

CHAPTER – ONE

INTRODUCTION

This study entitled "Mentoring for Teachers' Professional Development ". This chapter includes the general background, teaching and learning, teacher training, teacher professional development model of TPD, practice of mentoring, statement of the problem, objective of the study, significance of the study, delimitations, definition of the important term.

1.1 Background of the Study

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 (TB) is the process of becoming the best kind of teacher that I personally can be." (Underhill, 1986, as Cited in Head & Taylor, 1997, p. l)

According to Head & Taylor (1997, p. l):

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 always of being and doing are able it 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 starts and ends with formal training or graduate education (p3). According to them, 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 level 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 employee with the opportunity and access to professional growth and development. So, it is a process by which an older and more experienced person takes 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.

1.2 Statement of the Problem

Mentoring really is something that can benefit everyone. It helps both the mentee and the mentor recognize their abilities of limitations, thus highlighting areas for future development. Mentoring has been considered a good way to teachers' professional development in many countries. Lack of professionalism is a major problem for improvement of teaching learning activities in Nepal. Schools face problems of quality physical infrastructure, over-crowded classroom, unmanaged teaching learning situation and so on. It results into a degraded quality of education delivered.

The practice of mentoring can play a prominent role for language teachers' professional development. Therefore to explore practice of mentoring in

language teachers will be a major problem for making necessary changes and improvement in our ELT situation. Most of the Nepalese teachers, especially the teachers from the government-aided schools are lagged behind from their professional and personal development. More, specifically the focus of the study is on the role of mentoring for teachers' professional development. Different organizations have been conducting various trainings, seminars, etc but there is not a single institution conducting program formally for teachers in Nepal. There is still not a single research done in regards to the causes of the teachers. Various research studies show that the status of teacher training is not satisfactory in Nepal. Therefore, the study aims to find out practices of mentoring for teachers' professional development.

1.3 Objectives of the Study

We cannot find any study conducted without setting objectives. There were certain objectives which led the researcher to conduct the study.

- i. To identify the need for relevance of mentoring for teachers professional development.
- ii. To find out the practices of mentoring in teacher professional development.
- iii. To suggest some pedagogical implication based on the findings of the study.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions:

- a) How far was the mentoring relevant in TPD in the context of ELT?
- b) Was there any practice of mentoring in Nepal?

1.5 Significance of the Study

The study aimed revealing the perspectives of English language teachers towards mentoring for teachers' professional development and its needs and practices. So, it was significant to the teachers (novice and experience) who were 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 was beneficial for teachers who are using new and different techniques to development themselves professionally and for experience teachers who are working collaboratively with novice teachers. It was fruitful for the teachers, students for those who were engaged in the realm of teacher development. The findings of this work suggested some pedagogical implications in the field of teacher development.

1.6 Delimitations of the Study

The purposed study had also the following delimitation.

- i. The study was limited only to Kathmandu district.
- ii. The study was limited to thirty-seven teachers and three head teachers of government-aided school.
- iii. The study was limited to the forty English language teachers of Kathmandu district.
- iv. The study was limited to the government -aided school only.
- v. The study was limited to the need and practices of mentoring for teachers' professional development.
- vi. The tool for data collection technique was limited only to the questionnaire and interview schedule.

1.7 Operational Definition of the Key Terms

Teacher Development: The noticeable and reformative change in teachers professional and personal life.

Pedagogical Problems: Problems that occur in the classroom during teaching and learning.

In service Training: The training organized and carried out qualified teachers in the service to develop personally and professionally.

Mentor: Individual who plays a significant role offering guidance and assistance to a beginning teacher.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The practice of teacher professional development is quite new in Nepal. There has not been many research works carried out in the field of mentoring and teacher professional development. So, through this research, I want to explore some issues regarding the need of mentoring for the teachers' professional development, problems faced by the teachers due to the lack of mentoring practices while their entry in the profession etc. But in international context, there are plenty of researches conducted on teacher professional development. This chapter consists the detail of reviewed studied and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter

2.1 Review of Related Theoretical Literature

English as a Foreign Language (EFL) teachers are 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 models like classroom observation, case study, assessment, etc. are familiar and being used by many language teachers. Many colleges and universities like Tribhuvan University (TU), Kathmandu University (KU) (mainly) launch the pre-service program to prepare teachers. They give good theoretical knowledge. After the completion of certain level like I. Ed., B.Ed., and M.Ed., the student teachers go to teach in the real classroom. When they try to teach the theoretical knowledge (inputs) which they have taken from colleges and universities, they face certain problems. They expect some help, guidance and coaching.

2.1.1 Teaching and Learning

Teaching and learning provides leadership, service and support in the development, implementation and dissemination of research- based teaching and learning resources.

Teaching learning process is purely human activity where different factors involve for accomplishing it. To enhance the process, first teaching in itself should be in complete form. The complete form of essence is that while teaching, the teacher has to use different technique/model according to the context, students' nature, etc. The teacher must use different models while teaching in the classroom. If the teacher cannot use different models, then he or she cannot achieve the desired goals. For the first, the teacher must develop himself or herself then only he/she can expect the achievements from his or her teaching. According to the demand of time, the teacher has to make the students up to date, has to be aware of the different techniques, strategies, models of teaching and so on.

2.1.2 Teaching as a Profession

The term 'professionalism' is used to refer to practitioners' knowledge, skills and conduct. It is a collection of the conduct, qualities, skills, knowledge and attitude that makes a profession. It includes training, skill, self-discipline, self regulations, high social status and restricted status. Regarding this, Wallace (2010, p. 5) states:

In 'profession' we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and public good it brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication.

So, professionalism means having expertise and skills in the areas like; basis of scientific knowledge, a period of rigorous study which is formally assessed , a sense of public service, high standards of professional conduct, ability to perform socially useful tasks and so on.

In general sense, profession, occupation, and job are taken synonymously but they are not completely synonymous. Profession differs from other two in the sense that it is not the job or occupation which is simply engaged in profit, because it also carries a sense of public service and personal dedication. It deals with a special field of knowledge, its practitioners must have had special training in the field, and its member belongs to an organization that makes provision for the licensing and certification of its members. So, in the words of Roberts (1998), "A 'professional' is someone in a nominal occupation who is highly trained, skilled and self-disciplined (p.38)".

There has been debate over years and throughout nation as to whether teachers are professionals as opposed to mere 'workers' and whether

teaching is a profession and not just an 'occupation' (Hoyle, 1998, as cited in Villegas Reimers, 2003, p. 33). In the past, teaching was usually regarded simply as other occupations and teachers as mere workers. They were not provided any training, other types of support programs etc. In that scenario, how they can uplift their quality, their professional efficiency. Regarding this, Villegas Reimers (2003) says:

Most people agree that professionalization of teacher is prerequisite for successful improvement of the quality of education (Holmes group, 1986; Darling-Hammond, 1999) and is, thus, of great interest to policy maker and educator. Fortunately, the tendency over the last and few years has been to begin accept teaching as a profession and, consequently, the transformation from the teaching training to teacher professional development (p. 36).

So, in order to enhance the status of education in general and teacher in particular, we should develop teaching as profession.

Teachers are the persons like other professions as doctors, engineers, pilots and others who require special type of skills to accomplish their job. So, there is no problem in treating teaching as a profession. Khaniya (2006) supports this thought and opines "Teachers, professors, engineers, lawyers, etc. are regarded as professionals... professional is he who performs tasks involving not only skills and knowledge but also expertise" (p. 7). Teaching is also a profession because it has all the characteristics that any profession should have. Teachers do specialize in particular subject areas and also study education in depth. They also have special training in the field, in the form of teaching practice and they have to pass examination in order to be qualified

trained teachers. For example, in Nepal, NELTA is a professional organization which conducts different workshops, seminars and publishes journals as required.

Following Burns and Richards (2011, p. 5) teaching English language has three fold dimensions as follows:

- i. ELT is seen as a career in the field of educational specialization;
- ii. It requires a specialized knowledge base obtained through both academic study and practical experience; and
- iii. It is a field of work where membership is based on entry requirements and standards.

Wallace (2010, p. 5) suggests that there are currently three major models of professional education which have historically appeared in the following order:

a. The Craft Model

This is the oldest model of teacher professional development which was practiced until about the World War Second in 1945. According to Wallace (2010, p. 6), the prime focus of this model is that 'The master teacher told the students what to do, showed them how to do it and the students imitated the master". The young trainees learn by imitating the experts' technique and by following expert's instructions and ideas. This model can be represented as follows (taken from Wallace, 2010, p. 6)

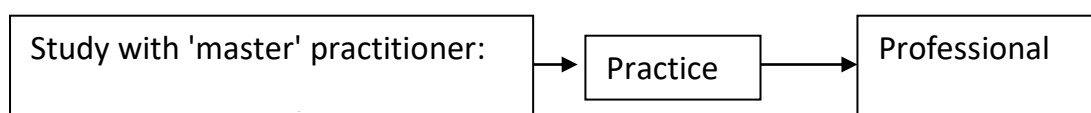


Figure 1: The Craft Model of Professional Development (Wallace,2010, p.6)

b. The Applied Science Model

This model is based on the technical rationality of American sociologist Donald A. Schon. Wallace (2010, p. 8) states that the applied science model is "The traditional and probably still the most prevalent model underlying most training or education programmes for the professions, whether they be medicine, architecture, teaching or whatever". It focuses on the use of scientific knowledge to achieve certain clearly defined objectives and rejects unscientific and mythical approach to teacher education. This model can be represented as follows (taken from Wallace, 2010, p. 9)

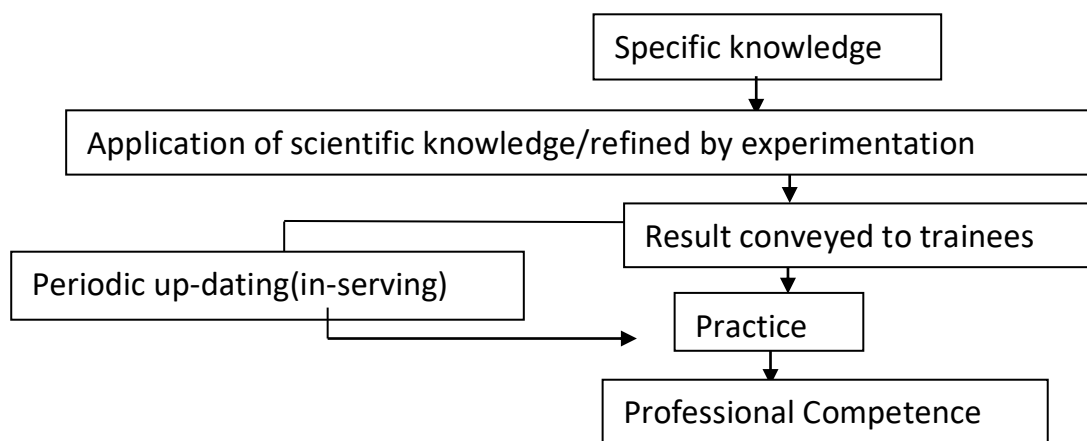


Figure 2: The Applied Science Model of Professional Development (Wallace, 2010, p. 9)

c. The Reflective Model

This model has become a dominant paradigm in language teachers education research and trainings. It is mainly based on Dewey's inquiry oriented concepts. The reflective model is based on the assumption that teachers develop professional competence through reflecting on their own practice. Reflection in this sense is the way to way of asking oneself what went wrong and why it went so. According to Wallace (2010, p. 15), the reflective model of teacher education can be presented as follows:

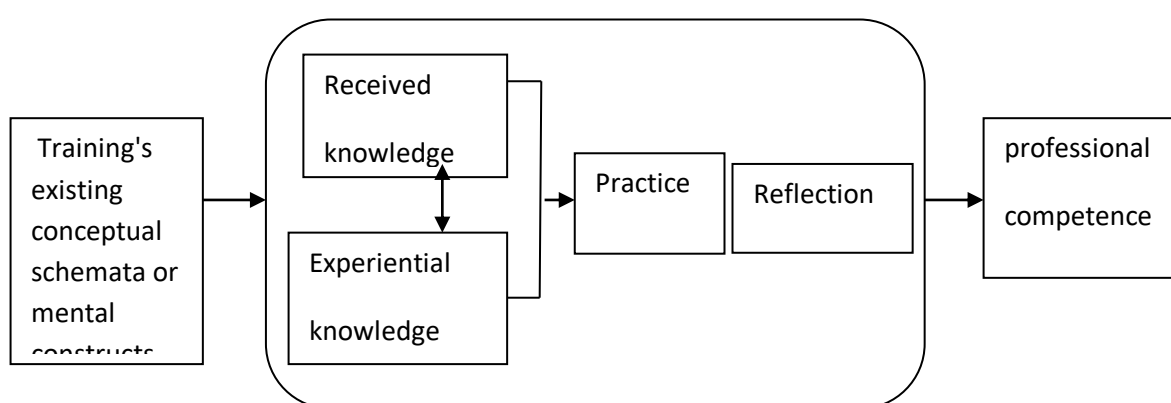


Figure 3: The Reflective Practice Model of Professional Development (Wallace, 2010, p. 15)

2.1.3 Teacher Development

Development in general term refers to the gradual improvement of a situation to some better state. The concept of teacher development is not so old.

Teacher development is a never ending process. In the words of Underhill (1986, p.1, as cited in Head & Taylor, 1997), teacher development (TD) is a process of becoming "the best kind of teacher that I personally can be" (p.1).

It is a continuous process, not a onetime seminar. Teacher development is centered on personal awareness of the possibilities for change and of what

influences change process. It is motivated by teachers' own questioning of who they are and what they do rather than by any external agenda.

Teacher development starts from the very beginning and continues until the retirement professionally. Teacher development cannot be complete either it is a lifelong process.

The concept of teacher development is relatively new, which, as Wright (2000) claims, started “...with the realisation that teachers want something more from INSET than just new classroom ideas or new knowledge about grammar and vocabulary” (p. 2, as cited in Gnawali, 2008, p. 219). In order to develop as a teacher, one needs to develop as a person, which means teacher development is concerned with various aspects of teachers’ personality. Wright (2000, p. 2, as cited in Gnawali, 2008, p. 220) claims that teacher development involves the following key areas:

- i. psychology of the self, others and of groups
- ii. managing stress
- iii. coping with changing circumstances and understanding the change process
- iv. motivation - self and others
- iv. physical and psychological well-being
- v. learning about learning itself
- vi. how spiritual and moral well-being relate to teaching

According to Rossner (1992, p. 4, as cited in Gnawali, *ibid.*), teacher development has the following key areas:

- i. developing language and other skills like counselling, meditation computing etc.
- ii. new experiences, challenges and opportunities for teachers to broaden their repertoire and take on new challenges and responsibilities.

- iii. needs and wants of the individual teacher in ways that suit that individual.
- iv. a bottom-up approach in decision making about what developing teachers need.

According to Fullan (1987, as cited in Villegas-Reimers, 2003, p. 18), there are four crucial factors of successful teacher development, they are:

- i. redefinition of staff development as a process of learning;
- ii. the role of leadership at the school level;
- iii. the organizational culture at the school level;
- iv. the role of external agencies, especially at the local and the regional level.

So, teacher development is not a short process but a long and continuous one. It serves a long term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. Teachers may be involved in self reflection and evaluation, develop specialized knowledge and skills about many aspects of teaching, expand their knowledge through research, taking various roles and responsibilities, etc. to develop their professionalism. In the words of Head and Taylor, (1997, p. 12), teacher development can prepare teachers for such situations as it is “a reflective way of approaching whatever it is that we are doing as teachers, and at whatever level of experience we are doing it”. According to them (1997, p. 4), some of the characteristics of teacher development are as follows:

- i. It deals 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.
- ii. Much of the 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.

- iii. TD is not just to do with language teaching or event teaching: it's also about language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence-building, computing, meditation, cultural broadening- almost anything, in fact.
- iv. 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 doesn't 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.

2.1.4 Teacher Career Cycle

Profession is a vocation which carries the sense of public service and personal development. Like other profession, teaching is also the profession since it is also dedicated to public good. They have also their own life cycle which is called teachers' professional life cycle.

Different personal factors that may have an influence on the career stages are marriage, birth of a child, life crises such as illness, death, financial loss, or legal problems. Similarly, organizational factors having an impact upon career development are student assessment national policies, levels of public trust in education and the teachers, activities of professional teacher organizations.

Steyn and Schulze (2005) indicate that individual teachers proceed through eight life-long career stages as identified by Fessler and Christiansen (as cited in Kempen, 2010, p. 44). Joerger (2004, as cited in Kempen, *ibid.*) proposes the model of teacher career development which suggests that "Teachers move through these stages in varying ways. They may spend more or less time in a

stage depending on personal and or organisational influences". Similarly, McCormick and Barnett (2006:2, as cited in Kempen, 2010, p. 45) state:

Individuals do not necessarily proceed through the identified stages in a linear manner. Due to considerable inter-individual variation in the timing of the stages, teachers can miss stages, revert to "earlier" stages or remain at a single stage during a career.

Steyn & Schulze (2005) and Joerger (2004) identify the following eight stages of teacher career development (as cited in Kempen, 2010, pp. 44 - 45).

a. Pre-service

This involves educational experience occurring before the teachers initiate their first teaching job. It is more concerned with their theoretical knowledge.

b. Induction

This stage involves the time and activities that occur for the first 1-6 years that lead to complete socialization and acceptance as competent teachers into the profession. In this phase, the teachers focus upon the needs of the learner and how they can effectively use the subject matter to assist the learner in meeting their goals and capacity.

c. Competency building

This stage focuses on the teacher continuing to acquire, experiment with and further refine effective teaching strategies. Teachers in this stage strive to improve their teaching skills and their practical knowledge about the subject matter. They seek out new methods and eagerly attend workshops and conferences.

d. Enthusiasm and growth

Teachers in this phase are enthusiastic about their growth and progress as professionals. Having mastered the required skills, they now seek new ways in which to enrich their teaching. Teachers enjoy the teaching experience and value the impact they have upon student learning. Teachers in this stage are often more involved in their profession. They utilized their learnt knowledge into their practice.

e. Career frustration

This stage could be viewed as the stage of dissatisfaction and disillusionment. During this phase, the teacher may experience signs of fatigue and burnout.

f. Stability and stagnation

During this stage, teachers do only what is expected of them, without any motivation for quality or growth.

g. Career wind-down

This phase could be described as “the period of disengagement” when teachers prepare to leave the profession. For some teachers, this period may be pleasant, others may experience frustration and discontent with colleagues, learners and parents. So this period can either be 'bitter' or 'serene'. This phase could be characterized by gradual withdrawal and rechanneling of energy outside the school.

h. Career exit

The career exit stage represents the period of time when the teacher leaves the teaching profession and could be referred to as the time of job retirement.

Similarly, regarding the stages/ phases of teachers' professional life cycle, other scholars also opined their view differently. They tried to express these stages differently but these are more or less the similar though the terminologies may differ. In this connection, Tsui (2003, pp. 80-81) outlines the phases of teachers' professional life cycle as follows:

a. Survival phase

This is the first stage of teacher life cycle. Beginner teachers go through the 'survival' stage where they are preoccupied with their own survival in the classroom. They feel diffident, inadequate, and ill-prepared. Huberman (1993a) observes this is also "a phase of discovery where teachers are excited by the fact that they are now a teacher with their own students" (as cited in Tsui, 2003, p. 80). This is also the phase of "exploration" (Tsui, *ibid.*).

b. Stabilization phase

In this stage, teachers consolidate their experience from the first phase, gain confidence in teaching, and master teaching skills. They are more flexible in their classroom management and better to handle unpredictable situations. According to Tsui (2003, p. 80), "This phase is marked by a move away from concerns about self to concerns about instruction and the impact of their instruction on students". In this phase, teachers became committed to teaching. Negative experience in this phase could lead to a phase of self doubt.

c. Experimentation and diversification phase

According to the Huberman (1993a), Some teachers go to a phase of "experimentation" and "diversification" (as cited in Tsui, *ibid.*). After crossing the second phase, teachers get motivated the wish to increase their impact in the classroom and to seek new challenges, they conduct personal experiments using different instructional methods and materials as well as a variety of classroom management skills. Teachers in this stage experiment and get diversified because of their desire to change themselves in their profession. In the words of Katz (1972, as cited in Tsui, *ibid.*), "This phase corresponds to what some other teacher-development studies have referred to as a "renewal stage" where teacher look for innovation". Huberman refers to this phase as "reassessment" phase (Tsui, *ibid.*).

d. Serenity phase

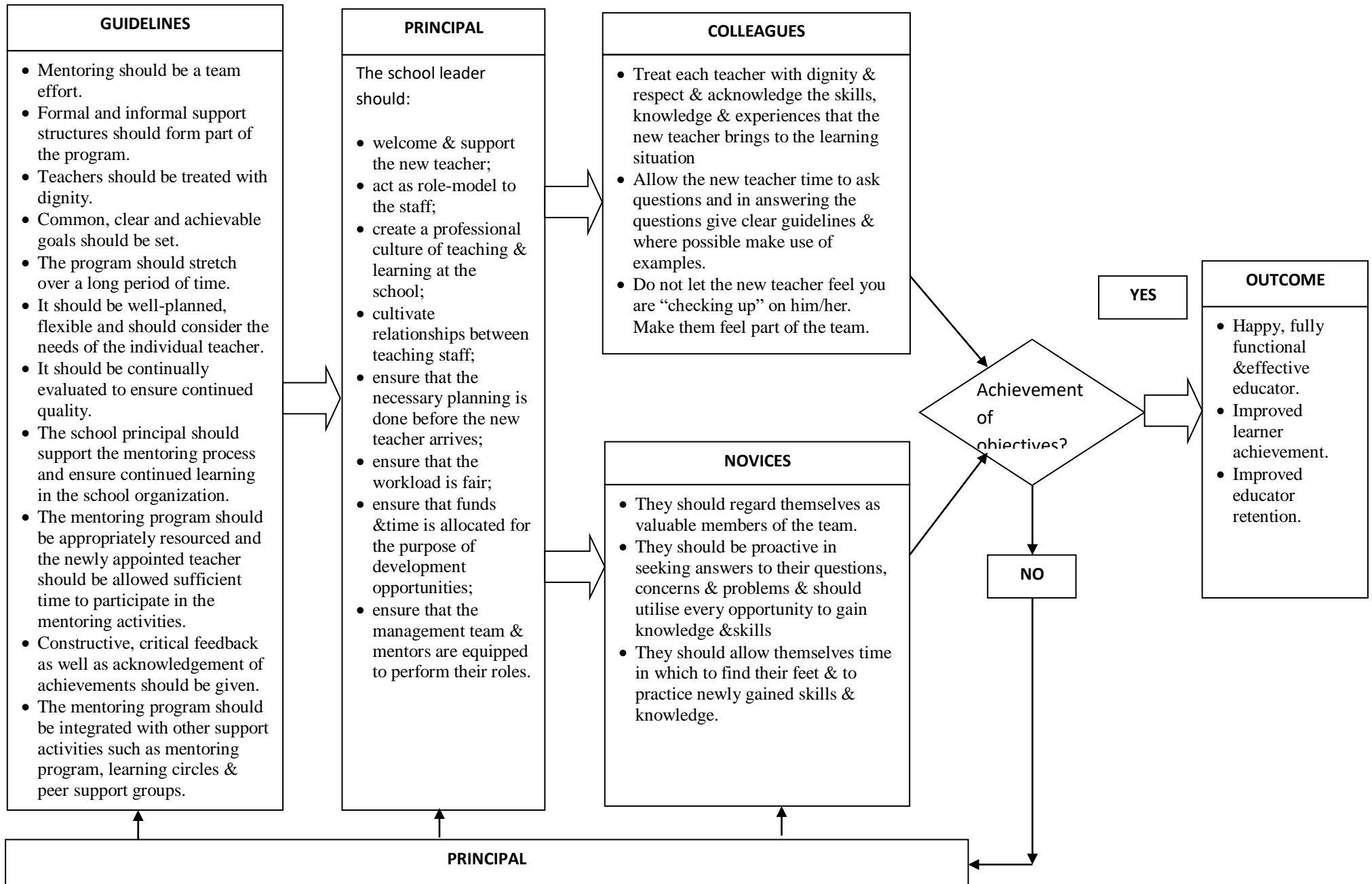
Here, teachers are less vulnerable to others' perceptions of them. This is the age of "Serenity" in which teachers speak of "being able to accept myself as I am not as others would have me be" (Huberman, 1993a, as cited in Tsui, *ibid.*). There is decline in professional investment and enthusiasm, but greater confidence, more tolerance, and spontaneity is seen in the classroom. It is the stage where teachers' relationship with students becomes more distanced. Teachers are also followed by a conservatism and resistance to and skepticism about innovation, increased complaints about students and colleagues. Though this conservatism is closely related to age in most cases, it is not always the right. A Swiss data in Huberman's study shows that the most conservative teachers in his study were actually the youngest teachers (Tsui, *ibid.*).

e. Disengagement phase

In this stage teachers want to disengage themselves from professional commitments and allow more time for their own personal engagements.

Disengagement can take the form of withdrawing and investing their time and effort elsewhere as a result of disappointment with the system or reconciling the reconciling between what they had set out to achieve and what they have actually achieved. The disengagement can be "bitter" or "serene" (Huberman, 1993b, as cited in Tsui, 2003, p.80)

Figure No. 4: A Model for the Successful Implementation of an Mentoring Program



2.1.5 Mentoring

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".

"Mentoring is an old idea but new concept teacher development. Mentoring is the process through which an experienced professional helps novice or less experienced (mentee) for the latter's professional and or personal development. In mentoring relationship, the spirit of mentoring, as we understand, suggests about the comprehensive welfare of their mentee's. It cannot be simply a matter of the non-teacher contentment. It must involve processes where by students are likely to equably effectively intelligent teaching capability".

(Tomlinson, 2001, p. 21)

2.1.5.1 Concept of Mentoring

The concept of mentoring encompasses the proffering of information, advice, support, encouragement, honest, feedback, problem solving, networking, referrals, opportunity, and advocacy. Partner (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." (p3). 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 structure, sustained relationship for supporting professional learners at the early stage of their career, through a career transmission or when facing a particular challenge. Tomlinson (2001, 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 serves as mentors”. So, 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.

2.1.5.2 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 facilitates 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.

2.1.5.3 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.

2.1.5.4 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-Réimers, 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.

2.1.5.5 Practices of Mentoring

Mentoring is the key for professional development of language teachers. It is regarded as the new concept in TD, though it isn't 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 is 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):

- a) 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.
- b) 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.
- c) Professional development and program innovation: to build capacity for school and district program innovation and to guide local education reform.

As local and state-initiated teacher mentoring programs have been implemented and refined over time, the first two of these goals have proven to be interrelated. 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 protegés 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 on the third goal, 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 trapping their accumulated wisdom in the service of teachers and schools (as cited in Policy Research Report, 2000, p. 9). If this were the stated purpose of most mentoring programs, we would likely see more evidence in the literature of research on how such programs contribute to career enhancement and school improvement. We would also likely see veteran teachers not beginning teachers at the center of mentoring discussions, because it is their experience and expertise that leverages productive change in professional practice. Most mentoring policies and practices are designed to provide induction support that will encourage their retention in the profession. The practice of mentoring, in our context, is heavily focused on effectively inducting beginning teachers.

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" (McIntyre & Hagger, 1996, p. 121). 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.

2.2 Review of Related Empirical Literature

A number of research works have been conducted in the field of mentoring and teacher professional development. Some of the related major research works and articles are reviewed here:

Khanal (2005) has carried out research entitled "School Supervision in Nepal: An Investigation on the Current Practice". In this thesis, he has aimed to find out the nature and frequency of school supervision conducted by the school supervisors and resource persons, the supervisory role played by the head teacher and members of school management committee, the perception of head teachers on school supervisors and the existing problems of effective school supervision. The main findings of this research were the frequency of school supervision is low. Head teachers are also not actively involved in supervisory task in the school. The role of school management committee's in school inspection was not meaningful. But unfortunately I did not find anything in his thesis about monitoring.

Deruage (2007) also conducted a research entitled " Beginning Primary Teachers' Induction and Mentoring Practices in Papua New Guinea" with the main purpose of exploring beginning teachers' views on their experiences of induction and mentoring in Papua New Guinea primary schools. He purposively selected the beginning teachers and five mentors. Semi-structured interview was used as data collection tools. The main findings of this study was that beginning teacher induction in Papua New Guinea primary school is a mandatory component of the guidance and inspection program leading to teacher certification and registration. The research showed that beginning teachers in Papua New Guinea do experience challenges in the first

few months of teaching but these issues lapse over time with the support and assistance of mentors.

Ozturk (2008) carried out a research on "Induction into Teaching: Adaption Challenges of Novice Teachers" with the purpose to investigate the most common adaption challenges, analyzing the factors affecting their induction process, assessing the benefits of pre-service and in-service training. The researcher selected ten samples each from eighty one provinces by applying cluster random sampling procedure. The tool for data collection procedure was questionnaire. The major findings of this research was that novice teachers experienced a job-related concerns a little more often than the social concern which was consistent with some the related literature pointing out the problems like workplace stress, workload, time management, content and curriculum etc. he outlined various challenges as workload challenges, social status and identity challenges, supervisor challenges, classroom management challenges, instructional challenges, challenges regarding relation with mentor teachers, and so on.

Bhattarai (2009) conducted research on "Teaching English by Untrained Teachers". The main objectives of his research work were to find out how Un trained teachers teach English and how they used different strategies in teaching different aspects of language. He found out that the majority of the teachers were neither so good nor very bad in teaching. According to his research work, some teachers were found to be good regarding some aspects such as giving homework, controlling the class etc. He also found some teachers were found to be better in using different techniques dealing with the different aspect of language.

Khatriwada (2010) carried out a research on a Transfer of Training in Teaching Reading Skills". The main objective of his study was to identify and describe

the teaching activities of trained teachers in terms of motivation, presentation, and practice and evaluation system of teaching. The informants were ten English teachers of dhangadi district. He used observation as a tool of data collection. This study found out that training is essential. Most of the teachers80 are successful in transferring their training. The status of trained teachers in all aspects of language teaching from motivation to evaluation system has found good.

Khadka (2012) carried out a research entitled “Teachers Attitude towards TPD Training and Their Classroom Practice”. The main objective of his study was to find out the attitude of English teacher towards TPD training and to explore the reflection of TPD training in the classroom practice. The informants were all the secondary English teachers of ill am district and all the teacher trainer of the same district, He used observation as a research technique tool where teachers’ performance inside the classroom will be observed twice of teacher with the help of observational checklist. The finding of the study showed a very few secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticize and commented by having their weakness exposed.

2.3 Implication of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which you intend to you research study. Kumar (2009, p. 30) states, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding".

Reviewing literature helps researchers in different ways, Kumar (ibid) states a list of help, a researcher gets from reviewing literature.

- a) bring clarity and focus to your research problem
- b) improve your methodology
- c) broaden your knowledge base in your research area
- d) contextualize your finding

In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. This view or the study may be obtained from the variety of sources including book, articles, reports etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for research.

Perceived problems of beginning teachers in their first year of teaching, roles and responsibilities of concern authorities as experts, principals, co-workers and so on are reviewed. Issues such as the reality shock and changes in behaviours and attitudes are considered and person specific and situation specific differences, views of the English language teachers and Head teachers, problems of experienced teachers and novice teachers, job satisfaction of beginning teachers are discussed. These studies were related to my study though study areas were different from research to research.

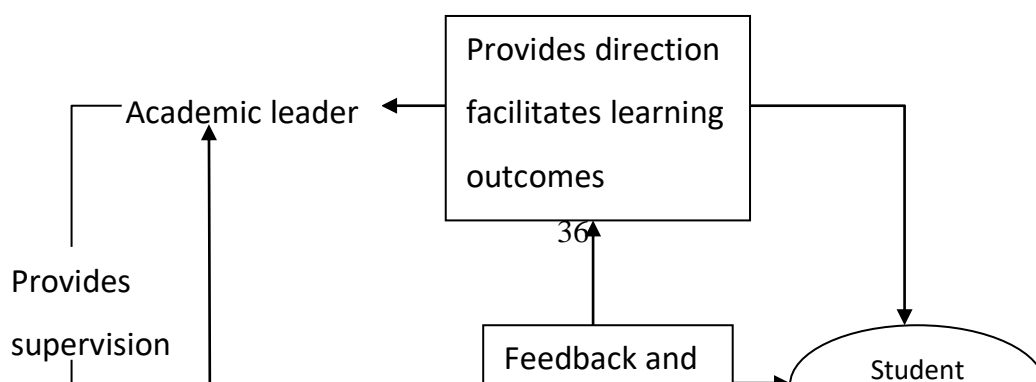
After reviewing these research tasks, I got information on background information of teacher mentoring, its characteristics, its objectives, benefits, scope, elements, and historical background and so on. In order to conduct those research works, they have used survey design. Therefore, after reviewing those researches, I got ideas about the process of survey design. In their research, they have used questionnaire and observation as the research tools for the data collection and which are also applicable in my research. So, they also help me regarding research tools. Thus, these research works

become very helpful for me to accomplish my task since it helps me to broaden my insights and knowledge about teacher mentoring. Similarly, many authentic writers also provide insights and information about teacher education, teacher, mentoring, and teachers' professional development and so on which ultimately helps me to explore the theoretical concepts on my study. So the review of the literature becomes milestone to make my task more informative and reliable.

2.4 Conceptual Framework

Mentoring refers to helping guiding assisting and coaching to novice teacher by the experienced one. It helps them to develop their self confidence .improve their personal and professional wellbeing, enhance commitment to students, school and profession, increase opportunity for building connections with community, accelerate success and effectiveness, increase job satisfaction and increase level of comfort and support.

A conceptual framework is the representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship of different variables. According to Miles and Huberman (1994 .p 18) conceptual framework is a written or visual representation that "explains either graphically or in written form, the main things to studied –the key factors ,concepts or variables and the presumed relationship among the m." (as cited in Ojha and Bhandari,2013,p 325). While carrying out this research, I also consulted different theories, literature etc and develop my concept /conceptual framework. The study on "Mentoring for Teachers' Professional Development" was based on following conceptual framework:



CHAPTER – THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodology was adopted to fulfill the above mentioned objectives.

3.1 Design of the Study

This study was based on survey design. Survey is a research design that is widely used in social and educational researches. Primarily it is carried out in the large numbers of population to find out an attitude, belief or behaviour of particular group of people or an individual as well. It is mostly useful to generalize the finding in a large number of populations. It is cross-sectional in nature. In this connection, in survey research data are gathered from relatively large numbers of population using certain sampling procedure where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with clearly defined problems and objectives. According to Cohen and Manion (1985, as cited in Nunan 1992, p.140) "surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher." They further state that "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time." In this sense survey research is different from other types of researches as experimental and quasi-experimental research in terms of population of the study, nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of samples while case studies are oriented to the more intensive and longitudinal study of small population.

In case of educational survey research, Cohen, Manion & Morrison (2010, p. 206) states "Surveys in education often use test results, self-completion, questionnaires and attitude scales". Surveys are useful to gather factual information both-present and past. According to Cohen et al. (2010, p. 208) "survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest, where analytical surveys operates with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables." The attraction of survey research lies in its appeal to generalizability or universality.

In survey research data are gathered from relatively large numbers of population using certain sampling procedure where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by Cohen et al. (ibid.) are as follows:

- it collects data on a one-shot basis and hence is economical and efficient
- represents a wide target population
- generates numerical data
- gathers standardized information
- captures data from multiple choice, closed questions, test scores or observation schedules

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizable findings. It is assumed to be the best research in educational and public operations, professional behaviours and attitudes and so on.

I carried out a survey research to study Mentoring for teachers' professional development in which I have followed the same procedure that is preferred by the survey research.

3.2 Population and Sample

The group of people living in a particular place and time is called population. The term 'population' is an inclusive term because it includes the people of all age groups like infants, children youths adults and aged people of the place. In short, population is a group of individuals of the same species i.e. homosapiens.

The population of my study consisted of all the English language teachers and Head teachers teaching in different government-aided schools. Similarly, I developed my insight by consulting different books as Nunan (1992), Head and Taylor (1997), Rudney (2003), Gnawali (2008), Wallace (2010), Cohen and Manion Morrison (2010), Joshi (2012), different journals, articles, previous researches related to the topic and other online resources for my study.

3.3 Sampling Procedures

It is not possible to include all the population in the study because of the time and expense constraints. Therefore; I purposively selected forty English language teachers of Kathmandu district.

- i. I selected thirty-seven novice English language teachers and three Head teachers of Kathmandu district.
- ii. I selected all together forty respondents.

3.4 Data Collection Tools

Tools are the major elements of any research study. In this regard, I used pre formulated questionnaire and interview schedule to gather required

information from the selected respondents. Questionnaires were distributed to the teachers and interview schedule was used for Head teachers.

3.5 Data Collection Procedure

In order to collect data for the research study,

- i. At first, I visited the selected schools of Kathmandu district.
- ii. Then, I explained the purpose of my visit, ask for permission with the authority and built rapport with the concerned people.
- iii. After getting permission, I provided the questionnaire to the selected teachers.
- iv. After the allocated time is over, I collected the distributed questionnaire from the teachers.
- v. I thanked the authority and the respondents.
- vi. For taking interview with head teachers, at first, I visited three government-aided schools, told them about my purpose of the visit; requested for help. Then, started interviewing them. For that purpose, I used semi-structured interview schedule. As the interview completed. I thanked them for their help.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. The focus of the analysis of the raw data is to gain insight into the role of teacher mentoring for the professional development of the teachers. For this purpose, this study specifically intended to describe the opinions and experiences of the selected forty respondents

(Thirty-seven English language teachers from government aided schools, and three Head teachers). In this study, two types of research tools were used viz. observation and questionnaire .All the study was mainly based on the primary sources of data i.e. the responses or information given by the selected forty respondents.

All the questions given to the respondents (English language teachers) and the responses given by the interviewee categorized based on the thematic idea of the questions and relationship between them. The major categorization of the data are into eight groups as Beliefs and attitudes towards teacher mentoring program, status of satisfaction in their early days of teaching, status of training, practices of teacher mentoring program in Nepal, need of teacher mentoring program, roles of experienced teachers in novice teachers' profession, relevancy of mentoring system, condition of school dropout, existence of institution organizing mentoring program. This analysis allowed the input of forty code names of the respondents. The raw data were process and put into a tabular form and were converted into percentage according to the topics and sub-topics on which the questionnaire/interview is based on. I tried to make triangulation analysis of work by taking response from two different sectors viz. English language teachers, head teachers. I used mixed method for the analysis of the response elicited from the respondents. Similarly, mostly I have used descriptive approach to analyze the responses but sometimes statistical approach was also used. The following chapter discuss the responses, ideas and opinions emerged in response to the questions contained in the questionnaire given to them and interview taken from them.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. Similarly, discussion of the results based on the data is also the content of this chapter. More specific, the raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of the nature of data, the data were analyzed and interpreted descriptively and using simple statistical tools and percentage.

4.1 Analysis and Interpretation of Data

Under this heading, the elicited data were analyzed and interpreted using descriptive devices and simple statistical tools. It is mainly concerned with the analysis and interpretation of the collected data. The data collected from the informants were analyzed and interpreted to explore the need of mentoring for teacher professional development and to find out the practice of mentoring in teacher professional development. The analysis has been mainly carried out on the basis of the responses elicited by the novice teachers (37), head teachers (3) of government- aided school. For this study, I collected data through questionnaire and semi-structured interview.

All the questions have been grouped into the following eight thematic ground to meet the objectives of the study and the data has been analyzed and interpreted respectively.

1. Beliefs and Attitudes Towards Teacher Mentoring Program
2. Status of Satisfaction in their Early Days of Teaching
3. Status of Training
4. Practices of Teacher Mentoring Program

5. Roles of Experienced Teachers in Novice Teachers' Profession
6. Relevancy of Mentoring System is High
7. Condition of School Drop-out
8. Existence of Institution Organizing Mentoring Program

The novice teachers were asked to respond the open-ended questions requiring the answers in their own words and the semi-structured interview was conducted with Head-teachers. The analysis of the collected data has been carried out as fairly as possible. The analysis and interpretation has been done both descriptively and statistically.

4.1.1 Beliefs and Attitudes Towards Teacher Mentoring

In order to find out the concept of teacher mentoring program I used one open-ended question. They were asked what they have understood about mentoring.

a. Teachers' Views

The table below shows the result reported by the English language teachers about their thought on mentoring.

- i. Most of the respondents viewed mentoring as helpful, affiliating, close guiding, practical support, supervising to the new one for the purpose of professional development. It shows that they believed that mentoring could be a ladder for becoming the professionally developed teacher.
- ii. Few of them said mentoring as something like managing, assisting, coaching to the new one. Some said it as adopting somebody as new discipline and guiding them in a proper way.
- iii. Some of them (k₂,k₃,k₄,k₁₀, k₁₅,k₁₇,k₁₉,and k₃₇) said that mentoring helped him to solved his/her problems and the problems were not his/her only because that problems was similar to the problems the most of the English language teachers of Nepal feel .
- iv. One of the respondents had no idea about teacher mentoring.

All of their responses can be summarized and presented in table no. 1 below:

Table No. 1

Concept of Teachers about Teacher Mentoring Program

S.N.	Responses	No. of teachers	Percentage
1.	Teaching is a dynamic process to cope with the changing pedagogy teacher mentoring is necessary	5	13.5
2.	Teacher Mentoring refers to the way of training teachers in the lively environment so as to make them feel confident about the teaching career	5	13.52
3.	Teacher mentoring refers to provide ideas methods, instruction techniques. To provide the appropriate guidance and counseling by experience teacher trainer to new teacher	6	16.2
4.	It is the orientation, guidance and support provided to the novices and social administrators in the early stage of their career	20	54.0
5.	No idea	1	2.70

From the above table, it can be said that most of the teachers were familiar with the concept though the perspective of understanding was different.

- i. Out of thirty-seven, i.e. around 13.5% teachers' responses teaching is a dynamic process and to cope with the changing pedagogy teacher mentoring is necessary. They considered teacher mentoring is necessary for overall development of teacher.
- ii. However, about 13.5% teachers refers mentoring is the way of training teacher in the lively environment so as to make them feel confident about the teaching career.
- iii. Nearly, 16.2% teachers refers teacher training should provided to new teacher.
- iv. Merely, 54% teachers thought that teacher mentoring is the orientation, guidance and support provided to the novice teachers in the early stage of their career.
- v. Regarding this, i.e. around 2.7% teacher was not sure about teacher mentoring but opined it as the help provided by the school to the teachers at the beginning of his/her career.

b. Head teachers' Views

Likewise, different head teacher had similar idea towards teacher mentoring as that of novice teachers. They also took teacher mentoring as the guidance, assistance, orientation provided to the novice teacher in their early stage of profession in order to enlighten on the significance if their profession.

The Head teachers said the following things about the mentoring in the interview.

- i. Out of three Head teachers, i.e. around 66.6%t teachers took teacher mentoring as the guidance assistance, orientation, and formal training provided to the novice teachers in the early stage of their career.
- ii. Nearly, 33.3% teachers viewed it as a kind of preparation to new job.

To sum up, we can say that all the respondents had nearly similar idea about teacher induction. All the respondents(i.e. teachers and Head teachers) viewed teacher mentoring as the preparation for future job, occupation or profession. It is inevitable for professional development of the teachers, it helps them to be familiar with their future job, challenges of their job, ways for solving those challenges, new innovations, new techniques, methods and so on.

4.1.1.1 Attitudes Towards Teacher Mentoring Program

To find out the teachers' attitudes towards teacher mentoring program, they were asked if Nepalese teacher take mentoring system positively or not. In response to this question, different respondents came up with their varied ideas. Some of them had positive response and some negative and some even did not have any concept on it.

a. Teachers' Views

In response to this question, the teacher came up with various responses. They had mainly four types of response that they have positive attitude towards teacher mentoring some others viewed it negatively and some others both and some others did not have any idea about it. These overall responses are summarized and presented in table no. 2 below:

Table No. 2

Teachers' Attitudes Towards Teacher Mentoring Program

S.N.	Responses	No. of teachers	Percentage
1.	Positively	26	70.2
2.	Negatively	4	10.8
3.	Both	6	16.2
4.	Not sure	1	2.70

The above table depicts that most of the teachers were in favor of teacher mentoring though it is not currently in practice.

The result below refers to the information collected from questionnaires towards teacher mentoring program.

- i. Out of thirty-seven teachers, i.e. around 70.2% viewed that Nepalese teachers take teacher mentoring positively.
- ii. Nearly, 10.8% thought that Nepalese teachers do not take mentoring program positively.
- iii. However, about 16.2% viewed both positive and negative.
- iv. Regarding this, about 2.70% showed their ignorance about Nepalese teachers' attitudes towards teacher mentoring program. They do not have any idea about teacher mentoring.

b. Head teachers' Views

In response to the question, all of the respondents came up with the idea that they take mentoring program positively.

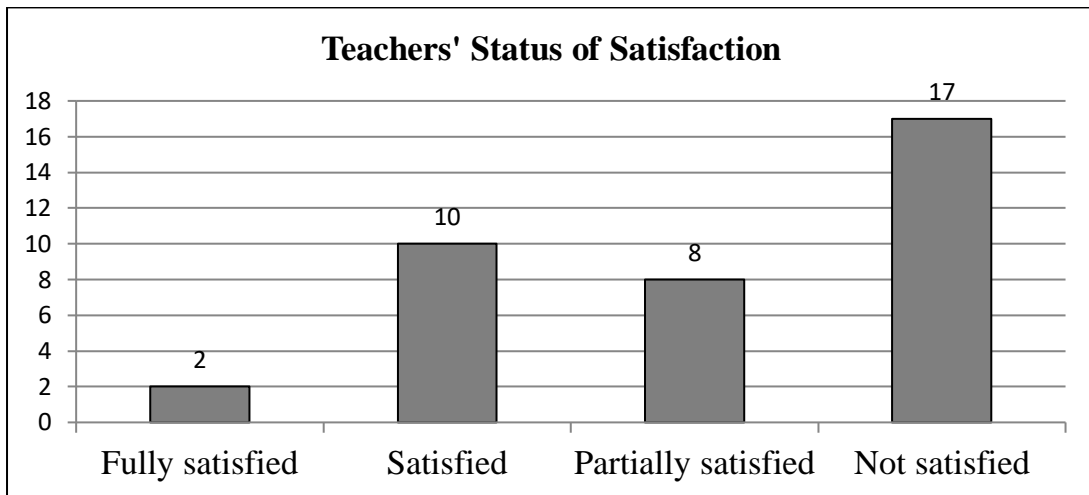
To sum up, most of the teachers had positive views about teacher mentoring. Similarly, all the Head teachers were also in favour of teacher mentoring because it helps the novice teachers to boost up their profession.

4.1.2 Status of Satisfaction in their Early Days of Teaching

To find out the teachers level of satisfaction in their early days of profession, a question was asked to them whether they had satisfied with their performance in early days of teaching or not. In response to these research questions, different teachers came up with different ideas. Their overall responses can be shown with the help of following bar diagram.

Figure No. 5

Teachers' Status of Satisfaction in their Early Days of Teaching



The above diagram shows the real experience of the English language teachers.

The result below refers to the information collected from questionnaires about the real experience of teaching in early days.

- i. Out of thirty-seven teachers, about 5.40% of teachers, they were fully satisfied with their early days of teaching.
- ii. Nearly, 27% were satisfied with their early days of performance.
- iii. However, about 21.6% were partially satisfied.
- iv. Regarding this, about 45.9% were not satisfied with their early days of teaching.

In conclusion, it can be said that most of the Nepalese teachers are not satisfied with their early years of performance. The main cause for this is the lack of teacher mentoring.

4.1.3 Status of Training

This heading mainly deals with the teacher's training condition while their entrance in their school; whether they had taken any formal training or not and if they had, whether it is from government section or from private sector. To

find out their status of training while entering into the profession, I asked two questions "Have you taken any formal training before entering in the profession?" and "If yes, was it private institution or a government sector that you have been trained from?" The responses of these questions can be shown with the help of following table:

Table No. 3

Training Taken Before Entering into the Profession

Training Taken before Entering into the Profession			
No	Yes		
	Governmental	Private	Both
27	3	5	2
72.9%	8.10%	13.5%	5.40%

The above table shows that the majority of the teachers did not get the chance of teachers training before or while entering into their profession teaching even if they got, they were mostly from private sectors.

The result below refers to the information collected from questionnaires about the status of training while entering in the profession.

- i. Out of thirty-seven teachers, i.e. around 72.9% could not get the chance of teacher training during their entrance in the profession.
- ii. However, about 27% respondents were able to grasp the opportunity of training while their entrance in the profession.
- iii. Nearly, 8.10% got the chance of training from government institution.
- iv. As such, about 13.5% got chance from private institution.
- v. Regarding this, about 5.40% teachers utilized such chance from both governmental and non-governmental sectors.

So, in conclusion, it can be said that most of the respondents could not get the chance of teacher training while their entrance in the teaching.

Some of them are still untrained. Even if they had been trained that were the private institution mostly. Very few cases of teacher training were found from governmental sector. The main part of teacher development, i.e. teacher training is not practiced in our context properly.

Theoretically, it is said that training is vital not only for novice teachers but also for the experienced teachers but in reality, even the novice teachers are deprived from it.

4.1.4 Practices of Teacher Mentoring Program

This part is directly related with the objectives of my study. The first objective of my study was to identify practices and needs of mentoring for teachers' professional development. It is newly emerges concept in Nepal in the context of teaching.

a. Teachers' Views

Under this heading, "Practice of Teacher Mentoring Program" different sub-heading can be outlines which are as follows:

4.1.4.1 Kinds of Support Teachers got in the Early Days of Career

In any profession there should be support for newcomers. To make any programs effective and successful, the new comers should be provided with different ideas about new job. If they could not get such opportunity, they couldn't accomplish their duties and responsibilities properly. In order to find out the supports, that the novice teachers get in their early days of career. I used open-ended questions in my study. They were asked questions about the support they received in their early days of teaching career from school administration, colleagues and co-workers, students, student's parents and society.

In response to these questions, different respondents came up with various ideas. Various responses of the different respondents can be summarized with the help of the following table.

Table No. 4

Kinds of Supports They Got in the Early Days of Career

School administration	Colleagues and co-workers	Students	Students' parents and society	Head teacher
Helped to be familiar with the students, routine and the way of dealing with the students	Aware the facts that had been taking place	Provided suggestion and feed-back	Helped to improve the situation of the students	Provided sufficient assists and new ideas
Provided favorable environment to make habitual with whole teaching environment	Provided to support in teaching materials and shared their experience	Asked to teach according to the previous teacher and the way they understand	Helped to understand the norms and values prevailed in the society	Provided each and every suggestion to improve in teaching profession
Helped a lot by advising on how to deal with the students and subject matters	Helped to recognized students	Helped in maintaining discipline in classroom	Helped by providing more information about their son/daughter	Provided opportunity of training

Regarding the support that they got from different areas, different respondents outline various types of supports. Teachers were asked questions about support that they received from school administration, colleagues and co-workers, students, student's parents and society, head teacher.

a) School Administration

School administration provides different supports to the teachers in their early days of their entrance in the profession. The school administration helped to be familiar with the student's routine and the way of dealing with the students.

The result below refers to the different views of English language teachers collected from questionnaires.

- i. Most of the respondents (k₁, k₃, k₉, k₁₂, k₁₄, k₁₆, k₂₀, k₂₅,and k₃₂) administration provided them instructional materials ,school curriculum,teacherbook in early days of teaching career.
- ii. Among the respondents (k₅, k₁₃, k₂₄, k₂₉, k₃₀, k₃₅, k₃₅) some of them said they were helped in maintaining discipline,advising,counseling,assisting that would certainly help the novice teachers to develop professionally.

b) Colleagues and Co-workers

Colleagues and co-workers have also important role for teachers' professional development. They are helped by their co-workers about the rules and regulations of the institution.

The result below refers to the different views of English language teachers collected from questionnaires.

- i. Among the respondents (k₈, k₁₀, k₁₂, k₁₃, k₁₇, k₁₉ and k₂₄) some of them viewed that they helped in sharing ideas and skills in handling classes and lessons and also building the confidence as well as other principles and ideas of the school.
- ii. Few of the respondents viewed that they did not showed so much interest in helping and conducting teachers' training.

c) Students

In my research, work different teachers came up with different ideas about that they receive from their students. To some extent students were supportive and co-operative in the classroom.

The result below refers to the different views of English language teachers collected from questionnaires.

- i. Some of them (k₅, k₉, k₁₀, k₂₀, k₂₁, k₂₃ and k₂₄) expressed that some students were supportive and cooperative in the classroom to maintain discipline.
- ii. Most of them (k₉, k₁₀, k₁₂, k₁₄, k₁₇, k₂₀ and k₂₅) opined that teachers could learn many things from students through feedback as well.

d) Students' Parents and Society

Parents and society also plays an important role in the overall development of the teachers. It helps the teacher to know the background of the students their nature and behavior. They helped the novice teacher by sending their children regularly. In my research study also, most of the teachers opined that students parents and society had also helped them by giving advice and suggestion. Students parents and society relationship is so closed that they have intimacy relation with each other.

The result below refers to the different views of English language teachers collected from questionnaires.

- i. Some of them (k₉, k₁₀, k₁₄, k₁₆, k₁₇, k₂₀ and k₂₂) viewed that they were satisfied with their dedication towards the work and also got some ideas from meeting and interaction.
- ii. Among them (k₂₀)viewed that he could not get any support from the parents and society. Parents especially did not have any ideas except

making complaints saying why his/her child was failure. This showed that teachers could get negative impressive towards teaching.

e) Head teacher

Head teacher also plays an important role in teachers' Profession career. He is the head of any institution. He can assist other teacher their professional development.

The result below refers to the different views of English language teachers collected from questionnaires.

- i. Some of them (k₉, k₁₀, k₁₂, k₁₃, k₁₇, k₁₉ and k₂₃) viewed that head teacher sometimes called them and suggested, ordered on same issues and at the same time they were also supported regarding classroom management, maintaining order which were really fruitful and patient for teachers professional development.
- ii. Almost all of them (k₁ to k₁₀ and k₂₀ to k₃₇) said that head teacher were cooperative and supportive. Therefore, it was like teaching training and was more of sharing, learning from one another.

So, teachers received different types of support from different sectors. They got help regarding teaching materials to classroom management and evaluation system. They got various helps about how to deal with teaching learning problems, how to address students' queries, how to conduct student centered techniques in the classroom, how to maintain good relationship with head teachers, society, administration, co-workers and students. In totality, we can say that they received different ideas, information from them though in different forms and names.

4.1.5 Role of Experienced Teachers in Novice Teachers' Profession

Experienced teachers are those who have more years of teaching experiences. They can help novice teachers to adjust easily in the new environment. To find out the role of experience teachers in novice teachers' profession, the question was if the experienced teachers would help the new comers in course of teaching. In response to this question, most of the teachers replied that experience teachers have great role for professional enhancement of the novice teachers.

The result below refers to the different views of English language teachers collected from questionnaires.

- i. Some of the respondents (k₆, k₁₁, k₁₄, k₁₆, k₁₇, k₂₁ and k₂₆) expressed their experience that when they faced problem they shared with their experienced teacher, they used to take positively with their problems.
- ii. Most of the respondents (k₅ to k₁₆ and k₂₁ to k₃₅) viewed that there should be as close relationship as possible.
- iii. In response to my query whether/how they help to the novice teacher they said they were committed to help them, they acted as their elder brothers or sisters but main problem in professional development, the teachers hide their problems and they go on suffering.
- iv. One of the teacher educators opined that there is no any trend of consultation in Nepal. Because the novice teacher does not go and ask for help or consult with senior teacher because of fear that the experienced teachers might rate them as a disqualified teacher.

To sum up, it can be said that experienced teachers' helps new comers feel comfort and help in course of teaching. They play a role model. They give information about how to present in front of class and many other

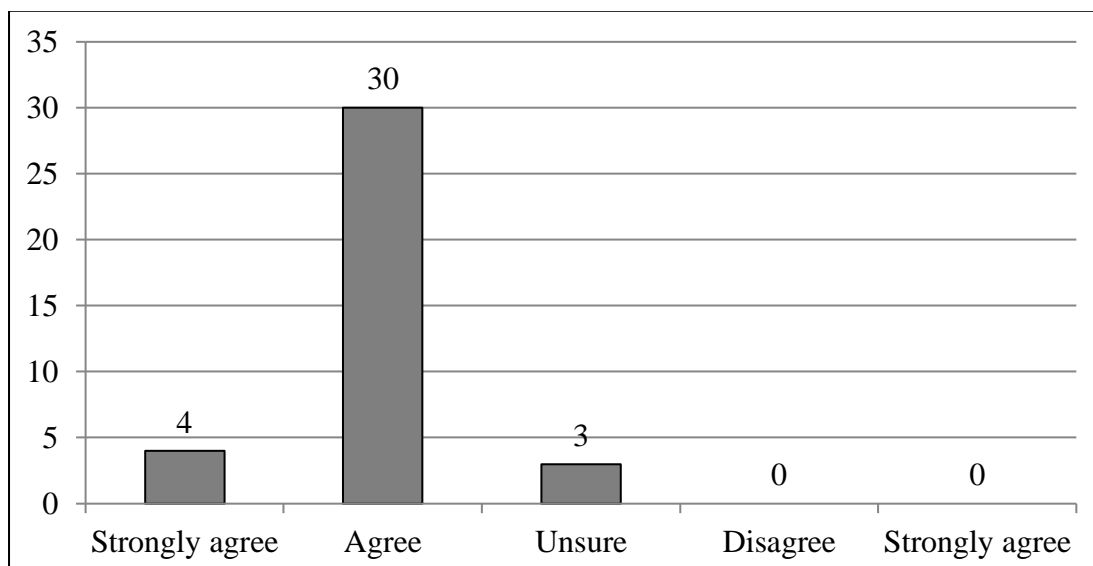
information and also assist novice teachers in each and every aspects of their life.

4.1.6 Relevance of Formal Mentoring system

This topic is related with the objectives of my research study. It is newly emerged concept in Nepal in the context of teaching. Mentoring helps teachers to grow professionally and personally. If there is mentoring system in school, the novice teachers feel there is someone to help them when they face any difficulty and problem in teaching so they can go on teaching on their own and can adopt latest strategies which they have learnt from the college. So, mentoring gives the psychological back-up to the new comers.

Figure No. 6

The Relevance of Formal Mentoring System is High



The result below refers to the different views of English language teachers towards the relevance of mentoring.

- i. Out of thirty-seven teachers, i.e. around 10.8% respondents were strongly agreed.
- ii. Nearly, 81.0 % agreed that there should be some formal institutions having some courses or formal network in every institution from where novice teachers would get help.
- iii. However, about 8.10% respondents were still unsure.

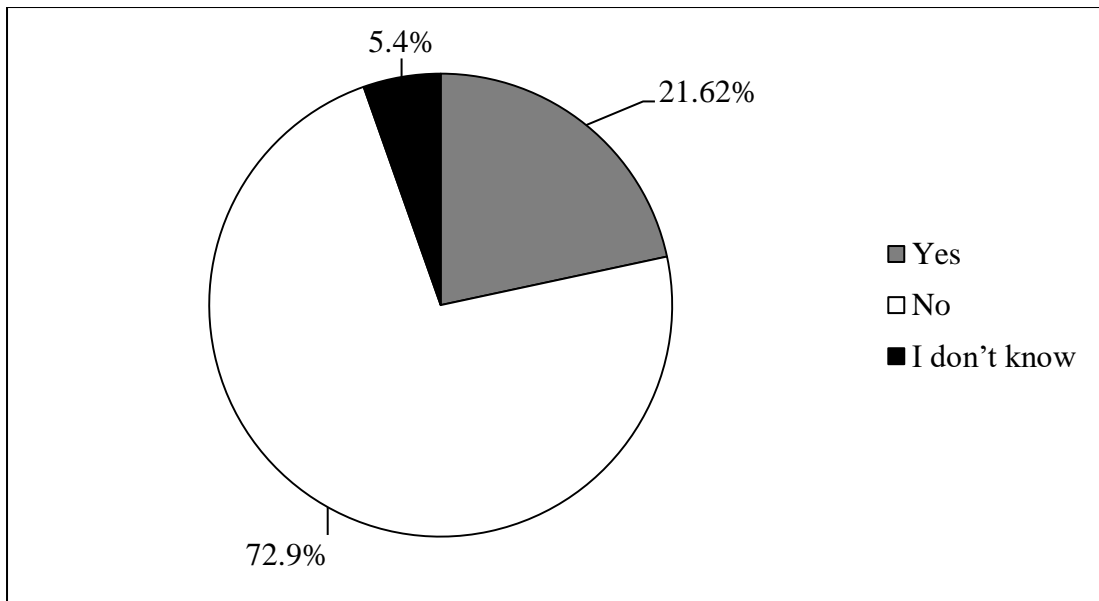
So, it shows that relevance of mentoring in Nepal is high. If the new language teachers do not get help, the possibility of dropout rate of new language teachers would be high. Almost all teacher educators argued it has great relevance in Nepal. So, what is proved that novice teachers need help and there is a great relevance of mentoring in every institution in Nepal.

4.1.7 Condition of School Dropout

Different novice teachers may have the possibility of school leaving due to the lack of money, no job security, overloaded work and children's responsibility are difficulty to handles. In order to find out the condition of school dropout, the question "As a new teacher (2-5 years) teaching), have you ever contemplated leaving the school or leaving the teaching profession? If yes, why" was asked to them different respondents came up with different views in response to this question which can be shown with the help of the following pie-chart.

Figure No. 7

Condition of School Drop-Out



The above chart depicts the condition of teachers school drop-out.

The result below refers to the information collected from questionnaires about the condition of school drop-out.

- i. Out of thirty-seven teachers, i.e. around 21.62% had the experience of leaving out the school.
- ii. Nearly, 5.40% teachers came up with their thought that they have no idea. They couldn't express their about drop-out.
- iii. Regarding this, about 72.9% came up with the response that they did not have the felling of leaving the school though they were not fully satisfied with that profession.

In conclusion, we can say that most of the teachers are not satisfied with their job because teaching profession is really a stressful job and our society doesn't take it as a respectful job and even the students didn't respect their teachers. They didn't feel any security in their job. Some of the teachers if another opportunity grasp better then teaching profession they grid their job. They showed dissatisfaction towards the teaching profession.

4.1.8 Existence of Institution Organizing Mentoring Program

To find out the existence of institutions organizing teacher mentoring program, they were asked if there were any institutions in Nepal formally or informally conducting mentoring program for the newly appointed teacher or not. This question was mainly asked to the teachers. In response to this research question, the respondents came up with different ideas. Various responses of the respondents can be illustrated with the help of the following table:

Table No. 5

Existence of Institutions Organizing Mentoring Program

S.N.	Responses	No. of the teachers	Percentage
1	Yes	30	81.0
2	No	5	13.5
3	No idea	2	5.40

The result below refers to the different information collected from English language teachers.

- i. Out of thirty-seven teachers, i.e. around 81.0% agreed that there is formal mentoring system in Nepal but informally they had practiced mentoring in their institution by sharing, consulting with the senior teachers.
- ii. However, about 13.5% came up with the view that there are not any institutions conducting mentoring program in Nepal. S/he said that he had not seen such courses in any university, in any institution and said British council and NCED people might be talking but they do not have any proper teacher education programme because s/he has not yet seen that sort of programme conducted by any organization in Nepal.
- iii. Regarding this, about 5.40% said that s/he has not heard so far. She doesn't have any idea about mentoring system or as a policy in Nepal.

In conclusion, there is no any formal, mentoring institutions in Nepal which has separate course or programme to mentor to the novice teachers. All participants viewed that informally the senior teacher assists, guides and helps the novice teacher in school. However, they did not have any formal mentoring system in their institution.

4.2 Summary of Findings

Mentoring refers to helping, guiding, assisting and coaching to novice teachers by the experiences one. It helps them to develop their self-confidence, improve their personal and professional well being, and enhance commitment to students, school and profession. This present topic of research is about mentoring teachers' professional development. With the help of mentoring novice teachers can get ideas about practical aspects of the profession. Novice teacher may have required theoretical knowledge about how to teach in the classroom, which method should we use how to address students but they do not know how to implement that knowledge into practice, teacher mentoring is essential. It is equally important for both novice and experienced teachers.

As the first objective of my research was "to identify the need for relevance of mentoring for teachers' professional development. It is found that the novice teachers need help and there is the great relevance of mentoring in every educational institution of Nepal. English language teachers had left teaching career. However, the problems and difficulties were varied in nature that most of the language teacher felt. Psychological, classroom management, fluent communication between students and teachers, subject matter, syllabus designing, crowded classroom, lack of knowledge of available resource were some of the problems of the language teachers. Almost all teacher educators said that there was great relevance of mentoring. They said that if there was mentoring programme, it would be very easy to the new teachers to develop them professionally. They could be able to share their problems, challenges, success and concerns and would be motivated to develop them professionally. Similarly, the second objective of this research was "to find out the practice of mentoring in teacher professional development." From the research it was found that out of thirty-seven novice teachers, i.e. around 81.0% teachers agreed that there are some formal or informal institutions in Nepal conduction training related program for novice teachers. But these programs are not purely induction. Almost all teacher educators said that there is no any formal

mentoring educational institution in Nepal which has separate course or program and mentoring to the new language teachers or students. However, they agreed that mentoring takes place informally in the Nepalese institutions. T.U sends the student teacher for one-month practice teaching but it is only being the simulation of the real teaching. 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 other. They view that mentoring helps to adjust the new situation and cope with the problem, get new ideas of solving the problems so, it is a platform for new situation, although few of the participants were unfamiliar about the practice of mentoring but most of the participants were informally experienced about mentoring.

In short, this study was descriptive in nature which made use of open-ended questionnaire to elicit required information from the respondents. This study reviewed the practices of teacher mentoring program. Its role for the professional development of the teacher.

I have drawn the following findings from the analysis and interpretation of the information collected from the various data collection tools.

- i. It is found that most of the English language teachers were aware of the concept of mentoring. Different language teachers expressed their own definition of mentoring. They know the importance of mentoring. Without mentoring, it is not possible to develop novice teachers professionally. Mentoring would be fruitful for the institution if novice teachers and the experienced teachers equip with knowledge and skills working in collaboration. They have understood that for effective mentoring there should be mutual trust and commitment. It is necessary to have good relationship between mentor and mentee for effective mentoring. They informally have practiced mentoring in their

institution. They said that it helps to adjust the new situation and cope with the problems.

- ii. It is found that they are aware of the fact that mentoring can involve different professional development activities. The participants gave some reasons behind the importance of mentoring; why and how mentoring involves different professional activities. They felt it extremely necessary because mentoring would contribute towards professional development of teachers whether they are novice or the experienced one.
- iii. Most of the teacher educators said that there is no any formal mentoring educational institution in Nepal which has separate course or program and mentoring to the new language teachers or student's teacher. However, almost all of them agreed that mentoring takes place informally in the Nepalese institution. T.U. sends the students teacher for one month practice teaching but it is only being the simulation of the real teaching.
- iv. It is found that the novice teachers need help and there is the great relevance of mentoring in every educational institution of Nepal.
- v. It is found that the English language teachers usually used to take help from senior teachers. Although the people to whom they consult can be different they consult in the difficulties. They took help from school administration, students' parents and society, and head teachers.
- vi. The literature review showed that mentoring helps people grow professional and personally. Mentoring guides coaches and helps the beginners for their better performance in the classroom and helps them to manage their school off time management and economic management with better preparation of their lessons.
- vii. It is found that English language teachers feel problem in the beginning of their teaching career. The difficulty and the problems can be varied in nature. The problem could be different like psychological, classroom management, fluency, subject matter, syllabus designing, etc.

CHAPTER – V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion of the Study

The main focus of this study was to identify the need and relevance of mentoring for teachers' professional development, to find out the practice of mentoring in teacher professional. This research began with the need to examine practice of teacher mentoring, its role for teachers' professional development. As there are limited researchers in this field, it is thought to be an endeavor with great significance. I designed certain research questions which are also reflected in the objectives of the study. Research design and methodology were selected on the basis of mixed nature of the research. Literature reviewed in this field also contributed a lot for deriving the conclusion of the study. Above all, analysis and interpretation of the data collected from the selected language teachers largely contributed me or deriving the conclusion of the study. Most of the research came up with the findings that teacher mentoring is inevitable for the professional development. There is a great role of teacher mentoring for the professional development of the teacher. And teachers are facing different problems due to its absence. Such types of researcher are not still conducted in Nepal but in international scenario we can find such studies. A common finding in various teacher researchers is that teacher mentoring program helps the novice teacher to be well familiar with their profession, get sufficient idea about proper use of the teaching methods and techniques to adjust easily in the classroom, to make well interaction in the classroom to make, relationship with administration, head teachers, other co-workers and students. Likewise, such research further shows that novice teachers were facing different

problems regarding classroom management, dealing with instructional techniques, subject matter and so on.

- i. From the above discussion, I can conclude that English language teachers are aware of the concept of mentoring which can involve different professional development activities. They know the importance of mentoring. Without mentoring, it is not possible to develop novice teacher profession. It is necessary to have good relationship between mentor and mentee for effective mentoring.
- ii. It can be concluded that there is no any formal mentoring educational institution in Nepal which has separate course or program and mentoring to the new language teachers. However, informally there is mentoring in Nepalese institutions T.U., which produces large number of ELT professionals.
- iii. English language teachers used to take help from experiences teachers, school administration, co-workers, students, head teacher and so on. Results of this study also pointed out the similar facts and suggested that novice teachers required mentoring program when they enter in their professional for the first time.
- iv. It can be concluded that mentoring helps people grow professionally and personally. Almost all of the participants informally had got experienced of mentoring although some language teachers and teacher educators have their own definition about mentoring.

5.2 Recommendations

There are some researchers conducted about the mentoring for teachers professional development. But there are very few researchers conducted about in our context. All the findings of the study are thought highly useful in teaching and learning of English, generating different teaching strategies, materials production, particularly in ELT teaching in the field of teachers' professional development. Some of the educational researchers and their result

showed that there is a lack of qualified and professional dedicated teachers in the field of ELT. It is because teachers take teaching simply as a job rather than profession. To develop the sense of professionalism is the most essential aspects of any educational policies. Similarly, the findings of this study mainly imply that there is no formal practice of teacher mentoring in Nepal. However, in the policy perspective there has been many inconsistencies, lack of policy mentoring has not become a fundamental aspect of teacher development and the training packages have not incorporated mentoring. Here, we can point out in policy and practice level recommendations under the following sub-headings.

5.2.1 Policy Level Recommendations

The most determinate factor in any sector is the policy implemented by the country or state similarly teacher development is also highly influenced by the policies formed by the nation. The proper policies should be formed from national level which should, in general greatly help to enrich educational standard of our country and to develop students to become completed and get command over English in particular. To launch the teacher mentoring program in our context proper policies should be formed from the national level which helps to enrich the education standard of the country. In this regards, I would like to point out some of the effective policy making level below:

- i. The government should bring separate policy of compulsory teacher mentoring before they enter into their profession.
- ii. Teacher mentoring should be made flexible, decentralized, regular and accessible to all. So, the policy should be formulated accordingly.
- iii. There should be regular provision of practical and skill-based training (both pre-service and in-service), seminar and workshop to all the teachers.

- iv. Government should determine the policy of appropriate and fair types of teacher mentoring program to boost up profession.
- v. The governmental policies should be oriented to develop the practical aspects as well the theoretical one. These two aspects should be developed simultaneously.
- vi. There should be the provision of pre-service training, refresher training etc for the professional development of the teachers.
- vii. School level curriculum should be made need based.
- viii. Government should formulate special types of policy for the teachers who are far from the access of resources and materials for teaching and learning.
- ix. Government should provide sufficient numbers of teacher mentors, supervisors, resources to implement induction program properly.
- x. There should be the provision of observation committee to supervise the progress in the field of teacher induction, to observe either the teacher mentoring is launched properly or not.
- xi. Teacher training program organizers and teacher educators like Ministry of Education (MoE), NELTA, NCED should include and focus on the role of teacher mentoring program as one of the most effective means for teachers' professional development (TPD).
- xii. There are many researches been carried out in the field of teacher development and no research on mentoring in Department of English Education yet. So, researchers should be encouraged to carry out further researches in this sector.

5.2.2 Practice Level Recommendations

From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. Teacher mentoring program should be conducted at the regular basis so that it would be very fruitful for the institution if the novice teachers and the experienced teachers

equip with knowledge and skills working in collaboration. It is necessary to have good relationship between mentor and mentee for effective implications in practice level. Some of the practice level implementations are as follows:

- i. Training should be provided to novice teachers before entering in the profession.
- ii. There should be the regular provision of interaction between novice and veteran teachers at the regular basis.
- iii. Teachers should go to classroom with their planning and ample constructive teaching techniques.
- iv. There should be the provision of workshop, seminar and group work for the professional and personal development of the teachers.
- v. Head teachers and school administration should help the novice teachers to maintain good relationship between mentors and mentees.
- vi. Experienced teachers should help the novices in their teaching career because they are more experienced and knowledgeable than those of novices.

5.2.3 Further Research Related Recommendation

No work is final and no research is complete in itself. Regarding the further researches in teacher mentoring, it is important that a large scale qualitative research should be carried out involving maximum respondents.

Similarly, this study attempts the current practice of teacher mentoring, its role for the professional development of the teachers. Likewise, this study was only limited to the ELT teachers and head teachers of Kathmandu district. It should be conducted among other teachers not only English but also all the teachers equally need it.

Thus, further researchers can be focused on the other various issues related to the field of teacher mentoring.

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APPENDIX I

QUESTIONNAIRE

Dear Sir/Madam

This questionnaire is a part of my research study entitled "Mentoring for teachers' professional development" under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education T.U.

Your co-operation in completing the questionnaires will be of great value to me. There is no right or wrong answer to the questions asked in this questionnaire. I am only interested in personal opinions. Please, feel free to put your response required by the questionnaire. I would appreciate your honest opinions and assure you that your responses will be completely anonymous. The response made by you will be exclusively used for the present study.

The questions are based on the following items related to need and practices of mentoring for TPD.

1. Need of mentoring
2. Practices of mentoring.

Researcher

Binita Baral

T.U, kirtipur

Name:

Qualification:

Name of the Institution:

Experience:

Address: You are humbly requested to provide the response in your own words.

1. How long have you been teaching English?

2. Have you taken any formal training before entering in teaching?

3. If yes, was it private institution or a government sector that you have been trained from?

4. How did you overcome such difficulties? Who helped you at that time?

5. What do you understand by teacher mentoring? Briefly state your idea on it?

6. Are there any institution in Nepal formally or informally conducting mentoring programs for the newly appointed teacher?

7. What kind of support did you get _____ ly days of teaching career from the following

a. School administration.

b. Colleagues and co-workers:

c. Students:

d. Students' parents and Society:

e. Head teacher:

8. What was the most interesting fact of your teaching in your early days practice?

9. What do you think collaboration and support is the key for professional development of teachers?

10. In what ways can the experienced teachers help the new comers in course of teaching?

11. Except experienced teacher in school, who can be a resource person for novice teacher?

12. List out any five problems that you had personal faced due to the lack of mentoring?

13. What do you think, collaboration and support is the key for professional development of the teachers?

14. As a new teacher (1-5years teaching) have you ever contemplated leaving the school or leaving the teaching profession. If yes, why?

15. What can be the more feasible lunch mentoring program for your support?

16. What might be the effective ways to implement programs in teaching particularly in our context?

17. What advice would you like to provide to teacher education providers/concerned authorities?

Put a tick (✓) on the box next to the alternative that best indicate your response.

1. Nepalese teacher take mentoring system

Positive Negative

Both Not Sure

2. The relevance of mentoring system is high

Strongly agree Agree Unsure

Disagree Strongly Disagree

3. Effective mentoring helps people grow professional and personally

Strongly agree Agree Unsure

Disagree Strongly Disagree

4. Nepalese teacher satisfied with their early days of profession

Fully satisfied Satisfied

Partially Satisfied

Not satisfied

Semi-structure Interview

Schedule for Teachers

Personal details of the informants

Name:.....

Name of institution:.....

Address:.....

Qualification:.....

Experienced year:.....

Training:.....

Date:.....

1. When you began teaching, did you face any difficulty in adjusting to the situation?
2. With whom did you use to share problem?
3. What is the role of experienced teachers in the novice teachers' 'profession'?
4. Expect experienced teachers in school, who can be a resource person for novice teachers?
5. Have you heard about mentoring? What is it?
6. Does it happen in Nepalese institutions? How?
7. Do the Nepalese English teacher take it positively?
8. Do you think mentoring is necessary? Why?

Thank you very much for your valuable time and information!!

APPENDIX – II

RESPONDENTS' PROFILE

Teachers' Profile

S.N	Respondents	Institution	Sex
1	K ₁	Venus Public School	Male
2	K ₂	Venus Public School	Male
3	K ₃	Almighty ideal modern school	Male
4	K ₄	Gyandeeep Sikshan Sadan	Female
5	K ₅	Wits academy higher S.School	Male
6	K ₆	Wits academy higher S.School	Male
7	K ₇	Wits academy higher S.School	Male
8	K ₈	Hilary Higher Secondary School	Female
9	K ₉	Arunodaya Secondary School	Male
10	K ₁₀	Riveria Secondary School	Male
11	K ₁₁	Children L.E.B School	Male
12	K ₁₂	Arunodaya Secondary School	Female
13	K ₁₃	Arunima Educational Foundation	Male
14	K ₁₄	Arunima Educational Foundation	Male
15	K ₁₅	Brilliant Higher Secondary School	Male
16	K ₁₆	Bal Sansar School	Female
17	K ₁₇	Manakamana Higher Secondary School	Female
18	K ₁₈	Childrens' Higher Secondary School	Male
19	K ₁₉	Sunlight Higher Secondary School	Male
20	K ₂₀	Sunlight Higher Secondary School	Male
21	K ₂₁	Pushapa Sadan Boarding High School	Male
22	K ₂₂	Sagarmatha Educational Academy	Male
23	K ₂₃	Shining Star Co-Education	Male
24	K ₂₄	Prerana English School	Male

25	K ₂₅	Kathmandu International School	Female
26	K ₂₆	Kathmandu International School	Male
27	K ₂₇	Annapurna Higher Secondary School	Male
28	K ₂₈	Annapurna Higher Secondary School	Male
29	K ₂₉	Ganesh Boarding High School	Female
30	K ₃₀	Supreme Higher Secondary School	Female
31	K ₃₁	Heritage High Academy	Female
32	K ₃₂	New English Boarding School	Male
33	K ₃₃	Pashupati Mitra Sadan Higher School	Male
34	K ₃₄	Supreme Higher Secondary School	Female
35	K ₃₅	Himalayan Public Boarding School	Male
36	K ₃₆	Creative Academy	Male
37	K ₃₇	Sagarmatha Higher Secondary School	Male

Head Teachers' Profile

S.N	Respondents	Institution	Sex
1	H1	New English Boarding School	Male
2	H2	Hilary Higher Secondary School	Male
3	H3	Gyandeep Sikshan Sadan	Male