

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language teachers need to keep themselves up to date with development in the field related to language. They require reviewing and evaluating their teaching skills regularly and having to follow new teaching approaches and techniques according to the changing needs of the time and institutions. Some language teachers may also be expected to serve as mentors to novice teachers, to plan workshops, to present papers at seminars and conferences and to write for journals and magazines and other professional activities. Professional development is one of the key issues for those teachers because it is inadequate to talk about teachers' performance and learning outcomes without training, evaluation, and mentoring teacher. Teachers' success in professional development enhances the result of students learning. At the core of the training process, teachers play a key role in determining student's outcomes.

Every year, different Teachers Professional Development (TPD) programs are conducted in different universities all over the world. The main purpose of these programs is to provide tools and best environment to develop their teaching profession. They deal with the TPD from different perspectives, which stresses on teachers' engagement in inquiry as a fundamental part of their teaching practice. Similarly, they must sustain their learning continuity both with their colleagues in professional communities and with their own students inside classroom. However, it does not seem that regular workshops, trainings and conference regarding TPD programs take place successfully and effectively.

English as a foreign language, the language teacher should be aware of the different strategies and techniques of TPD; it helps to achieve the anticipated goal of the educational institutions. The teachers can adopt many strategies and modes for their professional development. In the context of Nepal, some of the modes like classroom observation, case study, assessment, etc. are familiar being used by many language teachers. Some colleges and universities like Trivhuban University and Kathmandu University launch the pre-service program to prepare teachers. They provide good theoretical knowledge. After the completion of certain level like B. Ed. and M. Ed., the student teachers go to teach in the real classroom. However, when they try to teach the theoretical knowledge (input) received in the colleges and universities; they face different problems. They expect some help, guidance and coaching. Nevertheless, at that time, they do not find anyone to support them. The help, guidance, assistance and coaching which are provided to novice teacher by the experienced one is called mentoring. And that support could be of about the problem of the novice teachers that they face inside or outside school.

Mentoring is a complex human interaction in which two or more than two people interact to each other and bring positive change in the institution. In case of teacher development, both the mentor and the mentee have individual background, different life style and work experiences, in most of the cases, different age and quite often different experiences.

According to Rihs (2008), both mentor and mentee are ‘prisoners’ of their socio cultural conditions, their education upbringing, and heredity.

Mentoring is always beneficial for schools, administrators and the principals. The mentoring relationship matters to the teachers because it is a valuable support for their personal and professional development. A

mentor needs to be able to work with the teachers and help them by identifying and addressing their professional drawback with the use of theories, practices and necessary tools. In this regard, a book Teaching with Soul (2011) mentions, “Mentors gain the status of being a teacher of teachers with high expectations that they have the skills necessary to transmit their knowledge and classroom expertise to novice teachers”. Therefore, mentor must make judgment regarding how to behave or deal with the variety of situations faced in schools. In this sense mentoring is a challenging task.

In Koki's (n.d) words mentoring is a pair work process. In education, mentoring is a complex and multidimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another more junior in a work situation characterized by mutual trust and belief.

Similarly, mentoring program pair novice teachers with more experienced teachers who can skillfully explain school policies, regulations and procedures; share methods, materials and other resources; help to solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration and shared inquiry (Feiman- Nemser and Parker, 1992) as cited in Koki (n.d)

Mentoring is always for the development of institution. Development of a new teacher is directly the development of the institution. According to Ganser (1996) as cited in Koki (n.d) mentoring can be a valuable process in educational reform for beginning teachers as well as veteran teachers because knowledge is such a skill which develops double while sharing it

to others.

It is suggested that new teachers learn better from old teachers while dealing in the same chamber, in other words, while sharing the same office. They discuss about the students, school's rules and regulations, guardians' opinion and points of view towards the school and teachers and so on.

1.1.1 Teachers' Professional Development

A profession requires knowledge of some type of learning. A professional is one who follows an occupation as a means of livelihood or gain. Some commentators have noted, the word “profession” is, today almost synonymous with occupation. The term professional is now applied to a wide range of such individuals as footballers and cricketers. “Professional development, in broad sense, refers to the development of a person in his or her personal role” (Villegas-Reimers, 2003, p. 11). In this regards Underhill (1986) states, ‘Teacher development is the process of becoming best kind of teacher that I personally can be’ (as cited in Head and Taylor, 1997, p. 12). Teachers' professional development is an endless process through which the teachers grow with the span of time. In other words, it is an ongoing process through which teachers keep on growing professionally in their profession.

“The term professional development, in a wider understanding, stands for the development of human in their professional role. Moreover, professional development not only includes formal experiences but also incorporates informal exercise” (Gansar, 200 as cited in Bhandari, 2006). According to Head and Taylor (1997, P. 1), “Teacher development is a self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge”. They further say

it is voluntary, holistic and long term which goes on continuously. It is an internal agenda which is based awareness, angled towards personal growth and the development of attitudes. They focused on the quality of classroom relationships rather than on methodologies and techniques.

Bhandari (2006) says:

Teachers' Professional Development around the world starts either pre-service or on-service stage and develops during in-service stage. There is no established distinction made regarding in-service or on-service teacher professional development programs. However, initial teacher training organized to both working teachers i.e., trained and untrained, are considered to be in-service or on-service said both common practices respectively (p.85).

In other words, there is no clear demarcation for TPD whether to be developed before doing into the field or while there in the field.

Therefore, TPD is possible through the both procedure; pre-service or in-service. Richards (2005) says that teacher training refers to activities directly focused on a teachers' present responsibilities and is typically aimed at short-term and immediate goals but 'development' generally refers to general growth not focused on a specific job and it serves a long-term goal and seeks to facilitate growth of teachers' understand of teaching and of themselves as teacher.

According to Diaz-Maggioli (2003), teachers' professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs

of their students; it is not a one-shot, and one-size fits all events. However, it is rather an evolving process of professional self- disclosure, reflection and growth that yields the better results when sustained overtime in communities of practice and when focused on job-embedded responsibilities, which includes formal experiences like attending workshops, mentoring etc. and informal experiences like; reading books, watching professional documentaries etc. In educational setting, it does not have its long history.

1.1.2 Modes of Teachers' Professional Development

There are different strategies which can assist in teachers' professional development. Wallace (2010) has discussed three different models of Teachers' Professional Development (TPD) which are “craft model”, “applied science model” and “reflective model” which can facilitate in teachers professional development. According to different contexts and scenarios, a number of models have been built up and applied to encourage and support teachers' professionalism from the beginning of their career until their retirement. Similarly, Villgas-Reimers (2003) groups models of teachers' professional development into two categories: organizational partnership models and small group or individual models.

Principally, organizational partnership models include different models like professional development school, other university-school partnerships, other inter-institutional collaborations, schools' network teachers' network and distance education. Under small group of individual models, there are supervision: traditional and clinical, student' performance assessment, cooperative or collegial development, observation of excellent practice, teachers' participations in new roles, skill development model, portfolios, action research, use of teachers'

narratives, generational or cascade model, peer coaching, study/teacher support group, journal writing, self monitoring, peer observation, case analysis, analyzing critical incidents, team teaching and mentoring.

Among the different modes of TPD, mentoring is one of the prominent ways through which the novice teachers get exposed to the experienced one and develop them personally and professionally.

1.1.3. Defining Mentoring

Portner (1998) says, “Mentoring is a powerful and effective way to provide support and assistance to neophyte teachers during their first year on the job” (p.xi). Similarly, Kerry and Mayes (1995, p.42) say, “Mentoring can best facilitate professional growth”. Kram (1985) opines that “Mentoring includes, on the other hand, a career progress-oriented dimension and on the other hand, psychological development functions, incorporating, counseling and friendship” (p.13). According to McIntyre and Hagger (1996, p. 146), “Mentoring means both providing constructive and critical advice and challenging practices and preconceptions”.

In the same way, Darish (2003, p. 47) says, “Mentoring is a means of assisting and guiding the work of others”. Similarly, Liberman et. al (2011) forward five big tensions of mentoring as: developing a new identity, developing trusting relationship, accelerating teacher growth, mentoring in challenging context, and learning leadership skills . Saxena (2010) says, “If you want to a mentor, you must be first enthusiastic to learn something by yourself. Only an enthusiastic person can transfer enthusiasm in to someone.” It means enthusiasm brings motivation in work and motivation brings new innovation which is necessary for bringing change in the teachers in the educational institutions. Although

mentoring is defined by different scholars in different ways, the theme of their definition is similar. It is a way of guiding, supporting, helping and criticizing positively to the new professionals for their professional development in their job career.

1.1.4 History of Mentoring

While talking about the mentor and mentoring, its history goes back to Homer's time. According to Colley, (2003) it keeps link to Homer, Trojan War, Odysseus, the king of Ithaca, his son Telemachus, wife Penelope and the goddess Athena. According to Gordon, (1997) and Barondess (1995) the history of mentoring and mentor goes like this;

Mentor was a major figure in Homeric legend of the Trojan War. When Ulysses (Odysseus), the king of Ithaca left to go and make war on the Trojans, he left his infant son, Telemachus and his wife, Penelope, in the hands of Mentor, his friend and retainer. To a major degree mentor was responsible not only for the boy's education, but for the shaping for his character, the wisdom of his decision and the clarity and steadfastness of his purpose. Ulysses was gone for some twenty years, and had immense difficulty wending his way back home after the war was over. As Telemachus grew to young manhood he undertook a search for his father, and mentor came with him to do those all. Mentor's role was embellished by the fact that Athena, the supreme goddess of the Greeks recurrently took on the form of mentor especially when things looked particularly confusing for Telemachus, or when critical choices had to be made.

Thus, there was an important Spiritual element in the character of Mentor, in addition to the pragmatic contributions she/he made to the boy's welfare. The presence of Athena in the form of Mentor meant that in a certain sense the help Telemachus received was "a gift of the gods"; the

mentoring was a gifted relationship....the gods recognized that Telemachus, like all young men, had to leave his own home and the shelter of his parent's house in order to undergo the maturation, the seasoning, that would allow him to become a man, and Mentor guided him in this critical transition. By the end of his Journey Telemachus had grown in wisdom and could function independently; he returned home, where he found his newly- arrived father and joined him in slaying the unwanted suitor of Penelope. So, Mentor was the transition figure in Telemachus' life during the journey from youth to manhood.

It is now clear that the mentor's role is to develop the physical, mental, social and emotional skills of the mentees. It helps to bring the seasons in man's life. According to Levinson (2009), the most crucial function of the mentor is to support and facilitate "the realization of the dream" fostering the protégé's development by believing in him or her, sharing the youth the dream, providing a blessing for it, helping to define the newly emerging self in it is newly discovered world, and creating a space in which the younger person can work on a reasonably satisfactory life structure that contains the Dreams.

1.1.5. Practices of Mentoring in Nepal

It is anticipated that English as a Foreign Language (EFL) Teachers are aware of different strategies and techniques of Teachers' Professional Development (TPD), it helps to achieve the target of educational institutions. The teachers can adopt many strategies and modes for the professional development. In the context of Nepal some of the models like classroom observation, case study, assessment, etc. are familiar and being used by many language teachers. Many colleges and universities like Tribhuban University (TU), Kathmandu University (KU) lunch the

pre-service programs to prepare teachers. They give good theoretical knowledge. After the completion of certain level, the student teachers go to teach in the real classroom. However, when they try to teach the theoretical knowledge which they have taken from colleges and universities, they face certain problems. They expect some help, guidance and coaching. Nevertheless, at that time they do not find anyone to support them.

Mentoring is for helping, assisting and coaching to novice teacher by the experienced one. Darish (2003) says, “Mentoring is a means of assisting and guiding the work of others” (p. 47). The very help guide or support could be of about the problem of the novice teachers inside or outside school as well. After completion of my bachelor level, I joined a school as an English language teacher. There I faced lots of problem; sometimes finding the materials which were available in the, sometimes in the proper use of the materials, sometimes classroom management and sometimes to select and apply the correct techniques and strategies which I had learnt from my colleges. I did not get any help from anyone. Sometimes I consulted to my senior teacher but I was in dilemma whether I should consult or not. I had a fear of rating me as an unqualified teacher. Neither had I seen any formal mentoring programme in the school nor any experienced teachers helping the novice teacher. This is because; there is no any formal mentoring programme in Nepal which has separate course and mentoring to the novice teachers.

In the context of Nepal mentoring can be one of the best tools that the language teachers can use to develop them professionally and personally but it is still not being practiced in Nepal formally which is urgent need now. Portner(1998) says, “Mentoring is a powerful and effective way to provide and assistance to neophyte teachers during their first year on the

job” (p.xi). It is a platform for new and experienced teachers to share the things, to understand the new situation. But Nepalese teachers have not formally practiced mentoring in their institutions yet which is a burning necessity now.

1.1.6 Mentor

A mentor is a trusted friend, counselor or teacher usually a more experienced person in a particular profession. The mentor works and thinks for the positive development of the institution. He/she needs to have willingness to contribute to the professional development of others and share what he/she knows in the institution. According to Moir et.al (2010) as cited in Depart of Education and Early Childhood Development (2011), mentors are transformative change agents who bring clarity, voice, compassion, attitude and direction to the beginning teachers. Mentors are transparent in their practice so that beginning teachers are able to connect theory to practice and make these connections in their classroom. Because of such advanced help to the new comers, mentors are generally admired and respected in their position, and their achievements in that position. According to DA PAM 690-46,(n.d) says:

A mentor is one who has achieved professional success, acquired self confidence, experienced professional satisfaction, and wishes to share his/her experiences with a junior or less experienced individuals. An effective mentor is supportive and helpful to the mentee without taking over the individual's career.

So it is expected that today's mentors provide expertise to less

experienced individuals to help them advance their careers, enhance their education, and build their networks.

In mentoring there must be fresh and confidential discussion between the mentor and mentees. This is essential for developing mutual trust and willingness to understand each other's. If there is doubt in mentees towards their mentors than they cannot open their problems and difficulties in right time so problems develop like a callosity in the institutions which may lead the institutions towards ruin. "Mentoring is a reciprocal professional relationship which not only helps to improve the professional practice of new teachers, but also aids more experienced teachers to gain fresh perspectives and learn about current educational approaches" (Department of Education and Early Childhood Development (2011,p.1)

1.1.7 Mentee

A mentee is a person who is both a recipient of assistance and a participant in a comprehensive effort towards becoming self-reliant and accountable professional. Novice as well as experienced both can be mentee. However, novice teacher receives more intensive, mentor-initiated mentoring whereas experienced one seeks assistance in solving problem. The main roles adopted by mentors are: assisting new heads to solve their own problems, acting as a catalyst or sounding board, providing linkage to people or resources, discussing various topics relating to school management and offering to the new head's problems.

1.1.8 Qualities of a Good Mentor

According to Parthers (2011), a good mentor has the following qualities for the application of effective mentoring:

1. Willing to share skills, knowledge and expertise
2. People oriented and enjoy working with other professionals
3. Possesses good questioning techniques that elicit fresh insights about teachers practice
4. Sensitive to the needs and feelings of others
5. Confident and secure in his knowledge of teaching and make an effort to remain up to date in their knowledge of teaching theory and practice
6. Have satisfaction in imparting wisdom and experience to others with a huge time and commitment
7. Exposure to diverse thoughts, styles, personalities, and cultures
8. Demonstrate a positive attitude and acts as a role model
9. Takes a personal interest in the mentoring relationship
10. Exhibit enthusiasm in the field
11. Value on going learning and growth in the field
12. Provides guidance and constructive feedbacks
13. Respected by colleagues and employees in all levels of the organization

14. Sets and meets on going personal and professional goals
15. Value the opinions and initiatives of others
16. Motivates others by setting a good examples

1.1.9 Approaches to Mentoring

Mentoring program does not have long history. It was openly introduced in 1970s and 1980s with the purpose of helping beginning teachers; especially for young adults who were beginning their first career in teaching and learning, Sherk(n.d).

In case of school environment, the most common mentoring strategy is to structure a relationship between the new-comers and the experienced teachers with the security and stability that are critically important to the successful development of an organization.

Basically, there are two approaches: The two by two approaches and the coalition approach.

1.1.9.1 The Two- by- Two Approaches: It is an approach in which two mentees are hosted by two mentors on one-on-one relationship where everyone gets to know one another. Here both the mentors serve as resources and sounding boards for one another. In this approach when one mentor is absent or missed, another handles the subject and guides the mentees. Both the mentors are familiar with both the mentees and are able to address their needs. It helps to supply the individual care to the mentees.

1.1.9.2 The Coalition Approach: This approach supports to collaborative task in which the support is taken from the similar group of

mentors and mentees It is very much effective and useful in small communities or in the country sides of our country but it may be difficult in the large cities where one may not recognize easily to another. Or, one may not like to open the problem to another.

1.2 Statement of the Problem

Willingly or unwillingly, the schools are also forced to employ the novice teachers for their better result in the contemporary market but 'how these novice teachers are treated in the schools at the beginning phase?' it is my concern in the study.

As I was working in an institution, I faced many challenges. I witnessed an event where a new teacher was appointed as a primary level English teacher. He had already completed his masters and waited for his result. He prepared the questions according to the instruction given in the books but there were found some linguistic problems in his questions. Therefore, he was called by the principal and terminated at the same day.

Very similar to the above given statement, I noticed another problem in the same institution. In the mid of the session when a senior English teacher left the school, the principal hired again a new English teacher with her Master's certificate. But after a month again he disqualified her. He blamed that she used Nepali words while teaching English in the classroom. At first he called her himself for the job but later he disqualified and sent away.

These events aroused my curiosity whether these administrative people of the schools are familiar with teacher education or not? Whether such principals believe on mentoring or not? Can such novice teachers be changed with the help of the principals, other administrators and co-

working teachers or not? What types of activities of the schools would motivate positively the newly teachers in their work in the schools? And, how mentoring could be applied in the academic institutions to bring positive change in the students as well as academic environment.

Henceforth, it is believed that this research can be one of the major components of the academic program to enhance the quality of education in Nepal.

1.3 Rationale of the study

In the context of our education system, we directly see two types of education; public and private. Now, the competition of private education is very high where the security of the job is not garneted. Manpower is taken from the market and used until it works properly.

In the scarcity of employment condition in the country, the educated manpower are used even in the low level jobs and bound to face the challenges from students, administrators, co-workers and parents. They are made disqualified before they become able to apply their theoretical knowledge in practical field.

So, what do the teachers feel and how do these administrators take the term mentoring in professional development in a real sense? And, whether it is applied in the educational institutions or not? If it is applied, how the teachers, administrators and co-workers take it and how the schools are benefited, are to be taken seriously. Therefore these all matters were studied in detail in this study and prepared a gist to be understood.

1.4 Objectives of the study

This study had the following objectives:

1. To find out the practice of mentoring in the secondary level.
2. To find out the attitude of administrators or principals towards the experienced and new teachers.
3. To suggest some pedagogical implications based on the findings of the study.

1.5 Research Questions

To meet the objectives of the study, following research questions were designed:

1. Whether mentoring is in use in our schools, especially at secondary level or not?
 - If it is in use, how is it used?
 - Who is facilitating as a mentor?
 - How is it going on?
2. How is the attitude of administration to the experienced and novice teachers?
3. How is the attitude of novice teachers towards the mentors and experienced teachers?
4. What are the essential qualities of a good mentor?

With the help of these research questions, questionnaires were drawn and research study was conducted.

1.6 Significance of the study

The findings of this study would be significant to the teachers who are working in the field of English language teaching. Mentoring is one of the modes of teachers' professional development and here it is tried to find out the practice of mentoring to the novice teachers in the secondary level for their better professional development. So, it is useful for the prospective researchers who want to undertake researches in the area of teachers' professional development. This study specially focuses on one of the mode of teachers' professional development i.e. mentoring. So, it is significant for the teachers willing to use different techniques to develop themselves professionally. Similarly, it will be helpful to the teachers, supervisors, subject expert and others who want to carry out further research in the field of teachers' professional development or TPD strategies. This study is equally beneficial for the teacher trainers and the teacher training institutions. The entire person who are directly or indirectly involved in the teaching profession can be benefited from this study.

1.7 Delimitations of the study

This study was delimited into the following limitations:

1. This study was limited to only 20 English medium schools of Kathmandu district
2. The sample size was limited to 40 teachers of secondary level
3. The research was limited to the open ended questionnaire and observation to collect the primary data.

1.8 Operational Definition of the Key terms

Mentor: A person who deals/helps/guides the new comers/teachers in the institutions

Mentees: The new-comers who come in the schools to teach or the fresh candidates

Administrators: School administrators; principal, the chair person, executive directors or vice-principal

CHAPTER -TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

Practice of mentoring in Nepal has not got a long history. Its concept was very vague at the beginning of 90s. These days also it is not found well practiced in the school levels. Gnawali (2001) carried out a research about teachers development entitled “Investigating Classroom Practices: A Proposed for Teacher Development for the Secondary School Teachers of English in Nepal”. In this discussion, he aimed to justify his view on the role of classroom observation and classroom action research for teacher development. He has described the future of teacher development which is triggered by internal as well as external strategies, discussed how collaboration can contribute to teachers' professional and personal development.

Similarly, Khanal (2005) carried out a research entitled on “School Supervision in Nepal: an Investigation on the Current Practice”. In this dissertation, he has aimed to find out the nature and frequency of school supervision conducted by the school supervisors and resource persons, the supervisors' role played by school management committee, the perception of head teachers on school supervisors and the existing problems of effective school supervision. He found out the school supervision by resource person and school supervisors are of administrative type. The frequency of school supervision is low. Head teachers are also not actively involved in school inspection. It was not meaningful for school development.

In the same way, Thapa (2007) carried out a research on “Transfer of Training Skills in the Classroom Situation” where he aimed to analyze the status of transfer of primary teacher training in the actual classroom provided by NCED. He found that the training process has not got success to bring out realization among trainee-teachers that planning for teaching is an important duty of a teacher, and teacher has the duty to create conducive learning environment in the classroom.

Phuyal (2008) conducted a research study entitled “Teacher Development Through Reflective Teaching: Perceptions and Practices of English Language Teachers”. In this dissertation, he aimed to explore English Language Teachers' prevalent perceptions and practices of reflective teaching for their professional development and to explore relationship between English language teachers' perceptions and practices in reflective teaching for their professional development. They had shown positive attitudes towards its use in ELT classroom but he did not find the English language teachers practicing the tool of reflective teaching as a means of their professional development.

In the same way, Subedi (2008) carried out a research study on the title “Transfer of Training: Improving the Effectiveness of Employee Training in Nepal”. His study was concerned to examine the extent of transfer and to identify factors influencing it in the context of civil and corporate sector organization of Nepal.

Shyam Bahadur Panday (2009) carried out a research study on “Mentoring for Teachers' Professional development in Nepal: A Status Study of Kathmandu District”. In this study, he aimed to explore whether the language teachers are aware of mentoring as a mode of teachers learning. He found out that most of the English language teachers were

aware of the concept of mentoring. Different language teachers expressed their own definition of mentoring although the theme of their definition was similar to each others. They said that different benefits can be derived from effective mentoring. They view that mentoring helps to adjust the new situation and cope with the problems, get new ideas of solving the problems so it is a platform for new and experienced teachers to share the things, helpful to understand the new situation. Although few of the participants were unfamiliar about the practices of mentoring but most of the participants were informally experienced about mentoring.

In the same way, Galamic (2004) carried out a research study on the title “teachers’ Professional Development in Higher Education” where he aimed to identify teachers' professional development in higher education. His finding had shown that the university has some programs for further studies but they are for senior teachers. New teachers should be provided frequent opportunities to strengthen academic strength. The university has competitive method in selecting for continual studies and training but responses have reflected that the system has not working cent percent.

In the same regard, Bhatrai (2011) carried out a research study entitled “Primary English Language Teachers’ Professional Development”. In this dissertation, he aimed to identify what different strategies do primary English Language teachers in Lalitpur District adopt. His study showed the teachers adopt varieties of professional development strategies. They are attending training workshops/trainings, formal courses at university and peer observation as the assisted strategies; and talking informally, individual reading, using library, reading newspaper, journals, maintaining teaching port folio, individual writing, involving in school and societal activities as self-assisted for their professional development. However, the involvement seems minimum and is in need of

enhancement. Their involvement in professional development activities has not been a regular practice.

Khanal (2011) carried out a research entitled “Strategies for Professional Development: a Case of Secondary Level English Language Teachers.” the main objective of his study was to identify the strategies used by secondary level English language teachers for their professional development. He came up with the conclusion that the strategies used by teachers having below 5 years of work experience; their own teaching experience, self monitoring, workshops, conference, seminars, learning from colleagues, peer observations and team teaching etc.

Likewise, Acharya (2012) carried out a research study on “Observation of the Novice Teachers’ Performance by experienced Teachers”. The main objective of his study was to explore the perception of experienced English language teachers towards Novice teachers' classroom performance. His study had shown that mostly novice teachers were found less confident even if they have proper knowledge about the content in their classroom performance.

Similarly, Sharma (2012) carried out a research study on “Collegial Relationship of the Novice and Experienced Teachers for Professional Development”. The main objective of his study was to find out the collegial relationship between novice and expert teachers in terms of its existing situation and importance for professional development. His study showed that almost all of the teachers (i.e. 90%) had argued that the collegial relationship between the novice and experienced teachers was more important. They used to consult other teachers who were familiar with them. But most of the teachers (i.e. 70%) had argued that there is a kind of gap between teachers. The gap were psychological gap, political

gap, economical gap, senior and junior gap and experienced and novice gap.

Everyone argues that any kind of gap between the teachers is not beneficial for the professional development of teachers. For this matter, Basnet (2012) carried out a research study entitled “Challenges Faced by Novice Teachers”. Her objective was to identify the challenges faced by the novice teachers at secondary level. She found that the novice teachers spend much time in planning lessons because they have less well established routines that they can call upon, and they rely on. Dissatisfied with a demanding schedule that left little time for recreation and personal pursuits. It looks several hours to design one effective instructional plan.

Likewise, Khanal (2012) carried out a research study entitled “In-service Teachers Training for Professional development: Teachers' Perceptions. His objective was to find out the perceptions of English language teachers' towards in-service training (INSET) for their professional development. He found that almost all (95%) of the secondary level English Language teachers have positive perception towards INSET for their professional development.

So far, I have gone through different research studies done under the English Department of T U and KU, School of Education, Department of English. There, so many research studies had found about teachers' professional development in both the universities. However, these studies do not reveal any discussion about mentoring except only one research study i.e. of Shyam Bahadur Panday, Kathmandu University, School of Education, Department of Education; Mentoring for Teacher's Professional Development in Nepal: a Status Study of Kathmandu District. To talk about the theoretical practices of mentoring, no any

books and articles have been found on mentoring in Nepalese context.

In this case of mentoring, the Department of English Education has carried out only a few number of research studies related to teachers' professional development till date.

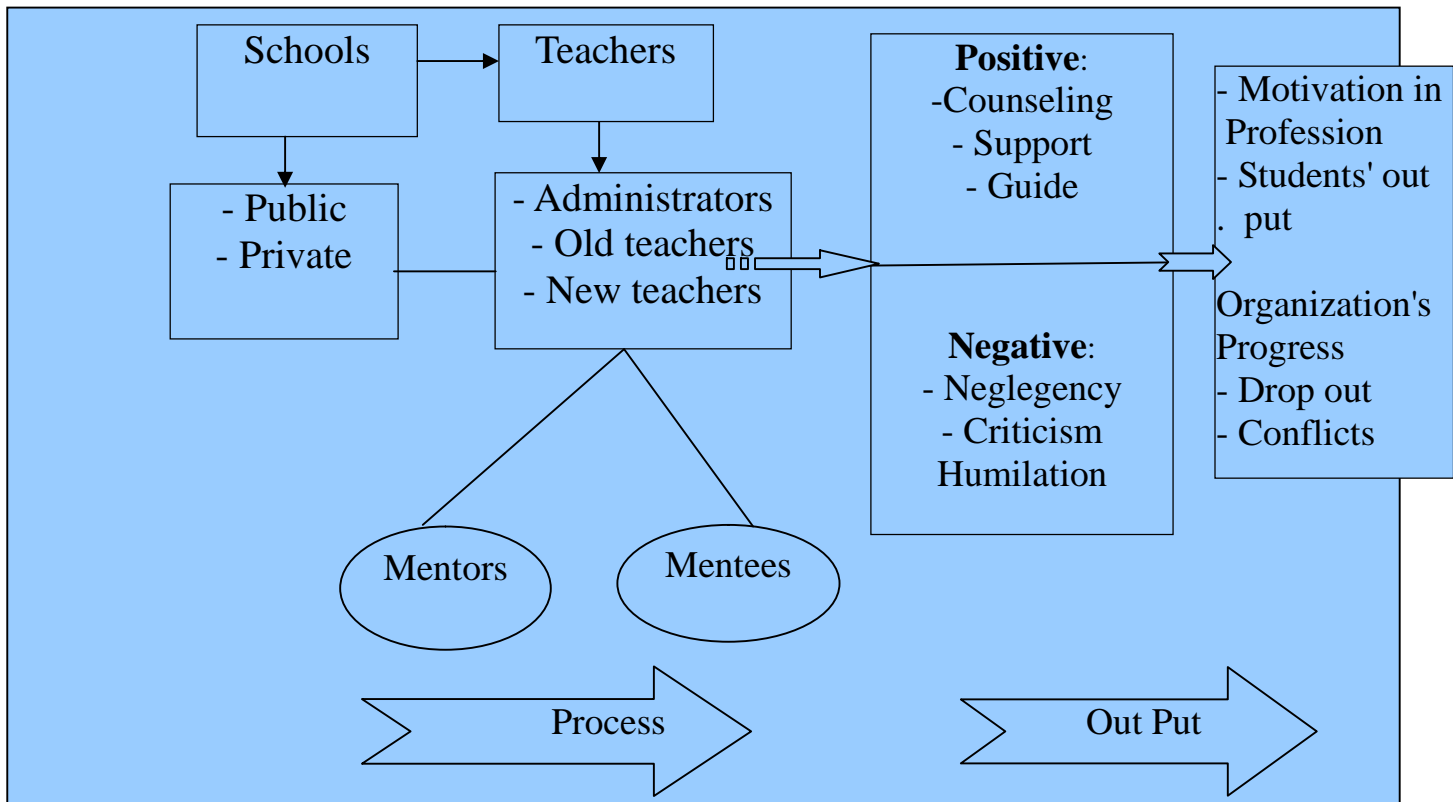
2.2 Implication of the Review for the Study

It is clear that the mentoring and coaching provided to novice teachers in the early stage of their career is critical to promoting teacher excellence, retention and student success. And, students' success is the institution's success.

I studied lots of literature; books, research papers, online journals and dissertation papers but I could not find any research work done under teacher mentoring, its application and its effect in the mentor and mentee in case of Nepal. Therefore, here I would like to do an in-depth study in case of Nepal and find out the awareness of teachers and administrators or the principals in teacher mentoring. If they are aware of this, how it is applied in the institution and what type of relationship is developed between mentors and mentees after mentoring. These queries led me to the destination of the research work.

It is hoped that study helps to pile up a stone in the vast literature of teacher development in case of Nepalese education system.

2.3. Conceptual Framework



CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodology to fulfill the aforementioned objectives:

3.1. Design of the Study

This study is completely a qualitative study in which data were collected with the help of open ended questions. In this sense, this is a phenomenological research.

3.2 Sources of Data

The study was based on both primary and secondary sources of data.

3.2.1 Primary Sources of Data

Experienced teachers and newly appointed teachers who are teaching in different English medium schools in Kathmandu district were the primary sources of data.

3.2.2 Secondary Sources of Data

The secondary sources of this study were various books on teachers' professional development, mentoring, different journals, research works and other documents related to this study, mentioned in the "Reference". More particularly, the following books were consulted: Doley & O' Neill (2006), Richards & Farrell (2005), Bhan (2006).

3.3 Areas of the Study

Twenty English medium Schools of Kathmandu district were the areas of this study and from each school two English language teachers (experienced and novice teachers) were selected.

3.4 Sampling Procedure

The whole population was very difficult to use while collecting data. So, only 20 English medium schools of Kathmandu district were selected purposively as the research area of this study. In the same way, 40 English language teachers of secondary level were selected using random sampling procedure. Among these 40 teachers, 20 were experienced teachers (having more than three years of teaching experiences) and 20 were novice teachers (with less than years of experience). From each school 2 teachers were selected. Similarly principals or the administrators of each school were also brought into discussion in this research.

3.5 Information Collection Tools

The tools for collecting data were the open ended questionnaires. With the help of these questionnaires, data were collected from the schools. School principals/administrators, experienced teachers and new teachers were given the same questionnaire to collect the data.

3.6 Information Collection Procedures

First of all, I visited the selected schools personally and asked for permission from the authority to consult the English language teachers. After getting consent from the authority, I established a good rapport with the concerned teachers and explained them the purpose of my visit/study. Then, questionnaires were distributed individually and required

information was collected with the help of such open ended questionnaires and observation.

3.7 Data Analysis and Interpretation Procedure

All the collected data from this survey research were analyzed intuitively remaining under the ethical criteria of the qualitative research work.

Whatever gist came through data triangulation is the finding of this study.

CHAPTER- FOUR

RESULTS AND DISCUSSION

For the purpose of data collection, 20 schools from Kathmandu valley had been selected with the help of convenience sampling. Forty English language teachers, two from each school, were selected purposefully. Among the 40 teachers, 20 were experienced, 5 females and 15 males (having more than three years of experiences) and 20 were the novice teachers, 3 females and 17 males (with less than three years of experience). So, sample size was 20 schools and two teachers from each school. 40 questionnaires were distributed but only 37 were returned.

To meet the objective i.e. 'find out the practice of mentoring in the secondary level', questionnaire with ten subjective questions were designed (open ended questions) for the teachers. With the help of this tool I did my analysis and discussion, and drawn the findings and given conclusion along with some implications.

For the sake of analysis, here I would like to go through the important themes mentioned in the questionnaire and the administrators' opinion given in such points;

Theme1. Attitude of the Administrators towards the Experienced and the Novice Teachers in Schools

This was the first question for the teachers to find out the attitude of the administrators towards new and experienced teachers. In its response, almost all the experienced teachers said that the administrator was not biased to any new and old teachers. Administrator makes a policy on which both the experienced and new teachers move systematically. They

also further said that experienced teachers had more responsibilities than the new one. School gave extra responsibility to the experienced teachers. "We need to check the copies of new teachers. We need to see their results and sometimes we should be accountable in new teachers' mistakes in the meetings" experienced teachers said. Administrators ask us that we have to guide the new comers.

In this regard, out of 19 novice teachers, 15 said-“there is really different perspective between new and experienced teachers from the schools”.

"School administrators do not believe easily in our activities. If we make a slight mistake, administrators call us immediately and threat but they do not care about the experienced teachers' copies and mistakes" they said.

New teachers reported that if they were little late in school there was red mark in their register but it was not seen in experienced teachers'. And, if a good new teacher came in a school and tried to find out the errors of old teachers' copies then old teachers would go against such teacher and make fool in front of the administrators. School administrators also believe more for experienced teachers even if they are wrong.

Administrators easily disbelieve the new teachers and sometimes in such a minute case, they kick such teachers out from their jobs. The administrators also agreed on this matter. They said they needed to have more faith upon experienced teachers. Experienced teachers contributed in the schools for long. Because of the rich contribution of the teachers, the schools achieved fine results, success and earned fame . Not only that, new teachers were quite fresh. Some of them were inexperienced as well. They did not know in detail about all the students so students may misbehave to them. Therefore, schools needed to give extra responsibilities to the experienced teachers. Some school administrators said they did not make any biasness between experienced and new

teachers related to subject matter. Mistake is mistake in experienced and new teachers. Same thing cannot be written in experienced teachers' case and wrong in new teachers' case. In case of salary and other facilities, certainly old teachers had more than new teachers because old teachers got more grades, more allowance and more responsibilities than novice teachers. Work should be evaluated well from the schools' side as well. Schools had more faith upon experienced teachers than new teachers so some new teachers might feel biasness in the schools. "In reality schools are not biased to the new teachers" many administrators said.

Theme2. Meaning of Mentoring

In the process of data collection, the meaning of mentoring was asked to all the teachers; new and experienced and the administrators. Almost all the new teachers who had recently completed M. Ed were well familiar with the term 'mentoring'. They said, the process of giving training, counseling and advising the new teachers in their job on mentoring. They said mentors do mentoring but in the schools there is no special provision of mentor but sometimes counseling is done from the academic in-charges and principals. Generally principals comment, criticize, scold and threaten and do not practice mentoring and counseling.

Regarding the meaning of mentoring, almost 40 percent of the old teachers (20) and 80 percent administrators (20) were not well informed. Four out of eighteen experienced teachers mentioned that mentoring was the process of monitoring. For them there was no difference between mentoring and monitoring. Similar was the case with the administrators as well. They asked what the actual question was- monitoring or mentoring? Sometimes the administrators were confused as well while answering the term mentoring. In experienced teachers' opinion

mentoring was guiding, observing and giving instructions time to time. Similarly in the administrators' opinion, mentoring was a process of making novice teachers perfect in their profession. Close mentoring and monitoring is necessary to make them sharpen in their job. It is a process to sharpen their theoretical knowledge into practical. And, this is an opportunity through which they will be digested in all types of markets in the world. So they (new teachers) should also take it positively.

Theme3. Mentoring for Academic and Professional Excellency of the Novice Teachers

In this issue, almost all the respondents; novice teachers, experienced teachers and administrators gave similar answers. They reported that mentoring was really necessary for teachers. It was necessary not only for the novice teachers but also the experienced teachers. Some teachers were experienced in profession for long but not experienced. The subjects they had started teaching at the beginning of their career these were the same subjects now they had been teaching without any extra revision. They called themselves experienced but they had not studied in depth about these subject matters. Just they memorized the books and made students memorize the same data. So for them also time to mentoring is necessary.

Training, counseling, advising, and instructing these all come under counseling so with the help of these means we should reach to the ends of mentoring in schools.

Four novice teachers and three administrators said, “ if novice teachers are serious and conscious in their profession then they can perform better than old and experienced teachers as well. Therefore willingness is more important than mentoring. We cannot bring change in human being as we expect by force”.

“In case of novice teachers, it is certainly important because some teachers feel lonely, embarrassed and difficult in teaching profession at the beginning so in academic field it should be applied to bring excellence in novice teachers”, some administrators and experienced teachers said.

Theme4. How do the Novice Teachers Perceive the Experienced Teachers and Mentors?

The novice teachers mentioned that their mistakes and problems are taken negatively. Three novice teachers mentioned that when they made slight mistakes in students' copies, the experienced teachers repeated these mistakes in the staffroom and made fun in the mass. Similarly the administrators made agenda in meetings from them only.

One novice teacher said, “Sometimes the experienced teachers use students to make objection against the novice teachers. New teachers give better ideas, answers and solutions to the students; the experienced teachers become of it and try to make novice teachers fail in the profession. They use principals in their favor”. One novice teacher mentioned, " while discussing, principals do not allow us chance to express our ideas. We just listen their experienced, ideas and solutions. They never ask how and why that point came to the discussion. They never listen our ideas".

All the experienced teachers and administrators mentioned that because of mentoring novice teachers were benefitted so they never took mentors negatively. And, mentoring was a process of making such teachers perfect in their profession so mentors also do not take them negatively. But, the novice teachers did not agree on it. Four out of seventeen novice teachers mentioned that - the mentors of our schools do not provide us mentoring

but they criticize, scold and report to the principals. Rather we call them "*Chamcha*" bootlicker in English. Only few novice teachers took mentors positively.

Seven novice teachers mentioned that the experienced teachers were also just so called experienced. They hardly prepared for their classroom presentation. They made staffroom as a gossiping spot. They talked mostly about politics, government and school administrators. When students' love affair cases came they made these events very popular all over the schools. Still they are taken positively from the schools.

Theme5. How can Human and Effective Mentoring Bring about a Drastic Change in the Novice Teachers?

In this question all the teacher and administrators said mentoring was necessary for all. A good mentor can easily bring change in novice teachers. If the mentor was not biased, irresponsible and unkind then he/she could perform better to the teachers. Every teacher wanted a knowledgeable, kind and skillful mentors in the school.

They wanted respect for their qualification and knowledge. So they wanted polite mentors in their schools.

"Errors are common in teaching learning. We cannot pay equal attention every time in every line in the copies so errors happen automatically. So if a mentor reminds the place where possible errors can be happened then we can be serious. After that similar errors may not be seen in the same place", a teacher mentioned.

"Sometimes it is found that even after a rigorous mentoring also, some teachers could not be serious. They commit mistakes time and again. In such situation, we should consider that person cannot be a good teacher in

the schools. So such teachers should be sent away from such profession", same teacher wrote.

Here it is concluded that mentoring can bring effective change in serious teachers those who are willing to bring change in their profession.

Theme6. Qualities of a Good Mentor

The forty- seven respondents (ten administrators and thirty seven experienced and novice teachers), have mentioned some qualities to be a good mentors in the schools which the researcher has listed here according to their frequency:

- Skillful, kind and cooperative 47
- Knowledgeable 45
- Qualified 45
- Enthusiastic to learn, trained and cheerful 40
- Secret, who do not expose others' mistakes openly 34
- Respective to the errors 28
- Sociable and psychological 27
- Emotionally controlled who could work as a bridge
Between administrators and teachers 19
- Analytical and sensitive 15
- Performance oriented 11
- Cultural and having linguistic knowledge 9
- Economic regarding time

Others qualities which have mentioned by less than five respondents are not mentioned here. All the teachers and administrators like to have a mentor who is skillful, kind and cooperative to all the teachers. They want a knowledgeable and qualified mentor to provide mentoring.

Enthusiasm and cheerfulness are also necessary for mentors. Teachers need respect for their qualification and work. They do not like their errors to be exposed in front of others. So these things should be considered by a good mentor.

Theme7. Is there Practice of Mentoring Going on in the Schools or not?

All the schools and school teachers accepted that especial mentor was not appointed in the schools. The post was not given to anyone else but administrators said they had a post 'vice-principal', 'academic coordinator' and 'academic in-charge' to perform as mentors. They dealt with the teachers directly. They knew all the strengths and weaknesses of the teachers and dealt accordingly. Actually it was the responsibility of vice-principal to mentor the teachers time to time. Academic part goes to the vice-principals.

Fifteen out of nineteen experienced teachers mentioned that there was no provision of mentoring in the schools. Administrators administrated upon them. They needed to perform on their own. Vice- principals and coordinators themselves needed mentors otherwise they cannot perform well. They were also given heavy load in the schools so they had hardly time to deal with the teachers. They could just forward the information given form the principals and they just provided the periods and classes.

In bigger schools, the post of coordinator is assigned but in the small schools it is also not assigned to anyone. Principals deal with the teachers directly. So, teachers are afraid to expose their problems to the principals.

In some schools, administrators did not know the meaning of mentoring. They did not find difference between mentoring and monitoring so they

did not have mentoring facilities even if they said they have been mentoring in the schools. In their opinion, providing trainings, monitoring classroom performances and making discussion in the staff meeting was mentoring.

Almost all the novice teachers said that mentoring facility was rarely provided from the schools. Sometimes vice-principals and academic in-charges made discussion when they found mistakes in the copies. They checked copy correction very strictly and made complain. It was called mentoring then there is strong mentoring in the schools. Otherwise special mentoring programs were not there in the schools. Principals were the masters not the mentors.

4.1. Results

1. In most of the schools the term mentoring was a new concept for the administrators. Some components of mentoring like training, counseling, consulting and advising were going on but actual mentors were not appointed. Mostly the mentoring was done by the vice-principals, administrators and academic in-charges.

2. While visiting in the schools, the administrators claimed that they were not biased to any teachers but the novice teachers exclaimed that administrators do not easily believe on novice teachers. Rather, they easily believed the experienced teachers even if they made mistakes. So, it is very difficult to continue the job in private schools for long.

3. In case of mentoring and its academic and professional excellence, all the respondents were equally positive. They believed that mentoring is necessary for all teachers especially for novice. They are very new in the institutions so they may not know all and every rules and regulations of

the institution therefore they need mentoring. Time to time evaluation should be done.

4. It was found that the schools had managed academic in-charges, co-coordinators and department heads. They supported the teachers but sometimes the novice teachers felt that they were humiliated and criticized a lot so they did not look these bodies positively every time. Sometimes they called them '*Chamcha*' (the bootlickers). The old teachers were found experienced but their experience was very old still they are applying the same experience for forever.

5. There is no doubt and debate in the necessity of a good mentor. If the mentor is not biased, irresponsible and unkind then he/she can perform better for the teachers. Every teacher wants a knowledgeable, kind and skillful mentors in the schools. Teachers want respect in the schools so respectful language should be used to them.

6. Regarding the qualities of good mentors, most to the respondents expressed their desire to have skillful, kind, cooperative, knowledgeable, qualified, enthusiastic to learn, trained, cheerful secret, who do not expose others' mistakes openly and respective to the errors.

Even if these statements were stated from the respondents, the practice of mentoring in school level is not so satisfactory.

4.2. Discussion

Mentoring is really necessary for the teachers. Especially the novice teachers have a good knowledge about theory but they are still new to apply that new knowledge into the real field so automatically they feel difficult to work under the pressure of the administrations. They claim

that they have enough knowledge to perform so sometimes make unnecessary arguments to the experienced teachers as well. Basically the young novice teachers feel odd when they are shown their mistakes on the spot.

It is believed that mostly the novice teachers are found less confident even if they have proper knowledge about the content in their classroom performance. They concentrated mostly in teaching methods than contents. Here in my study also it is found that the novice teachers feel themselves strong but administrators and experienced teachers do not have enough faith upon them. If they are called from the office and talked about their weaknesses, they feel easily harassed. They sometimes called '*Chamcha*' (bootlickers) to the old teachers and coordinators.

In my overall study; literature review; data collection and interpretation I found some academic, organizational, social, material and technical problems in novice teachers' performance. They feel very odd to put their problem easily to the experienced teachers. Their late arrival is taken as negligence from the school management. Sometimes their right answer is also misinterpreted from the experienced teachers and authorities.

In schools, there is no special provision of mentors so new teachers have problem to share their problem to other teachers. Everyone does not take their problem positively so they want a special person to listen and make query about the new teachers' confusions in the schools. It is slightly expensive to the schools but it is a requirement of educational institutions.

CHAPTER- FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1. Summary

To meet the objective i.e. to find out the practice of mentoring in schools, ten subjective questions had been designed for the teachers and administrators. So, remaining under my objective and questions, the summary of my finding is drawn here;

In the school level, the term mentoring is still a new concept. It is not practised in schools. In Nepal, mentoring is understood as a form of monitoring by the administrators. In the eyes of new teachers the administrators treat new and old teachers differently. The new teachers still have problems in the schools. They cannot share their problems openly to the experienced teachers so there is a necessity of a good mentor who is skillful, kind, cooperative, knowledgeable, qualified, enthusiastic to learn, trained, cheerful and secret.

Similarly, the experienced teachers and administrators believe that the experienced teachers have more responsibilities than new teachers. They have been working for long so because of their dedication and performance, the institutions are grabbing this status otherwise no one knew what would happen. Experienced teachers need to take all the burdens of novice teachers otherwise the weaknesses of new teachers come on the soldier of experienced teachers.

These paragraphs easily supports that there is some gap between the experienced and novice teachers in the school premises. Their perspective, behaviour and sharing are secretly creating problems to each others. And, ultimately it has given unseen pressure to the institutions. So

such feelings are to be addressed in time.

All the respondents believed that mentoring is necessary for teachers, especially for novice teachers for the betterment of academic institutions.

5.2. Conclusions

Private institutions cannot avoid the teachers. They must hire novice teachers every year even if they are not so positive towards the new teachers. They are compelled to hire new teachers in place of experienced teachers. The experienced teachers leave the institutions if they get better opportunity in any other field. In private institutions, the jobs are not lifelong so the teachers are looking for better opportunities whenever they are free. If any teacher leaves his/her position then immediately the institutions hire the novice teachers so it is their compulsion. But the practice of mentoring is somehow null for such teachers.

To run the institution safely and reliably, the institutions offer good positions and salaries for experienced teachers. Along with the positions and salaries, they are provided responsibilities as well. So, they are to be loyal to the administrators and institutions but it can be taken negatively (called *Chamcha*) by the novice teachers. Actually, they are to take the burden of the novice teachers as well.

Educational institutions are the holy institutions where biased feelings should not be generated but it happens. The administrators and incharges hardly understand the feelings of novice teachers. The novice teachers are not new by their appearance only but they are new by their experience, skills, attitude and knowledge so they are to be mentored very respectfully. If schools criticize on their mistakes, they hardly get chance to be improved. Once they take the institutions negatively, it can directly

affect in the students' teaching and learning, ultimately, to the future of the institutions. So it would be better to manage a good mentor in the schools.

5.3. Implications

5.3.1. Policy Level

Mentoring for teachers' professional is very necessary. It is mentioned in the papers and books but its effective implementation in practical field is not satisfactory. So it should be included into the policy of the government through ministry of Education and strict supervision and monitoring should be conducted.

This is a practical matter so the school inspectors and RPs should be also instructed well to implement in to the schools otherwise the teachers will be the victim of bulling and threatening because of their ignorance in practical field of teaching.

If it is possible, this subject should be included into the course from higher secondary levels so every junior and senior teachers, administrators and SMC members would be well known about the problems of novice teachers.

The most important thing is that- if the government wants to implement this provision then it should compel the schools to include it into their terms and condition at the time of registration.

At last, I would like to recommend the government to conduct trainings and seminars for principals of the community and private schools regarding such issues. And, implement reward and punishment systems for such effective and ineffective principals.

5.3.2. Practice Level

In the practical level, the teachers and the administrators should be aware of such situations faced by the novice teachers. Until we make the teachers and administrators or the academic in-charges aware of, only rules and regulations do not function effectively.

Learning climate, respective environment and teachers and students friendly nature should be created into the schools. For this the close supervision should be done from the principals.

Sometimes the principals and the administrators should invite the novice teachers into their office and make query about their performance, problems and overall situation of the schools. What a new teacher finds that old and experienced teacher could not see. New teachers' eyes are very much similar to the guardians and new comers.

New teachers are quite. It does not mean they do not know anything. So the sound of the silence must be listened in time and find the faults of the traditional and stereotyping administration as well.

5.3.3. Further Research

In this area still a deep study is necessary. How many schools have implemented this mentoring program, how they have implemented and if they have not implemented then why? Such answers could be searched in depth. Many principals and administrators are still unknown about this term. We can find the reason why they are not aware of this; might be because of old education or they do not like to learn new things available in teaching and learning. Such new and immediate issues could be raised by the new researchers after reading this thesis.

If the researchers are still critical, they can study about gender bias in male and female in novice teachers as well. Or, they can study about the exploitation happens in the academic institutions. Some new teachers are the victim of exploitation as well. Therefore, I recommend the further researchers to dig out the areas of this field deeper and make query upon it. So that this field of study would be expanded more in the future.

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3. Does your school have a system of keeping mentor or not? If yes, who?
How?

4. How does mentoring help grow up in the academic and professional
excellency of the novice teachers?

5. State some of the major activities done in the mentoring process.

6. How can the experienced teachers be contributive to the apprentice teachers? Or, how do the experienced teachers response to the novice teachers queries/problems/curiosities?

a. How do novice teachers perceive the mentors?

7. How do the experienced teachers and administrators response to the novice teachers' mistakes in the school?

8. What type of relationship is developed between mentor and mentees because of mentoring practice in the school?

9. How can human and affective mentoring bring about a drastic positive change in the novice teachers?

10. What can be the qualities of a good mentor? (Any five)

