

CHAPTER – ONE

INTRODUCTION

This study is on the “**Existence and Need of Mentoring for Professional Development of Teachers**”. This chapter consists of general background on mentoring and teachers’ professional development, literature review, objectives of the study and the significance of the study.

1.1. General Background

Profession means any sorts of occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and a formal qualification. A professional activity involves systematic knowledge and proficiency; and requires knowledge of some type of learning. Likewise development means “change and growth” (Head & Taylor, 1997, p.1). It is the change and growth of any individual personally and professionally.

In the same way, Underhill (1988, p.4) states:

Development means ...keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring. (as cited in Head & Taylor, 1997, p. 7)

Teacher Professional Development (TPD) is an endless process through which the teachers grow with the span of time or it is ongoing processes through which the teachers keep growing. It enhances competence of all members in a learning community to pursuit their lifelong learning. TPD is an evolving process in the field of teaching and learning. It is not like something

that gets stagnated after a fixed tenure. “Teacher Development (TD) is the process of becoming the best kind of teacher that I personally can be.” (Underhill, 1986, p.1, as cited in Head & Taylor, 1997, p.1)

According to Head & Taylor (1997, p.1)

Teacher development, as we understand it, draws on the teacher’s own inner resource for change. It is centre on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people’s responses to you. It is self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge.

Similarly professional development is an ongoing, self-directed and autonomous effort of teachers to acquire new knowledge and skill in their career. For teachers to develop professionally, teaching demands various roles of the teachers. It requires sound knowledge on children psychology, subject matter, teaching learning and also the rules and regulations of the particular institutions. So, teachers are too often the servant of heads, advisors, researchers, text books, curriculum developers, examination board or the Department of Education and Science, among others.

Richards and Farrell (2005) state, “PD is a process that takes place over time rather than an event that starts and ends with formal training or graduate education” (p.3). According to him, language teacher may rely on a number of learning strategies like workshops, self-monitoring, teacher support groups,

keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research which assist them for their PD.

Teachers can adopt various methods and tools in order to develop themselves. Practice on different recent technologies, researches on SLA, teacher training, collaboration with partner, etc. help teachers to update their knowledge. Among them the practice of collaborative learning is one of the most powerful tools for teachers' professional development. Brody and Davidson (1998) view "co-operation is grounded in the human moral and social capacity to take the position of the other through numerous forms of reciprocity, mutuality, and give and take" (as cited in Richards and Farrell p.12).

Collaborative learning as 'mentoring' is an old idea but a new concept in TD. It is the process through which an experience professional helps novice or less experience (mentee) for the latter's professional development. Daresh (2003, p.47) defines mentoring as "the means of assessing and guiding the works of others."

Mentoring is the process for the informal transmission of knowledge, social capital, and the psychological support perceived by the recipient as relevant to work, career or professional development; mentoring entails informal communication, usually face to face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protege).

Cermin (1998) states:

Mentoring is a complex interactive process occurring between individuals of differing levels of experience and expertise which

incorporates interpersonal or psychosocial development, career and/ or educational development and socialization (as cited in McIntyre and Hagger, 1996, p.121)

Thus, mentoring means not only supporting to the juniors in their performance but also giving them the psychological backup by which their performance can be better. It is to help and support people to manage their own learning in order to maximize individual potential, skills, performance and personal development. It can best facilitate professional growth and can be said as, learning partnership between an experienced employee (mentor) and a less experienced employee (mentee) for sharing knowledge and information. It provides all employed with the opportunity for/and access to professional growth and development. So, it is a process by which an older and more experienced person takes a younger person under his/her section freely offering advice and encouragement. A mentor is a more experienced individual, willing to share his/her knowledge with someone less experienced in a relationship of mutual trust. In teaching profession, mentoring is a process in which a more experienced senior teacher (a mentor) supports and assists the novice teachers (a mentee) by providing required guidance, counseling, ideas and information on carrying out the professional responsibilities successfully.

According to Villegas-Reimers (2003, p.116), “Mentoring is a form of coaching that tends to be short terms (for a beginning teacher or for someone new to a school or a system, for example)”. She provides a list of roles that the mentors have to fulfill. It includes sharing information, providing access to resources, role modeling, and counseling, coaching, encouraging reflection, advising in career moves and supporting new teachers.

Like collaborative learning mentoring too requires a good relationship between the mentor and the mentee, mutual trust, an interaction to learn and let learn, and respect to each other.

1.1.1. Mentoring

This heading is divided into different subheadings:

1.1.1.1. Concept

The concept of mentoring encompasses the proffering of information, advice, support, encouragement, honest feedback, problem solving, networking, referrals, opportunity, and advocacy. Portner (1998) says “Mentoring is a powerful and effective way to provide support and assistances to neophyte teachers during their first year on the job. And it holds as a vehicle for educational reforms” (p.3). He further says that mentoring is collegial and ongoing process but evaluation is hierarchical and visits are set by policy. It develops self-reliance which keeps data confidential and uses to reflect but evaluating judge performance files it, makes it available and uses it to judge.

Mentoring is a more structured, sustained relationship for supporting professional learners at the early stage of their career, through a career transmission or when facing a particular challenge. Tomlinson (1995, p.21) states, “Mentoring is itself a form of professional capacity to which teachers bring all sorts of existing ideas , assumptions and capabilities, and then teacher-mentors too need to adapt a reflective approach to their own activities and learning.”

It is to help and support people to manage their own learning in order to maximize individual potential, skills, performance and personal development. The purpose of mentoring is to share wisdom gained from experience and learning, which involves engaging the motivation and commitment of students

towards achieving such capability and to those processes likely to be effective for their acquisition.

Alred et al. (2003) says that mentoring offers support and advice to someone as a person, and may touch any aspect of their life (as cited in Goddard, 2004, p. 47). The mentor may offer coaching or training from time to time as appropriate, but may also encourage the mentee to seek help from specialists in these roles. The Prudential Corporation plc (1993) defined mentoring as “the formal pairing of an employee with a more senior manager who acts as personal guide and helper” (as cited in Goddard, 2004, p. 48). Thus, it is the process of helping another to learn and enhance their professional role.

Villegas–Reimers (2003) defines mentoring as, “a form of professional development, mentoring affects both the novice teachers who are being mentored, and the experienced teachers who will serve as mentors”. So, it is not only a valuable resource for novice teachers but it can also be useful as a professional growth and development for mentors themselves, i.e. novice as well as experienced both can be mentee. A mentee is a person who is both a recipient of assistance and a participant in comprehensive effort towards becoming self-reliant and accountable professional.

In this manner, mentoring has become one of the most common responses of school leaders to the needs of novice teachers, though it is popular with both mentors and novice teachers. Similarly, it includes, on the one hand, a career progress-oriented dimension and, on the other hand, psychological development functions, incorporating, counseling and friendship.

1.1.1.2. Need for Mentoring

Mentoring provides a chance to fit in and become adjusted to a new system more easily. In this sense, it has become increasingly popular over the past few years and has been advertised as necessary in order for students and employees’ to flourish in their environment. It is one of the prominent ways

through which novice teachers get exposed to the experience one and develop them personally and professionally.

The novice teachers are those who do not have prior teaching experience. Mentoring has been the focus of much attention in the recent literature on initial teacher education, induction and approaches to professional development for inexperienced teachers. They should have a conceptual framework that allows them to organize content and pedagogical content knowledge in a way that facilitate their ability to retrieve and act upon their knowledge. Teacher education must help novice teachers learn to take control of their own learning and manage the complexities like in classroom through the tools of reflective practice, inquiry and analysis.

Teaching profession by nature demands hard work, investment of most of time on planning lesson, assessment, and making decision about curriculum and instruction. Teachers also need to face different critical situations like handling behaviors of the students, classroom management, work load, school norms and values and other professional demands. Due to these causes and lack of prior teaching experience, there is a great chance that the novice teachers develop frustration towards their job. In these circumstances mentoring proves to be a powerful instrument to prevent the teachers from the professional isolation and provide strong emotional as well as psychological support. When novice teachers are confused regarding their roles, responsibilities, routines and costumes of their new school environment, the successful mentoring supports their early career and encourages them to face various possible challenges to emerge in teaching field.

From the novice teacher, we cannot expect the desired level of excellence in teaching learning activities, if there is no mechanism to support them. As a result they fail when they enter to the real teaching in the real classroom. So it is necessary to provide assistance and support for novice teachers in easing the

transition from student to teacher. To support this view McIntyre and Hagger (1996) state mentoring as “both providing constructive and critical advice and challenging practices and preconceptions” (p.146).

Thus, mentoring is essential to fill the gap of teachers after the retirement of veteran teachers and helps to get the post of veteran teachers to them who were not in the real classroom before. Rudney and Guillaume (2003) assert that, beginner teachers label and learn elements of classroom tasks. Their teaching is relatively inflexible and requires purposeful concentration. The novice teachers may not understand what is important to notice. They need emotional support, assistance focused on the learning of classroom routines and processes. Therefore, novice needs assistance, guidance and this can be provided through mentoring only. So, in a system where teacher retention is an issue, mentoring might be a useful strategy.

1.1.2.3 The Role of a Mentor

Mentor is a trusted counselor or guide or a wise, loyal advisor or coach where mentoring is a process of one-to-one, work place-based, contingent and personally appropriate support for the person during their professional acclimatization or integration, learning, growth and development. Mentors aims to train or develop their mentee professional thinking skills (on, for and in action) and support mentees in aspect of the process of professional decision making or learning.

According to Malderez and Bodoczky (1999) mentors are ‘models’ of a way of teaching, but more importantly of ‘being a teachers’ in the context, ‘acculturators’ enabling the mentee to become fully integrated in to a specific context and community, ‘supporters’ of the mentee as a person during the often emotionally charged process of transformation that the learning can require, ‘champions’ or ‘sponsors’ of their mentee in terms of doing everything they can to ensure both the mentee’s acceptance in to the professional community and the availability of optimal conditions for learning, and finally, ‘educators’

in the sense of scaffolding the processes of mentee learning for becoming or being a teacher, for teaching and for learning teaching.

Mentoring is the two way process, i.e. mentor and mentee involvement. The success of mentoring depends upon the intentional and collaborative involvement of mentor and mentee. There must be mutual trust between mentor and mentee, where mentors' primary role is to bring a mentee to others experienced teachers' level of professionalism. Thus, mentor should have strong educational background, knowledge of mentoring context areas, skills and experience with working with adult learners, related professional experience, and commitment to a code of conduct and confidentiality of work.

In a mentoring relationship the mentor shares knowledge, skills, information, and perspectives to foster the personal and professional growth of the mentee. Thus, supporting and guiding the novice in their profession, willing to share information, respectful and committed to providing time to be with the new teacher, providing advice and information, and being reflective about own practice, etc. are the roles that the mentors have to perform.

1.1.2.4 Benefits of Mentoring

Mentoring is defined as “a relationship between two people with learning and development as its purpose” (Megginson & Garvey, 2004, p. 2, as cited in Brockbank & McGill, 2006, p. 63). They further state that mentoring is primarily for the mentee, as ‘the mentee’s dream’ is central to mentoring. Though, the benefits of mentoring do not only confine novice teachers, it is helpful to mentors and for school environment as well. Benefits of mentoring for novice teachers are: it improves self confidence, offers professional development, provides advice and information, encourages reflection on practice, provides personal support, improves effectiveness, develop awareness of culture, politics, and philosophy of the organizations. Similarly, for experienced teacher (mentor) mentoring refreshes their own view of work, enhances job satisfaction, and develops professional relationship.

Mentoring being a way of guiding and supporting positively, a mentor should possess certain qualities like sound educational background, enough experience in the profession and intention and commitment to help. Robbins (1999) states, “A mentor provides the new comers with support, guidance, feedback, problem solving guidance and a network of colleague share resource, insights, practices and materials”(as cited in Villegas-Reimers, 2003, p.116).

Mentoring helps people to understand how an institution’s values are realized in the institutions. It helps people feel that they are making a worthwhile contribution, and has strategic development implications and often supports an institution’s development and training strategy. It can make a contribution to the delivery of the mission and strategy and the achievement of an institution’s objectives and further helps to uphold the organizational values of a school.

Ultimately, mentoring helps individuals to develop within an organizational framework. Furthermore, this process encourages the mentor to more clearly identify their own practice, good practice, good strategies, and practice for communicating to mentees. Mentors benefit by acquiring improved ways of working with people and satisfying the desire to help others; and the mentees benefit by developing confidence, learning more effectively and quickly, and acquiring new perspectives. In this manner, mentoring is helpful for both in the relationship.

1.1.2.5. Practices of Mentoring

Mentoring is the key for professional development of language teachers. It is regarded as the new concept in TD, though it is not totally a new concept because some aspects of mentoring have been implemented in the field of TD when the concept of education started. Various studies and practices of mentoring around the world have been carried out a lot in various educational

institutions either formally or informally. Over the last two decades, mentoring has been very popular especially in teacher development in America, Europe and Australia which has been effective for students' learning as well.

The practice of mentoring beginning teachers emerged in the 1980s as a professional development strategy (Policy Research Report, 2000, p. 9) for achieving a variety of goals. One goal focuses solely on teachers who are just entering the profession, while two others extend the benefits of mentoring to other educators in the school and district community.

Mentorship has at least the following three goal areas (Little, 1990, as cited in Policy Research Report, 2000):

1. New teacher induction: to help transition beginning teachers into the classroom and acculturate them to the specific school and district setting in which they will work.
2. Career enhancement: to provide an avenue for leadership, public recognition, and reward for skilled veteran teachers who serve their schools and districts as mentors, professional developers, and/or contributors to curriculum and instructional improvement.
3. Professional development and program innovation: to build capacity for school and district program innovation and to guide local education reform.

The predominant assumption is that the status and responsibilities of mentorship will enable those teachers to experience a renewal of their enthusiasm for teaching (Little, 1990, p. 333, as cited in Policy Research Report, 2000, p. 9). The level of career enhancement for most mentor teachers, however, appears to be limited. Most mentors receive the gratitude of their protégés and other peers, but few receive more than a modest monetary stipend. Little (1990) further suggests unlike mentoring in business and industry, mentoring in the field education neither promises nor is premised upon an advancement incentive, but rather on other dimensions of work that contribute

to career satisfaction. A positive effect of teacher mentoring as building capacity for local professional development and program innovation is even less readily apparent in school practice. Theoretically, the development of new and more effective classroom and collegial practices by teachers involved in a mentoring relationship can be diffused throughout their school and beyond. That is, through mentoring activities, both the novice teacher and mentor gain understandings and concrete skills that will benefit their students and can be shared with colleagues. Expertise in specific areas of curriculum and instruction can improve their academic department's practice of using cooperative learning. Little (1990, p. 345) suggests that, ideally, the twin aims of a formal mentoring program are to reward and inspire experienced teachers, while tapping their accumulated wisdom in the service of teachers and schools (as cited in Policy Research Report, 2000, p. 9).

Highlighting the importance of mentoring (McIntyre & Hagger, 1996, p. 121) say, "Mentoring has become increasingly important tool for professional development in education. Its underlying assumption is that a more experienced colleague can facilitate the professional development of a novice teacher or a person new to a particular stage in a career". They further say that mentoring has grown its importance in England and Wales, partly as a result of the shift to self-management in schools and colleges. There is a growing recognition that organizational performance depends critically on the selection, development and motivation of teacher. The effective induction of new teacher, or those adjusting to new roles, is regarded as an important component of the TD. Mentoring is an increasingly significant element in the induction process at various stages of a career. Effective mentoring programs also produce benefits for the school. Teachers may develop collaborative models of working which enable them to share ideas and problems and enhance the collective competence of the teacher.

Application of mentoring system in Nepal is seen poor although we cannot escape from it's importance. It helps to develop the mutual trust among the teaching staff and other personalities. Mentoring should be emphasized in education for helping, guiding, coaching and assessing the novices by the experienced one. However, in context of Nepal it has not got appropriate attention. But mentoring is very important in educational sector.

1.1.2. Teachers' Professional Development

This heading is divided into different subheadings:

1.1.2.1. Concept

TPD refers to the development of teachers in his/her professional role. More specifically, "TD is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically" (Glalthorn, 1995, as cited in Joshi, 2010, p.8).

PD focuses especially on how teachers' construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learners' implicit learning needs. The principal purpose of professional development is to promote effective teaching that results in learning amount/gains for all students. Teaching as a profession is a job requiring special type of skill or knowledge. Khaniya (2006, p.7) states "Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals". He further asserts that, development of professional competence is a long term on-going process (Khaniya, 2006, p.8). Villegas-Reimers (2003, p.11) defines PD as, "the development of a person in his/ her professional role." After gaining the experience and expertise for years in teaching systematically a teacher achieves professional development. So, TPD is regarded as the process of developing professional excellence by learning, experiencing and practicing new challenges which are encountered in teaching learning activities. After gaining the experience and expertise for years in

teaching systematically a teacher achieves the PD. Thus, TPD is perceived as an umbrella term which includes varieties of activities carried out by teachers either individually or in a group as s/he has to pass through deferent stages or phases in course of their PD. According to Poudel (2011), the stages/phases are as follows:

a. Survival phase

This is the most important phase of TPD. At this phase a teacher always feels diffident, inadequate and ill prepared. For having no many ideas, reconciling educational ideas and realities, maintaining classroom discipline, establishing appropriate relationship with students become challenge to them. Thus, this phase is also called ‘discovery phase’ (as positive thinking) and crisis ‘management phase’ (as negative thinking).

b. Stabilization phase

Teachers consolidate the experience from the first phase and focus changes from ‘self’ to students. Teachers become flexible in their classroom management and better handle unpredictable situations, gain confidence in teaching and master teaching skills. But, negative experience in this phase leads to self doubt.

c. Experimentation and diversification phase

Teachers are motivated by the wish to increase their impact in the classroom and seek new challenges in this phase, and also conduct personal experiment using different methods, materials and classroom management skills. They want to bring change in their profession.

d. Re-assessment phase

Teachers are disappointed with the outcome of reforms and feel self-doubt and uncertainty. They reassess new things that they introduce and feel monotony in classroom teaching and unpleasant towards working conditions.

e. Serenity phase

The principal idea of this phase is self acceptance as a teacher. Teachers are regarded as the sole source of knowledge and less vulnerable to other's perceptions of them. They are marked by a decline in professional and enthusiasm but greater confidence more tolerance, and spontaneity in the classroom, followed by a conservation and resistance to change, s/he accepts him/herself as a teachers where teacher student relationship is distanced.

f. Disengagement phase

Disengagement can take the form of withdrawing and investing their time and effort elsewhere. There can be 'bitter' or 'serene' sharing through writing article, attending conference, and as a matter of fact they disengage from professional commitment.

1.1.2.2. Models for TPD

In the same manner, there are a number of models that have been developed and practiced in order to promote and support TPD from the beginning of their career until they get retired. The three principal models proposed by Wallace (2010) are as follows:

i. The Craft Model

This model was proposed by Stones and Morris. They rightly point out that this technique is basically conservative and depends on whatever effectiveness it might have in an essentially static society. The master teacher tells the students what to do, show them how to do it and students imitate the master. As an experienced expert professional practitioner, teachers' role is a crafter. The young trainees, i.e. students learn by imitating the exports' techniques, and by following the expert's instruction and advice. This is the traditional method but still in practiced. This is a very simple model and thus, represented as:

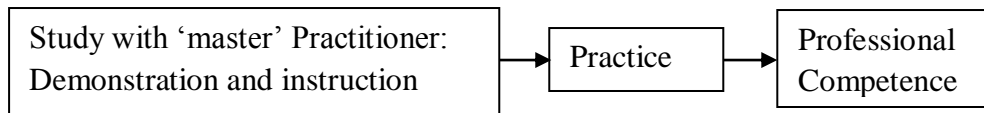


Figure 1: The Craft Model of Professional Development (Wallace, 2010, p. 6)

ii. The Applied Science Model

This model was propounded by the American Sociologist Donald A. Schon. As cited by this model, theoretical and practical knowledge are put together and scientific knowledge is used to achieve clearly defined objectives, where empirical evidences are emphasized. The findings of scientific knowledge and experimentations are conveyed to the trainees by those who are experts in the relevant areas. Thus, trainee teachers who are concerned with maintaining discipline might receive instruction. In its extreme form, this model is essentially one-way. This model can be represented as:

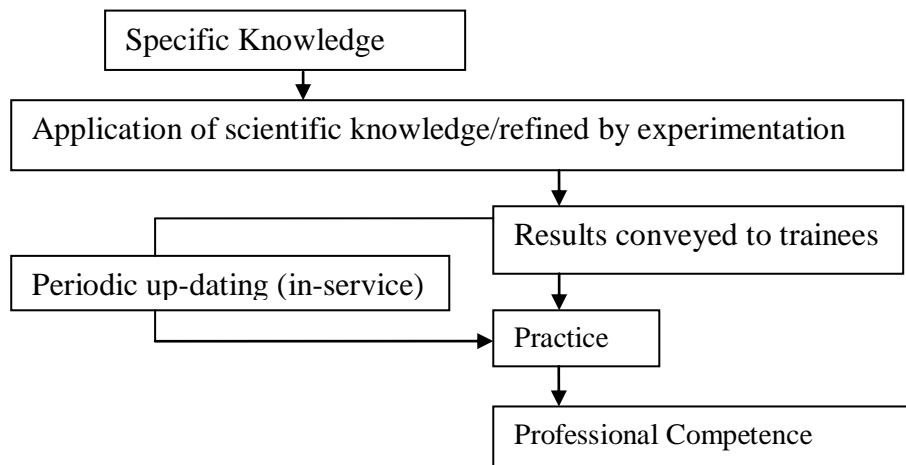


Figure 2: The Applied Science Model of Professional Development (Wallace, 2010, p. 9)

iii. The Reflective Model

This model was also put forward by American Sociologist Donald A. Schon. Here, two types of knowledge are highly focused, viz. received knowledge and experiential knowledge. Received knowledge is knowledge

from the external sources like, trainer, experts, books, journals, etc. Being acquainted with vocabulary of subject and research findings one can get received knowledge. And experiential knowledge is knowledge from the internal sources which is more important for professional development and talks about reflection- in-action and reflection-on-action. This model can be presented as:

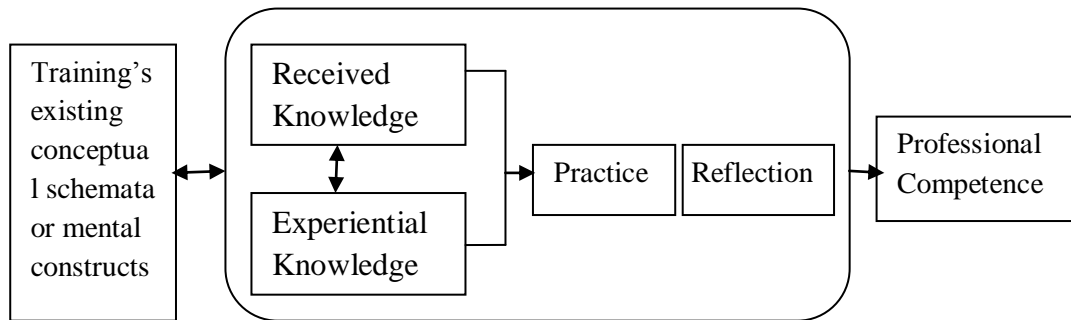


Figure 3: The Reflective Practice Model of Professional Development (Wallace, 2010, p. 49)

1.1.2.3. Need for TPD

TPD is regarded as an essential component in maintaining in advancing individual personal and professional abilities. It is a key factor to being a positive effect on the educational products. Personal experiences, self reflection and interaction with colleagues in the institutions are major tools for TPD. Even after several years of teaching, teachers feel a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively. Experience can scaffold in TD but experience alone is not sufficient for the teachers to meet with the students' needs and expectations.

In most schools and institutions today, language teachers are expected to keep up to date with development in the field, to regularly review and evaluate their teaching skills and to take on new teaching assignments according to the changing needs of the institutions for professional development of teachers. The knowledge related to the field of language teaching and learning is never

constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods. So, there is “a need of regular opportunities for the teachers to update their knowledge and skills” in the field. (Adhikari, 2009, p.10)

Thus, if the teachers fail to update themselves in this rapidly changing world, they cannot meet the dynamic needs of the learners with the stale and static knowledge in their repertoire. But, teachers are well informed and self aware about the latest development and newly emerging concepts and new innovations related to their profession. They can present themselves according to the need and interest of their students. For TPD teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding.

Emphasizing the need and importance of updating oneself in the teaching profession, Khaniya (2006, p.9) states:

People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left far behind. For this purpose, people involved in it should be allowed to work for its development, advancement and continuous improvement.

Educational reforms require teacher not only to update their skills and knowledge but also transform their roles as educators. It establishes new expectations for students, teachers, institutions and communities that some educators may not be prepared to meet. PD helps teachers to learn new role and teaching learning strategies that will improve students’ achievements. Teachers need to see how ideas connect across fields and to everyday life. Ur (1996) focuses on teachers’ active role for the professional development of their own and Ur (2006) says that a teacher can and should be advanced in professional

expertise and knowledge throughout his/her career and such advances do not depend on formal course or external input.

More than sound reforms, innovations, and the real success of qualitative improvement of teacher's education will depend upon the sense of purpose, denotation and commitment of teachers who feel proud of teaching profession, deep satisfaction in watching his/her students grow to a constructive citizen in a modern world. "Teaching has caused supreme challenge, which could be met by real sacrifice of teachers in the form of our ancient tradition, not by simply rising salaries and the other material gains." (as cited in, Joshi, 2010, p.13)

Professional development of teachers affects student achievements through three steps: First, professional development enhances teacher knowledge, skills, and motivation. Second, better knowledge, skills, and motivation improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, for example, students will not benefit from the teacher's professional development. In other words, the effect of PD on student learning is possible through two mediating outcomes: teachers' learning, and instruction in the classroom.

Thus, professional development of teacher is a key factor in ensuring that reforms in any effective, successful, professional development opportunities for teachers who have a high positive effect on students' performance and learning. High quality teachers are the single greatest determinant of students' achievement. Teacher education, ability and experience account for more variation in student achievement than all other factors. Therefore it is virtually important that teachers be well prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers. So, TPD should be considers as a key factor in order to increase learning and to improve their performance.

1.1.2.4. Characteristics of TD

As defined above TD is a process that never gets finished, i.e. it is a continuous and never ending lifelong process. Rossner (1992, as cited in Head & Tayler, 1997, p.4) lists some key characteristics of teacher development which are presented in the following manner:

- A. It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse - from confidence-building to language awareness or technical expertise.
- B. Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- C. TD is not just to do with language teaching or even teaching: it's also about language development (particularly for teachers whose native language English), counseling skills, assertiveness training, confidence-building, computing, mediating, cultural broadening – almost anything, in fact.
- D. TD, in most teachers' opinions, has to be 'bottom-up', not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers have no role in it---Nor does it mean that managers should stop organizing in-service or other training courses.

1.2 Review of Related Literature

As other researchers, I have observed the fundamental background of the related subject and other past studies. A number of research work have been carried out in the field of English Language Teaching and Learning but very few of them have been conducted in the field of Teachers' Professional Development and no research has been carried out in mentoring in the Department of English Education, T.U. So this research will be an invaluable

treasure for the Department and as well as the English teachers in general. Some research studies related to my research are reviewed here.

Portner (1998) in his book entitled *Mentoring New Teachers* has mentioned about the concept of mentoring, its needs and practices for English teachers with reference to different countries along with the mentors' primary role. Rudney and Guillaume (2003) in their book entitled *Maximum Mentoring* state student teachers and novice teachers need the guidance of skill mentors to become effective educators. They have provided some key information related to the teacher development and the practices of mentoring. They further listed the roles of mentors and opportunities for mentors, and the mentees to build a common ground. Tomlinson (1995) talks about the concept of mentoring, its forms, functions and interpersonal aspects of mentoring along with classroom strategies. Malderez and Bodoczky (1999) in their book entitled *Mentor Course* state basic concept of mentoring, what mentor is, and what mentors do. Person (2004) in his book entitled *Towards the Teachers as Learner* states difference between coaching and peer mentoring along with mentoring skills and its benefits.

Richards and Farrell (2003) explore and list the different strategies that can be used to facilitate teachers' professional development: workshop, self-monitoring, teachers support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research. Wallace (2010) has presented the three models of professional development. They are the craft model, the applied science model and the reflective model. Head and Taylor (1997) in their book entitled *Reading in Teacher Development*, define teacher development in different way including their own definition and Underhill's (1986) definition, along with the key characteristic of teacher development (Rossner, 1992, p.4).

Adhikari (2009) carried out the research entitled *Attitudes of English Language Teachers towards Collaborative Learning for their Professional Development*

in order to indentify the attitudes of English language teachers towards collaborative learning and the environment available for them in learning and practicing collaboratively. The findings showed that, most of the teachers hold positive attitudes towards collaborative learning for their professional development but they are deprived of appropriate environment.

Joshi (2010) carried out a research work entitled *Learning Strategies for English Language Teachers for Professional Development*. The main objectives of her study were to identify the learning strategies employed by English Language Teacher and its benefits for their better professional development. The finding showed that, the college teachers were directly or indirectly benefitted from almost all learning strategies. However, some strategies like, self-monitoring, workshops, conferences, seminars and team teaching were more beneficial than the strategies like teaching portfolios, reflective logs, refreshers courses and mentoring. Bhatta (2009) carried out the research work entitled *Observation and Feedback for Teachers Professional Development*. The main objectives of the study were to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. The finding showed, a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed. Borko and Putinan (1995) say, “Professional development plays an important role in changing teachers teaching methods, and these changes have a positive impacts on students’ learning”. They further say that professional development shows powerful evidence that experienced teachers’ pedagogical content knowledge and pedagogical knowledge belief can be affected by professional development programme and that such changes are associated with changes in their classroom institutions in their environment.

Gnawali (2008) carried out a research work entitled *Strategies and Opportunities for English Language Teachers Professional Development*. The finding showed that, though, there are apparent differences, most teachers have

realized that they have made substantial improvement in their performance due to similar factors like knowledge and skills, challenge and responsibilities dealing with their wants and need, professional interaction and decision making.

There are different researches carried out in different topics in the Department of English Education which are related to teaching learning activities and teachers' professional development only. So, I this research study help teachers for their betterment in their profession. Thus, I have carried out research on mentoring which will be effective for both experienced teachers and the novices.

1.3. Objectives of the Study

The Objectives of the study were as follows:

- i. To identify the existence of mentoring for teachers' professional development.
- ii. To identify the need of mentoring for teachers' professional development.
- iii. To suggest some pedagogical implication based on the findings of the study.

1.4. Significance of the Study

This study aims at revealing the perspectives of English language teachers' towards role of mentoring for their professional development and its needs and practices in the context of Nepal. So, it will be significant to the teachers (novice and experience) who are working in the field of ELT, and the prospective researchers who want to undertake researches in the area of teachers' professional development. This study is especially focused on 'Mentoring' as one of the important tools for teachers' professional development. Thus, this study will be beneficial for teachers who are using new and different techniques to develop themselves professionally and for experienced teachers who are working collaboratively with novice teachers.

The findings of the study will help to identify the need and practices of mentoring in real field. Therefore, it will have a great pragmatic value.

This study will prove worth for the Department itself since there is no research studies carried out in mentoring related to teachers' professional development. Specially, this research work will be very much helpful to the novice teachers in the field of English language teaching, the teacher trainers, and the teacher training institutions too. Thus, all the persons who are directly or indirectly involved in the teaching profession will be benefitted from this research work.

CHAPTER – TWO

METHODOLOGY

I adopted the following methodologies to carry out the proposed study.

2.1 Sources of Data

In order to meet the objectives of this study I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The study was mainly based on the primary sources of data, i.e., the responses made by the English language teachers who were teaching in the colleges of Morang district. A set of questionnaire was used in order to elicit information about the need of mentoring and mentoring practiced by them for their better professional development. So, the primary sources of data of this study were the thirty English language teachers.

2.1.2 Secondary Sources of Data

Secondary sources of data were the various books, articles, reports, research studies, journals and the internet materials related to the study area. Some of them were: Tolimson (1995), Head and Taylor (1997), Portner (1998), Malderez and Bodoczky (1999), Alred et al. (2003), Rudney and Guillaume (2003), Villegas-Reimers (2003), Richards and Farrell (2005), Khaniya (2006), Ganawali (2008), Adhikari (2009), Bhatta (2009), Joshi (2010), Wallace (2010).

2.2 Sampling Procedures

English language teachers who were teaching in different colleges of Morang district were my study population. I used non-random purposive sampling procedure while selecting the colleges. Ten colleges were selected from different parts of Morang district. Three teachers were selected from each college intentionally. Altogether thirty teachers were selected.

2.3 Tools of Data Collections

The main tool for the collections of data was a set of questionnaire. The questionnaire consisted of both close-ended and open-ended questions.

2.4 Process of Data Collection

Having prepared the required copies of questionnaire, I visited the purposively selected colleges personally and sought permission from the authority to talk about my intention of visiting the college. Then, I consulted the English teachers and established rapport with them. After that, I took permission from the respected respondent and briefly explained about my research study and what they were supposed to do. Finally, I distributed the questionnaire to the teachers and requested them to answer the questions and return on time.

2.5 Limitations of the Study

The proposed study had the following limitations:

- i. The study was limited to the existence and need of mentoring for teachers' professional development.
- ii. It was limited to thirty (respondents) English language teachers.
- iii. The population was selected from the ten non-randomly selected colleges of Morang district.
- iv. It was limited to the questionnaire only as a tool to elicit the data.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

In this chapter, I have analyzed and interpreted the data collected mainly from the primary sources. The data was collected with the help of questionnaire consisting of both close-ended and open-ended questions that were constructed being based on the objectives of the study. The data was collected from 10 non-randomly selected colleges of Morang District and three English language teachers from each college were selected intentionally. The teaching experience of the teachers ranged from 4 to 16 years. The study was carried out to identify the existence and need of Mentoring for professional Development of Teachers.

All the questions have been arranged in to four thematic grounds to meet the objectives of the study. The collected data has been analyzed and interpreted under the four main headings.

1. Extent of the Existence and Practices of Mentoring
2. Need of Mentoring for Professional Development of Teachers
3. Attitudes of English Language Teachers towards Mentoring
4. Role of Experienced Teachers in Novice Teachers' profession

The participants were asked to respond the 19 close-ended statements and 7 open ended questions requiring the answers in their own words. The analysis of the collected data has been carried out as fairly as possible. The analysis and interpretation has been done both statistically and descriptively.

3.1 Extent of the Existence and Practices of Mentoring

The first objective of the study was to identify the existence of mentoring for teachers' professional development. For eliciting the information required to meet this objective, the teachers were provided with 4 closed-ended and 3 open-ended questions to respond. The presentation of the data collected from the teachers, its analysis and interpretation has been carried out under different headings below.

3.1.1 Existence of Mentoring System in the Institution

In order to find out the mentoring system in the institution, I used 4 closed-ended and one subjective type questions. The responses made by the teachers' are analyzed and presented in the following manner in Table No. 1

Table No. 1**Existence of Mentoring System in the Institution**

S.N.	Statements	Responses									
		SA		A		NS		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Teachers are provided with sufficient time to plan and learn collaboratively in my institution to develop professionally.	2	6.7	8	26.7	-	-	18	60	2	6.7
2	There is a formal system of mentoring in my institution.	-	-	-	-	10	33.3	16	53.3	4	13.3
3	Though there is not any formal system of mentoring in my institution, the novice teachers are encouraged to consult the experienced teachers in their profession,	3	10	14	46.7	8	26.7	5	16.7	-	-
4	Regularly held staff meeting in the college provides a forum for the teachers to discuss and decide on different issues on mentoring for TPD.	6	20	24	80	-	-	-	-	-	-

From Table No. 1, it is clear that, only two of the teachers strongly agreed and 26.7% of them agreed that they are provided with sufficient time to plan and learn collaboratively in their institution to develop professionally. Similarly, 60% of the teachers disagreed and 6.7% of them strongly disagreed with the statement. Likewise, 80% of the teachers agreed and only 20% of them

strongly agreed that regularly held staff meeting in the school provides a forum for the teachers to discuss and decide on different issues on mentoring for TPD.

According to the responses to statement no. 2, none of the teachers agreed that there exists a formal system of mentoring in their institution where 33.3% of them were not sure about mentoring system. Likewise, 53.3% of the teachers disagreed and 13.3% of them strongly disagreed that there is a formal system of mentoring in their institution.

Similarly, 10% of the teachers strongly agreed and 46.7% of them agreed that though there is not any formal system of mentoring in their institution, the novice teachers are encouraged to consult the experienced teachers in their profession, where 16.7% of them disagreed that novices are not encouraged to consult the experienced teachers in their profession.

It seems that, almost all the teachers under my study were aware about the effective role of mentoring in their profession although most of the institution lacks the formal system of mentoring. And though there is absence of the formal system of mentoring, majority of the teachers are encouraged to consult the experienced colleagues in their profession.

To get more information about the existence of mentoring system in the institution, the question “Does your institution encourage the teachers in sharing ideas and learning from each other? If yes, in what ways?” was asked to them. In response to this question they came up with different reasons. All of their responses are summarized and presented in Table No. 2

Table No. 2**Encouragement from the Institution for Mentoring**

S.N.	Responses	Number of Teachers	Percentage
1	To some extent, my institution encourages us to share our ideas providing different methods and techniques of teaching.	12	40
2	Of course, it does. Twice a week we held a staff meeting and exchange our views, ideas, problems, teaching methods, technique, etc. and once a month we encounter with a mentor teacher, who we have selected from our VDC.	1	3.3
3	Frequently, it does. My institution provides time for us to discuss on problems and sometimes manages meeting, workshop, etc.	10	33.3
4	Never, it does not encourage us in sharing ideas; we are busy in our daily teaching.	5	16.7
5	Sometimes, they only say share ideas to each other but did not provide tips/ways or even environment for sharing ideas.	2	6.7
6	Yes, our faculty meeting discusses on the problems we commonly wrestle with while teaching.	1	3.3

According to the Table No. 2, majority of the teachers (40%) mentioned that, to some extent, their institutions encourage them to share their ideas by providing different teaching methods and techniques. Likewise, 33.3% of the teachers replied that their institutions frequently provides time to discuss their problems and sometimes manages meeting, workshop, etc. One of the respondent said twice a week they held a staff meeting and exchange their views, ideas, problems, teaching methods, technique, etc. and once a month they encounter with a mentor teacher, who they have selected from their VDC. Next

respondent mentioned their faculty meeting discusses on the problems they commonly wrestle with while teaching.

Similarly, 16.7% of the teachers viewed that, their institutions never encourage them in sharing ideas; they are busy in their daily teaching. Meanwhile, 6.7% of them added the view that their institutions sometimes say, share ideas to each other but did not provide tips/ways or even environment for sharing ideas.

To sum up, mentoring is the key for professional development of language teachers. It is regarded as the new concept in teacher development, though it is not totally a new concept because some aspects of mentoring have been implemented in the field of TD when the concept of education started. Most of the institutions in Nepal are applying mentoring system unknowingly and informally. Here, too, majority of the teachers and their institutions are seen interested towards mentoring system though there is absence of formal system of mentoring in their institutions. From the responses provided by the teachers, it is clear that the institutions encourage and stimulates the teachers for sharing and learning from each other in many different formal and informal ways.

3.1.2. Institutions Mentoring the Novice Teachers

To get the idea about institutions in Nepal formally or informally mentoring the novice teachers, the question, “Are there any institutions in Nepal formally or informally mentoring the novice teachers?” was asked to them. In response to this question they came up with different views. Their views are summarized and presented in the following manner in Table No. 3

Table No. 3
Institutions in Nepal Formally or Informally Mentoring the Novice Teachers

S.N.	Responses	Number of teachers	Percentage
1	Yes, there are.	-	-
2	No, there are not.	16	53.3
3	I have no idea.	8	26.7
4	I have not found yet formal mentoring system.	6	20

According to the data presented in Table No. 3, none of the teachers supported that there are not any institutions in Nepal formally or informally mentoring the novice teachers. The majority of the teachers (53.3%) claimed, there is not any formal system of mentoring. Meanwhile, one of the respondents opined, almost all the educational institutions directly or indirectly have informal system of mentoring. Likewise, 20% of the teachers responded that they have not found formal system of mentoring yet where 26.7% of them do not have any idea about mentoring. It shows that most of institutions are unknown about mentoring.

In short, no institutions are mentoring the novices formally.

3.1.3. Sharing of Problems with the Colleagues

To find out the extent to which the teachers share their problems with each other within the institution, the question, “Do you find the teachers in your institution are interested in sharing any problems among each other? If yes, what sort of problems do they prefer to share?” was asked to the participants. Majority of them (85%) replied that the teachers in their institution are interested to share the problems among each other whereas 15% of them replied that the teachers in their institutions are not interested in sharing problems because of hesitation and shyness, they hardly share their problems among the co-workers.

According to the teachers, their colleges in the institutions prefer sharing different types of problems regarding their profession which are presented in Table No. 4

Table No. 4
Types of Problems Shared by the Teachers

S.N.	Responses	Number of teachers	Percentage
1	Problems on learners' psychology.	7	15.6
2	Their own feelings and problems.	3	6.7
3	Problems related to subject matter, i.e. grammars' – like voice, tense, reported speech, article, tag question, proposition and theoretical concepts (linguistics).	17	37.8
4	Problems on classroom management and physical conditions of the classroom.	5	11.1
5	Problems related to teaching methods and techniques.	9	20
6	Problems regarding the use of teaching aids.	4	8.9

From the above table, it is clear that; majority of the teachers (37.8) mentioned that their colleagues prefer sharing the problems on subject matter, i.e. grammars' and theoretical concepts (linguistics). According to 20% teachers, problems related to teaching methods and techniques are shared by their colleagues and according to 6.7% of them, mentioned that, their colleagues prefer sharing personal feelings and problems. As mentioned by 15.6% teachers, their colleagues are interested to share the problems on learners' psychology. Similarly, 8.9% teachers mentioned that, their colleagues are interested sharing the problems regarding the use of teaching aids and 11.1% of them, mentioned that their colleagues prefer sharing problems on classroom management and physical conditions of the classroom.

The data on Table No. 11 shows that most of the teachers encounter the problems inside the classroom. So, they prefer sharing those problems among their friends with a hope to reach an effective solution from the common effort.

As mentioned above, out of the total 30 teachers, 2 of them replied that teachers in their institutions are not interested in sharing their problems. So, they hardly share the problems though they encounter a lot of professional problems. The teachers provided two main reasons on why teachers hesitate to share their problems. One of them mentioned that some teachers in their institution hesitate to share their problems with each other due to the fear that their weaknesses may get revealed and they may be considered disqualified by their senior colleagues and the school authority. Similarly, another teacher replied that the seniors in his institution do not want to share the problems with the juniors are incapable of offering helpful suggestions to their problems.

In totality, the data shows that though most of the teachers hold positive attitude towards the existence and practices of mentoring for professional development of teachers, in reality, all of them do not take part in such activities, their participation is occasional but not regular in most of the cases.

3.2 Need of Mentoring for Professional Development of Teachers

The second objective of the study was to find out the need of mentoring for professional development of teachers. With the help of 4 close-ended and one open-ended question, I tried to extract the attitudes of participants towards the need of mentoring for professional development of teachers. The teachers' responses are presented in Table No. 5

Table No.5**Need of Mentoring for Professional Development of Teachers**

S.N.	Statements	Responses									
		SA		A		NS		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Mentoring can improve a number of professional development activities that are negotiated between mentor and mentee.	11	36.7	17	56.7	2	6.7	-	-	-	-
2	Mentoring has an effective role in teachers' professional development.	12	40	16	53.3	2	6.7	-	-	-	-
3	Many different benefits can be derived from an effective mentoring relationship.	9	30	20	66.7	1	3.3	-	-	-	-
4	Mentoring is needed to every teacher to develop personally and professionally.	14	46.7	15	50	1	3.3	-	-	-	-

Among the 30 respondents, the collected data revealed that 36.7% of the teachers strongly agreed and 56.7% of them agreed that mentoring can improve a number of different professional development activities which are negotiated between mentor and mentee. Two of the respondents were found not sure about the statement. The data shows that almost all the teachers agreed that mentoring is beneficial for teachers' professional development.

According to the responses to statement no. 2, it was found out that 40% of the teachers strongly agreed and 53.3% of them agreed that mentoring has an effective role in teachers' professional development. Two of the respondents

were found not sure about the statement. None of the teachers disagreed the statement. This shows that all the teachers hold positive attitude towards the need of mentoring for teachers 'professional development.

While analyzing the responses to statement no. 3, it was found that 30% of the teachers strongly agreed and 66.7% of them agreed that many effective benefits can be derived from an effective mentoring relationship. One of the respondents was found not sure about the statement. The data shows that majority (66.7%) of the teachers agreed the statement.

Table No. 5 displays that, majority (50%) of the teachers agreed that mentoring is necessary to every teacher to develop personally and professionally whereas one of the respondents was found not sure about the statement. None of the teachers argued that mentoring develops personally and professionally to every teacher.

The data presented in Table No. 5 reveals that majority of the English language teachers are aware of the role of mentoring for their professional development. They have positive attitudes towards mentoring which develops them personally and professionally.

In order to elicit the further information about the need of mentoring, the question "Do you think mentoring is necessary? Why? Elaborate your view." was asked to them. In response to this question most of the teachers replied that, mentoring is necessary for professional development of teachers. To support their views they came up with different reasons. One of the respondents said that he had no idea about mentoring. All of their responses are summarized and presented in Table No. 6

Table No. 6
Why Mentoring is Necessary

S.N.	Responses	Number of Teachers	Percentage
1	It provides psychological back-up and establishes mutual trust between mentor and mentee.	2	6.7
2	To develop personally and professionally mentoring is needed. It further establishes sound professional relationship between novices and experienced ones.	8	26.7
3	I do not have any idea about mentoring. So, I have to say sorry.	1	3.3
4	Mentoring can play the role of milestone for novice teachers to uplift their career. It is only the key to open the lock of professional development.	3	10
5	To provide necessary feedback, build confidence and for solid language proficiency.	7	23.3
6	It helps to provide good and qualitative manpower, and can be a right way to solve the problems relating to teaching.	1	3.3
7	It provides per-requisites about school environment and of teaching activities for novices.	2	6.7
8	It helps novice teachers to improve their weaknesses and enhances all round development of teachers, students	2	6.7
9.	To assimilate the novice teachers on new environment and to develop professionally by gaining professional insight.	1	3.3
10.	It develops the habit of working collaboratively and occurs the less chance of reaching the wrong decision on problematic issues.	1	3.3
11.	In order to catch the gist of the saying “as you saw, so you reap”. It further develops intimacy, mutual understanding, positive attitudes and co-operation among teachers.	1	3.3
12.	It provides the route to reach the destination.	1	3.3

The data presented in Table No. 5, shows that most of the teachers (26.7%) opined that mentoring is needed to every teacher to develop personally and personally and further establishes sound professional relationship between novice teachers and experienced teachers. According to 23.3% respondents, it provides necessary feedback and builds confidence to them. One of them said that, it helps to catch the gist of the saying, “as you sow, so you reap” and further develops intimacy, mutual understanding, positive attitudes and cooperation among teachers. Next one mentioned that, mentoring develops the habit of working collaboratively and occurs the less chance of reaching the wrong decision on problematic issues.

One of the teachers did not have any idea about mentoring and said sorry where 10% of them reasoned that, mentoring can play the role of milestone for novice teachers to uplift their career and it is only the key to open the lock of professional development. Meanwhile, 6.7% of them mentioned that, it provides psychological back-up and establishes mutual trust between mentor and mentee. Again one respondent responded that, mentoring is the route to reach the destination.

As mentioned by the 6.7% of the teachers, it helps novices to improve their weaknesses and enhances all round development of teachers, students and the whole institution too. Other reasoned that mentoring assimilates novices in new environment and helps to develop professionally by gaining professional insight.

To conclude, teachers provided various reasons and opinions on why mentoring is necessary. The reasons include: to develop personally and professionally, provides the route to reach the destination, plays the role of milestone for novices, builds confidence providing necessary feedback, produces good and qualitative manpower, assimilates novices in new environment, develops the habit of working collaboratively, provides psychological back-up and establishes mutual trust and establishes sound professional relationship between novices and experienced ones.

3.3 Attitudes of English Language Teachers towards Mentoring

In order to find out the attitudes of English language teachers towards mentoring, the teachers were provided with 4 closed-ended and one open-ended question to respond. The presentation of the data collected from the teachers, its analysis and interpretation has been carried out in the following manner in Table No. 7

Table No. 7

Attitudes of English Language Teachers towards Mentoring

S.N.	Statements	Responses					
		Agree		Partially Agree		Disagree	
		No.	%	No.	%	No.	%
1.	I have learned from my colleagues.	17	56.7	12	40	1	3.3
2.	Mentoring help me to develop professionally.	20	66.7	9	30	1	3.3
3.	I benefit a lot from my mentor teacher	12	40	18	60	-	-
4.	I have learned from my own teaching experience.	26	86.7	4	13.3	-	-

According to the data presented in Table No. 7, majority of the teachers (56.7%) agreed the statement that they have learned from their colleagues and 40% of them partially agreed the statement. One of the respondents was found against the statement. The data shows that almost of the teachers agreed that they learn from their colleagues.

While analyzing the responses to statement No. 2, it was found out that 66.7% of the teachers agreed and 30% of teachers partially agreed that mentoring helps them to develop professionally. Again, one of the respondents was found against the statement. The data presents that all the teachers are in favor of mentoring for developing professionalism.

According to the responses to the statement No. 3, 60% of the teachers partially agreed and 40% of them agreed that they benefit a lot from their mentor teachers. None of them argued against the statement. Similarly, 86.7% of the teachers agreed and only 13.3% of them partially agreed that they have learned from their won teaching experiences.

The data presented in Table No. 7 reveals that majority of the English language teachers have positive attitude towards mentoring.

To elicit further information on the teachers' attitudes towards mentoring, the question "Do the Nepalese English language teachers take mentoring positively?" was asked to them.

In response to this question, most of the teachers replied that, they take mentoring positively but some of them do not have the idea about mentoring. So, they still ignore it. The responses made by them are summarized and presented in the following manner in Table No. 8

Table No. 8**Nepalese English Language Teachers View on Mentoring**

S.N.	Responses	Numbers of Teachers	Percentage
1	If they are aware of the mentoring, they will definitely take it positively.	6	20
2	Yes, some of them only take it positively.	4	13.3
3	Most of new colleagues take it positively who are willing to face the different norms of selection of the present technology and regards mentoring as the key for professional development.	3	10
4	They do not take it positively because they do not have concept about mentoring.	1	3.3
5	Of course, they take it positively. Every conscious teacher should take it positively.	12	40
6	Not at all, only 50% of them take it positively.	3	10
7	I am not sure about it because most of the teachers are not aware of term mentoring, so-called experienced teachers show their supremacy only towards novices.	1	3.3

According to the responses presented on Table No. 8, majority of the teachers (40%) mentioned that, they take mentoring positively and every conscious teacher should take it positively. Among them, 20% replied that, if they are aware of the mentoring, they will take it positively. Likewise, one of the respondents reasoned that, he is sure because most of the Nepalese English

Language teachers are not aware of the term mentoring, so-called experienced teachers show their supremacy towards novices.

Similarly, 10% of them replied that, most of the colleagues take mentoring positively who are willing to face the different norms of selection of the present technology and regards mentoring as “ the key for professional development.” Again, 10% of them mentioned that, not at all, only 50% of them take it positively.

The data on Table No. 8 shows that most of the teachers take mentoring positively thinking that it is the key for professional development. But, a few of them do not have the concept about mentoring so they ignore it.

3.4 Role of Experienced Teachers in Novice Teachers’ Profession

In order to find out the role of experienced teachers in novice teachers’ profession I used 2 closed-ended and one subjective type questions. The analysis and interpretation has been presented in the following way in Table No. 9

Table No. 9

Role of Experienced Teachers in Novice Teachers’ Profession

S.N.	Statements	Responses									
		SA		A		NS		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	There is great role of experienced teacher in the different problems of novice teacher.	12	40	17	56.7	1	3.3	-	-	-	-
2	The experienced teacher needs to encourage teachers to consult in their profession.	7	23.3	22	73.3	1	3.3	-	-	-	-

Among the 30 respondents, the collected data revealed that 57.7% teachers agreed and 40% of them strongly agreed that, there is a great role of experienced teacher in the different problems of novice teacher. One of the respondents was found not sure about the statement. The data shows that all most all the teachers agree that experienced teacher role is great in novice teachers' profession.

While analyzing the responses to second statement, it was found out that 73.3% of the teachers agreed and 23.3% of them strongly agreed that the experienced teacher needs to encourage teachers to consult in their profession. One of the respondents was found not sure about the second statement too. It shows that all most all the teachers holds positive attitude towards need of encouragement from experienced teacher to novices in their profession.

To conclude, the data presented in the Table No. 9 reveals that the majority of English language teachers agreed that there is great role of experienced teacher in novice teachers' profession.

To elicit the more information to draw the importance of experienced teachers in novices, the question "What is the role of experienced teachers in novice teachers' profession?" was asked to them. In response to this question, they came-up with different responses. The responses made by them are summarized and presented in Table No. 10

Table No. 10

Importance of Experienced Teachers Role in Novice Teachers' Profession

S.N.	Responses	Number of teachers	Percentage
1	To facilitate in novice teachers job by understanding their abstracters and encourage them to be professional teachers.	5	16.7
2	To establish mutual trust with novice teachers and provides necessary guidelines in their profession.	1	3.3
3	Experienced teachers role in novice teachers' profession are: guiding, advising, supporting, coaching, assessing, helping, managing, encouraging, providing necessary information, etc.	17	56.7
4	Experienced teachers can play the role of 'catalyst' in novice teachers' profession.	2	6.7
5	Experienced teachers have many more ideas about teaching, classroom management and about schools' administration than novice ones. So, they are the real guardians in regards to adjustment problems in the new school scenario.	3	30
6	To bring novice teachers in experienced teachers' position. They can shed some valuable lights regarding their practical experience handling the controversies which will be useful to the novice teachers.	2	6.7

The data presented in Table No. 10 shows that most of the teachers (56.7%) opined that experienced teachers role in novice teachers' profession are: guiding, advising, supporting, coaching, assessing, helping, managing, encouraging, providing necessary information. According to 16.7% of them, experienced teacher role is to facilitate in novice teachers job by understanding

their abstracters and encourage them to be professional teachers. Similarly, two of the respondents mentioned that experienced teachers can play the role of ‘catalyst’ in novice teachers’ profession.

Likewise, 30% of the teachers reasoned that experienced teachers have many more ideas about teaching, classroom management and about schools’ administration than novice ones. So, they are the real guardians in regards to adjustment problems in the new school scenario. Two of them viewed that experienced teacher can bring novice teachers in their position and can shed some valuable lights regarding their practical experience handling the controversies which will be useful to the novice teachers. Similarly, one of the teachers opined that, experienced teacher can establish mutual trust with novice teachers and provide necessary guidelines in their profession.

To sum up, experienced teacher can play the vital role in novice teachers’ profession. Thus, we cannot escape from the fact that experienced teachers can play the role of ‘catalyst’ in novice teachers’ profession.

3.4.1 Mentoring as Collaborative Learning and Helping Each-Other

Mentoring includes, a career progress oriented dimension and psychological development functions incorporating counseling and friendship. With the help of 5 closed-ended questions, I tried to extract the views of the participants towards mentoring as collaborative learning and helping each-other. The teachers’ responses are presented in Table No. 11

Table No. 11

**Frequency of Mentoring as Collaborative Learning and Helping Each-
Other**

S.N.	Statements	Responses									
		Always		Frequent ly		Occasion ally		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	There is a favorable environment for the teachers to learn collaboratively in my institution.	8	26.7	8	26.7	8	26.7				
2	If there were any problems I used to consult my senior teacher.	10	33.3	12	40	4	13.3	4	13.3		
3	I have offered help when the novice teachers felt difficulties.	10	33.3	19	63.3	1	3.3				
4	Novice teacher needs helps from experienced teacher.	20	66.7	4	13.3	6	20				
5	I am helped by the senior experienced colleagues of my institution when I feel difficult to deal with the problems.	4	13.3	16	53.3	10	33.3				

According to the data presented in Table No. 11, 26.7% of teachers, always got favorable environment to learn collaboratively in their institution. Similarly, equal percentage of teachers frequently found favorable environment for

learning and the same percentage had also have favorable environment for collaboration. This shows that majority of the teachers have favorable environment to learn collaboratively.

While analyzing the responses to the statement no. 2, it was found out that, 40% of the teachers frequently and 33.3% of them always used to consult senior teacher if there were any problems. Likewise, 13.3% of them occasionally used to consult senior teacher in their difficulty. And four of them rarely consult the senior teacher. Similarly, 63.3% of the teachers frequently and 33.3% of them have always offered help when the novice teachers felt difficulties. One of the respondents occasionally offered help when the novice teachers felt difficulties.

In the same way, 66.7% of the teachers viewed that novice teacher always needs help from experienced teacher where 13.3% of them opined that they frequently need help from experienced teacher. Six of them opined, novice teacher occasionally needs help from experienced ones.

According to the responses to statement no. 5, it was found out that 53.3% of the teachers frequently and 33.3% of them are occasionally helped by the senior experienced colleagues of their institution when they felt difficult to deal with the problems. Only 13.3% of them are always helped by the senior experienced colleagues. This shows that most of them frequently collaborate and help each other in their institution whenever needed.

In short, majority of the teachers frequently collaborate and share their ideas and problems with senior experienced teacher in their institution if necessary.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

This chapter comprises with the major findings of the study and recommendations made on the basis of major findings of the study.

4.1. Findings

On the basis of rigorous analysis and interpretation of the data, the following major findings of the study have been extracted:

1. Majority of the teachers were aware of the effective role of mentoring in their profession although most of the institutions lack formal system of mentoring. Though there was absence of the formal system of mentoring, most of the teachers were encouraged to consult the experienced colleagues in their profession.
2. Eighty-five percent of teachers were encouraged by their institutions for mentoring relationship whereas 15% of them were deprived of such encouragement. The institutions encouraged and stimulated the teachers for sharing and learning from each other in many different ways.
3. No institutions under my study had formal system of mentoring.
4. Most of the teachers said that they were interested in sharing their professional problems with their colleagues. They mostly liked to share the problems encountered inside the classroom, like problems on classroom management, learners' psychology, adoption of different teaching methods and techniques, use of teaching aids and the subject matter.
5. Almost all (94.2%) English language teachers of college level had positive attitude towards need of mentoring for their professional development. In spite of their positive attitude, they said that, they had not been involved in formal mentoring yet.
6. Teachers provided various reasons for the necessity of mentoring for their professional development because it develops them personally and professionally, provides the route to reach the destination, plays the role of milestone for novices, builds confidence providing necessary feedback,

produces good and qualitative manpower, assimilates novices in new environment, develops the habit of working collaboratively, provides psychological back-up and establishes mutual trust and establishes sound professional relationship between novices and experienced ones.

7. Almost all the teachers agreed that the role of experienced teacher is crucial in novice teachers' profession because they can play the role of 'catalyst' in novice teachers' profession.
8. Most of the teachers said that they frequently collaborated and shared their ideas and problems with senior experienced teachers in their profession.
9. Teachers responded that they hesitate to share their problems among their colleagues due to these two reasons: a) fear that their weaknesses may get revealed and they may be considered disqualified by their colleagues and the school authority b) lack of culture of sharing and learning from each other in their institution.

4.2. Recommendations

On the basis of findings of the research, the following recommendations have been made regarding the use of mentoring for professional development of teachers:

1. Almost all teachers should be made aware of the need and importance of mentoring for their professional development. Formal system of mentoring should be established in context of Nepal too.
2. Just having positive attitude towards mentoring is not enough for teachers' professional development; instead the teachers should voluntarily and enthusiastically get involved in these sorts of activities.
3. Teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time and opportunities to discuss and learn from their senior and experienced teachers for better professional insight.

4. Staff meeting, different types of workshops, seminars relating to mentoring should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasions.
5. Teachers should be provided with the supportive and favorable school environment required for learning and practicing collaboratively establishing effective mentoring relationship and mutual trust among them. It includes enough encouragement, constant supervision and appropriate appreciation from the school authority.
6. Qualities like positive attitude towards each other, providing psychological back-up, supporting juniors by an expert, guiding, coaching, assessing, incorporating should be possessed by all the members thinking that these are the essence of mentoring for developing professionally.
7. Individualized environment of school should be discouraged. Thinking ‘as we saw, so we reap’ the culture of sharing and encouraging among each other should be developed. The teacher should neither hesitate to offer any wise suggestions to the colleagues nor to share their professional problems among each other.
8. Teachers training programme organizers and teacher educators like NELTA, NCED should include and focus on role of mentoring as one of the most effective means for teachers’ professional development.
9. Since very little research has been carried out in the field of teacher development and no research on mentoring in the Department of English Education, so researchers should be encouraged to carry out further researches in this sector.

References

- Adhikari, K. (2009). *Attitude of English language teachers towards collaborative learning for their professional development*. Unpublished M.Ed. thesis, T.U., Kirtipur.
- Bhatta, T. R. (2009). *Observation and feedback for teachers' professional development*. Unpublished M.Ed. thesis, Kathmandu University, Lalitpur.
- Borko, H. & Putnam, R. T. (1995). Expanding a teacher development. In T. R. Gaskett & M. Huberman (Eds.), *Professional development in education: New paradigms and practices*. New York: Teachers College Press.
- Brockbank, A. & McGill, I. (2006). *Facilitating reflective learning through mentoring & coaching*. London: Kogan Page.
- Daresh, J. C. (2003). *Teachers mentoring teachers: A practical approach to helping new and experienced staff*. New Delhi: Sage Publications India Pvt. Ltd.
- Gnawali, L. (2008). Strategies and opportunities for English language teachers' professional development: A study report. *Journal of NELTA*, 13(1-2), 35-42.
- Goddard, B. (2004). Coaching and peer mentoring. In M. Person, *Towards the teacher as learner* (pp. 47-54). Sweden: Unipeon Union in the Framework of the Socrates Programme.
- Head, K. & Taylor, P. (1997). *Readings in teacher development*. Oxford: Heineman ELT.
- Joshi, D. K. (2010). *Learning strategies for English language teachers for professional development*. Unpublished M.Ed. thesis, T.U., Kirtipur.

- Khaniya, T. R. (2006). Professionalism of English language teacher. *Young Voices in ELT*, 5, 7-10.
- Malderez, A. & Bodoczky, C. (1999). *Mentor course: A resource book for trainer-trainers*. Cambridge: CUP.
- McIntyre, P. & Hagger, H. (1996). *Mentors on schools: Developing the profession of teaching*. London: David Fulton Publication.
- Person, M. (2004). *Towards the teacher as learner*. Sweden: Unipeon Union in the Framework of the Socrates Programme.
- Policy Research Report. (November, 2000). *Mentoring beginning teachers: Lessons from the experience in Texas*. Austin, Texas: Southwest Educational Development Laboratory
- Portner, H. (1998). *Mentoring new teachers*. New Delhi: Sage Publication India Pvt Ltd.
- Poudel, P. P (2011). *English Language Teacher Development*. Jupiter Publishers and Distributors Pvt. Ltd.
- Richards, J. C. & Farrell, T.S.C. (2005). *Professional development for language teachers*. Cambridge: CUP.
- Rudney, G. L. & Guillaume, A. M. (2003). *Maximum mentoring: An action guide for teacher trainers and co-operating teachers*. New Delhi: Sage Publication India Pvt Ltd.
- Tomlinson, P. (1995). *Understanding mentoring reflective strategies for school based teacher preparation*. New Delhi: Library of Congress Cataloging-in-publication Data.
- Ur, P. (1996). *A course in language teaching*. Cambridge: CUP.

Ur, P. (2002). *A course in language teaching: Practice and theory*. Cambridge: CUP.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of literature*. Paris: UNESCO.

Wallace, M. J. (2010). *Training foreign language teachers*. Cambridge: CUP.