



The Impact of the Induction Programme on New Teachers' Retention Intention in Chitwan District Nepal

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Abstract

This study aimed to examine the impact of the key components of the induction programme on new teacher retention intention in Nepal. Specifically, it examined new teachers' opinions, views, perceptions, and experiences of the induction programme's key components and how they are related to gender and new teacher retention intention in the profession. This study used an integrated mixed methods approach with the simple random sampling method as a sampling strategy. In total, 250 new teachers were randomly selected from 15 private and 15 public schools in Chitwan district, Nepal. The response rate of the survey questionnaire was 84%. Eleven new teachers in total were selected to take part in the semi-structured interviews who also already participated in the survey study. The quantitative survey instrument was a self-administered Likert-type questionnaire which was developed based on the previous studies addressing the key components of the induction programme. Principal component analysis (PCA), Student's t-test, Mann-Whitney U-test, and Binary Logistic Regression analysis were used to analyze quantitative data, and the inductive content analysis method was applied to interpret the qualitative interview data.

The results showed that 72% of new teachers stated their retention intention in the profession, and 28% stated their turnover intention, which is less than the international attrition rate of 30-50 %. The quantitative results further indicated that highly task-oriented school principal management behaviour, collegial support to increase content knowledge, high expectations of teacher performance, and emphasis on effective teaching skills have a negative association with new teachers' retention intention in the profession. Conversely, collegial support for instructional skills, recognizing and comfortable working atmosphere, and well-working observation mechanisms have a positive association with new teachers' retention intention in the profession.

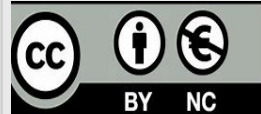
The qualitative results supported the quantitative results' low mean values, indicating new teachers' dissatisfaction with Nepalese induction support programme. Overall, the qualitative data contributes to a more comprehensive and nuanced understanding of the association between the perceptions of new teachers regarding the key components of the induction programme and their retention intention in the profession and validates the interpretations of the quantitative results. The findings of this study would be beneficial to school leaders, policymakers, and practitioners in finding appropriate solutions to the problem of new teacher attrition.

Keywords: *induction programme, newly qualified teachers, teacher retention attrition, teaching profession, turnover intention*

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Introduction

Schools and other educational institutions welcome new teachers to join their communities yearly. While the primary responsibility of these teachers is to teach the curriculum based teaching, it is also important for them to understand the unique culture, context, and requirements of their new workplace. Schools provide induction supports during each academic year to facilitate this process. The induction programmes aim to familiarize new teachers with the organization and offer them guidance, support, and orientation. As Ladd, Kochenderfer, Coleman (1997) and Ingersoll and Smith (2004) explained, the induction programmes aim to help new teachers settle in and understand their organizational duties and responsibilities.

Research in the United States has shown that implementing induction programmes has decreased attrition retention rates among new teachers. However, the effectiveness of the induction programmes depends on their quality and how well they meet the needs of new teachers. Therefore, it is crucial to analyze such programmes to ensure that all new teachers receive equal guidance and support and identify the best practices that can help improve student academic performance. Schools are responsible for providing appropriate induction support and preparation for new teachers (Earley & Weindling, 2004).

This researcher has been responsible for conducting the induction programme for new teachers in his organization for thirty years. One of the challenges faced by him was the varying levels of teaching experience among new teachers, which ranged from two to more than ten years. However, the challenges faced by the new teachers were similar and related to their ability to adapt and function within the new school's culture and context (Adhikari, 2022). This researcher also found that attrition rates decreased when teachers were provided with an authentic, in-school-developed induction programme that utilized the school's own body of evidence, including student data and a curriculum framework adapted from an international education organization. Current researcher investigated the new teachers' opinions, experiences, and perceptions of the key components of the induction programme and

examined the school leaders' perspectives on the programme and how it could be developed and improved to meet their goals and needs.

Ingersoll and Smith (2004) highlighted that teaching is a profession that often experiences high attrition intention among new teachers with limited experience. It is especially true when teachers move to a new context, increasing the attrition risk. Thus, analyzing the induction programme in the researcher's school is crucial in gathering feedback from both the inductors and inductees. It will help identify the programme's strengths and weaknesses, which can be addressed to improve student learning, performance, and achievement. The impact of induction programmes on new teachers' retention intention in Nepal holds significant importance.

Induction programmes, designed to support and acclimate new teachers, are crucial in influencing whether these teachers choose to stay in their roles or leave the profession early. A well-structured induction programme can provide essential resources, mentorship, and training, fostering a positive initial experience for new teachers. The positive experience, in turn, can lead to increased job satisfaction, confidence, and a sense of belonging, which are critical factors in retaining new teachers within the education system. By addressing the challenges and uncertainties faced by new teachers and providing them with the necessary tools and support, induction programmes contribute to building a stable and motivated teaching workforce, ultimately improving the quality of education for students in Nepal (Adhikari, 2022)

Educational institutions worldwide are experiencing high attrition intention rates among new teachers, even those with prior teaching experience (Adhikari, 2022). Early career challenges often prompt new teachers to quit, while experienced teachers also leave at higher rates (Adhikari, 2022). It results in a loss of resources and requires significant time and training to rebuild staff, negatively affecting student achievement. New teachers often feel unsupported and isolated in a new context, leading to confusion and stress (Bhandari, 2015). Induction programmes are now required for new teachers before the start of the academic year. Still, their effectiveness depends on reflecting on the school's curriculum and teaching

approach (Bhandari, 2011).

Teacher attrition is primarily caused by stress linked to a lack of confidence and familiarity with the job requirements and responsibilities (Adhikari, 2022).

The stress caused by negative emotions can lead to emotional fatigue, disengagement, irritability, and lack of interest related to new teachers' retention intention in the work environment (Corbell, Osborne & Reiman, 2010). Stress causes include workload, student behaviour, attendance, unsuitable training, working hours, and teacher evaluation. These factors can be addressed in induction programmes to prepare teachers for the challenges they may face in their jobs, such as student discipline. New teachers must develop their pedagogical strategies and approaches, and the school administration should support them in improving teaching and learning quality (Corbell et al., 2010).

The school climate, or the relationships within the school community, also affects teacher attrition intention rates (Adhikari, 2022). Positive school climates lead to decreased levels of stress and, accordingly, less teacher attrition. Each school's environment is unique, and part of the induction programme should establish a positive start for new teachers in that specific organization (Scherer, 1999). An authentic and unique induction programme should be developed and delivered to support all new teachers in each educational organization (Adhikari, 2022).

This research aims to evaluate and analyze the impact of the key components of the induction support programme on new teachers' retention intention. The purpose of the induction programme was to support new teachers in adapting to the school's context, curriculum, and systems, and it is considered as a part of the school's professional development programme. The main research question is: *What is the relationship between the key components of an induction programme and the retention intention of new teachers in the Chitwan district of Nepal?*

Having worked as a staff member at the same school for 15 years, this author has witnessed the experiences of several new teachers who have joined the institution. Some have had positive and long-lasting experiences, while others have struggled and failed to complete their contracts,

even choosing to leave school prematurely (Adhikari, 2022). When this author first joined at school as a teacher, he had no induction support, leaving him feeling lost and puzzled until he got the hang of things. After being promoted to an academic leadership position, he implemented a general induction programme that offered training on pedagogical theories and best practices but did not consider the school context (Adhikari, 2022). However, over time, the programme was refined to include information about the school's objectives and goals and detailed descriptions of the school day, students, parents, and relationships within the school community (Bhandari, 2015).

As a result, teacher attrition intention rates began to decline, and teachers were better prepared to face their daily duties. In his subsequent academic leadership position at the school, he observed contradictions between the leadership's and teachers' perceptions of the induction programme and the programme's goals, which were not fully realized (Adhikari, 2022). This study focuses on the induction programme because it can waste resources if not done correctly, leaving teachers to find for themselves without proper support or guidance. Therefore, schools should strive to create an authentic, transparent, and practical programme that utilizes data from their own students' performance and curriculum to provide helpful induction. As Algozzine et al. (2007) state, schools must ensure that every classroom has a qualified teacher, and the activities, support, and guidance provided during the induction period play a significant role in the success of new teachers.

Literature Review

The literature review of this research begins with the formation of theoretical foundation of the study and then the review of related previously conducted studies.

Theoretical Foundation

The study has determined seven theories related to the teacher's retention intention in the same institution.

Socialization Theory

New teachers go through a process of adapting to their roles. Effective induction programmes help them fit into the school culture, build relationships with colleagues, and feel like they belong, ultimately boosting their commitment to teaching and retention (Grusec & Hastings, 2015).

Human Capital Theory

Induction programmes invest in teachers' skills and knowledge. When new teachers are well-prepared and supported, they are more likely to stay in the profession, as these programmes enhance their value as teachers (Storberg, 2002).

Self-Determination Theory

Motivation and commitment are higher when individuals feel autonomous, competent, and connected. Effective induction programmes empower new teachers, promote classroom autonomy, build competence through mentorship, and foster relationships, increasing retention intention (Gagné, 2015).

Expectancy-Value Theory

New teachers are more likely to stay when they expect induction programmes to improve their teaching effectiveness, job satisfaction, and career prospects, as these expectations align with the perceived value of new teachers' retention intention in the profession (John Burr Williams, 1964).

Social Cognitive Theory

Observing experienced teachers in action within induction programmes inspires and enhances new teachers' skills, contributing to their retention intention by learning from role models (Flower, 1994).

Maslow's Hierarchy of Needs

Effective induction programmes address teachers' needs, such as support, recognition, and growth opportunities. Meeting these needs fosters job satisfaction and new teachers' retention intention (Loh et al., 2000).

Job Embeddedness Theory

Induction programmes that help new teachers establish strong connections within the school community and feel integrated into their roles increase teacher retention intention (Dickinson, 2022).

Organizational Commitment Theory

Effective induction programmes boost job satisfaction and organizational commitment, leading to higher new teacher retention rates by aligning personal values with organizational goals (Klein et al., 2012)

Above mentioned theories collectively support the importance of investing in quality induction programmes to address new teachers' needs,

provide professional support, and create a positive school environment, ultimately promoting new teachers' retention intention.

The teacher induction programme embedded in a variety of objectives, forms of assistance, subject areas, and support models designed to promote the new teachers' retention intention. Critical practices within the induction programme include continuing a teacher's lifelong learning journey and creating opportunities to connect with their initial teacher education experiences. The cornerstone of new teacher retention intention lies in providing three types of support: personal, social, and professional skills (OECD, 2021).

This article's theoretical framework revolves around the professional development of new teachers during the induction support phase. Secondly, it highlights the key components of induction programmes. The article explores the roles played by various stakeholders in retaining new teachers, encompassing support from school principals, colleagues and the assurance of the availability of teaching resources to facilitate the retention intention of these new teachers.

Additional sections cover into various aspects, including the implementation of induction programme practices in different contexts, the career development phase of new teachers, challenges related to the attrition and retention of new teachers, the influence of induction programmes on the new teachers' retention intention of new teachers within the teaching profession, a comprehensive examination of prior research on teacher induction programmes, and the synthesis of existing research findings. The conceptual framework of this study is firmly grounded in the dynamics of teacher retention intentions under the key components of the inductions programmes and their impact on new teachers' retention intentions in the profession (Ingersoll and Strong in 2011).

Components of the Induction Programmes

The key components of an induction programme play a crucial role in providing critical support to new teachers and guaranteeing their retention intention within Nepal's Chitwan district. The fundamental components encompass a range of factors, such as induction support for the effective management of teaching resources, support from school principals, the establishment of a conducive and well-structured system for managing

teaching materials, the facilitation of orientation programmes, seminars or workshops, efficient timetable management, and comprehensive mentor training (Ingersoll & Smith, 2004; Kessels, 2010; Rana, 2017; Wechsler et al., 2010).

Furthermore, the existence of a supportive school management culture, collaborative initiatives involving schools, colleges, and universities, and the availability of professional support systems, orientation seminars, and mentorship programmes

for new teachers all constitute significant components of a holistic induction program (Lamsal, 2011; Ingersoll & Smith, 2011).

Additionally, key components of the induction programme include ensuring access to resources, effectively organizing induction support activities, coverage of the entire curriculum of the induction programme, and emphasizing the key roles mentors play in assisting new teachers (Kidd et al., 2015).

Table 1: Summary of Previous Studies on Induction Programmes and their Impacts on New Teachers' Attrition and Retention

Contributing authors	Findings on the Study	Main findings
Davis & Higdon (2008); Wechsler et al. (2010) ; Corbell, Osborne, & Reiman (2010); Long, McKenzie-Robblee, Schaefer, Steeves, Wnuk, Pinnegar, & Clandinin (2012); Stanulis, Little, & Wibbens (2012)	The comprehensive induction programmes should encompass elements to enhance the likelihood of retaining new teachers, such as backing from school administrators, adept classroom management techniques, constructive interactions with parents, proficient teaching abilities, diverse sources of peer support, chances for career growth, and manageable workloads.	The majority of previous research has shown that various types of induction programmes, such as support from principals and colleagues, access to teaching resources, effective mentoring practices, partnerships between schools and universities, development of instructional skills, the success of students, various formats of mentoring programmes, teacher education packages, and the overall quality of the induction programme, have been found to have a significant impact on the retention of new teachers.
Bickmore & Bickmore (2010); Stanulis, Little, & Wibbens (2012)	The induction programmes' capacity for involving new teachers with school administrators or principals contributed to the improved retention of these teachers.	
Akalin & Sucuoglu (2015); Rockoff, (2008); Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman (2011); Ministry of Education of Nepal (2015); Shrestha (2013). Consuegra, Engels, & Struyven (2014); Fantilli & McDougall (2009); Imazeki (2005)	The induction programme's effectiveness in retaining new teachers hinged on mentor support, proper training, timely promotions, and positive factors like supportive school management, effective principal leadership, favourable management behaviour, and competitive compensation.	
Byrd & McIntyre (2000); Consuegra et al. (2014); Bastian, Patterson, & Pan (2015); Anderson (2019); Khanal (2011); Tang (2011)	The growing disparity between the theoretical and practical knowledge imparted in teacher education programmes has increased the attrition rate among new teachers.	
Khanal (2011); Karunakaran & Bhatta (2013); Ministry of Education of Nepal (2015)	The traditional educational system's centralized educational policy and the absence of elevated social status for teachers have contributed to heightened stress and attrition among teachers.	
Davis & Higdon (2008); Kingdon & Riboud (2009); Banville & Rikard (2010)	The availability of teaching materials and students' disciplinary issues influenced new teacher retention.	
Thapa (2012); Stanulis, Little, & Wibbens (2012). Kapadia, Kavita, Coca, & Vanessa, (2007)	Enhanced student achievement positively impacted retaining new teachers, and the effectiveness of induction programmes notably raised retention rates for new teachers in their initial and second years of teaching.	
Fuller (2003); Cohen & Fuller (2006)	The principal element of the induction programme aimed at retaining new teachers during their initial three years of teaching was mentoring support.	
Henke, Chen, & Geis (2017); Smith & Ingersoll (2004)	Secondary data regarding teacher attrition from the 1993 school year, with follow-ups in 1994 and 1997, revealed that teachers engaged in induction programmes experienced a 15% reduced attrition rate, while those who did not partake had a 26% higher attrition rate than the baseline.	
Hahs-Vaughn & Scherff (2008)	Induction support positively impacted teachers' intention to remain in the profession.	
Evertson & Smithey (2000)	New teachers who trained individuals mentored demonstrated superior classroom management skills compared to their peers, and they expressed a commitment to stay in the profession. Conversely, those not receiving mentorship during their initial teaching years intended to depart from the profession.	
Davis & Higdon (2008)	Involving new teachers in school-university induction collaborations resulted in increased teacher effectiveness and a greater likelihood of future retention when compared to new teachers who solely received support from the district.	
Fletcher & Strong (2009)	New teachers in the most intensive induction programme acquired essential teaching skills, delivered better student results, and desired to stay. Those with full-time mentor support also achieved better student outcomes and intended to remain, surpassing those with part-time mentors.	
Flores & Ferreira (2009); Rockoff (2008)	New teachers with more extensive interaction with their mentors displayed improved student outcomes in mathematics and reading skills and were committed to staying in the profession.	
Bhandari (2006); Shrestha (2013) & Subedi (2008)	Low-income levels, centralized educational policies, and a deficit in practical teaching abilities elevated the attrition rate among new teachers.	
Glazerman et al. (2010)	The findings suggest that while intensive induction support didn't influence new teacher retention in their first or second years of teaching, it demonstrated a more substantial positive impact on retention after three years of receiving such support.	
Vierstraete (2005); Räsänen et al. (2020)	The results exemplified that teacher retention intention is significantly influenced by the support provided during the initial teaching years and various systemic and social factors, overshadowing the impact of academic performance and teacher preparation programme quality.	
Mérida-López et al. (2020) Adhikari (2022)	The findings indicate that work engagement, marked by energy, dedication, and focus on work, is a critical factor in how support from supervisors and colleagues affects job satisfaction and the intention to leave a job. Specifically, the research revealed that solid supervisor support reduced the choice to quit by boosting work engagement. Moreover, direct colleague support was linked to increased work engagement and a decreased intention to leave.	

Fostering a supportive school culture that places importance on communication, cooperation, trust, and support within the school community is paramount in enhancing the teaching abilities of new teachers and cultivating job satisfaction (Huling-Austin et al., 1989; Ingersoll & Smith, 2011). Understanding the norms within the school culture can significantly enhance new teachers' capacity to acquire professional skills during their induction support programmes (Ingersoll & Smith, 2004).

According to Huling-Austin (1992), as cited by Scherer (1999), the key components of induction programme contributing to the success of teacher induction programmes include effective school management, qualified mentors, and flexible support meetings tailored to address the evolving needs of new teachers. A comprehensive induction programme that incorporates the key components is indispensable in providing robust support to new teachers and ensuring their retention (Ingersoll & Smith, 2004; Kessels, 2010; Rana, 2017; Wechsler et al., 2010; Bhandari, 2011; Lamsal, 2011; Kidd et al., 2015; Huling-Austin et al., 1989; Scherer, 1999) (see Table 1).

Previous research highlights that effective induction programmes to new teachers' retention intention should include various components: support from school administrators, classroom management strategies, positive parent relationships, strong instructional skills, peer support, professional development opportunities, and manageable workloads. The programmes' success in retaining new teachers is depended on mentor support and timely promotions. Positive associations was found between new teacher retention intention and supportive school management, effective principal leadership, favourable management behaviour, and adequate compensation (see Table 1). The gap between theoretical and practical knowledge within teacher education programmes played a role in the rising attrition rates among new teachers. Additionally, centralized educational policies in conventional systems and teachers' relatively low social status heightened stress levels and contributed to attrition to new teachers' attrition intention.

The presence of teaching materials and issues related to students discipline were also factors influencing new teachers' retention intention, and

an improvement in student success was linked to better new teachers' retention intention. Notably, the quality of the induction programme had a significant positive impact on the new teachers' retention intention in both their initial and subsequent years of teaching. Mentorship played a critical role in the induction programme and contributed to the new teachers' retention intention over the first three years.

Analyzing secondary data revealed that participants in the induction programme had a 15% lower attrition rate than the baseline, while non-participants had a 26% higher attrition rate. Induction support positively impacted teachers' retention intentions in the profession. New teachers with trained mentors exhibited enhanced classroom management skills and a stronger retention intention in the teaching profession (see Table 1).

Research Gap

In Nepal, there is a research gap in understanding how specific components of effective induction programmes impact on new teachers' retention intention. While past studies mentioned the key components like administrator support, classroom management, parent relationships, instructional skills, peer support, professional development, and workloads, there's a lack of in-depth investigation into their direct influence on new teacher retention intention in Nepal. (see Table 1) Existing research emphasizes the importance of school administrator engagement, mentor support, effective leadership, management behaviour, and compensation in boosting new teachers' retention intention. Still, there's a gap in connecting these factors to long-term retention intention rates. Factors such as the gap between theory and practice in teacher education, centralized policies, social status, teaching materials, discipline issues, and student success affect retention intention but require more comprehensive study to understand the impact of induction programme to new teachers' retention intention.

Moreover, while mentorship in induction programmes is recognized, a deeper analysis is needed to determine its extended impact on new teacher retention intention. Existing research shows the positive effects of induction support on teachers' intention to stay, but a more thorough examination is required to establish the direct

relationship between these factors. Overall, the research gap clarifies how key components of effective induction programmes directly contribute to improving new teachers' retention intention and overall teacher retention rates in Nepal (See Table 1).

Methodology

A mixed methods approach, which combines quantitative and qualitative methods, was chosen for this study due to its versatility (Creswell & Plano Clark, 2017). The convergent parallel design, known for its inherent appeal, was selected (Creswell & Plano Clark, 2017). The survey study was conducted to gather data from a large sample population (Brace, 2004 & 2013; Creswell, 2014; Czaja & Blair, 2005; Kothari, 2004; Lancaster & Crowther, 2012). Surveys involve participants responding to a set of questions themselves. Quantitative and qualitative data were independently collected and analyzed using appropriate procedures, allowing for data integration (Creswell & Plano Clark, 2007, 2011, 2017) (see Figure 1).

A simple random sampling method was used to select the sample population of 250 new teachers. Consent forms for this study were distributed to 30 school principals, and 215 completed were returned. The decision was made to include only those who returned the consent forms in the study. In the next phase, participants received a self-administered survey questionnaire and a cover letter explaining the research topic, objectives, scenarios, and voluntary participation. While 215 questionnaires were sent out, five participants did not provide complete survey information. Therefore, data from 210 respondents (N = 210) were analyzed.

The primary objective of this research endeavour was to systematically gather valuable insights concerning the influence extracted by the principal components of the induction programme on the propensity of new teachers to persist within the teaching profession. The selection of participants for the qualitative interview remained to explicit criteria, with a deliberate emphasis on individuals possessing diverse experiences related to various issues of the induction programme. From a pool of 11 chosen interviewees, six were identified as male and five as female, constituting a

purposive sampling strategy, thereby ensuring the comprehensive exploration of the perspectives and experiences of recently inducted teachers.

Within the subset of female interviewees, two were teaching at the primary level, two at the lower secondary level, and one at the secondary level. The roles above mentioned teachers encompassed specializing in diverse subjects such as English, Mathematics, Social sciences, and the Nepalese language. In order to secure their participation, the researchers diligently obtained verbal consent from the interviewees via telephonic communication, subsequently formalizing this agreement by collecting their written signatures on consent forms.

The core of this qualitative investigation revolved around the formulation of seven open-ended semi-structured interview questions meticulously designed to penetrate and comprehend the personal experiences, perspectives, and viewpoints of fledgling teachers pertaining to how key components within the induction programme influenced their intention to sustain their presence within the teaching profession (Lichtman, 2013). The principal focus of this inquiry lay in assessing whether each component of the induction programme contributed positively to enhancing the inclination of neophyte teachers to persevere within the profession during their formative years.

The current researchers conducted a content analysis following the four main steps outlined by Hartonen et al. (2020) to analyze the primary data qualitatively. This qualitative analysis explored how new teachers' perspectives and experiences with various forms of support provided by the induction programme influenced their decision to continue or leave the profession. The content analysis process encompassed four main steps: transcription of recorded data, identification of crucial codes based on research questions, grouping and renaming similar codes into subcategories, and further analysis of subcategories to identify similarities and establish main categories. This analysis sought to identify primary types and assess the extent of professional support offered to new teachers during the induction programme, aligning with Tashakkori's (2007) guidelines to facilitate and enhance qualitative data analysis. (see Figure 2).

Convergent Parallel Design

The diagram discusses the essential components of the convergent parallel design in a mixed methods approach. It outlines the procedures for integrating data from both quantitative and qualitative findings (see to Figure 2).

The convergent parallel design also represents

a mixed methods approach, where quantitative and qualitative data are collected and analyzed separately in distinct stages. The aim is to detect any shared components or areas of overlap between these two sets of data by comparing their results.

Following this, the findings are interpreted, and if similarities emerge, they are merged. Meanwhile,

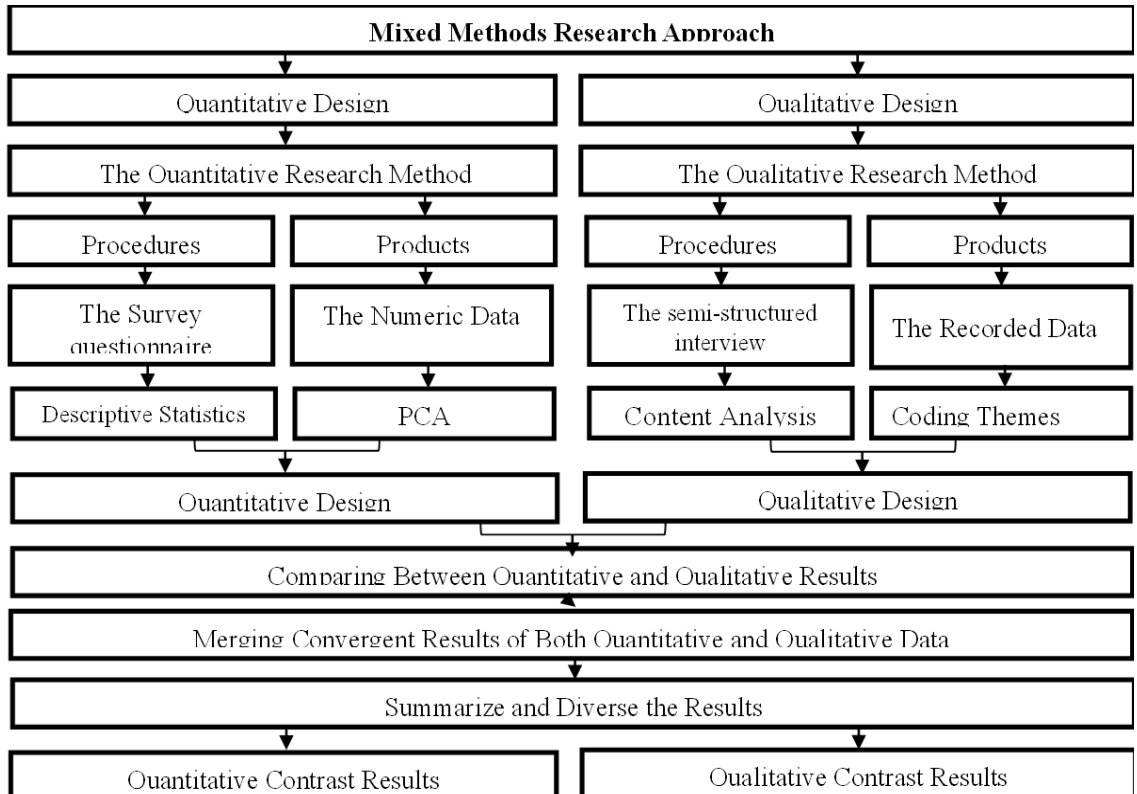


Figure 1: Design of Mixed Methods Design

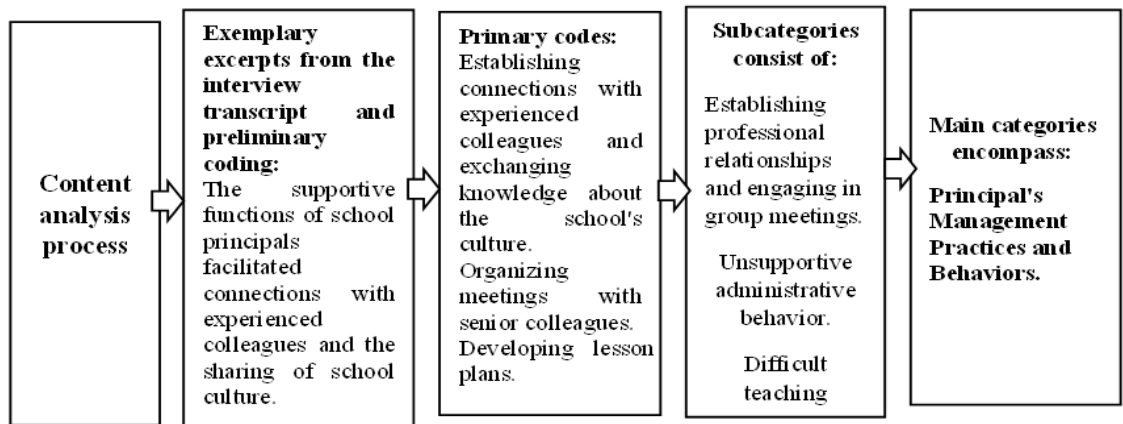
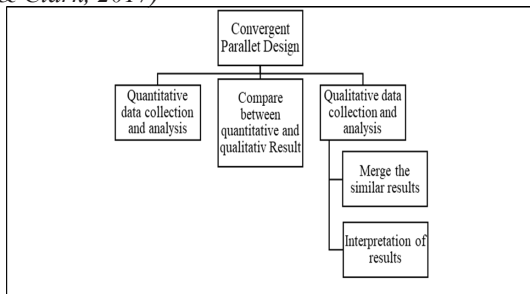


Figure 2: Critical Processes of Content Analysis

the remaining data are analyzed individually as quantitative and qualitative outcomes. This approach efficiently uncovers linkages and intersections within data obtained from diverse methodologies. Convergent parallel design is a well-established mixed methods research method for producing comprehensive and insightful data.

Figure 3: *Convergent Parallel Design (Creswell & Clark, 2017)*



Results and Discussion

This study employed a multifaceted methodology to derive its findings. The Principal Component Analysis (PCA) factor reduction technique was initially applied. Subsequently, a descriptive analysis of the scale was executed to ascertain the mean satisfaction levels among new teachers concerning the key components within the induction programme. Furthermore, a gender-based examination was conducted for each of the PCA-derived scales. Additionally, an assessment was made regarding how the perceptions of new teachers influenced their inclination to persist in the teaching profession. Lastly, a mixed methods approach was adopted, constituting a convergent model, to combine the quantitative and qualitative data, illuminating the research inquiries. Both questionnaire responses and interview data underwent rigorous analysis, facilitating an in-depth comprehension of how each component of the induction programme contribute to the professional development of new teachers.

The primary research question was subdivided into seven distinct sub-chapters, with the quantitative and qualitative data results being interwoven and presented interactively within each subsection. The qualitative data, in particular, proved instrumental in elucidating the intentions of new teachers to remain within the teaching profession. According to the mixed methods convergent model, the

congruent findings were concisely illustrated using tables and figures within the subsections (Creswell & Plano Clark, 2017).

Descriptive Analysis

The study encompassed a sample population of teachers consisting of 56.2% males and 43.8% females, which reasonably reflected the composition of the Nepalese teacher demographic. A detailed demographic analysis revealed variations in the distribution of male and female teachers across different education levels in Nepal. To illustrate, at the primary level (grades 1-5), the majority of teachers were male (58.5%) compared to female teachers (41.5%). Similarly, at the lower secondary level (grades 6-8), most teachers were male (72.6%), while only 27.4% were female. Likewise, at the secondary level (grades 9-12), a significant majority, 83.3%, of teachers were male, with a minority, 16.7%, being female. Lastly, at the higher secondary level (grades 11-12). The results show that 84.5% of teachers were male, whereas only 15.5% were female. The above mentioned statistics have provided a comprehensive overview of the gender distribution among teachers at various educational institution in Nepal.

Results of Quantitative Analysis

The Binary Logistic Regression (BLR) analysis results demonstrate that the computed model represents a superior fit compared to the basic model, as evidenced by the omnibus tests ($\chi^2 = 23.32$, $df = 7$, $p = .001$), indicating a significance level below 0.05. Moreover, the Hosmer and Lemeshow test shows perfect fit of the regression model ($p = 0.017 < 0.05$). In terms of prediction accuracy, the overall accuracy of the model was found to be 72.0%.

Furthermore, the analysis reveals a statistically significant positive association between new teachers' retention intention in the profession and the effectiveness of the observation mechanism ($p < 0.009$, odds ratio = 1.588, $B = 0.462$). The above mentioned results suggest that when new teachers engage in activities such as visiting mentors' classes, observing lessons conducted by senior colleagues, and participating in introduction meetings, their retention intention in the profession is positively influenced.

Conversely, a significant and negative association exists between new teachers' intention to remain

in the profession and an emphasis on teaching effectiveness ($p < 0.006$, odds ratio = 0.712, $B = -.340$). This implies that when there is a greater focus on teaching effectiveness, new teachers could have a reduced intention to remain in the profession (see Table 4).

The qualitative results also supported the quantitative results as a few new teachers reported that their mentors helped improve their instructional skills, as one male teacher stated:

I got adequate mentors' support to improve my instructional and classroom management skills and feel at ease working in my school. (M4)

The qualitative findings have supported the quantitative outcomes by enhancing the comprehension of the experiences of new teachers concerning various support mechanisms within the induction programme and their inclination to persevere in the teaching profession. A substantial proportion of the interviewees expressed that the induction programme's lack of emphasis on equipping them with effective teaching skills proved unbeneficial during their initial years of teaching as teachers. Furthermore, they conveyed that despite the high expectations set by school principals for better performance, the induction programmes have failed to provide them with productive teaching strategies.

Among the 21 principal components analyzed, three show a significant positive impact on enhancing the new teachers' retention intention in their profession. Additionally, the findings indicated a gender disparity concerning the satisfaction of teachers, with females, on average, reporting higher levels of satisfaction than their male counterparts in terms of collegial support for developing content knowledge. Conversely, a gender difference was also observed in new teachers' well-being, where, on average, male teachers expressed greater satisfaction than their female counterparts. Furthermore, the analysis revealed that four principal components negatively correlated with new teachers' retention intention, while the remaining three exhibited a positive correlation on new teachers' retention intention (see Table 3).

Results of Qualitative Analysis

Qualitative analysis of the data identified seven main categories, namely, school principals'

managerial practices and behaviour, teacher collaboration and collegial interactions, diverse modes of collegial support during the induction phase, varied types of induction programmes, the content encompassed within the induction programmes, as well as the attributes and overall quality of these programmes.

The findings underscored that a significant majority of the recently hired new teachers who participated in the study expressed dissatisfaction with the highly-tasked oriented school principals' practices and managerial conduct. Conversely, a smaller number of new teachers reported contentment with the actions and attitudes of their senior colleagues (see Table 20). In specific figures, only a quarter of the participants expressed satisfaction with the school principal's practices and managerial behaviour, while a majority voiced discontent. Similarly, the study disclosed that one-third of the teachers interviewed conveyed satisfaction with the practices and conduct of their senior colleagues, whereas seven respondents expressed disappointment.

Likewise, a quarter of the new teachers conveyed contentment with the various forms of collegial support, with the majority of teachers showed dissatisfaction. Furthermore, the results indicated that one-sixth of the interviewees found satisfaction with the formats of the induction programme, while nine expressed disappointment in this regard.

Furthermore, this investigation unveiled that one-fourth of the participants reported satisfaction with the content covered within the induction programme, while the majority expressed dissatisfaction. Similarly, one-fourth of the interviewees expressed satisfaction with the quality, attributes, and practices of mentors involved in the induction programme, while the predominant sentiment was disappointment. Notably, the data indicated that female teachers reported higher satisfaction levels than their male counterparts.

Convergent Results

The findings indicate that out of the 21 principal components in the quantitative results and the seven main categories in the qualitative findings, only five scales and five main categories were integrated as convergent outcomes (see Figure 12).

The mixed methods approach utilized in this study led to the identification of a convergence in five quantitative result scales and five primary qualitative result categories (see Figure 4).

This investigation produced both quantitative and qualitative findings, with the quantitative results encompassing sixteen core scales. On the other hand, the qualitative outcomes were organized into two primary groups, derived from the analysis of the 21 sub-scales identified in the quantitative phase. Additionally, the qualitative analysis unveiled two distinct overarching categories related to induction programme formats and topics. A comparative analysis employing percentages indicated that only two primary categories from the qualitative results were consistent with the study's overarching findings. This investigation has yielded a comprehensive set of outcomes, encompassing both quantitative and qualitative dimensions.

Through a comparative analysis employing percentages, it has been demonstrated that, in the ultimate analysis, only two main categories from the qualitative findings align with the overall conclusions drawn from this study.

The study findings suggest that the existing induction programme has limitations in adequately supporting newly appointed teachers. The mean values of most subscales fall below the average values of the corresponding scales, signifying a general sense of dissatisfaction among new teachers

with the programmes' facilities and provisions. The qualitative data, collected from 11 interviewees, underscores the critical importance of supportive practices by principals and colleagues as a determining factor in the retention of new teachers within the profession. Furthermore, the results highlight the dissatisfaction of new teachers with the induction support mechanisms implemented in their respective schools. The study underscores the inadequacy of the induction programmes in furnishing the requisite support to new teachers across various dimensions of induction support. Additionally, it has been ascertained that the organizational structure, content, formats, quality, and attributes of the induction programme, along with the behaviours and practices of senior colleagues, school principals, and mentors, are predominantly perceived as ineffective and inefficient by a majority of the interviewees.

This inquiry has yielded a comprehensive set of outcomes, encompassing both quantitative and qualitative dimensions. The quantitative aspect of the study covers sixteen fundamental scales. At the same time, the qualitative dimension has been stratified into two principal clusters derived from the analysis of the 21 main sub-scales discerned during the quantitative phase. Notably, the qualitative inquiry has further revealed two distinctive overarching categories about the formats and topics of the induction programme.

A comparative analysis conducted with the

Table 2: Overall Binary Model to Predict New Teachers' Intention to Remain in the Profession (N = 210)

Independent variables	B	S.E	Wald	df	Sig	Exp	95% C.I for Exp(B)	
							Upper	Lower
Collegial support for instructional skills	0.188	0.181	1.084	1	0.298	1.207	1.722	0.847
Positive and collegial working atmosphere	0.018	0.194	0.008	1	0.927	1.018	1.49	0.695
Well-working observation mechanism	0.462	0.177	6.841	1	0.009	1.588	2.245	1.123
High expectations of the principal	-0.296	0.164	3.253	1	0.071	0.744	1.026	0.539
Emphasis on effective teaching	-0.34	0.818	3.529	1	0.006	0.712	1.015	0.5
Highly task-oriented principal's management	-0.036	0.203	0.031	1	0.86	0.965	1.438	0.647
Collegial support for content knowledge	-0.071	0.163	0.193	1	0.661	0.931	0.667	1.28
Constant	-1.071	0.17	40.127	1	0	0.343		
Model variances	Nagelkerke R2 =15.20%			Cox & Snell R2 = 10.50%				

Table 3: Influential Indicators of New Teachers' Retention Intention (N = 210)

Independent variables	B	S.E	Wald	df	Sig	Exp	95% C.I for Exp(B)	
							Upper	Lower
Collegial support for instructional skills	-0.478	0.172	7.711	1	0.004	0.62	0.869	0.443
Positive collegial working atmosphere	0.382	0.172	4.003	1	0.047	1.408	2.031	1.408
Well-working observation mechanism	0.569	0.167	11.582	1	0.001	1.766	2.451	1.273
High expectations of the school principal	-0.314	0.154	4.417	1	0.042	0.73	1.403	0.732
Emphasis on effective teaching	-0.464	0.157	8.766	1	0.003	0.629	1.531	0.808
Highly task-oriented principal's management	-0.322	0.155	1.855	1	0.038	0.725	0.934	0.534

application of percentages has subsequently illuminated that only two primary categories from the qualitative findings align with the overarching conclusions of this study.

The study reveals limitations in the current induction programme for new teachers. Most subscale mean values were below average, indicating dissatisfaction among new teachers with programme resources. Qualitative data from 11 interviewees emphasize the importance of supportive practices by principals and colleagues for new teachers' retention intention. Additionally, new teachers expressed dissatisfaction with induction support mechanisms in their schools. The study highlights the programmes' inadequacy in providing necessary support in various forms of induction assistance. Organizational aspects, content, formats, quality, and attributes of the programme, as well as the behaviours and practices of senior colleagues, principals, and mentors, were generally perceived as ineffective and inefficient

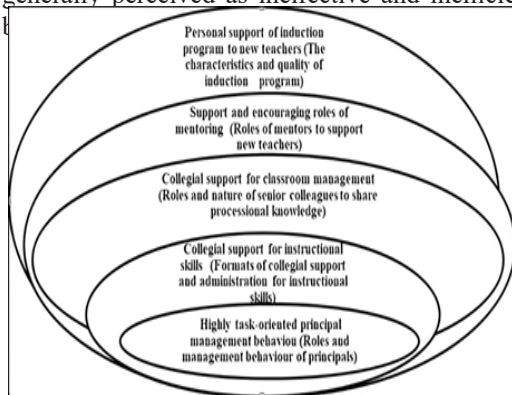


Figure 4: Analysis of the Integrated Findings From the Mixed Methods Approach.

Conclusion

This research examined the retention intentions of new teachers in Nepalese educational institutions and the factors influencing their examination of significant career shifts. Despite previous studies on teacher job satisfaction suggesting a favorable perspective (Räsänen et al., 2020), the results unveil a surprisingly high proportion of new teachers who do not plan to continue teaching. While most newly appointed teachers respond positively to induction support, the increasing inclination to leave hints at a potential discord between these teachers and school principals

within the Chitwan district of Nepal.

The results show that there are substantial disparities in induction support systems between European and Asian countries. Considering the pivotal role of the initial years in a teacher's professional development, induction programmes should prioritize a comprehensive framework for enhancing new teachers' competencies and professional identity (Akalin & Sucuoğlu, 2015). European countries such as Germany, Austria, Sweden, France, and Romania have established crucial induction systems to assist new teachers, whereas the Czech Republic and Finland lack an official induction period (Kotásek, Růžička, & Procházková, 1994; Vidović & Domović, 2013). Additionally, there are variations in the typical duration of induction periods, ranging from one to five years (Colley, 2003; McCormack, Gore, & Thomas, 2006).

The study has identified several important factors that substantially influence the decisions of newly appointed teachers regarding their retention intention to either persist in or depart from the teaching profession. The above mentioned factors encompass the managerial conduct of school principals, the support provided by colleagues in enhancing instructional competencies and content knowledge, the working environment, the quality of observation facilities, the expectations placed on teacher performance, and the emphasis on effective teaching practices.

Among those above mentioned factors, the availability of well-equipped observation facilities and a strong emphasis on practical teaching have emerged as the most strong predictors of new teachers' retention intentions in the profession. The statistical model employed in the analysis accounts for 15.20% (Nagelkerke R squared) and 10.50% (Cox & Snell R squared) of the variance in these intentions. It is noteworthy that new teachers perceive the availability of observation opportunities as a positive aspect, which enhances their teaching capabilities and, consequently, fosters their intention to continue in the teaching profession. However, an excessive emphasis on effective teaching practices has been found to have a negative impact on their retention intentions. Previous research highlights the importance

of comfortable working conditions, adequate salaries, supportive school administration, and the influence of unsupportive colleagues, low salaries, and heavy workloads on new teachers' retention intentions (Ingersoll & Smith, 2011; Schaefer, 2018).

This study, however, does not identify gender differences in retention intention. Teacher shortages are a global issue, and potential solutions include hiring permanent in-school substitute teachers, strategic recruitment into teacher education programmes, and clinical teachers (Craig et al., 2023; Choate et al., 2021). The study's findings contrast with the previous studies in Nepal that found the induction programme highly supportive of new teachers' retention intention (Khanal, 2011; Karunakaran & Bhatta, 2013; Ministry of Education of Nepal, 2015).

In the UK, codes track whether teachers leave voluntarily or due to work difficulties (Towers & Maguire, 2017). Similar issues exist in the US, where experienced teachers go due to administrative and accountability concerns (Adhikari, 2022). Limited research on specific causes of new teacher retention and attrition exists in Nepal. Still, broader studies point to factors such as low salaries, limited support, challenging environments, lack of career growth, ineffective teacher preparation programmes, integration barriers, and unstable policies contributing to teacher attrition.

New teachers' retention intention is based on the working environment, supportive school principal, supportive colleagues, society's support, supportive education policy, students' disciplinary issues, and teachers' commitment to Nepal.

The above mentioned factors contribute to new teachers' attrition and underscore the need for comprehensive support and policy improvements in Nepal's education system. The current study is the first research in the teacher education field in Nepal, which has added more value to the literature on the teacher education field in Nepal.

The author of this study remarks, based on his more extended teaching experience, teacher retention faces challenges such as persistent attrition leading to a shortage of experienced teachers, limited induction support, significant influence of school principals' leadership styles, impact of working conditions, sociocultural factors, new teachers'

need for enhanced professional development, policy changes for a supportive environment, and the potential of mentorship programmes to improve retention rates in Chitwan District of Nepal.

Recommendations

Teacher induction support plays a pivotal role in fostering the professional growth of new teachers. The early years of teaching are fraught with challenges and predicaments, primarily stemming from the absence of effective induction support mechanisms and resources. Although graduate-level teacher education equips individuals with theoretical knowledge, it notably falls short in imparting practical skills and understanding the contextual intricacies new teachers will encounter in their initial teaching experiences. Drawing from the insights gleaned through this investigation, an examination of educational theories, and consultations with fellow teachers, it is unequivocally evident that an effective induction programme stands as a linchpin for furnishing new teachers with indispensable support to navigate the challenges inherent in the early stages of their teaching careers.

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