-) What are the working conditions of novice teachers in the initial stage of teaching?
-) What kinds of the challenges do they face?
-) What are the expectations of the novice teachers from school, principal, teaching staffs and students?

1.5 Significance of the Study

This study entitled ‘Working conditions of Novice English Teachers in the Initial Year of Teaching’ tries to analyze the beginning teachers’ experience

and different challenges as they strive to develop their teaching in new environments. This research will be significant to the students for understanding more about different challenges faced by novice teachers. This study will be fruitful for the novice teachers for their professional development because it is especially related to novice teachers, which can be beneficial for newly appointed teachers. It will be significant for the subject experts, novice teachers, experienced teachers, all the stakeholders and practitioners who are involved in teaching learning activities. It will be beneficial for supervisor, teacher training institutions, observer teachers, and others who want to carry out further research in the field of teacher professional development.

To sum up, the findings of this study are expected to be useful for those who are interested in knowing about working conditions of novice teachers and those students who have due interest in the domain of TPD. Similarly, it will be significant to all who are directly or indirectly involved in the field of teaching learning activities especially in ELT. This research work will be much beneficial to the prospective researchers who want to carry out research related to this field in the days ahead.

1.6 Delimitations of the Study

This study had following delimitations:

-) This study was limited to secondary level novice teachers.
-) This study was based on five novice teachers.
-) It was based on less than two years of experience novice teachers.
-) This study was based on narrative inquiry research design.
-) It was based on observation and in-depth interview as a tool for data collection.
-) The area of study was limited to Kathmandu district only.

1.7 Operational Definitions of the Key Terms

The key terms of this study are as follows:

Working condition: Working conditions refers to the working environment and all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities. In my study, working condition of novice teacher will be analyzed.

Novice teacher: Novice teacher is a person who is a new and inexperienced to the field of teaching. In my research, I will analysis the challenges faced by novice teachers in the initial stage of teaching.

Expert teachers: Expert teachers are those who have a more experiences in the classroom and should have classroom management and a variety of teaching strategies.

Experience: Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it. In my study, I will explore the experiences of novice teachers in the first year of professional career.

Induction: Induction is the program of providing support and guidance to novice teachers and school administrators in the early stage of their career.

Narrative Inquiry: Teachers' narratives are the stories of novice teachers' own experiences that they face during the initial year of teaching. In my research, I will explore the stories about working conditions of novice teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of the Theoretical Literature

Review of theoretical literature is most important for conducting any research work. It includes the scholarly views of different people in the related field. It also helps to find out the gap in knowledge and to develop theoretical and conceptual framework. Similarly, it helps to investigate the problem that the researcher wants to explore. Regarding the same, authentic books, academic articles, journals, and other resources relevant to the issue and study area are reviewed and discussed with generally accepted knowledge in the sub-sequent sections.

2.1.1 Teachers' Working Conditions

Working conditions refer to all existing circumstances affecting labor in the workplace, including: job hours, physical aspects, legal rights and responsibilities, organizational culture, work load and training. In this regard, Nethles (2010) states that, working conditions in schools contribute to a successful learning environment for teachers and students. School working conditions can be defined as the characteristics of the workplace, including use of time, facilities, resources, administrative support, conditions for professional growth, etc. Similarly, Shonje (2016) mentioned that teachers were facing many problems in their day to day activities including poor working environment, poor living conditions together with low salaries. So, novice teachers need support, facilities and proper opportunities during the first year of teaching to become more proficient. Moreover, Nethles (2010) further states;

Working conditions are very important for teachers to be effective.

Working conditions are also related to retaining quality teachers.

Researchers have generally grouped working conditions that matter to teachers in five domains: time; facilities and resources; teacher empowerment; leadership; professional development. The efficient use of time provides teachers with opportunities to collaborate with their colleagues and devote time to curriculum that will enhance student achievement. (p.22)

Working conditions determine the motivation of the teachers towards their work. Positive working environment encourages the teachers to fulfill their professional responsibilities. Student achievement improves when teachers believe that they have a secured teaching environment. Working conditions are viewed as administrative leadership and support, school environment, teacher collaboration, work assignment, accountability, and work rewards. Similarly, working conditions and working environment greatly determine the satisfaction level of the worker. Workers are concerned with their working environment for their personal comfort as well as for facilitating efficiency at work. In this line, (Johnson, 2006 as cited Nethels, 2010,) goes on to say that working condition have become very important to researchers in studying teacher satisfaction related to student achievement. Teacher's job satisfaction has been linked to student achievement because satisfaction could provide them with the incentive to do a better job in the classroom. So, the idea reflects that student achievement is based on how the teacher perceives about teaching and either he/she is satisfied in the profession or not. If the teacher is satisfied and motivated towards teaching then only they can energize themselves. It ultimately increases students' achievement.

Ellis and Dick (2002, as cited Shonje, 2016) have suggested that the status working conditions of teaching had to be improved in ways compared to other college graduates. In addition, the assumptions that teachers share about appropriate attitudes and behaviors, or the normative culture constitutes a critical aspect of working conditions. These shared assumptions are among the schools' working conditions that might be thought of as elements of social capital and informational resources. Positive working conditions are attractive to quality or effective teachers, the relationships between working conditions and teacher quality or effectiveness may be explained by self-selection. Teachers not only need to be acknowledged for their skills, talents and abilities but also must be allowed and encouraged to share these valuable resources with their colleagues to help students learn (Ngang, Kanokorn & Prachak, 2014). Thus, novice teachers often begin the first year of teaching with a limited understanding of challenges that are faced daily by teachers in classrooms. The experienced teachers can help the novice teacher by sharing their teaching skills and experiences. If all the teachers have feeling of collegiality, it can improve the working environment of schools.

2.1.2 Professional Development

Professional development is an ongoing and never ending process in which teachers change themselves. According to Joshi (2017), profession is an occupation describing a job type, usually reserved for a recognized specific career, i.e. doctors, lawyers, engineers, military officers etc. It conveys expertise and education and requires considerable training and specialized study. Profession is a kind of job that requires knowledge, skills, education as well as special training. Teachers play active role for their professional development. They are the major elements of the entire education system and they are placed at the heart of education system and thus, they have to be more professional in their jobs. They update new skills, knowledge, information and techniques in order to deal with the new experience, challenge and

opportunities in teaching profession. It is said that all type of professionals require change and growth once they start their career (Rai, 2013).

Day (1999) defines:

The term professional development through more descriptive interpretation of it as the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives (p. 4).

So, teachers are taken as the change agent in our society. Teacher's professional development is needed for the teacher career enhancement. To be a more proficient, they need to be up-to-date about recent knowledge, information teaching techniques and strategies. Involvement in different programs like training, workshops, conference, seminars can help a teacher to be professional teacher.

As a working condition, professional development is valuable to teachers when they are involved in deciding what strategies they need that will lead to increase student achievement. Although professional development has a challenging place in working conditions, due to top-down initiatives and budget constraints, teachers value the principal who understands and provides for their individual needs in professional learning (Nethels, 2010). Teachers, who are committed to students and their learning, know the subjects they teach and how to teach those subjects to students responsible for managing and monitoring student learning, think systematically about their practice and learn from experiences, to help students eventually become independent learners. Not all the contributing factors fostering on teaching practices and good relationship throughout the school are, of course, within a novice teachers'

sphere of influence but it is important to understand what they are and what can be changed (Ngang, Kanokorn and Prachak, 2014, p.2).

Regarding the professional development of novice teachers, we can find different ways of program for their professional development. Like induction p, mentoring, seminar, workshops, and classroom observation and supervision. If the novice teachers get proper opportunity, they can develop themselves, in that case different educational institutions should provide appropriate opportunities for them (Rai, 2013). Moreover, the professional development of teacher includes their personal or individual development with the overall skill oriented development, mentoring and teacher induction. Novice teachers should have the ideas to provide guidance and support for the students for better understanding of the content and pedagogical knowledge (K.C., 2013, p.10). Therefore, working condition plays pivotal role in the teacher's professional development. If the condition is convenient to the teachers, they can enhance their professional and pedagogical endeavors.

2.1.3 Teacher Professional Development

Teacher professional development is continuous process where teachers master new skills, broaden their knowledge and for their personal development as a whole (Joshi, 2017). According to Bolam (1993, as cited Joshi, 2017), teachers' professional development refers to any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process. They become up to date with the new development and try to understand it and apply it. They are not only see the innovation but also they think about their past life or the behavior or strategies and try to grow up in advance from where the teacher become skillful, trained, and qualified specialist, and interested with new innovation, research etc.

To be professional teachers, they should always be willing to learn, they can expand their knowledge by reading books, articles, newspapers, research paper, and attending or participating in several workshops, seminars, trainings, discussion programs related to ELT. In this regard, Glatthorn (1995) defines teachers' professional development from the view of teachers' commitment and asserts that teachers' professional development is what a teacher attains as a result of obtaining experience and exploring his or her teaching systematically.

According to MOE, Science and Technology (2018):

The current TPD program has become one of the supportive and persuasive ones but it has not come out of the exception of the traditional prescriptive, top-down and context free approach to teacher training because the teacher training is arranged by the education authority forming the content and delivery process and managing the instructors for the training. The process of demand collection through getting the prospective trainees to fill up the forms is still inadequate. If these genuine needs, expectations as well as the demands of the trainees are to be collected, they must be talked to informally, their stories must be heard, their classes must be observed and their teaching portfolios must be analyzed. For this to happen, the local resources like the senior teachers of the same subject area should be utilized sincerely, honesty and respectfully. (p.171)

In-service education is a necessary and potentially powerful part of the continuing professional development of teachers. Most classroom learning involves reflection in-action, an unconscious, reutilized, intense, solution-oriented form of learning which, as we have seen, is ultimately limiting to

teacher development (Day, 1999). Training plays a vital role for effective teaching. It helps to set the educational plans, update about the recent technologies and devices which can be used for the teaching-learning activities. It is useful for designing and preparing teaching aids and strategies. The teachers can find out the appropriate teaching methods to teach the students in a child-friendly environment.

There are teachers with different levels of knowledge, skills, and experience in any school. Mutual sharing of knowledge and experience to each other may help them to acquire professional knowledge and solve the problem. The successful teacher should be well prepared, good knowledge about subject matter, well skilled, active, innovative and creative. Similarly, a skillful teacher manages the class properly and provides the contents according to the needs and nature of the students. A good teacher is a great adviser in making our choice to build the career. He/she is the only person who can help students to lead the life in a better way by sharing his/her experiences. Therefore, teacher professional development is ongoing, self-directed and autonomous activity for teachers to acquire knowledge and skills. They are continuously improved their skills and knowledge after initial training in their careers.

2.1.4 Novice Teacher

A novice teacher is newly appointed teacher who is less familiar with subject matter teaching context and teaching strategies. Tsui (2003) mentions that, the term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They may be either student teachers or teachers in their first year of teaching. Generally, beginner teacher refers to those teachers who are in induction period. They are in the way of becoming a full time professional teacher. They are learning how to teach and what to teach in real classroom setting. So, novice teachers face many ups and downs in their first year of teaching career. Therefore, the professional learning of novice teachers starts from the first class of their teaching. They have subject matter

knowledge, but less confidence in teaching profession (Joshi, 2017). So, novice teacher is described as an inexperienced teacher.

According to MOE, Science and Technology (2018):

The initial years of teaching profession are very crucial to get familiar with the school culture, use their received knowledge through teacher preparation courses and strengthen their knowledge, skills as well as their attitude. So, there must be the formal provision of teacher induction assigning subject specific mentors to advise and support the newly appointed teachers so that the seniors as well as the novice teachers can develop the collaborative culture in the schools and their professional development starts with collegial relations in their workplace. (p.171)

In the first year of teaching career, novice teachers have lots of problems, concerns, challenges and frustration. Usually, they face problems related to school environments, subject matters, content, curriculum, pedagogy, peer and students as well. Most of the novice teachers complain their teacher education program that it does not prepare them for the complex reality they encounter in the first years of their professional career (K.C, 2013, p.10). Therefore, beginner teachers need to have best support from experienced teachers. Beginning teachers struggle by involving both a personal and professional reorganization of major individual investments. However, new teachers must recognize their students' cultural backgrounds which will influence classroom teaching and learning.

Similarly, Toren and Iliyan (2008), state that the novice teachers were continually frustrated by challenges in relation to their didactic and disciplinary knowledge, the school culture and the organizational climate of the school, teaching load and dealing with individual differences in the classroom. Most of

the novice teachers are suffering from the inadequacy of professional development opportunities, lack of support from the school administration, principal, from their mentors, lack of collaboration with their colleagues and so on. They have faced challenges in instructional planning experienced difficulties in managing time, catching up with the syllabus, or in addressing learners' interests and needs (Sali and Kecik, 2018). Therefore, novice teachers need to overcome from all these problems to reach the goal of TPD and it can be possible with the help of teacher's own willingness, motivation and support from school's environment and society.

According to Sali and Kecik (2018):

The difficulties associated with the teaching process itself were classroom management, the poor literacy and numeracy skills of students, lack of resources to promote student learning, being required to teach unfamiliar content outside specialization, no relief for training and development, programming to meet all students needs, lack of parental support and large amount of paper work. At the level of school socialization process, lack of administrative and collegial support, teaching positions in isolated country areas, being given lower or more difficult classes, negative public perception of teachers were the major areas of challenges for those beginning teachers. (p.1)

A novice teacher has to pass through different stages in course of their professional development. So, a professional teacher should be innovative, creative, and collaborative (K.C, 2013). They are also engaged in the activities like keeping diaries, sharing ideas, reading professional journals, articles, interacting with teaching staffs, mentors, principal as well as sharing their experiences with each other. So, during the initial stage of teaching career, they

need support, they need teacher training, and teacher induction program and so on for becoming best kinds of teachers.

2.1.4.1 Support Needed to Novice Teachers

Support is one of the most important factors for novice teachers. If the appropriate support is not available to new teachers, there may be at the risk of drop out from the profession of teaching. So, novice teachers need more support from administration and mentor during initial stage of teaching. They also want to receive additional feedback from mentors and affective support, which shows that they find the assistance useful to cope with the challenges. They emphasized the importance of the “need to be heard” and appreciated when they were heard and received affirmation in their teaching practice (Karatas and Karaman, 2013). Novice teachers also need support from:

- Head teacher/principal
- Mentors
- Colleagues
- Students
- Parents

Most of the novice teachers do not get much support from the principal. So they felt demotivated during first year of teaching career. In this regard, Rai (2013) found that most of the head teachers had supported new teachers in managing classroom. In the area of classroom management head teachers viewed that they also supported in developing rules and procedures, building positive climate and enhancing student’s self-concept. Likewise, principal plays a pivotal role in creating and maintaining working conditions. The common domains of working conditions include time, facilities and resources, leadership, empowerment and professional development. The principal is critical in each of these domains, and while working conditions have been identified, the literature is less clear on how principals are addressing working

conditions in their schools (Nethels, 2010). Therefore, principal should to provide supportive environment to the novice teachers and student success.

Mentors are the more experienced teachers who guide and assist novice teachers in all areas of teaching. They help beginner teachers to learn philosophy, cultural values, behaviors expected by the institutional employing them. Joshi (ibid) states that, a good mentor needs to play different roles. She/he is a teacher, resource, problem solver, advocate, facilitator, coach, collaborator, learner, assessors, and trusted listener and so on. Similarly, Mann and Tang (2012) stressed the importance of the role mentors play in supporting novice teachers and stated that the principal has a very important function in this process. If the principal does not recognize and support the mentors, this may limit mentors' effectiveness. In addition to valuing and supporting mentors, the principal should create opportunities for their training as well. In this way, mentors can support and suggest to novice teacher's development.

Teacher professional development is enhanced through collaborative activities. One of the collaborative ways of teacher professional development is to set up a support group with colleagues. Working condition of novice teacher is challenging in the initial stage of teaching. They have faced many problems related to subject matter, lack of content knowledge, school environment and so on. So, in the initial stage novice teachers need to support from their colleagues. With the help of their colleagues they can build their confidence, teaching strategies and community learning. According, to Mann and Tang (2012), interactions with other staff are helpful and important for novice teachers. Interestingly, the physical setting such as furniture and seating arrangements in the staffroom were reported to affect these interactions. Collaborative learning with colleagues is a great way to grow professional development and it improve student learning outcomes.

According to Khatri (2015) found that novice teachers did not motivate students while starting lesson, they did not revise the previous lesson when

they entered inside the classroom. If the students also support novice teachers inside the classroom, definitely class will be interesting and fruitful for the students. They should build rapport with new teacher. Sometimes, novice teachers face problems regarding the questions that the students asked them. In Nepal, novice teachers are facing problems to manage the student inside of the classroom. The students don't obey them. They are showing their bad behavior and disrespect towards the new teachers. Novice teacher feels difficulty to control the noisy classroom. So, novice teachers need to have pedagogical ideas, teaching resources, logical knowledge provided by colleagues, mentors as well students.

Similarly, parents are other support providers for novice teachers. Lack of learner motivation and interest appeared to be another pressing issue for some of the novice EFL teachers. More specifically, those teachers were suffering from low levels of learner motivation for learning and lack of learner interest in English (Sali & Kecik, 2018). So, novice teachers should motivate the students. Parental support is most important for new teachers because they do not know about students' differences. Parental support can motivate the new teachers. If the teachers get support, respect and collaboration from parents, they can be highly motivated. So, novice teachers should talk about their children and teach them according to their differences.

Novice teachers can develop their professionalism through different kinds of workshops, seminars, peer observation, action research, pre-service training and in-service training etc. No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a good quality teacher workforce.

2.1.4.2 Teacher Training

A teacher is a person who teaches his/her students inside of the classroom. Without teacher teaching cannot be possible. Teachers face many problems and challenges in the classroom. To recognize problems and challenges which are faced by teachers, they should attend teacher training program. According to Joshi (2017, p.41), training refers to activities directly focused on a teacher's present responsibilities. It involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. So, without teacher training novice teachers cannot find actual problem of teaching and learning process. The novice teachers are those teachers who have recently completed University degree and pre-service training but they do not have much experiences of real class teaching. Therefore, novice teacher need teacher training for knowing and practicing new techniques and strategies which can be applied in the classroom.

People of different professions need on-the-job training. A novice teacher or newly recruited teachers are provided with initial training before they enter into full time teaching. Some of the problems related with novice teachers and the plan and policy have not talked about those problems. It should involve the provisions which are really helpful for novice teachers when they enter in their professional career. According to school sector reform plan (2009-2015) mentioned that job induction training to novice teachers & officials, where teacher training for novice teacher has been focused. It focuses on provision of organization based 7-10 days inductive training for approximately 60,000 newly recruited teachers and other education officials. But it is not enough to solve the problems of novice teachers who faced different challenges in their professional career. So, the plan and policies should not only focus on the teacher training for the novice teachers. It also should focuses on different factors related to working conditions of novice teachers.

Beginner teachers often want demonstration classes where they can see other teacher's model good teaching. In their career, they are provided with different subsequent training which aims to enhance their long-term teaching learning. The novice teachers faced the problems of loneliness and lack of support. They need to support like pedagogical ideas, teaching resources, logical knowledge provided by colleagues, mentors, and principal. A novice teacher needs a chance to interact with teaching staffs and talk about students and teaching in general (Karatas and Karaman, 2013). In the same way, they are provided the support and guidance from the school administration in the beginning stage of their career. The aims of teacher training are to promote the personal and professional well-being of the new and beginning teachers. Teacher training also helps the novice teacher to build a foundation for continued professional growth through contact with mentors, administrators and others expert teachers.

2.1.4.3 Induction Program

Induction programs play an important role not only in providing immediate support and avoiding burnout among novice teachers, but also in shaping their mindsets in becoming lifelong learners. According to Joshi (ibid), induction is the support and guidance provided to novice teachers and school administrators in the early stage of their careers. In this regard, Wong (2005) defines induction as a comprehensive process of sustained training and support for new teachers. It is a multiyear process designed to turn and acculturate new teacher in the academic standards. A teacher induction program involves those practices used to help new and beginning teachers become competent and effective professionals in the classroom.

Teacher induction is the most important program for newly appointed teachers for their adjustment in school. Teachers get different ideas about their professional knowledge and expertise, subject and pedagogical knowledge, learning and learners, classroom management and instruction, classroom and

social culture, curriculum policies and principles and evolution policies and techniques. Induction programs provide the proper training and support for the professional development of effective teachers that lead to lifelong learning (Joshi, 2017). Novice teachers face a number of challenges and would benefit greatly from mentoring by experienced colleagues as well as professional development that strengthens their content knowledge and pedagogy. This support can be offered in the form of induction programs. Teacher induction and mentoring programs are designed to meet the needs of newly appointed teachers so that they will be successful in their early year in the classroom. Regarding the benefits of teacher induction program, Joshi (ibid) states:

They have increased opportunities for building connections with the community. Similarly, induction program help mentor also through their leadership development, increased professional growth, job satisfaction and collaboration. By sharing pedagogical strategies with the novices they develop new ideas and enhance self-image. Likewise, administrators, schools and community also receive benefits from induction programs.

There is an improved principal-teacher relation. (p.131)

Likewise, induction programs that provide opportunities for teachers to be involved in decision-making and strong administrative support along with support to be developed strong classroom management can keep teachers in the profession (Ingersoll & Smith, 2004). Induction programs provide the much needed support that causes teachers to feel efficacious and effective, which in turn motivates them to continue in the teaching profession.

Induction programs should serve as part of the ongoing teaching process. Instead of one-shot workshops and short-term training, teachers need ongoing professional development that is related to their daily work and includes opportunities to build a wider network with outside teachers, in addition to

their own colleagues. The problems that teachers face early in their careers are well known, and effective and ongoing induction is one of the foremost practices for alleviating the pressures that teachers face early in their careers. Teachers who are entering a new profession for the first time can be nervous and, by some accounts, underprepared for the challenges of teaching on their own. Not only new teachers are benefited through induction programs. These programs also prove to be fruitful for mentors, administrators, schools and community. The new teacher develop themselves their self-confidence and job-satisfaction. They develop themselves as personal and professional well-being (Joshi, 2017).

2.1.4.4 Seminar

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. In this regard, Spruijt (1984) states that, seminars as teaching and learning sessions, which are usually midway in size between a small group and a lecture group during which there is a discussion. This is often accomplished through an ongoing dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted. It is relatively informal, at least compared to the lecture system of academic instruction.

A seminar is an example of an active learning method, which is widely used in higher education. As part of seminars students discuss advanced topics enabling them to engage in deep learning and a critical evaluation of evidence. The idea of seminars is that they are focused on advanced topics and include an element of interactivity allowing learners to engage in a deep learning approach and the critical evaluation of evidence. Spruijt (ibid) mentions that:

Seminars may vary on numerous dimensions such as the intended outcomes, the role of the teacher/facilitator, the composition, size and experience level of the group, the duration, scheduling and the number of sessions. This means that seminars have no clear, unambiguous place in higher educational literature and that empirical studies on seminars in literature are not explicit and easy to generalize. (p.16)

The seminar is a one-day event based on the distributive leadership which is one of the university's goals for excellence. The basic principles of distributive leadership are aligned with the new type of leaders needed in organizations today. The principles include that every employee can be a leader, teamwork is essential in solving problems, and the status quo is not necessarily the best way. Student motivation for the seminar was also mentioned as an aspect affecting seminar learning. According to students, motivation depends on aspects like the subject under discussion, the timing of the seminar in the day and the amount of contact time on the same day. Student behavior during the seminar also influenced the learning process (Spruijt, 1984). With the help of seminar novice teachers also develop their professional career.

2.1.4.5 Workshops

Workshop is a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience. It helps to explore the classroom issues that impede student success and learn how to deal with them. It also helps how to incorporate learning strategies into content coursework. In this regard, Falato and Fata (2016) mention that, a workshop is a great way for someone to learn about a particular subject, learn new projects, and methods in order to better you. Attending workshops can help students achieve success in their academic environment by putting these skills into practice. Therefore, if teacher and students are having trouble in teaching learning activities, these workshops can help them.

According to Joshi (2017):

In a workshop, teachers provided with the opportunity to acquire specific knowledge and skills. They are expected to explore and know different things such as how to conduct effective classroom observation, how to carry out action research in their own classroom, and so on. They are expected to apply that knowledge in their real classrooms. Teachers get hands-on experience with such topic. In other words, they themselves take part in the activities actively and therefore they get practical experience or knowledge on the topics. (p.149)

A workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: A general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group. It can also provide teachers with opportunities to address the issues related to their own individual development and to improvement of institutions. It is a short-term learning activity (Joshi, 2017). Workshops get participants fully involved in the learning process: small and large group discussions, activities & exercises, opportunities to practice applying the concepts that are presented. Therefore, workshop is beneficial for novice teachers. It is one of the most common and useful forms of professional development activities for novice teachers.

2.1.5 Expert Teacher

The teachers have different kinds of abilities to address the issues in the classroom content. If the teachers will understand their teaching context, learners and teaching strategies, teaching style will be more effective. Expert teachers are those who have five to ten years experienced in teaching and who

reflect on their effectiveness in the classroom (Sapkota, 2015). It is also called experience teachers who are known about different teaching methods. In this regard, Day (1999) states that, the term expert is one who works the leading edge of his/her knowledge and skills. Experienced teacher have many ideas, teaching techniques, methods. They are more experienced ones having long run of teaching experienced and better reflect, make critical judgment, understand professional roles and responsibilities in the ELT.

Many researchers say that the full journey from novice to expert teacher is not one that all teachers make. The Dreyfus Model of Skill Acquisition framework suggests that mentoring, coaching, and professional development empower staff for movement up organizational career ladders as part of succession planning and management. According to Dreyfus, individuals must progress through each stage of expertise and must draw on their experiences of solving problems in context to reach higher levels of expertise. Dreyfus and Dreyfus (1986) mentions, a hierarchical model of expertise to show teacher professional knowledge and development in terms of stages:

-) Novice
-) Advanced beginner
-) Competent
-) Proficient
-) Expert

Stage 1 Novice

In the novice stage is characterized by recognition of relevant discrete facts, features, and rules for decision-making that are so clearly and objectively defined as to be virtually context-free (Dreyfus & Dreyfus, 1986). The beginner learns objective facts and features relevant to the skill and acquires rules for determining actions based on these facts and figures. Although the novice stage appears similar to the first stage in the information-processing model, Dreyfus and Dreyfus stress that the facts, features, and rules learned by

the novice are context-free: they are so clearly and objectively defined for the novice that they can be recognized without reference to the overall situation in which they occur. Normally, the instruction process begins with the instructor decomposing the task environment into context-free features which the beginner can recognize without benefit of experience.

According Benner (1982) mention that the heart of the difficulty that the novice faces is the inability to use discretionary judgment. Since novices have no experience with the situation they face, they must use these context-free rules to guide their task performance. But following rules legislates against successful task performance because no rule can tell a novice which tasks are most relevant in a real situation or when an exception to the rule is in order. A teacher at this stage of development may use rules and guidelines for designing a syllabus, delivering a lecture, leading a discussion, and presenting feedback.

Stage 2 Advanced-beginner

Progression to advanced beginner occurs only with significant practical experiences, the learner begins to perceive similarity of concrete situations with prior examples of the same experience. Actions can now be based on both the new situation and the earlier context-free components (Dreyfus & Dreyfus, 1986). Learners move beyond the exclusive use of information processing in the advanced-beginner stage as a result of their experience with real situations. Because they begin to perceive similarities with prior situations and events, learners begin to recognize meaningful features and elements in addition to the context-free facts and rules.

The advanced beginner is one who can demonstrate marginally acceptable performance. This person is one who has coped with enough real situations to note (or to have them pointed out by a mentor) the recurrent meaningful situational components, called aspects (Benner, 1982). The teacher at the advanced beginner level is newly able to recognize a poor classroom climate, uninspiring lecture, or confused students, then relies on rules to remedy the

situation .As the novice gains experience actually coping with real situations, he begins to note, or an instructor points out, perspicuous examples of meaningful additional components of the situation. After seeing a sufficient number of examples, the student learns to recognize them.

Stage 3 Competent

The competent performer places a growing amount of situational experience and context-free rules into a problem-solving format by adopting a hierarchical process of decision making (Dreyfus & Dreyfus, 1986). The competent stage is essentially what cognitive psychologists refer to as problem solving. The fundamental difference between the Dreyfus model and the information-processing model of skill acquisition is seen in the proficient and expert stages. According to Dreyfus & Dreyfus (1986), with increasing experience, the number of features and aspects to be taken into account becomes overwhelming. To cope with this information explosion, the performer learns to adopt a hierarchical view of decision-making. By first choosing a plan, goal or perspective which organizes the situation and by then examining only the small set of features and aspects that he has learned are relevant given that plan, the performer can simplify and improve his performance. The competent teacher chooses a goal or purpose to give focus to all information available and then works deliberately to simplify and solve the problem, anticipating or forecasting possible ramifications.

Stage 4 Proficient

Someone at the proficient level “while intuitively organizing and understanding his task, will find himself thinking analytically about what to do” (Dreyfus & Dreyfus, 1986). As soon as the competent performer stops reflecting on problematic situations as a detached observer, and stops looking for principles to guide his actions, the gripping, holistic experiences from the competent stage become the basis of the next advance in skill. Having experienced many emotion-laden situations, chosen plans in each, and having obtained vivid,

emotional demonstrations of the adequacy or inadequacy of the plan, the performer involved in the world of the skill "notices," or "is struck by" a certain plan, goal or perspective. No longer is the spell of involvement broken by detached conscious planning.

Likewise, Benner (1982) states, proficient performers are best taught by use of case studies where their ability to grasp the situation is solicited and taxed. Providing proficient performers with context-free principles and rules will leave them somewhat frustrated and will usually stimulate them to give examples of situations where, clearly, the principle or rule would be contradicted. Only a modest proportion of teachers move to the next stage of proficiency and even fewer to the expert stage. Situations are recognized simultaneously, judged to be similar or dissimilar to previous experiences, and acted upon in accordance with what actions have achieved successful outcomes in the past.

Stage 5 Expert

The expert is fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought. When things are proceeding normally, experts do not solve problems and don't make decisions; they do what normally works (Dreyfus & Dreyfus, 1986). The proficient performer, immersed in the world of skilful activity, sees what needs to be done, but must decide how to do it. With enough experience with a variety of situations, all seen from the same perspective but requiring different tactical decisions, the proficient performer seems gradually to decompose this class of situations into subclasses, each of which share the same decision, single action, or tactic. This allows an immediate intuitive response to each situation.

Dreyfus and Dreyfus asserted that a novice with inherent ability, given the opportunity to acquire a critical amount of experience, may become an expert. The experts studied additionally had highly-valued relationships with students

and peers, and a positive learning environment. Professional challenge, stimulation, and ever-changing opportunities to develop mastery were equally motivating. As experts pay attention to rules and guidelines that they used as beginners, their performance actually deteriorates. The implication is that formal structural and process models that are integral to systemization and building expert systems cannot fully describe higher levels of expert performance.

2.2 Review of Empirical Literature

This sub section is an attempt to review the related studies, articles and journals. The literature review is an important part of analysis that contributes a valuable role during the process of research work. The most important role of a review is to generate and collect the ideas from the previous studies in related literature as evidence to the present study. The reviews of some of the literatures are as follows:

Basnet (2012) has carried out a research entitled “Challenges Faced by Novice Teachers”. The objectives of the study were; to identify the challenges faced by novice teachers at secondary level, to find out some ways of eradicating those challenges and list some pedagogical implications. She used both interview and observation to explore the challenges faced by novice teachers. The interview was taken with both closed ended as well as open ended questions. The observation included the four variables of problems; academic problems, organizational problems, social problems and those of materials and technology. In her research, she selected the sampling population of this study consisted of eight novice teachers teaching English at different schools and six expert English teachers from different colleges of the Kathmandu valley. Questionnaire is used as a basic tool while collecting the data. The findings of her research are lack of classroom management skills to support student learning, lack of preparation for addressing the needs of diverse student’s population and lack of preparation for difficult assignments, heavy class loads.

Similarly, K.C. (2013) carried out research entitled “Professional Issues for ELT Novice Teachers”. To find out the professional issues of English novice teachers’ in EFL context in terms of work-related, pedagogical and managerial issues. She used survey research design. The data was collected through questionnaire. All the questions in the questionnaires were closed ended and rated with five-level rating scale. The novice teachers were from different schools, linguistic background, ethnic groups, and from different schooling. The main finding of the study was indicated that novice teachers experienced work-related issue more than pedagogical and managerial issues. This was because 50% and 34.78% of the total participants always and usually experienced work-related issues and 43.47% and 41.30% of the total participants rarely and never experienced managerial issues as the issue for novice teachers. The research showed that novice teachers had many problems to face in the classroom in the first year of life.

Likewise, Raut (2013) conducted research on “Classroom Activities of Novice and Experienced Teachers”. The main objectives of his research work were to identify and compare the activities of novice and experienced teachers in ELT classes and to find out attitudes of experienced teachers towards novice teachers. 20 teachers were selected using non-random judgmental sampling procedure. A set of questionnaire was used for data collection. He found that only 20% novice teachers were able to manage the classroom as they expected and taught the lessons confidently but gradually lost their level of confidence. Similarly, 60% novice teachers adopted teaching as a profession since they wanted to refresh in their profession collaboratively have a great passion to update and enjoy teaching with public service, high standard of professional conduct. According to his research 70% experienced teachers developed their profession well and could teach effectively in the classroom. They were good at subject matter and keen on teaching activities.

In the same way, Rai (2013) carried out the research on “Role of Head Teachers in Professional Development of Newly Appointed English Teachers”.

The focus of study was to explore head teachers role in professional development of newly appointed English teachers. The methodology of this study was survey and his populations were 40 head teachers from 32 schools of Khotang district and sample procedure was non-random purposive sampling. His tools for data collection were questionnaire. The findings of study was most of the head teachers had positive attitude towards newly appointed English teachers. They viewed that they supported new teachers in managing classroom. In the area of classroom management HTs viewed that they also supported in developing rules and procedures, building positive climate and enhancing student's self-concept.

Likewise, Karatas & Karaman (2013) carried out a research study on "Challenges Faced by Novice Language Teachers: support, identity and pedagogy in the initial year of teaching". In this article, they have explored the challenges faced by novice teachers and the support needed to address these. The researchers have highlighted the results of an exploratory semi-structured interview with a novice teacher at a University of Cyprus. Similarly, they have reviewed studies related to novice language teachers. According to this research study the challenges faced by novice teachers are seen especially three major themes viz; support, identity and pedagogy. They have discussed each area and a selection of related studies. The results underscore the criticality of addressing challenges faced in initial years of teaching. Since beginning teachers make decisions to either stay in the profession or drop out, instead of alienating novice teachers, educational leaders ought to organize collaborative opportunities with beginning teachers. Such endeavors may help provide the necessary environment fostering safety, belonging, and self-esteem for novice teachers.

In the same way, Khatri (2015) carried out a study on "Classroom Performance of Novice Teacher of English", to find out the classroom performance of novice teacher of English. He selected twenty novice English teachers who have not crossed one year of real teaching experience from different schools of

Kathmandu district by using non-random purposive sampling procedure. He had analyzed the classroom performance of three novice teachers on the basis of observation checklist tool with some criteria. The findings were found, the sixty percent novice teachers were found weak in their performance regarding the review of previous lesson, preparation of instructional materials, summarizing the lesson. Furthermore, he was found that conducting group work, pair work, dramatization were the challenges for novice teachers because they were unable to organize group work, pair work etc.

Shonje (2016) carried out the research on “The Influence of Working Conditions on Teachers’ Job Satisfaction, the case of Kisarawe District Public Secondary Schools Teachers, Tanzania.” The objectives, to assess the influence of teachers working conditions on job satisfaction, to determine the teachers’ level of job satisfaction in Kisarawe district council, and to analyze the influence of working conditions on teachers job satisfaction and work performance in Kisarawe district. The study used descriptive survey design with case study approach. Data were collected using the questionnaire, interview, observation checklist and documentary review. The sample size consisted of 107 respondents. This included 100 classroom teachers, one DEO, five heads of school and one TSD officer. DEO, TSD, heads of school was purposive sampled while teachers sample was selected using purposive random sampling strategy. The findings reveal that teachers work in poor conditions typified with lack in-service training, promotion and necessary facilities like chairs, housing. This results into teacher absenteeism and lateness which leads to lower students’ academic performance.

Joshi (2017) carried out the research on “Novice Teachers’ Views towards Classroom Observation for Teacher Professional Development”. Her objectives was to identify the novice teachers’ views on classroom observation in terms of classroom management, clarity of explanations, delivery of instruction, student engagement, use of a second language and patterns of interaction, and to find out the importance of classroom observation from the perspective of novice

teachers' professional development. The method of the study was based on survey research design. Populations were 30 novice English language teachers from 30 different private secondary schools of Kathmandu district, using non-random judgmental sampling procedure for the sake of primary data collection. She was used questionnaire to collect the views of novice teachers' on classroom observation and its importance. The findings of this study were found that majority of the novice teachers of Kathmandu district seemed positive towards classroom observation. They opined that through classroom observation they could improve their skills and knowledge of different teaching and learning activities in terms of classroom management, pattern of interaction, delivery of instruction, clarity of explanation, student's engagement and use of a second language from the perspective of their professional development.

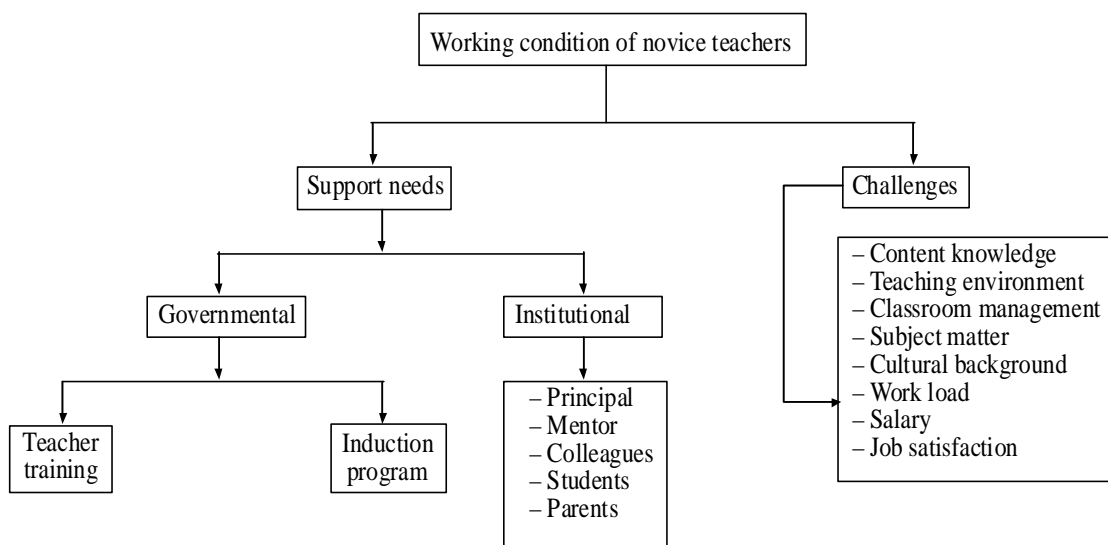
2.3 Implications of the Review for the Study

Literature review is one of the crucial tasks for the completion of any research. Our central focus is to examine and evaluate what has been studied before on a topic and establish the relevance of this information to our research. This review of the study may obtain from the variety of sources including books, articles, journals, and previously done theses and researches. The above mentioned research works really helpful for my study in order to bring clarity and focus on research problem to my methodologies and expand my knowledge related to my study. Review of the study helps a researcher to form the objectives, research questions to select research tools and data collection procedures, to adopt methodology as well as analyze collected data. Similarly, it is equally important to examine and evaluate what has been explored and what has not been explored yet for finding new area for further research. Likewise, I got information about the gap for research and it encourages me to conduct research in this area.

Basnet (2012), and Karatas & Karaman (2013) helped me form the objective of my study and it also provided me lots of ideas and information which will be more important for my study. Similarly, Rai (2013), provided me to extend my knowledge regarding novice teachers. In the same way, Raut (2013) helped me to know novice and experienced teacher's classroom activities. Likewise, Joshi (2017), K.C (2013) and Khatri (2015) helped me to gain the theoretical ideas of novice teachers. Shonje (2016) also provided me lots of ideas and information which will be more important for my study. And other researcher also provided me more information and ideas for my study.

2.4 Conceptual Framework

Conceptual framework refers to the mental image of the process of what will be done in the research. The main function of conceptual framework is to show the relationship among the various concepts and variables of the study. It is also called theoretical mental picture of the researcher towards proposed research. The conceptual framework of this study will be as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methods and procedures that I have used for conducting this research. It includes the design of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. This study followed the given methodology to fulfill the objectives of the research.

3.1 Design and Method of the Study

Research design is a systematic arrangement of conceptions for collecting and analysis of data to solve the research problem. It is a fixed set of procedures of conducting a research. It is plan and guideline which helps researcher to complete the research. There are several research designs which are and can be used to find out the truth to a problematic question. This study followed the narrative inquiry research design because I want to analyze the working conditions of novice teachers, what types of challenges they have faced in the initial stage of teaching. Narrative inquiry, a qualitative research design, refers the process of gathering information for the purpose of research through storytelling. In this regard, Sapkota (2017) states that qualitative research is a process of building a complex and holistic picture of the phenomenon of interact; conducted in a natural setting to seek a deeper truth. Similarly, Ojha & Bhandari (2017) argue that narrative inquiry is a qualitative research method. It uses field texts such as; stories autobiographies, field notes, journals, family stories, letter conversations, interviews and life experiences as the units of analysis to research and understand the way people create meaning in their lives as narratives.

Narrative inquiry is a personal life experiences or stories of person. According to Maharjan (2017), narrative inquiry is a means by which we systematically gather, analyze and represent people's stories as told by them, which

challenges traditional and modernist views of truth, reality knowledge and personhood. Likewise, Ojha & Bhandari (2017) mentions that narrative inquiry shares the idea of knowledge transfer, a theory that seeks to transfer unquantifiable elements of knowledge, including experience. Moreover, Murray (2009) presents that narrative inquiry is a general term which encompasses a number of genres including case studies, diary, life histories, autobiographies and memoirs. Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over the time, and takes account of the relationship between individual experience and cultural context. (Etherington, 2007, as cited Maharjan, 2017). It is a way of thinking about and studying experience. Narrative inquirers think narratively about experience throughout inquiry.

3.2 Population, Sample and Sampling Strategy

The population of this study was secondary level novice English teachers of Kathmandu valley. The sample of the study included five novice English teachers from different schools. The sample of the study selected through purposive sampling procedure.

The following table provided the overview of the information of each participant teacher:

Table 1

3.2.1 Overview of Participant Novice Teachers

S.N	Name	Academic qualification	Marital Status	Family member	Teaching school	Teaching experiences
1	Susila	M.Ed	Single	Five	A	1 year
2	Prinsa	M.Ed	Single	Five	B	1 year
3	Saugat	M.Ed	Single	Four	C	2 years
4	Subash	M.Ed	Single	Six	D	1 year plus
5	Sujan	M.Ed	Single	Seven	E	1 year

The data obtained from the table showed that all the participant teachers teach at Private schools of Kathmandu district. They are from different districts of Nepal. They have completed their schooling, +2 level and bachelors from their own hometown. Now, they are doing their masters from the same campus. All of the participants are single. They have one or less than two years of experiences in teaching. In the following section, I will briefly discuss the profile of each participant briefly.

3.2.2 Brief Overview of Participants' Profile

Sushila

Susila is from Ilam. She is unmarried novice English teacher. She was born in medium family. There were five family members. She has two sisters and parents. Because of her parents' profession, she visited different places when she was in early years of age and studied there. Then, she returned back to her own birthplace with her family. Her elder sister was married. Talking about family educational background, her father has passed IA from law and mother has passed class ten, her elder sister is doing master degree and her younger sister is doing bachelor level.

From the very beginning she was very interested in teaching field. So, when she was a child she was in school that time she used to see her teachers so she was inspired by them. She has been teaching English for one year. She faced different challenges as being novice English teacher. She said that it was very difficult to encounter the children interest at the very first time. Sometime, she was confused about the content and unable to understand the child psychology. She said that in the grade nine and ten there were the teenager students so it was very difficult to handle those classrooms. Therefore, her experience of working conditions of novice English teachers in the initial year of teaching is very challenging job for her.

Moreover, she mentioned that discouraging unsatisfactory salary, school environment and workload sometimes leads her towards frustration. However, her strong determination, experiences made her strong to become English language teacher. Her further future plan is planning to give TSC examination that is teacher service commission. She wanted to sustain teaching field. She also wanted to enhance the quality of education.

Prinsa

Prinsa is from Letang, Morang. Now she is staying in Lalitpur. She is also unmarried novice English language teacher. She worked as a secondary level English language teacher. She has five members in her family including her father, mother, one younger sister and one younger brother. Talking about her family educational background her parents are literate. Her brother is studying bachelor 2nd years and her younger sister is studying in class nine.

She has shared her teaching experiences. As a novice teacher, she felt that, teaching is not an easy job because teachers need to complete multiple tasks. She faced various problems during the initial phase of teaching. The main problem was, she was totally unaware about the culture of school, about the students' nature, and their individual differences among the children and classroom management problem as well. Similarly, she has a problem related content knowledge too. But she did not get require suggestions and supports from other colleagues. She explained that seminar, workshops, conference, teacher induction program, teacher training program are very helpful for novice teacher for professional development. These are supporting factors for novice teacher to enhance their professional career.

Saugat

Saugat was born in Dadeldhura and migrated in Dhangadi. He has completed his schooling to bachelors in sudur pachim his own place. Now he is doing master degree from Tribhuvan University. There are four members in his family including his parents, one younger brother and himself. Talking about

professional background of his family, his father is a teacher and his mother is a housewife and his brother is doing masters from Tribhuvan University in Physics. He is from middle class family background.

He made a decision to become an English language teacher because of his family and he thinks that it is a great profession for him. His first motivation is his father who is also a teacher so he learned many things regarding teaching from him. Now, he likes teaching profession. So, he has been choosing subject of education. His dream is to be a teacher from childhood so he likes teaching, he loves teaching and he enjoys while teaching. His future plan is to complete PhD. He wants to be a professor in future.

Subash

Subash is from Ilam and now he is staying in Kirtipur. He is doing master's degree from Tribhuvan University and he has been teaching two of the school since 2074. They are altogether six members in his family including parents, one sister, two of his brothers and himself. His parents are not well educated and they are engaging farming and his brothers are studying bachelors' degree in Sanskrit University. And his sister just completed bachelors.

He loves being engaged in teaching job and giving some education and knowledge with the children whatever he learned and he heard some new things, innovations. He can deliver such things to them. Working conditions of beginning days, it was very difficult to accommodate with the colleagues in the school, management team, with students and confidence level such things were much more challenging for him. School provides few salaries to the newly appointed teachers but there is heavy workload.

Sujan

Sujan is from eastern part of Nepal, Gaighat Udayapur. He has been teaching for the last one year as a secondary level teacher at Sunrise College (pseudo name). He has involved in different schools and college here in Kathmandu

valley. There are seven members in his family. He is the youngest son in his family. He has two sisters' two big brothers and parents. His father is in English teacher who has passed +2 in degrees but in training he has got long term trainings probably ten months. So he is going to be retired soon it's around twenty months left now. Talking about his mother, she is partly literate and talking about his two brothers, they are bachelors in qualifications. And sisters, one sister is also bachelors in qualification and youngest sister is in grade nine now.

He enjoys teaching a lot because teaching is his passion and as his daddy is an English teacher umm to see him in a get up of teacher. He wanted to be a teacher right from his early age. So he was highly influenced by his teachers, his father's teaching profession. He felt quite new to everything like to the students, to teaching faculties, to the working environment, to the school administration, to the principal and colleagues so he felt quite new and strange. As a novice teacher he felt frustrated, disappointed and unhappy in the initial teaching career. His working conditions were very challenging during the initial phase. He faced various problems like; subject matter, students' disruptive behavior, lack of collegiality among teaching staffs, unsupportive principal and school administration, unsatisfactory salary, heavy workload etc. Therefore, somehow he is demotivated and dissatisfied with teaching profession. His future plan is to contribute in the field of teaching and to bring about paradigm shift in the field of teaching. He is also planning to do further degrees and PhD because he wanted to be an expert teacher in the future.

3.3 Research Tools

Data collection tools and techniques are used to find the detailed and relevant information about the phenomena. In this study entitled **Working Conditions of Novice English Teachers in the Initial Year of Teaching**, data were collected by using observation and in-depth interview with participants.

3.4 Sources of Data

Both primary and secondary sources of data were used for this research. The primary sources were used to collect the teachers' narratives whereas secondary sources were used to form the theoretical part of the research.

3.4.1 Primary Source of Data

The fundamental bases of the study were the primary sources of data. The primary sources of data of this study were the in-depth interview with five English novice teachers of Kathmandu valley, having less than 2 years of teaching experiences in secondary level. I have used observation tool for collecting data.

3.4.2 Secondary sources of Data

I have used different books, articles, journals, research documents, web sites and other related published and unpublished theses as secondary sources of data to collect more information and ideas about my study, some of them which I have consulted are: Murray (2009), Nethels (2010), Basnet (2012), Karatas & Karaman (2013), Raut (2013), Shonje (1016) and Joshi (2017).

3.5 Data Collection Procedures

For collecting data, I have prepared effective teacher narrative guidelines on the basis of objectives of my study. I had selected five novice teachers from different private schools. At first, I talked about the purpose of my study with participants. I had good relation with them so that I did not feel any difficulties there. Then, I visited those selected schools and asked permission to carry out the research, explaining the purpose of my study. I established close rapport with the selected participants. After that, I asked the selected teachers for their stories in different time duration according to their context. The interview was conducted after taking the permission. These interviews were taken in different context as in my own room, their own room, school premises, and so forth at

different time as morning, afternoon and late evening. At the same time, I recorded their narration using my mobile phone. I also observed their class and school environment. Then, I transcribed the recorded narratives without losing their intentions. After that, I build the themes from their transcribed interview. At last, I coded and decoded their narratives and stories into several themes and analyzed them thematically to derive the findings. Though I felt some difficulties while collecting data, I found the participant novice teachers were very co- operative and supportive. When I needed further information, I called them. So, the informal conversation on social site and phone contact also made the process easier, more interesting and fruitful.

3.6 Data Analysis Procedures

In this study collected data were analyzed systematically. At first, I transcribed collected data. I felt very difficult in transcribing the most remarkable excerpt of the interview. Because it was challenging, attentive and time consuming work. I was totally confused for what to do and how to do. Later, I went through the work of Rokaya (2018) for a discussion of a thematic approach to narrative analysis. In her study, she provided me some ideas to draw out theme quite easily. I analyzed the collected data through narratives and analyzed with a coding process in details. I categorized similar topics using the actual language of the participants. I developed themes by incorporating data directly addressing my research questions. So, the collected data were analyzed systemically, interpreted and presented thematically.

3.7 Ethical Consideration

Ethical consideration is one of the prime aspects of the research. It plays significant role in conducting a research study. Every researcher should be aware about the ethical considerations while conducting any research studies. I was conscious and respectful regarding my respondents' privacy in terms of their personalities, weaknesses, and professional ethics. I analysed the data objectively. I gave attention on accuracy and truthfulness of data in my study. I

did not cite the data from the books, articles, journals and research works without referencing them. During my study, I considered the ethical values and norms of the research study. I attempted to keep the study safe from the plagiarism. I do not reveal the name of any participant. Instead of using real name of the participants, I used pseudo name.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of beginning teachers' experience and various challenges as they strive to develop their teaching in new environments. Their stories reflected the memories and the experiences pertaining to their working conditions of initial phases. The information found in this section through the informal talk, class observation of the teachers and their in-depth interviews were coded with the themes and sub-themes and analyzed descriptively on the basis of my research questions.

4.1 Analysis of Data and Interpretation of the Results

I started collecting information from my respondents through their narratives and used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of working conditions they have faced during their initial phases of teaching. I have selected each respondent from different schools. The background and information of each respondent was elicited from the observation and their narratives were presented in appendices. I have drawn out the following major themes.

4.1.1 Working Conditions and Challenges

In this part, I have presented the experiences of the research participants to present the voice and working conditions of novice teachers in their initial phases of teaching career. Working condition is very important for the teachers for effective and healthy teaching environment. In this context, the studies also showed that teachers were found facing many problems in their day to day activities due to poor working environment, lack of teaching and learning materials, low remuneration, inadequate training and development program, inadequate classroom management, lack of content knowledge, disruptive

behavior of students, lack of collegiality, heavy workload, job satisfaction. Teachers are satisfied with working conditions also concentrate on doing their best job of providing students with high quality teaching, which leads to students being successful in the testing environment (Berry, 2004). The results of this study show that the majority of novice teachers were found to be unhappy with their teaching situation. Therefore to support this idea, the following major sub themes were taken out from the participant stories.

4.1.1.1 Inadequate Classroom Management

Classroom management is an important criterion for the successful and effective teaching. To achieve the expected teaching and learning goals, there should be a well managed classroom. It is an overall process that includes everything teachers do to organize the students, the classroom equipment, and the time teaching materials and so on. The ultimate aim of managing the classroom is to support for effective teaching of the students, for better learning, providing equal opportunity for all the students inside the classroom and giving them a chance to express themselves as well as for increasing the interaction between teacher and students with due consideration to their individual, social and cultural circumstances. But in my studies, I have found that majority of the novice teachers faced inadequate classroom management problems. In this regard, Prinsa said:

Talking about classroom management, I have faced classroom management problems because in the single classroom there are so many students and they have individual differences because they belong to different cultural background, family background that's why I have faced problems in the classroom management.

From the response of the respondents, it is concluded that novice teachers have problems related to classroom management in the initial stage of their teaching

due to the diversity of classroom. I found that novice teachers could not manage the classroom properly because of learners' differences and their cultural background of family. Regarding this, Saugat said:

I have faced the problems regarding classroom management because classroom is a mini society where there are the students from different cultures, backgrounds, religions, interests, learning abilities and so on. So management of those students within the same classroom creates big problems for me in the initial stage of my teaching. So classroom management is one of the major problems that I have faced.

From the above discussion, I concluded that classroom management is a challenging task because of classroom as miniature society where the students have different cultures, background, interest, religion, learning ability and so on. So, management of those students within the classroom is a big problem for novice teachers in the initial stage of teaching. Therefore, classroom management is the major problem for every beginner teachers. In this context, Sujana said:

Regarding classroom management, I could not manage the classroom for a few months because I did not have much knowledge and experience regarding managing the classroom.

From the responses of the respondents, it can be said that novice teachers have the problem of classroom management. Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching –learning process (Asiyai, 2011). As they are the beginners in teaching field so that they do not have much knowledge about classroom management which is one of the challenge for them.

To conclude, all the teachers' narratives mentioned above revealed that the novice teachers were found to be coping with a number of problems in the initial phase of teaching journey. They often faced the problems to manage their classrooms, like misbehavior of students, unnecessary and meaningless noises, leaving one's desk without permission, passing notes, making noise, poking or hitting other students. Because of these problems, they said that they could not control the classes. Most of the new teachers agreed that the first year of learning new curriculum, honing on classroom management skills, and identifying effective instructional strategies is challenging and can be discouraging. Therefore, it is important to understand what supports can be provided for new teachers so that they can continue in this profession (Munshi, 2018).

4.1.1.2 Content Knowledge/ Subject Matter

Subject matter is a major problem for novice teachers because if the teacher teaches students in a very wrong fashion or way, it makes sure that the teacher is sure to be criticized. When they were once criticized they may lose their reputation, value and respect from the students. They might be ignored by the school administrations, other teachers as well as from the students. So, well preparation and the sound knowledge of the subject matter are the must. In this regard, Sushila said:

Sometimes, I was confused at the content too. Regarding content, the contents that I studied in master degree was different than the contents what I teach in class 9/10. So, I have to prepare a lot at home. Therefore, it was difficult and challenge for me to teach at the beginning

From the above narratives, I found that novice teachers were confused about the content because the content, they had studied from school to university level was different than they taught in class 9/10. So novice teachers felt

difficult to understand the content knowledge. Therefore, beginner teachers should prepare a lot at home before entering the classroom. It helps the teachers to teach the students confidently, easily and understandably. According to Harris, Mishra & Koehler, (2009) mention that content includes knowledge of concepts, theories, ideas, organizational frameworks, methods of evidence and proof, as well as established practices and approaches toward developing such knowledge in a particular discipline. Similarly, Prinsa said :

Talking about these problems such as content knowledge, yes of course at the initial phase, I found the content knowledge of mine is insufficient, so that I have to prepare a lot at home that makes me irritate.

From the above discussion, it is concluded that she faced the problem of content knowledge because she was not confident about her content knowledge because of the new contents and syllabus of the school level. So, they have to prepare a lot at home .Without preparation, novice teachers cannot teach well in the classroom. Likewise, Sujana said:

The first and foremost difficulty that I have to go through is related to subject matter because I was not much confident in my subject matter which the students makes able to show their disruptive behaviors when I was teaching in the classroom.

From this narrative, I found that novice teachers' the first and foremost difficulty is related to content knowledge. It is knowledge about the subject matter that is to be learned or taught, including, knowledge and the nature of inquiry differs greatly among content areas, and it is critically important that teachers understand the disciplinary "habits of mind" appropriate to the subject matter that they teach (Harris, Mishra & Koehler, 2009). Most of the novice teachers do not have much confident in subject matter because they are newly

appointed in the school. Students used to be disruptive when new teachers were teaching in the classroom.

From the above mentioned analysis, I found that novice teachers face the problem related to content knowledge or subject matter because of the new syllabus and courses. Due to lack of content knowledge, teacher cannot teach effectively. So, to be an effective teacher, one should be perfect at least on content knowledge. He /she should work hard and prepare at home more. Without preparation and proper knowledge of content or subject matter new teacher cannot teach perfectly in the classroom and students also cannot cooperate properly with new teachers. They may not understand and may have a gap between the teachers teaching and syllabus. The students also start to make noise, they poke their friends etc while teaching. So, I found that novice teachers were discouraged because of disruptive behavior of students.

4.1.1.3 Unsatisfactory Salary

Unsatisfactory salary is one of the main problems of novice teachers. Salary is one of the motivating factors for teachers to perform effective teaching and learning. It is indispensable part of teachers. But, in our context, they are not provided with sufficient salary as comparison to other teachers. So, majority of novice teachers face this problem. Teacher salaries, typically a product of district –union negotiations, have significant effects on teachers’ internal states, in spite of the fact that teachers are among the most altruistic of occupational groups. Salaries that is noticeably lower than those in other nearby districts have a particularly significant impact on teachers’ feelings (Leithwood, 2006). Throughout the discussion with my participant novice teachers, I came to know that they were not satisfied with their salary. Regarding this issue, Sushila said:

I am not so satisfied with the salary given to me in this school because we have to work seven hours a day. Not only seven hours, we also have to work in school as well as at home to be prepared ourselves for next

day.. We have to update ourselves, and have to work every night and day but the salary is very little. It's very little...so I am not so satisfied with the salary and I think most of the teachers are not satisfied with the salary. In our scenario, some of the schools only provide a good salary. One thing is that when we are on leave for one day, they just cut off our salary. They don't understand teacher's problem when we are sick or something family problems.Regarding the allowance, obviously private schools don't offer to give more salary at the very beginning because they look for the experienced and the more experienced teachers and only to them they are ready to pay a reasonable salary.

From the above narratives, it was found that most of the novice teachers are not satisfied with low salary. They worked many hours at school but they were not provided with sufficient salary. As the teachers, they have to be prepared for their classes, so they have to spend their most of the time for schools' activities and students but they couldn't get the salary according to their work. From the interview, it was found that even if they have their personal problems, they do not get leaves. If they are provided leave, they cut off their salary by counting the leave. So, this is one of the main problems of novice teachers. Similarly, Prinsa said:

Taking about salary, I have already mentioned that I was expecting for the improvement of my economic status but my salary is not satisfactory. This is the main problem one should face working as a private institution teacher. I have faced this problem because the salary scale is not satisfactory in comparison to the government scale, so that I am not satisfied with the salary given to me in this school.

From the above opinion, all the employees are expecting for the improvement of their economic status but they are unable to improve their economic status because of unsatisfactory salary. Novice teachers explained that low salary is one of the main problems of private institutions. So, I came to know that the teachers of private institutions have more work load than the teacher of government school but they get lower scale of salary then the government school teachers. So, they have the problem of salary which arouses the economic crises. Likewise, Saugat said:

I don't think everybody is satisfied with the salary because money is a thing that always greed you. That means money is everything. One of the economist said that human beings have unlimited needs but the source are limited to fulfill their needs. I want to add one of the examples, particularly; I need a cycle in this condition and I bought that cycle but having a bicycle I will be willing to buy a motor cycle. So, regarding salary I am not satisfied. As I have completed master degree so, based on level of my teaching or qualification we can see the level of salary is very low. There is miss match between the salary level of my teaching and qualification. So, I am not satisfied with the salaries.

The above presented ideas indicated that, nobody was satisfied with the salary because money is something that always makes everyone greedy. So, novice teachers were not satisfied with salary because the teachers were not getting the salary based on their levels of their teaching or qualification, there is mismatch between salary and level of teaching and qualification. It means that they have completed master degree and according to their qualification they did not get satisfactory salary. To support this view, Sujana said that:

To be honest, I am not satisfied with my salary. The school where I am teaching at the moment does not pay me much as per my expectations and as per my qualification. It is not only my problem but also the problems of all the private school teachers. They are not paid equivalent to the government teachers because of which we feel frustrated. As I also teach in other schools I have been somehow able to sustain myself here in Kathmandu.

From the above lived story, I came to know that the novice teachers are teaching over nine periods a day but they are not getting satisfied. The schools where they are teaching at the moment do not pay them much as per their expectations and as per their qualifications. I found that sometimes novice teachers feel frustrated because of unsatisfactory remuneration. They said that if school does not pay much salary, then it is difficult to sustain here in Kathmandu.

By analyzing their stories, it can be said that all the participants agreed that salary should be provided according to their works and their qualifications. Therefore, salary is one of the prime problems for working conditions of novice teachers. Because of unsatisfactory salary nobody can sustain their lives.

4.1.1.4 Unsupportive Behavior and Unfriendly Environment

Novice teachers need support of others teachers during the initial stage of their teaching career because they are totally new in the teaching. So, they do not know about school culture, schools rules, students' differences, interests and so on. But, novice teachers could not get proper support from the administration and principal. There is a perception that the support was lacking for the myriad of tasks which a novice teacher faces, such as coming to grips with

responsibilities, including administrative tasks, which can be overwhelming for a new teacher (Stringer, et.al.,2014). In this regard, Sujana said:

Honestly speaking, in a private school what you face or what you experience is that the administration always tries to impose on you to do lots of work, they always want to give you load or they always want to make you pressurize about the marks, about teaching, evaluation and many more. It is very difficult to get the holidays in private school too.

From the response of the respondent, I found that the administration do not support to the novice teachers. They always try to impose teachers for works or heavy load. They always want to make teachers pressurized about the marks, and many more. If a teacher needs leave, he/she need to be rejected. So, I found that novice teachers faced the problems of unsupportive behavior from the administration. Similarly, Sujana said:

Administration is quite new to me and it is very difficult to me to express my problems to them and even if I expressed my problems to them they do not use to be much attentive to my problems. I do not find them much supportive and paying attention towards my problems and If I think of new innovation and new techniques that I think to apply into my teaching and if I ask for anything to the administrations, they reject and told that he /she has to pay money. So, they do not support financially and which demotivates me.

From this extract of respondent, I found that as a novice teacher, he felt that it is very difficult to express his problems because the administration was quite new to him. Administrators did not pay much attention to novice teacher's

problems. If he wants to adopt new innovation and new techniques the administration and other teachers do not help him. So, sometimes he felt demotivated because of unsupportive behavior from the administration.

4.1.1.5 Lack of Collegiality

Lack of collegiality is a theme developed from the analysis of the respondents' experiences. Collegiality is the most important thing for novice teachers. The principal is the key person in determining whether a school succeeds or not. Good principals focused on instruction and students' learning. It's harder and harder to find good principals to replace those who are retiring. Our best teachers do not aspire to be principals. We think that's because the job is getting more difficult to do each year (Dennis, 2002). If novice teachers do not get support from the principal and colleagues in the initial stage of their teaching, they become frustrated and may quit their job too. Regarding this, Saugat said:

Collegiality is very important for novice teacher or for everybody as I have already mentioned. Collegiality is a part of society, so a society is very necessary for everybody to develop their professionalism either to develop hope for happier life or quality life. As you asked me collegiality first few months there were fewer members or less collegial friends because of being novice teacher, it is very difficult to introduce within a second or within a month.

Therefore, it can be rightly said that collegiality is very important for novice teacher or for everybody. It is a part of society. Collegiality among teachers positively influences students' achievement. Students behave better in class and have a clearer understanding of expectations and achievement when they see teachers working together and presenting an image of coherence and unity

(Inger, 1993). But during the initial phase novice teacher do not get support from the colleagues. Similarly, Sujan said that:

I had thought of having a good relation collegiality with the teaching faculties but I did not find that, any of the teachers being supportive, being helpful. I just found all of them just burnt out, stressed, probably because of the tortures that they were given by the administrators or principal.

From this we can say that he didn't find any of the teachers or colleagues being supportive, being helpful. He just found that all of the teaching staffs are burned- out, being stressed because of the tortures that they were given by the administrators and principal. I came to know that it is very difficult to maintain a reciprocal relationship with the school administrations and to overcome the challenges regarding colleagues, students, school administrations and so on for novice teachers. According to Abdallah (2009) state that good collegiality is many positive effects on teachers, students and learning communities. By causing teachers to feel safe, respected, valued and part of a team, collegiality helps to prevent teachers from feeling "burned-out", which leads to attrition within schools. Collegiality frees, encourages and empowers teachers to focus on personal development, their students' achievements and on meeting higher goals and standards.

From the discussion above, it is true to say that some of the teachers participating at the interview were found to be completely demotivated because of lack of collegiality with colleagues, principal and administrators. Collegiality also stimulates teachers to be risk-takers and to feel comfortable and confident enough to participate in leadership roles outside their classrooms. Teachers who participate in policy making feel less frustrated and powerless. Therefore, collegiality is the most important motivating factors for novice teachers.

4.1.1.6 School Environment

School environment is one of the most important factors because the better learning, better achievement and the success of the students depend on the school environments. Working conditions in schools contribute to a successful learning environment for teachers and students. School working conditions can be defined as the characteristics of the workplace, including use of time, facilities, resources, administrative support, conditions for professional growth, etc. (Nethels, 2010). Without collaboration and good environment of school cultures, novice teachers cannot overcome the problems of working conditions in the initial phase. Therefore the school environment needs to be supportive as well as learnable. Regarding this, Sujana narrated about her school environment.

My school is English medium. Most of the people are from Newari community. So it is not totally English medium school however, it's boarding school. It is totally private school but most of the people are from Newari community and English is widely spoken in my school and sometimes Nepali language is also emphasized. Most of the teachers who teach in primary level speak Nepali with students. The secondary level English teacher communicates in English sometimes but not always in the classroom or in the school premises. However, our administration has focused to use only English language in school.

From this it can be said that the school environment is not a problem but sometimes they face the problem of language because most of the students are from Newari community. They cannot understand English language properly, and other primary level teachers also face language problems because they are not comfortable to share their problems in English easily. However, their

administration has focused to use only English language. Similarly, Prinsa narrated:

The name of my school is Green valley higher secondary school (pseudo name) and it is located at Bafal Kathmandu. Talking about my school environment, I found very supportive environment. I get help from my principal. He helped me to teach the poem. So we are getting opportunity to involve in teacher training program and meet with various people related to teaching and education. I found that students are very friendly with me and they are disciplined. Some students are less disciplined but many of them inside of the classroom are well disciplined. If I face any problem, then I visit to the principal or other senior teachers and take suggestions from them, which help me to overcome the challenges.

From her narrative, I came to know that the school environment is very supportive. Teachers get help and support from the principal. Creating positive and supportive school climates, clearly communicating expectations, shielding teachers from interruptions and creating collaborative decision making processes (Hirsch, 2007). Some of the students are friendly and disciplined but some of the students are less disciplined. If they get any challenge, they share it with the principal and senior teachers then get suggestions from them. So it is said that there has to be a good and supportive environment for novice teachers so that they do not have to face any difficulties. Likewise, Saugat narrated:

My school Name is Ambition Academy (pseudo name) and it lies in Bafal. Regarding my school, it is founded by CLCR Australia and Karuna Trust. It is the school of trust and supported by the foreign

country. So, physical infrastructure of our school is very good. It has 2 computer labs, big library, 2 science lab, volleyball ground, basketball court and many more facilities. There are three big buildings, facility of internet etc. Regarding the facilities, our school is almost ten years ahead than our Nepalese school system because it is governed by Australian system. Not only that there are agricultural sites as well in the school. The main motto of our school is equality and violence free education.

From this narrative, it can be said that the school is quite standard and well manageable because this school is founded by CLCR Australia and Karuna Trust. Physical infrastructure of the school is very good. I also came to know that all the teachers including novice, other workers of administration as well as students also get the good facilities and services from this school. They get chance to develop their knowledge, skills from there. Furthermore, in this context, Subash said :

My school is very friendly and the administration is very much cooperative. They facilitate and helps to create the best learning and teaching environment for us by providing essential materials, supporting to use the new strategies and dealing with the students and parents when needed. It has good infrastructure and well managed classroom, though some problems arise in management teams but the novice teachers need not to be frustrated. Different classes and other techniques, strategies, orientation programs, training sessions are being conducted by calling some expert from other Universities or somewhere

else and it helps me to develop my career. But sometimes it is quite difficult to handle huge number of students in a single classroom. It is not possible or easy for novice teachers so, we got frustrated about the large class size sometimes.

From this narrative, taking about positivity of school environment, it is very friendly and the administration is very much cooperative. They facilitate and provide the healthy environment for the teachers by maintaining all the need of the teachers and students and not giving torture to them. Novice teachers get fully support from their school. They need not to get frustrated because school has provided them the techniques and strategies for teaching and provide the necessary support any time. But sometimes they felt frustrated because of large class size. It is not easy to handle huge number of students within a single classroom in a short period of time. Furthermore, Sujana narrated:

Talking about school environment, there is no sound school environment at my school. There is the sense of competition among the teachers.

There is no collegiality at my school. All the teachers seemed to be quite hurried because of over working hours. The school calls us even on Saturdays. We need to have extra time to enjoy our personal life as well but our school never thought about this. School thought that we are the servants of the school and we should keep working as labors which made us ignoring the teaching job and we felt demotivated, but it is not fair. They don't seem to be much motivated in teaching. There is the solo investment at school because of which they give us lots of tortures and tension to the teachers. If they don't do that they are more likely to be boycotted from the job. Because of this fear, they keep working as the

servant without speaking against the administration and that is what I am doing as well. I feel demotivated and I don't feel like teaching with my commitment and full devotion. And now I am in a position to give up teaching. On the other hand my throat is not favoring me and also I don't feel much secured working in private sectors. So I am thinking of being permanent somewhere probably out of teaching and being engaged in any other profession.

According to above narratives, I came to know that in the present scenario in all the sectors, there is tough competition between everyone. In the case of teachers too, there is high competition so it is very difficult for novice teachers to build their identity. Novice teachers can not enjoy their personal life due to the heavy workload. Heavy workload is main cause of stress for novice teachers because they do not get support and help that they needed from their colleagues. All the teachers seem to be quiet hurried because of over working hours. Sometimes, principal or administrators call the teachers even on Saturdays. School takes them as the servants of the school and they should keep working for long time. So it is very difficult to manage the time for novice teachers. Therefore, novice teachers are found to be demotivated because of unsupportive school environment.

All the experiences under this theme concluded that most of the schools do have friendly environment but some of the schools do not have such types of friendly and cooperative environment. School environment is one of the most important things for novice teachers, senior teachers as well as students. If there is no good environment within school, there might be harmful conditions for novice teachers and students as well. Therefore, school environment should be well managed, well collaborated colleagues and well organized.

4.1.1.7 Disruptive Behavior of Students

Disruptive behavior of students is also the influencing factor for novice teachers in teaching because most of the teachers are suffering from students' misbehavior. They are not found to be respecting their teachers. Most of the novice teachers talked of struggling at times to deal with their students' behavior. Regarding this, Sushila said:

The challenges I faced was sometimes it is very difficult to understand the child psychology. I find teenager students in the grade 9 and grade 10, so it is very difficult me to handle those classroom. So teachers need to be updated in the most essential things. These days it is very difficult to understand the child psychology because of the rapid growth of science and technology which make us difficult to understand them. So, we have to learn, we have read more to understand children psychology how they are feeling, how they are learning and also involve in several trainings to get the knowledge about the children's behavior and their differences.

From the above discussion, I found that novice teacher faced the challenges related to child psychology because it is very difficult to understand the child's psychology, including children's differences, multiple intelligences, their abilities, diversities in behavior and interests and so on in present world, where the children are more forward than their teachers. Further, she faced problems of classroom management because grade 9 and 10 students were teenagers so she could not control the classes. Therefore, teachers need to be updated with the new knowledge, technologies ideas and the new strategies of teaching as well as they need to involve in the different training for understanding child's psychology, their interests and need. Similarly, Sujana said:

The students, used to be disruptive when I was teaching in the classroom by seeing me as a new teacher. And similarly, other difficulties were not respecting me as a teacher because I couldn't understand the child psychology, their interest and desires in the initial phase of my teaching. Students did not obey what I told them. They used to be disruptive when I want to put them into right track. They did not obey me so they showed the disruptive behaviors inside the classroom. Regarding classroom management, I could not manage the classroom for the few months.

From this story, I came to know that as a novice teacher, he faced the problems related to disruptive behavior of students in his initial phase of teaching. He was a newly appointed teacher so that the students did not obey him. He had difficulties in classroom management because of the disruptive behavior of students. He tried to take them in right path but they did not obey him. I found that majority of novice teachers faced this type problem in the classroom through the narrative.

To conclude, through the narratives of the teachers, novice teachers were found facing these kinds of problems in the initial phases, so the teachers need to be well prepared and confident in subject matter as well as more commanding so the students would be well disciplined, friendly and cooperative with the teachers. Therefore, it is very difficult for newly appointed teachers to manage the classroom due to the disruptive behaviors of the students.

4.1.1.8 Heavy Workload

Heavy workload is the most important theme which I have developed through the discussion with the respondents. Heavy work load is one of the problems of working conditions of novice teachers. Novice teachers are newly appointed teachers, so they do not know about the working environment. If school

administrators or principal give them heavy work load they may quit their job because of not being able to manage the time. Regarding this, Sujana said:

In my profession, I have more workload. I have to take six classes per day and sometimes when our colleagues were absent we have to look after their classes too. Sometime we cannot finish our work at school and we have to do that work at our home. And there is high work load at that time. I feel so tired and also at leisure time of two periods we have to check the students' homework copies with feedback. So, we have to be very serious and give effort for it. We do not get the free time most of the days. So there is high workload. I am also feeling difficult to give best performance in my teaching due to more works.

From this narrative, I came to know that novice teacher face the workload problem in the school. Sometimes they have to do their work of school at home because they could not complete the work at school. Novice teacher do not have proper time to check their students homework and do not have much time to give feedback to them at school in leisure time. Sometimes their colleagues are absent and they have to teach their subjects too. Therefore, they felt difficulties and they are unable to give best performance in teaching. Similarly, to support this view, Prinsa said:

Talking about work load, this is the problem for me because I have to take six classes in a day and that make me so tired that's why I could not pay much attention in my own study because of the heavy workload.

From this, I found that most of the novice teachers face the heavy workload problems because they have to take six classes per day. Not only that they have to do lots of work at school so that it makes them so tired and they could not

pay much attention in their own study. Sometimes they think of quitting their job because they are unable to give time for their own studies or for their personal life. So that novice teachers face these types of workload problems in the first year of teaching career. Likewise, Sujana stated:

I am somewhere full time teacher, somewhere as a part time teacher because of that I have to take lots of periods in a day. I take over 9 periods a day. So it's very difficult for me to teach. However it's my compulsion because it's Kathmandu. In city like Kathmandu we have to run our livelihood, we have to think about study, think about life, and think about family members and many things. So, I have to take over nine periods a day and it's very challenging.

From the response of the respondent, it was revealed that novice teacher teaches different schools and colleges somewhere full time and somewhere part time because it is their compulsion in the city like Kathmandu. They have to run their livelihood, think about study, think about life, and think about their family members and many things. It is very difficult for novice teacher however they take lots of periods in a day for their livelihood, so they feel heavy workload. Therefore, novice teacher gets demotivated due to the heavy workload.

From the discussion above, it can be said that novice teachers face the problems of heavy workload. Similarly, the novice teachers mentioned heavy teaching load as a challenge for themselves. This difficulty seemed to increase the pedagogical and emotional burden of the novice teachers who were already overwhelmed by the tasks and responsibilities of being a full-time teacher (Sali & Kecik, *ibid*). Therefore, new beginner teachers might feel frustration and disappointment due to the heavy workload.

4.1.1.9 Low Job Satisfaction

Low job satisfaction is the theme generated on the basis of teachers' experiences regarding job satisfaction. It represents one of the most important areas of work motivation. Job satisfaction is simply defined as the effective orientation that an employee has towards his or her work. Job satisfaction is influenced by various factors like the nature of work, quality of work, relationship with the immediate supervisor, compensation, benefits, job security, working culture and environment. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction further implies enthusiasm and happiness with ones 'work. It is the key ingredient that leads to recognition, income, promotion and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction also means a collection of feelings and beliefs that people have about their current job. In this regard, Sujana narrated:

I am very happy with my profession because it is my kind of passion, it is my hobby to be a teacher but we teachers, private teachers really feel that why don't we quit such job because of so much difficulties. But I being a student of education, I have to be teacher. I am a teacher and then, I am satisfied with my job but what I believe is that in the future we teacher may get proper training, from the government. I hope there may be the good policies and management for the teacher in future. Being the teacher of private school also we may get such facilities, such teacher training from the government level too.

From the narrative presented above, I found that novice teachers are very much happy with teaching profession because it is their kind of passion, hobby to be a teacher. The concept of job satisfaction refers to the opinions people have about their job. It can be defined as the individual's cognitive, affective and

evaluative reactions towards their jobs, or simply the favorableness with which employees view their jobs (Strumpfer, 1998). But being a private teacher, novice teachers really feel like quitting their job because of the different things such as, financial allowance, workload and not getting the other facilities like in government schools. Novice teachers face these problems during their first year of teaching. So, I came to know that novice teachers were not satisfied with their job because they face various challenges in the school. They believe that in the future, private teachers may get proper training from the government level. Similarly, Saugat said:

I am satisfied with the teaching profession. I don't want to compare and evaluate teaching profession with the money because teacher is a person who creates the main power of the nation. But I am not satisfied with the schools teaching duration , because I have just to take two periods, within two periods what might be changes, what changes can I bring? It is very difficult to bring changes within two periods. So, I am not satisfied with the teaching rules and criteria that were made by the school but teaching is my interest.

From the narrative above, it can be shown that novice teacher is satisfied with the teaching profession. Job satisfaction is assumed to result from the nature of the job or the working conditions. Thus, it represents the effects of situational forces on workers' job attitudes. It is assumed to be associated with employees' perceptions that the organization is functioning in their best interest (Shonje, *ibid*). But I found that novice teacher is not satisfied with the system of private schools' teaching and the teacher just get the short period of time for teaching but it's not sufficient to bring change and to make the effective teaching. He has got only the limited time for teaching so, he is not satisfied with his job. Furthermore, Sujana said:

I am satisfied with teaching profession but I am not satisfied with teaching system, with the payment, with this system that the school has even I do have deep passion in teaching. I am in a position to be away from teaching because of my health problem, throat problem so apart from that I am satisfied with teaching but I am not satisfied with the school system, with remuneration. If that is improved probably I will be getting back to teaching profession in the distant future.

From the above story, it is understood that the serious impact of teacher attrition can have on education system; payment system and system of the school are the significance of retaining qualified teachers. The educational system changes, it is vital to continuously study job satisfaction in all areas of education. In order to maintain highly qualified teachers, the organizational community must address the issue by staying current with the changing needs of teachers (Francis, 2017). But from the narratives I found that novice teachers are not satisfied with teaching system, with the payment, with the system that the school has even if they have deep passion in teaching. Some of the teacher is in a position to be away from teaching because of personal health problem, throat problem and other professional problems too.

To conclude, through the narratives discussed above, it can be coincided that majority of novice teachers are found to be satisfied with the teaching profession but they are not satisfied with the teaching system, with low payment, with heavy work load and unsupportive behavior from the administration, principal, colleagues and students. Sometimes, novice teachers think of quitting their job because of the reasons of low job satisfaction and lack of supportive environment, insufficient school support, low salary, heavy workload and disruptive behavior of students. Therefore, teaching faculties should provide those facilities to the novice teachers and then definitely the teachers will be satisfy with their job and never think to quit their job.

4.1.2.10 Supporting Factors for Novice Teachers' Professional Development

To support novice teachers those are in the first year of teaching, many districts offer support in the form of induction programs. Induction program support can include administrative coaching, mentoring, professional development, additional support in classroom, and collaboration with peers and varies by school district across the country. For professional growth, a teacher should involve in training, workshop, peer coaching, action research, seminars and so on. Therefore, teacher education programs help them to shape and reshape their professional identities (Rokaya, 2018). In this regard Sushila said that:

Being a teacher, we need to update our knowledge and education so seminar, workshops, teacher training program and conference plays vital role on it. It helps us to know the newly developed methods, approaches, techniques that are useful in the classroom management. It helps us to develop our confident level. So, it plays the role to develop the efficiency of teachers. Therefore, first of all we need training, seminar, workshops and self-motivation. Teacher need to be updated in the most essential things in these days because it is very difficult to understand the child psychology due to the diversities of the students.

From the above discussion, I came to know that seminar; workshop, conferences and teacher training program are important supporting factors for novice teachers to increase the knowledge and ideas as well for professional development. It also helps to enhance confident level to the novice teachers. Therefore, teacher induction program, teacher training program, workshop, seminar and conference are fruitful for novice teachers. In the similar vein Prinsa has to say this;

I think these seminar, workshops, conference, teacher induction program, teacher training program are very helpful for novice teacher for professional development. I have also attended conference and teacher training program. These types of programs are really fruitful for us. Talking about my experience, it makes the novice teacher confident, introduce us about new teaching methods and it gives insight about the content, as well as it helps us to interact with other teachers and give opportunity to listen and share with each other.

From this, it is concluded that the skill development programs has appeared as a fruitful program for novice teachers. It helped her to build up her confidence by improving her teaching methods and learning various skills of teaching. It also helped her to have a good interaction with her fellow mates and helped to build good relations with them sharing her opinions and experiences with them. Likewise, Saugat said;

Professional development training is necessary for everybody not for only a teacher because professional training helps anybody to become a professional, to develop their professionalism so professional trainings are essential or necessary. Novice teacher can develop their professionalism but regarding the professional training I have attended almost three or four trainings of professional development which were held in our own institutions by the governing expertise from CLCR Australia. So I have attended three or four seminar or professional development trainings.

Here he includes the importance of professional development trainings to help the teachers to develop their skills of teaching. According to him he also got few chances to get involved in such programs and has a good experience of getting benefitted in his person skills of teaching too. Similarly Subash stated;

First of all, such type of induction programs those are just taken as formality in our country should be taken very seriously and that should be in extended form but that should not be only for one or two days. Maybe for month or two or three months so that novice teacher can have the large exposure of developing professionalism, confidence and next one is the school management team should facilitate each and every aspect of the accommodation in the school and solve the those problems that the novice teacher faces.

In his experience such types of programs can have good impacts in developing the teaching skills of novice teachers and building up their confidence by giving them a good platform of exposure. But while conducting such trainings it should be carried out effectively but it should not be just the formalities. In the same vein Sujana states;

Of course, I have attended many conferences, national and international conferences, workshops, seminars, trainings etc and I also have presented my paper at national and international conferences. Teacher professional development programs are really supportive to the teachers like me, to the novice teachers because such a conference, workshop professional development events are all about professional development. So these are going to help the newly appointed teachers as

well. They may acquire the experiences of many teachers coming from different parts of the countries and also they may come to know different their experiences and they can put that into their classroom practice etc. These have to be organized but my school has never organized such events. That's really frustrating and dishearten to me.

According to his stories, he has got a good chance to get himself involved in national and international skill development programs. But such methods of teaching are hard to be implied inside the classrooms practically.

To sum up, the experiences of respondent teachers regarding skill development programs it shows that organizing such programs in the schools have a very good impact in developing the skills of novice teachers. It helps them to build up their confidence. So the school management need to be wise enough to run out such skill development programs to help and develop in the teaching skills of novice teachers to have a good output to the students.

4.1.2 Expectations of Novice Teachers

We all have some sort of expectations from everywhere either from school or from other institutions before joining there. Of course, teachers also expect various things from the school, from the administration, from the principal, from teaching staff as well as from the students. In this section, I have presented the themes based on the teachers' narratives that were found to be the expectations of the novice teachers.

4.1.2.1 Cooperative Environment

Cooperative environment is one of the most important themes. It is related to school cultures, school working environment, cooperative school management team, supportive administration, principal etc. Satisfied working environment should be provided to the newly appointed teachers because if they do not get cooperative behavior and healthy environment in teaching from the institutions

they may be demotivated and irritated as a result they may quit their job. A good classroom environment facilitates desirable behavior and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/students and students/students interaction (Asiyai, 2011). In this regard Sushila said:

I expect them to be cooperative with me as I am new teacher. I think they can help me in the difficult conditions. But they do not help me properly. I thought they can teach more, I can learn many things from them. But the reality is just opposite; already existed teachers are taking fewer classes than new teachers. Novice teachers need to take 5 to 7 periods per day. It is very difficult for me sometimes I need to check student's homework but I do not have time because of less cooperation with senior teachers.

From her stories, I found that the expectation regarding cooperative environment of school is not positive. We all expect various things from the school. They cooperate with other, they share their problems with colleagues but I found that there is not much cooperative environment within staffs. Novice teachers expect senior teachers would teach more and they would learn from them but I found just opposite. In the school being novice teacher, they have to take 5 to 7 periods per day so they do not have time to check students' homework. Therefore, it is very difficult for the new teachers to work in the lack of cooperative environment. Similarly, Prinsa stated:

Before joining the teaching profession, I was expecting to get support and suggestions from my colleagues, from the students and from the principal as well as school management community.

From the response of the respondent, it is said that before joining the teaching profession she was expecting to get support and suggestions from her colleagues, from the principal, from the school management team as well as students. Obviously, as a human being we are expecting many things from everywhere. Therefore, novice teacher also expect those expectable things from the school community. Furthermore, Saugat narrates:

Generally, we don't know what might be the expectation. Expectation may lead to hurt someone so regarding expectation, different people have different views. So, obviously I am also expecting, school environment to be very good. If I feel difficulties there I could share my problems with my principal and colleagues. But they did not help me when I got problem of classroom management.

From the above narratives, I found that novice teachers are expecting school environment to be good. If novice teachers feel difficulties they could share their problems with principal and colleagues but sometimes they do not get support from the colleagues and principal when they get problems of classroom management. From his stories, I came to know that sometimes expectations and reality might be demotivated factors for novice teachers. In this regard, Subash said:

I expect that the management to provide the expected benefices, facilities, accommodation, teaching materials and if I have some problems definitely there might be someone to help me. I would think so but in reality I did not get that much supportive environment in the initial phase.

From his illustration it is concluded that novice teacher expectations could not be met by the management concerned people, who do not provide them with

the expected facilities, accommodation and teaching materials. Before entering the school new teachers expected that even if they face difficulty, there might be someone to help them but I found that there is not supportive environment among teaching staffs and administration. In the same way, Sujana said:

Well, it's very relevant questions to me. There were lots of expectations of mine before I was engaged in teaching but I did not find them in reality. The first and foremost expectations that I had before I was enrolled, I would get administrative support but I did not find whenever I used to share my problems with the administrators. They just used to let me down and to my problems. I did not find them being supportive and attentive to my problem and the next expectations that I had before was having a good relation/ collegiality with the teaching faculties but I did not find that, I did not find any of the teachers are being supportive and helpful. I just found all of them burned-out, being stressed, probably because of the tortures that they were given by the administrators or principal and the next expectations that I had was the principal of my school would support me, would behave with me very well in the very friendly manner but I did not find that and I found the principal was different so he was far away from my expectations. He was negligence to the teachers' problems.

From the above narratives, I came to know that before he was engaged in teaching, he had lots of expectations from the school, principal and colleagues. They would support him because he was new teacher but in reality he did not get support from the administration, from the principal as well as from

colleagues. He found that there was not cooperative environment within school culture. He did not find that any of the teachers being supportive, being helpful. Therefore, novice teachers cannot continue their job because it is very challenging and problematic condition in the initial teaching career.

By analyzing their stories, it can be said that all the participants were found to be demotivated due to the gap between their expectations and reality. Sometimes we expect much from the principal but our expectations and reality is totally different. One of the major areas of working conditions, leadership of the principal, can make a difference in teacher productivity. Therefore, novice or newly appointed employees expect various things before joining the teaching profession. After engaging teaching field they face different challenges during the first year of working environment. So, at that time novice teachers do not get proper support, guidance and suggestions from their principal, from their school administrators and from their teaching staffs.

4.1.2.2 Disciplined Students

Most of the teachers expect that all of the students are well disciplined. They listen to their teachers, they obey their teachers and they respect their teachers. In this regard, Prinsa said:

I was expecting the students to be more collaborative, talented but in reality I do not find that students are collaborative and talented. They are not much talent what I was expecting before most of students are friendly with me but some of the new students did not obey me. They make noise in the classroom, they talk with the friends. So, it is quite difficult to manage the classroom in the beginning.

From the response of respondent, it is said that before joining the school, novice teachers expect from the students to be more collaborative and talented.

But from her stories, I came to know that the students are not collaborative and talented in reality. Most of the students are friendly with her but some of the new students do not obey with her, they talk with friends in the classroom so novice teachers cannot control the class because of students' undisciplined behavior. Similarly, Saugat said:

Talking about students, I expect lots from them. I expect they are cooperative with me and they are talent students so I do not need to explain about the subject matter but in reality they are not like this. I found the next one is lack of incentives regarding the extra works and last one but the least lack of novelty of students towards teachers.

From the above mentioned response, I came to know that beginner teachers expect lots from the students like cooperative behavior with them and they are talent so they do not need to explain about the subject matter but they do not find in reality. I found that lack of incentives regarding the extra works and lack of novelty of students towards teachers, it is very difficult to manage the classroom for novice teachers. Likewise, Sujana said that:

Students of that school would be disciplined but I do not find that. I found that students of that school I know quite uncivilized and disruptive because of which I was so frustrated initially but I controlled myself and tried to adjust there and then settled down the problems by myself however still I am not happy.

From the above narratives, we came to know that novice teachers expect students would be disciplined but from his stories, I came to know that students of that school are not disciplined; they are quite uncivilized and destructive behavior. They are not respecting and obeying the new teachers. Therefore,

novice teachers were frustrated in the initial phase of teaching career. But they try to control themselves and adjusted there later. However, he is not happy.

From the discussion above, it can be said that students are the foremost supporting factor in novice teachers. All the participants mentioned that they had not got support from their students. Novice teachers' expectation is vast different in the reality because most of the students were undisciplined, they did not respect their teachers, they make noise in the classroom etc. To conclude, that students are main support provider to novice teacher for their better professional development, and creating better teaching environment. Teacher always want supportive environment in the classroom.

4.1.2.3 Career Enhancement

Career enhancement is one of the most important themes which is generated from the participant's narratives. It refers to the upward progression of novice teachers or any of the employees who involved in job. It includes the things that employees do to enhance or develop their career from their institutions. Regarding career enhancement, Prinsa stated that:

Being novice teacher, we have more expectation on career enhancement because we are newly appointed teacher there and we do not have much experience. So, I expect their career enhancement, to develop my teaching skills, confidence level and other types of expectations. But it is very difficult for us to enhance our career because in different parts, we face different difficulties and different challenges as being novice teacher.

From this extract of the respondent, we can say that before joining any institution novice teachers have more expectations to enhance their career. They expect to develop their teaching skills because novice teacher do not have

more teaching experience and also they expect to develop their confidence level and classroom management skills. From her stories I found that career enhancement is not an easy task. We have to struggle a lots for enhancing career but it is very difficult to enhance our career from the private institutions. Therefore, novice teachers may not fulfill their expectations either by teaching private or public schools. Likewise, Saugat said that:

Everybody has their own expectation or strategies for career enhancement, in the same way I do have. Before starting teaching I have heard many things like, this school is supported by Australia CLCR and so I have started by expecting that will also give chance to go Australia but still I haven't. Hope to get opportunity in future days (smiles). It is one of my expectations for career enhancement.

From this response, it can be said that everybody has their own expectation before joining teaching profession. We can generalize that novice teachers have various expectations before joining the profession like school's support, administrative support, enhancement in economic condition and development of teaching skills. In the case of the respondent he expected to go Australia after joining the profession because he heard about it. But in his case, his expectation was not fulfilled even he worked hard.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

In this chapter, I have concluded my study with major findings which I have drawn from chapter I to chapter IV. It's all about the brief description of my research study. Similarly, I have presented the major findings of the study, conclusion and recommendation to the policy maker, teacher educator, novice researchers and ELT practitioners. Likewise, I have concluded this thesis with my reflections which include the challenges, dilemmas encounter while preparing the overall thesis.

5.1 Findings

The findings of the data analysis collected from the previously discussed instruments are presented in this section of my study. On the basis of analysis of data and interpretation of the result from the teachers' narratives and class observation, I have drawn findings of my research. I found the lived experiences of working conditions of novice teachers in the initial year of teaching, they shared with me were highly accounted. In this section, I have tried to present the main themes of research finding separately that stemmed from the data analysis, research objective and research questions.

5.1.1 Working Conditions and Challenges

The one objective of my research was to analyze the working conditions of novice teachers in the initial year of teaching. The stories of participant novice teachers showed the fact that they were found to be completely dissatisfied due to various problems, such as; inadequate classroom management, lack of content knowledge, poor working environment, unsatisfactory salaries, unsupportive behavior and unfriendly environment, disruptive behavior of students, lack of collegiality, heavy workload, low job satisfaction. Based on the research result, I have mentioned the following major points:

- I. Most of the secondary level novice teachers were found to be not able to manage the classroom properly due to lack of experience and nervousness of novice teacher and felt hard to control the class in the beginning. Unless the teachers are well known about the behaviors of each and every student in the class, it is very difficult task to deal with them and to take them under control.
- II. The narrative of novice English teachers revealed that the lack of new content knowledge may sometimes arouse the problems and may not teach effectively. They have problems to understand the subject matter from the students' perspective and anticipating their problems and difficulties.
- III. The data showed that all the novice teachers were found to be demotivated due to unsatisfactory salaries. Most of the private schools did not pay much salary so that novice teachers try to quit their job.
- IV. Some of the novice teachers were discouraged due to unsupportive behavior and unfriendly environment of school administration and principal.
- V. The disruptive behavior of students made the teachers difficult to manage the classroom.
- VI. Majority of novice teachers said that there is no collegiality among the teaching staffs and principal that make novice teachers demotivated.
- VII. The data revealed that due to heavy workload novice teachers were leading towards stress, dilemmas and frustrations so that it was quite difficult for them in the initial year of teaching.
- VIII. The lived stories revealed that novice teachers were given heavy workload and unnecessarily tortured by the administration and principal.
- IX. Similarly, the novice teachers were found not being satisfied with their professional life due to low salary and heavy workload.
- X. Novice teachers want encouraging and supportive environment to ask questions and seek advice when they feel overwhelmed. To create this

type of nurturing environment, novices must feel comfortable and safe when asking for assistance.

- XI. Due to working conditions, novice teachers do not grow professionally. These contradictions, dilemmas, overloads, dominations, struggles create the great tension within these novice teachers who attempt to shape and reshape their identity.

5.1.2 Expectations of Novice Teachers

Likewise another objective of my study was to explore the expectations of the novice teachers from the schools, principal, teaching staffs as well as students. Based on the analysis and interpretation of data, I have summarized following findings regarding the teachers' expectations from the school, administration, principal, colleagues as well as students before joining the teaching profession.

- I. The narrative and lived stories of novice teachers reflected that they were found to be demotivated due to the gap between their expectations and reality.
- II. All the participants (novice teachers) expected that there should be cooperative environment within school administration, principal and colleagues. Some of the novice teachers found positive environment and they get support from there, whereas some of the novice teacher did not get support and positive response from the school administrators, principals and already existed teachers.
- III. It was found that students' management is also the most important issue for novice teachers. All of the participants expected that there are good, talented, students in Kathmandu, and the students obey and respect their teachers, but they experienced totally different. In reality, they ignore their teachers most of the times, sometimes they showed uncivilized and undisciplined behavior as well as provided the less cooperation and the novice teacher felt uneasy to manage/control their classroom properly.

IV. It was found that two of the participants were expecting career enhancement. They expected more facilities from the school but in reality their expectations were not addressed.

5.2 Conclusion

The major concern of my study was to analyze the working conditions of novice teachers and their experiences and challenges during the first two years of teaching. In this section, I have discussed all the considerable things for preparing this thesis.

As being a researcher, it is quite difficult to carry out the research related to novice teacher because all of the novice teachers were quite busy in their own personal works. They did not have much time to give interview with me. However, researching on working conditions of novice teachers particularly is really challenging issue for me. Most of the article which I reviewed focused on challenges faced by novice teachers and classroom activities of novice teacher and experienced teachers. Therefore, selecting the area related to working conditions of novice teachers, reviewing literature, finding out the existing gap , analyzing data and internalizing themes were more challenging and complex tasks throughout the whole thesis process.

I have selected narrative inquiry research design for my study because I wanted to explore the working conditions of novice teachers during their initial stage. I found narrative inquiry is the most appropriate research design for my study. I have interviewed with five novice English teachers. They shared their stories with me in a very friendly manner. After collecting data, it was very difficult to transcribe because it took a long time to transcribe the interviews of the respondents that I had recorded in my mobile phone, however I did it and coded for the general and specific themes, and intensively analyzed and interpreted the data collected through in- depth interviews from the five novice English teachers.

The participants' narrative revealed that working conditions of novice teachers during initial year is very challenging. Everybody is well known that a newly introduced person can have various problems regarding any of the occupation in the initiation. The new one is unfamiliar with the rules, regulations and systems of the appointed faculty. To be specific, the novice teachers may be unfamiliar and unknown about the schools rules and system as well the students and teachers behaviors, need and interest. They may feel hesitation and may not ask with the senior teachers as a result they may feel hopeless and try to get out from that school. So, in such cases the guidance and support can be very helpful and can play a vital role to establish a renowned expertise in that school. Therefore the guidance and support for the novice teachers from the experienced teachers are the most.

There need to be very close relation between novice and the experienced teachers which helps the novice teachers to share their problems freely and without any hesitations. Similarly, senior expert teacher can suggest them with various ideas to solve the problems. From the teacher narratives, I found that majority of novice teacher dissatisfaction is with low salary. To be exact if a new teacher is paid well and not given unnecessary burdens or tortures, provide supportive and healthy environment for teaching then he /she can contribute a lot in school. They can establish the new ideas and systems in teaching at school which leads towards better achievement of students and the school moves forward then other. Therefore, the school needs to think and be conscious about the demand and need of the teachers. There should not be the dominating behavior between senior and junior teachers. The school needs to paid satisfactory facilities to the novice teachers.

Furthermore, the study has revealed that there is high level of dissatisfaction among secondary level novice English teachers with conditions of pertaining to their schools environment, working load and low salaries. Working conditions is properly addressed in the near future; there will be serious decline in teachers

job satisfaction, which adversely affect teaching and learning on the part of the teachers and students respectively thus affecting the quality of education.

5.3 Recommendations

Based on the major findings and conclusion of the research some policy related and practice related recommendations have been made in following three levels:

5.3.1 Policy Related

Policy is the government's action to formulate the rules, systems and regulations regarding the newly appointed teachers. Rules and regulations from the government help to systematize the every activity regarding working conditions of novice teachers. The policy makers of the Nepal get help and ideas to formulate the policies related to the novice teachers from the following implications.

- I. Findings of my study showed that some of the participants strongly commented on unequal provision of teacher training of private school and government school so, government should provide teacher training for teachers of private institutions too.
- II. Government should make the renovations of the private teachers' equivalent to the government teachers so that novice teachers will be motivated to work with their full commitment and enthusiasm.
- III. Government should provide satisfactory facilities like; salary, teacher induction program, teacher training, holidays etc. for novice teachers.
- IV. Government should revise the curriculum because the curriculum of Nepal is not fully practical. Curriculum should be made student-oriented rather than teacher-oriented.
- V. The Nepalese government should state the responsibilities, roles, duties of the principals, in charges, coordinators and all the teaching and non teaching faculties of the school.

- VI. Government should be provided support and guidance for the novice teachers because new teacher did not know school environment, school culture, students' culture and etc. So, it can be beneficial for everyone who involved in teaching profession or any kind of profession.

5.3.2 Practice Related

The major implications from the findings of this study in practical or day to day life are recommended under this practice related fields. Practice level implications and recommendations have been listed as flows:

- I. Novice teachers as well as other experienced teachers must be provided with at least two leisure periods per day so that they can check the homework of the students thoroughly and have relaxation so that they can get rest and time to get well prepared for upcoming class where they can perform in a energetic way.
- II. Being novice teachers they face various challenges in the field of teaching. Due to lack of experience they feel difficulties in classroom management. It is commonly found that the mentalities of students are completely different regarding the novice teachers. So that school authorities should provide teacher training regarding classroom management for novice teachers.
- III. School administrators, principal and co-teachers should help to the novice teachers as they are the ones who have already faced different problems and challenges regarding students of that particular school.
- IV. Collective efforts are the way of success in any sectors and they should have a good collegiality among the teaching staffs. The senior teachers should provide essential ideas to the novice teachers.
- V. Beside this, work load is another important factor that lacks in the efficiency of a teacher. Literary it means if a novice teacher is given more burden of work then defiantly he/she is unable to give his/ her

100% effort in the classes. So it has negative impacts in both teachers and students.

- VI. School management should take various steps in order to reduce the unnecessary workloads from the teachers.
- VII. If the novice teachers are treated friendly and provided with the essential ideas and suggestions, then it is the best thing to develop quality of education.
- VIII. The school should protect the early career teacher from unreasonable workload and other demands, encourage them, strengthen their confidence and satisfaction in their work, and respect their teaching style.

5.3.3 Further Research Related

I am hopeful that this study will be a major base for the further researchers. I think no work is final and no research is complete in itself. This study also could not cover all the areas of research. There might have some limitation as well. This study is also helpful to the persons those who want to conduct their research in the similar area or topic in coming days. However, I have pointed out some related areas for the further study:

- I. This study was limited to five novice teachers who are teaching at secondary level in the different private schools in Kathmandu Valley. It would be more interesting to know how other novice teachers from private school were facing challenges during first two years of teaching career.
- II. The next areas for conducting research is related to the methodological aspects to get better insight of the phenomena, classroom observation and face to face in-depth interview are not enough. In order to get the better insight on working conditions of novice teachers, it would be better to use the others sources like teachers daily diaries, written narratives, activities observation report

teachers. It helps to examine and explore the working conditions of novice teachers.

- III. In the same way, another possible direction for further research would be working conditions of experience teachers. The prospective research can explore the real live stories regarding working conditions of experience teachers applying the similar.

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APPENDIX A

Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Working Conditions of Novice English Teachers in the Initial Year of Teaching** under the supervision of **Dr. Tara Datta Bhatta**, Professor, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to analyze the working conditions of the novice teachers in the initial stage of teaching and to explore the experiences and expectations of the novice teachers from the schools, principal, teaching staffs as well as students. The expected duration of your participation will be two hours. The research tool mainly will be the interview and your reflection writing as secondary ones. Please let me know if you agree to participate in it. 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.

See you soon,

Researcher

Binita Gurung.

M.Ed. 4th Semester

Tribhuvan University Campus, Kirtipur, Kathmandu, Nepal.

Note:

-) There will not be any risk & discomfort associated with this research.
-) The information you provide for the purpose of this research will be made confidential for both interview & your reflection writing.
-) Interview will be recorded.
-) I hope you will not leave yourself from process at any stage.

Signature.....

APPENDIX B

General Interview Guiding Questions

The interview questionnaire has been prepared to collect information for the research work entitled, **Working Conditions of Novice English Teachers in the Initial Year of Teaching**, under the supervision of **Dr. Tara Datta Bhatta**, Professor, Department of English Education, T.U, Kirtipur, Kathmandu, Nepal. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Questions

- i. Briefly introduce yourself, please.
- ii. Family history: members, family educational background.
- iii. What are the things that actually energize you to teach?
- iv. How long have you been engaging in teaching?
- v. How many periods do you need to take every day?
- vi. How is the working conditions initial stage of teaching for you? Do you experience any problems? What are they?
- vii. With whom do you share your problems? Why?
- viii. Before joining teaching profession, what are the expectations from the principal, colleagues, senior teachers, students etc?
- ix. Did you face any difficulty in content knowledge, school environment, classroom management, cultural background, work load, salary, job satisfaction etc?
- x. You told many problems you faced, now can you tell me who supported you? How?
- xi. In your opinion, what role the principal, teaching staffs, senior teachers, school administration should play to help you? Do they play all roles? How, Can you remember an example?
- xii. In broad view, who should be responsible for supporting novice teachers like you? Why? How?
- xiii. Are you satisfied with this teaching profession? If yes, how? If no, why?

APPENDIX C

The interview has been conducted to collect the viable insight for the research work entitled **Working Conditions of Novice English Teachers in the Initial Year of Teaching**, under the guidance and supervision of **Dr. Tara Datta Bhatta**, Professor, 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

Researcher: Hello sir, Namaste.

Respondent: Namaste.

Researcher: How are you?

Respondent: I am pretty good and what about you?

Researcher: I am also fine, umm at first; I am going to introduce myself. I am Binita Gurung from T.U, Kirtipur. Currently, I am carrying out my research entitled “Working Conditions of Novice English Teachers in the Initial Year of Teaching”. So, today I am here to take your interview for my research purpose, because you are also a secondary level novice English teacher. Well, how is your life going on?

Respondent: Yeah it’s wonderful. It’s pretty good.

Researcher: Would you please briefly introduce yourself?

Respondent: Umm sure. I am Sujana Khanal (pseudo name). I come from eastern part of Nepal, Gaighat Udayapur. Umm... I have recently umm... let say joint one of the institution. I have been teaching for the last one year as a secondary level teacher at Janapremi College. I am involved in different umm... schools and college here in Kathmandu valley.

Researcher: Your permanent address? (Where are you from?)

Respondent: I come from eastern part of Nepal, Gaighat Udayapur and I am living in Bhaktapur, Balkote umm currently.

Researcher: Ok, let's talk about your family background ok? How many members are there in your family?

Respondent: Ok I have to found actually, umm... there are seven members in my family. I am the youngest son in my family. I do have two sisters' umm... two big brothers and I don't have to say that I do have parents (laughing).

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

Respondent: Of course, sure my daddy is in English teacher. Umm he is +2 in degree but in training he has got long term trainings probably, umm... ten months. So he is going to be retired soon it's around twenty months left now and do have minatory retirement and talking about my mummy, she is umm let say partly literate. Umm... and talking about my two brothers, they are bachelors in qualifications. And sisters, one sister is also bachelors in qualification and youngest sister is in grade nine now.

Researcher: Ok, and then... How far do you enjoy teaching?

Respondent: Of course I do enjoy teaching a lot because teaching is my passion and as my daddy is an English teacher umm to see him in a get up of teacher. I wanted to be a teacher right from my early age. So I was highly influenced by my teachers, my father's teaching profession, and then accordingly I was enrolled at the faculty of education and then umm finished my master's degree major in English from education faculty. So, definitely I enjoy this profession because umm my background and my faculty are also related to teaching so I do enjoy a lot.

Researcher: In your view, what is teaching?

Respondent: (smiling)... teaching... in my opinion teaching is that art of expression ourselves and making others you know like, yeah aware regarding different things. And other words, teaching simply means imparting the knowledge that we have to the students where there is you know like sound

interaction between the teachers and the students. So, teaching is very much you know like umm fundamental making the people like human beings.

Researcher: Well, you are involved in teaching profession for few years ago. Did you face any difficulties such as; content knowledge, classroom management, cultural background of students or schools, subject matter, salary, etc?

Respondent: Of course as a novice teacher, when I was joined in teaching profession there were lots of difficulties that I have to go through. The first and for most difficulty that I have to go through was umm... difficulty related to subject matter and um... because I was not that much you know like confident in my subject matter because of which the students you know like they used to be destructive when I used to be teaching in the classroom. Next thing was that I had not taught before because it was umm first time I was involved in teaching and also similarly, other difficulty went through in the initial phase of my teaching could be like destructive students. You know students did not used to obey what I told them. They used to be destructive when I used to umm... I want to put them into right track. They didn't used to obey me so they used to be destructive that what I faced and also regarding classroom management, I could not manage the classroom umm... for the few months let say, probably because I did not have that much knowledge regarding how to manage the classroom. And other thing like related to administration because administration was quite new to me and it was very difficult to me to express my problems to them and even if I expressed my problems to them. They didn't used to be that much attentive to my problems. I did not find them that much supportive umm... towards my problems and also regarding umm... you know like environment, I did not find that much friendly environment in the initial phase because probably, I was quite new and everything was quite new to me and also regarding you know like umm... teaching faculty because I found all the teaching faculty quite new and also I could not build up that much rapport with them very soon. It took me long time build up rapport, let say good relation with them and then later on I have to be familiar with them, so,

these were some of difficulties that I had to go through and however, I... you know like umm faced to them and overcome these difficulties and how I have been teaching very happily now.

Researcher: How many periods do you need to take per day?

Respondent: Ok, umm... I am somewhere full time teacher, somewhere as a part time teacher so because of that I have to take lots of periods in a day. So, I take over 9 periods a day. So it's very difficult for me to you know like umm... to...to... teaching however it's my compulsion because umm... it's Kathmandu. Umm... city like Kathmandu we have to run out livelihood, we have to think about study, think about life, and think about let say family members many things. So, I have to take over nine periods a day. So that it's very challenging job.

Researcher: It means that you have more working load in school?

Respondent: Of course I do have heavy working loads. Yeah.

Researcher: Well, how is the working condition in the initial stage of teaching for you? Do you experience any challenges/ problems? What are they?

Respondent: As I have already told you working conditions um... when I was joined at institutions where I am teaching right now umm... regarding working conditions, I was given many periods you know so it was... these periods were very troubles for me to keep teaching without having a rest. So and also because of you know like umm... because of newly environment so these you know like somehow frustrated me to teach.

Researcher: With whom do you share your problems? Why?

Respondent: Well, I usually I do not have share these problems with the teaching faculties why because all the teaching faculties are in the similar positions. You know if I share my problems with them, they think that, I feel that I am inferior to them so because of inferiority complex I do not share my problems with the my colleagues but I share with my senior teachers, let say experts, with my teachers who taught me whom I believe, with my friends who I can share my problems and also with my friends, if I don't have any sorts of

hesitations, I just share these problems with them but not my colleagues and other teaching faculties at my schools.

Researcher: You are one of the English teacher especially novice English teacher. As a novice English teacher how do you feel yourself in teaching profession?

Respondent: Umm... as a novice teacher, I feel that so everybody has to be a novice teacher in the beginning phase. So during then... so as a novice teacher you know like we feel initially frustrated, we feel initially... let say excited as well, see we also excited when I was enrolled let's engaged at teaching I also excited. And I used to be you know like teaching to the students at the top my voice because of which you know I have got sore throat problem at the moment. I have visited the hospital and I have been suffering from throat nodule probably because of that excitement yeah during my initial phase of teaching. And also the next thing that we feel in the initial phase of our teaching is... we feel quite new to everything like to students, to teaching faculties, to the working environment, to the school administration, to the principal, to everything you know like we feel quite new and strange. We feel we are a stranger so it's, you know like because of which we feel somehow frustrated, we feel somehow disappointed and unhappy but umm... over the course of time we have... for me, I got adjusted and then build up rapport with the teachers, with the students and then started teaching well, yeah.

Researcher: Ok, before joining teaching profession, what are the expectations from the principal, teaching staffs, senior teachers, students etc?

Respondent: Well, it's very um... relevant questions to me. There were lots of expectations of mine. When umm... before I was engaged in teaching but I did not find them in reality. The first and foremost expectations that I had before I was enrolled, before I was engaged in teaching was that I thought that I would get administrative support but I did not find whenever I used to share my problems with the administrators. They just used to give a down to me and to my problems. I did not find them being supportive and attentive to my problem

and the next expectations that I had before I was engaged at teaching was that I had thought of having a good relation let say collegiality with the teaching faculties but I did not find that, I did not find any of the teachers being supportive, being helpful. I just find, I just found all of them just you know like umm... burnt out, being stressed, probably because of umm... because of the tortures that they were given umm... by the administrators let say principal and the next expectations that I had such expectations that the principal of my school would support me, would behave with me very well in the very friendly manner but I did not find that and what I found the principal was that found him a bit different you know I found him umm... let say in different to my problems I found him negligent. I found him you like trouble giving umm torture giving etc. And also talking about my students, I had such expectations that the schools where I was engaged initially umm... and students of that school would be you know like discipline but I did not find that. I found that students of that school I know quite uncivilized and destructive because of which I was so frustrated initially but I controlled myself and try to be adjusted there and then settled down the problems by myself however still I am not happy.

Researcher: If you were principal or senior teachers of this school, what roles would you actually play to support for novice teachers like you?

Respondent: Yeah so if I was a principal let say, senior teachers or if I were at any positions of my school, I would play different you know like supportive roles to the novice teacher like me. First role that I would play could be, I would provide you know like umm... trainings to the novice teachers that's what we called umm... also teacher induction. I would involve the teachers into teacher induction. The teacher induction is type of/ kind of mentoring support given to the newly appointed teachers for a few months let say. So, I would think about teacher induction so that the teachers could be familiarized with the systems of the school, with the students, with the school management community, with the school environment, with the administration, let say in other words with the system of the school as whole. So I would think about that

I am also, I would provide let say I would provide them kind of encouragement which would definitely for the inspired umm to be umm... familiarized very soon in working environment let say setting.

Researcher: In broad view, who should be responsible for supporting novice teachers like you? Why? How?

Respondent: Umm... okay, so all the people should be responsible that's what say but what I say is that the principal let say the concerns authorities of school should be responsible to support novice teacher why because they may not about the students, about the school system, about the let say subject matter as well to be honest etc. so the school umm... concerns authorities should be very much you know like concerns with training them, with making them familiar with these factors. And on the top of that what I think is that the head teacher let say is to be responsible and also that novice teacher himself should be responsible because he should have content knowledge, he should have pedagogical knowledge, he should have interpersonal skills, intrapersonal skills. You know there are many skills that a teacher umm... novice teacher should have acquired earlier before he is appointed and this is the place where he can put that skills into practice. So he should also be responsible so what I meant to say that all the people, all the concern people umm... should be responsible to support the novice teachers' right.

Researcher: Briefly talk about your school environment and teaching environment of school, please.

Respondent: Umm... talking about school environment there is no sound school environment at my school. There is the sense of you know like the competition just among the teachers. There is no collegiality at my school. All the teachers they seem to be very quite hurried why because of over working hours see umm... school calls us even on Saturdays. So it's we need to have extra time to enjoy our personal life as well but school never thinks about our personal life. School thinks that we are the servants of the school and we should keep working as if we are the labors working for the wages so that not fare. So they don't think of our personal life see because of which including me

all the teachers feel frustrated. They don't seem to be that much motivated in teaching. And other working environment talking about other working environment yeah and also school management community, there is not school management community at my school because I am a private teacher. So school... because there is no school management community there are quite a people school investors. There is the solo let say investment at school so because of which they give us lots of tortures, tensions to the teachers. If they don't do that they are like it to be boycotted from the job you know so because of the fear of boycotted they keep working as the servant without speaking against the administration that what I am doing as well. And also teaching environment umm... let say it's good but talking about the support that I am supposed to be given I am not getting that. If I think of new innovation and new techniques that I think of apply into my teaching and ask for any things to the administrations which cost money and if the things that I explored umm that cost money at the administration. They just turn you know like back because they do not support financially and because of which I feel demotivated and I don't feel like umm... teaching with my open heart and commitment and full devotion. And now I am in a position to you know like give up teaching on the hand my throat is not favoring me and on the other hand I don't feel that I am secure working at private sectors. So I am thinking of being permanent somewhere probably out of teaching or being other engaged other professions.

Researcher: What about professional development training? Have you ever attended teacher training programs or induction programs, any seminars, workshops and conferences?

Respondent: Umm... that's very interesting and you know important questions. Of course I have attended many conferences. National and international conferences, workshops, seminars, trainings etc. and I also have presented my paper at national and international conferences. But to attend such conferences, I was not supported by my school. I was funded by myself but the administration did not support me financially. Umm... but yeah I have

attended there however. And this professional, teacher professional development programs really supportive to the teachers like me, to the novice teachers because such a you know like conferences, workshops let say professional development events are all about professional development. So these are gonna help the newly appointed teachers as well. They may acquired the experiences of many teachers coming from different parts of the countries so and also they may come to know different their experiences and they can you know like put that into their classroom practice etc. These have to be organized but my school has never organized such events. That's really frustrating and dishearten to me.

Researcher: Well, collegiality is supposed to be a key to enhance the height of an institution so is there any collegiality among your teaching staffs?

Respondent:

Researcher: Let's talk about salary factor; are you satisfied with your salary?

Respondent: To be honest will you umm... if I am satisfied with my salary I would not have taught over nine periods a day. So I am not satisfied with my salary. So the school where I am teaching at the moment does not pay me much as per my expectations, as per my qualifications etc. and you know it's not my problem but also the problem of all the private teachers. They are not paid equivalent to the government teachers. So because of which they feel frustrated and so as the case of me. Because of the unsatisfactory remain rations. I also teach other schools and because of that you know like income I have been able to sustain myself here in Kathmandu.

Researcher: Ok then you is not satisfied with your salary.

Respondent: but what is found is that so if they are paid let say for example let say twenty thousand or twenty five thousand umm...in a month. They say fifty thousand, forty thousand a month why because on the hand there is the matter of prestige as well and the other hand there is the matter of respect too. So, and also on the other respect they have high qualification but they are paid less. Not

equivalent to government teachers so that's gonna dishearten them, so because of that you know umm... people say that yeah.

Researcher: Then are you not satisfied with this teaching profession?

Respondent: Umm... I am satisfied with my teaching profession but I am not satisfied with teaching system, with the payment, with this system that the school has and also umm.... At present now I am even if I do have deep passion in teaching. I am in a position to umm... be away from teaching because of my health problem, throat problem so apart from that I am satisfied with teaching but I am not satisfied with the school system, with remain rations, and with the system school has. If that is improved probably I will be getting back to teaching profession in the distance future.

Researcher: If you were at policy making level, what roles would you play to working conditions of novice teachers like you?

Respondent: The question is very tough to me however, if I were at policy making level, I would think of umm different important policies to the novice teachers like me, that would really inspire, that would really motivate, that would truly encourage me, that would truly encourage other teachers, other demotivated teachers like me. Though policies, I would think of merging you know like private schools into private schools and government schools into the single education policy. So there is that system Nepal so because of you know like private institutionalized schools and let say community schools there is discrimination between the private teachers and let say community teachers in everything. So that's what I would think of that policy and next thing that I would think of could be I would clearly state the responsibilities, roles, duties of the principals of the school in charges of school coordinators let say of the all the teaching and non teaching faculties of the school. So that's I would think of and next thing that I would think of could be or think of making the renovations of the private teachers' equivalent to the government teachers so that would you know like motivate in the teachers to work with their full commitment and enthusiasm. And the next policy that I would think of could be you know like umm... think of revising the curriculum because the

curriculum of Nepal is not that much practical you know. I would think of making the curriculum you know like student oriented rather than teacher oriented. I would think of making the curriculum you know like umm.... Practical rather than that much theoretical etc. these would be some of the policies that I would a make if I am at policy making level.

Researcher: Well, if you were not involved in teaching profession what have you done?

Respondent: I would have done umm... something different I don't think umm... if I were not involve at teaching profession probably I would have been somewhere umm... you know like holding new, holding you know like red pens (smile), at somewhere holding new let say high ranking post, because of that teaching profession has really entangled my life you know neither can I go out of this nor can I leave this profession so you know like one the hand I keep getting money. On the other hand because of money I am not thinking about other professions. I think I would have held a high ranking position somewhere out of teaching profession.

Researcher: What is your future plan?

Respondent: My future plan is to contribute in the field of teaching is to bring about paradigm shift in the field of teaching. Especially in ELT as I am an English teacher. There are many challenges and difficulties that English teachers are facing in Nepal. So I would think of improving, I would think of improving the... you know like situations that are found to be pathetic in the context of Nepal. And I would think of you know like improving the education system in Nepal. I would think of improving the students' achievement in Nepal because talking about the students English proficiency in Nepal, it's very pathetic you know they cannot even produce even a single sentence in English that should be pathetic so I would think of in such factors as well. And also I would think of hiring the qualified teachers, proficient teachers at my school. If I were let say umm... investors, let say principal etc. I would definitely plan to be an expert of original that's what my future plan is, and planning to do PhD and further degrees.

Researcher: It means, you think that you will keep sustaining in teaching?

Respondent: Umm, if my health favors I will keep sustaining in teaching. If not I would be out of teaching profession to be honest. So my teaching profession limits with my health situation. You know if health does not favor we can think of umm... sustaining our job. So if it does not because it's all about my... you know like speech umm voice. So if my voice does not function well I think I will give up if not I will sustain in teaching but there are many things that should be improved in Nepal as I have already told you.

Researcher: Finally, what would you like to say in relation to the things that we discussed above?

Respondent: Well, I have said many thing umm... in relations to research topic so what I like to say finally is umm... I wish you all the very best for your successful thesis completion. I found research topic pretty interesting and there you know like relevant in the context of Nepal. And you know novice teachers have faced lots of challenges and difficulties. So if umm... I guess your research will be supportive tool and guideline for the policy maker, for the educationist, for the teachers, for the students, for the curriculum developers, policy makers, syllabus designers, etc in formulating right kinds of planning and policies. So I wish you all the best and thank you very much for this golden opportunity, for letting me express myself regarding my experiences etc. So, thank you so much.

Researcher: Thank you so much sir for your valuable information. You helped me a lot for collecting the data for my research, beside your sickness. I am very grateful for providing me your precious time. Thank you so much.

Respondent: Ok, thank you, thank you so much.

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