# TEACHERS' PERCEPTION TOWARDS ROLE OF MENTORING AND ITS PRACTICE FOR PROFESSIONAL DEVELOPMENT

**A Thesis Submitted to the Department of English Education**

**In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Laxman Prasad Pahadi**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu**

**2016**

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# DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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**Laxman Prasad Pahadi**

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**Date: 19\09\2016**

# RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Laxman Prasad Pahadi** has prepared the thesis entitled **Teachers' Perception towards Role of Mentoring and Its Practice for Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance


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# DEDICATION

Dedicated

to

My respected parents, **Mr. Indra Prasad Pahadi** and **Mrs. Shiva Maya Pahadi,** My wife **Mrs. Sabita Neupane** and brother **Mr. Purusotam Pahadi** without whose co-operation I would not be in the position where I am today.

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Most important of all, my deepest appreciation goes to my parents **Mr. Indra Prasad Pahadi and Mrs Shiva Maya Pahadi** for their incessant love, affection, support and encouragement to bring me in this position. I am very much indebted to my wife **Mrs. Sabita Neupane** brother **Mr. Purusotam Pahadi,** my sisters **Ms. Yashoda Pahadi** and **Ms. Indira Kumari Pahadi** , my son in law **Mr. Indra Sapkota** and my friends who are source of inspiration for my achievements.

**Date:15/09/2016**                                        **Laxman Prasad Pahadi**

# ABSTRACT

The present study was conducted to examine the **Teachers' Perception towards Role of Mentoring and its Practice for Professional Development**. The chief objective of the study was to find out the teachers' perception towards role and practice of mentoring in ELT for their professional development in the context of Nepal. This study was conducted in twenty English medium schools of Kathmandu and Lalitpur districts. Thirty secondary and lower secondary level English language teachers were taken as the sample of the study using random sampling procedure. The researcher distributed the questionnaire as data collection tool and analyzed by using simple statistical tools. After the completion of analysis the results were matched and compared to determine the teachers' perception towards role and practice of mentoring and arrived at the finding that mentoring was not found to be practiced formally in the schools.

This thesis consists of five chapters. **Chapter one** includes general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the **second chapter** is on the review of related literature and conceptual framework. **Chapter three** consists of design and method of the study, population, sample and sampling strategies, area of the study, data collection tools and techniques, data collection procedure, data analysis and interpretation procedure**. Chapter four** is on the analysis and interpretation of the result. It consists of results and discussion and interpretation. Finally, the **fifth chapter** is consisting of the conclusions and recommendations of the research followed by references and appendices.

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# ABBREVATIONS AND SYMBOLS

| | |
|---|---|
| B. Ed. | Bachelor of Education |
| p. | page |
| pp. | pages |
| Prof. | Professor |
| TU | Tribhuvan University |
| CETT | Centre for English Teacher Training |
| CUP | Cambridge University Press |
| e. g. | For example |
| etc | Etcetera |
| et al. | And other people |
| FOE | Faculty of Education |
| i. e. | That is |
| KU | Kathmandu University |
| M. Ed. | Masters in Education |
| NELTA | Nepal English Language Teachers Association |
| No. | Number |
| OUP | Oxford University Press |
| PU | Pokhara University |

# CHAPTER ONE

# INTRODUCTION

## 1.    Introduction

This study is concerned with 'Teachers' Perception towards Role of Mentoring and Its Practice for Professional Development.' In this study, I want to explore the 'Benefits and existence of Mentoring' in education for teachers professional development. This research consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, operational definition of the key terms.

## 1.1    Background of the Study

Until and unless we give wider platform to the English language teaching we cannot move forward to this highly competitive world. One of the better ways of providing formal status to English is through implementing it in educational sector in general and in teaching and learning English in particular. Language and communication are the most crucial factors for the progress of any society or country. For this reason, language should be comprehensible to both parties, i.e. sender and receiver who are involved in communicative activities. It means language should be eligible for both to have common understanding through which they are sharing the ideas,, feeling thoughts , and, so on. In this connection, the English language is playing the similar role at present days for the fulfillment of communicative need of people. Importance of English is not limited to any particular field or sector; it is highly demanded in each and every aspect of human concern as education, vocational practices, trade \business, job opportunities and even general communicative purpose, in this sense, English has multi- dimensional significance.

As learning and professional development are ongoing, self-directed and autonomous process it plays crucial role in professional development.

Measurable and relatively permanent change in behaviour through experience, instruction or study. Whereas individual learning is selective, group learning is essentially political, its outcomes depend largely on power playing in the group. Learning itself can not be measured. But its results can be. In the words of Harvard Business School Psychologist Christ Argyris, learning is "delectation and correction of error" where an error means "any mismatch between our intentions and what actually happens. Style of learning that incorporates existing knowledge with new ideas based on experimentation and open-mindedness. This style of learning encourages individuals and team creativity, resulting in a new way of viewing old methods. Organizations on the generative learning style to adjust to changes in the market, technology and society. Profession means any sorts of occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and a formal qualification. A professional activity involves  systematic knowledge and proficiency; and requires knowledge of some type of learning. Likewise development means "change and growth" (Head & Taylor, 1997, p.1). It is the change and growth of any individual personally and professionally.

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

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

Teacher Professional Development (TPD)   is an endless process through which the teachers grow with the span of time or it is ongoing processes

through which the teachers keep growing. It enhances competence of all members in a learning community to pursuit their lifelong learning. TPD is an evolving process in the field of teaching and learning. It is not like something that gets stagnated after a fixed tenure. Teacher Development (TD) is the process of becoming the best kind of teacher that I personally can be." (Underhill, 1986, p.1, as cited in Head & Taylor, 1997, p.1)

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

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

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

Richards and Farrell (2005) state, "PD is a process that takes place over time rather than an event that starts and ends with formal training or graduate education" (p.3). According to him, language teacher may rely on a number of learning strategies like workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research which assist them for their PD.

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

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

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

Cermin (1998) states:

> Mentoring is a complex interactive process occurring between
> individuals of differing levels of experience and expertise which
> incorporates interpersonal or psychosocial development, career and/ or
> educational development and socialization (as cited in McIntyre and
> Hagger, 1996, p.121)

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

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

Mentoring provides safe space for learning. Mentoring can occur within or outside of normal operational activity. It must have purpose and it must aim for progress.

## 1.2    Statement of the Problem

Mentoring, commonly defined as knowledgeable, experienced persons supporting the personal or professional development of less knowledgeable or experienced persons, has been shown to support healthy youth development in a variety of ways, including fostering positive attitudes about school and the future, decreasing the likelihood of initiating drug or alcohol use, improving feelings of academic competence, improving academic performance, and improving relationships with friends and family members (Campbell-Whatley, 2001; Tierney, Grossman, & Resch, 1995).There are two kinds of teachers . They are novice and experienced teachers .Teaching can be a challenging job for both expert and novice teachers. It is a profession that requires the ability to be responsive to new demands and changing needs. They always try to satisfy their students' curiosity and needs in the classroom but few teachers get success in such journey. Novice teachers are less familiar with subject matter, teaching techniques, strategies and teaching context, they most of the time are worried about to manage classroom . It also happens in the case of experienced teachers. When we observe the ELT classes of novice teachers we find some kinds of drawbacks like inadequacies in subject matter, weak in classroom performance and classroom management. Most of the time we find there is no co-ordination between novice teachers' theoretical knowledge and classroom performance. In saying, it is found that there must be co – operation and co – ordination between novice and experienced teachers for better quality and teachers' professional development but in practice rarely done so. schools are also forced to employ the novice teachers for their better result in the contemporary market but 'how these novice teachers are treated in the schools at the beginning phase?'  And does the behaviour of staffs play crucial role to

maximize learning potential and professional development of teachers? It is my concern in the study.

While I was teaching in an institution, I faced many challenges. I witnessed an event where a new teacher was appointed in the mid of the session for Science when a senior Science teacher left the school, the principal hired a new Science teacher with his Bachelor Degree certificate for lower secondary level. But after a few months he was disqualified. He blamed that Science teacher became less active and class became noisy while teaching. At first he called himself for the job but later he disqualified and sent away.

Very similar to the above given statement, I again noticed another problem in the same institution where a new teacher was appointed as a secondary level English teacher. He had already completed his masters and waited for his result. He was asked some questions to know about his skill but there were found some linguistic problems though he was talented, due to his nervousness and terminated at the same day.

These events aroused my curiosity whether these administrative people of the schools are familiar with teacher education or not? Whether such principals believe on mentoring or not? Can such novice teachers be changed with the help of the principals, other administrators and co-working teachers or not? What types of activities of the schools would motivate positively the newly teachers in their work in the schools? And, how mentoring could be applied in the academic institutions to bring positive change in the students as well as academic environment.

Moreover this study also tries to find out benefits of mentoring in teaching, how the mentoring helps teaching in new ways of teaching and develops the healthy relation among teachers, and is there practice of mentoring in the context of Nepal? How does mentoring play important role at school? Because of those events it aroused my curiosity in this field for research. And, how mentoring could be applied in the academic institutions to bring positive change in the students as well as academic environment?

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

## 1.3 Objectives of the Study

The following were the objectives of this study,

i. To find out teachers' perception towards role of mentoring.

ii. To identify the practice of mentoring in ELT for their professional development in the context of Nepal.

iii. To suggest some pedagogical implications based on the findings of the study.

## 1.4 Research Questions

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

i. How can mentoring help to maximize learning potentiality?

ii. How does mentoring assist for teachers' professional development?

iii. Whether mentoring is in use in our schools, especially at secondary and lower secondary level or not?

– If it is in use, how is it used?

– Who is facilitating as a mentor?

– How is it going on?

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

## 1.5 Significance of the Study

None of the research studies is done without any specific significance since research study is important for the institutions, scholars, professor, students, and the researchers who are in the particular areas. This study aims at revealing the perspectives of English language teachers' towards the 'role and practice of

mentoring in English language teaching to maximize learning potential for the teachers' professional development and its benefits in the context of Nepal. So, it will be significant to the teachers (novice and experience) who are working in the field of ELT, and the prospective researchers who want to undertake researches in the area of teachers' professional development. This study is especially focused on 'Mentoring' as one of the important tools for teachers' professional development. Thus, this study will be beneficial for teachers who are using new and different techniques to develop themselves professionally and for experienced teachers who are working collaboratively with novice teachers. The findings of the study will help to identify the need and practices of mentoring in real field. Therefore, it will have a great pragmatic value.

Specially, this research work can be very much helpful to the novice teachers in the field of English language teaching, the teacher trainers, and the teacher training institutions too. Professionalism has great significance in present context, it is not only important for the professionals and novice teachers, researchers of this field, the students of teacher development but also for the professional related to other professions rather than teaching. In Nepalese context, mentoring for professional development of teachers is an emerging issue. So it will be the stimulus for the language teachers and people who are associated with the teaching field for their further researches and professional development. Thus, all the persons who are directly or indirectly involved in the teaching profession and others can be benefitted from this research work.

## 1.6    Delimitations of the Study

The proposed study had the following limitations:

    i.     This study was limited to only 20 English medium schools of Kathmandu and Lalitpur districts.

    ii.    The sample size was limited to 30 (respondents) teachers of secondary and lower secondary level in Kathmandu valley.

    iii.   Questionnaire consisted of both close ended and open ended questions.

## 1.7    Operational Definition of the Key Terms

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

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

**Novice teachers:** Novice teachers are those teachers who are newly appointed in teaching profession with little or no teaching experience. They are either student teachers or teachers in their first year of teaching.

**Experienced teachers:** Experienced teachers are those teachers who are more familiar with subject matters, teaching strategies and teaching contexts (Berliner, 1987,p.87) Normally it is supposed of having two or more than two years of experience in teaching field.

# CHAPTER TWO
# REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

## 2.      Review of Related Literature

This part consists of the review of related theoretical and empirical literature as well as their implications to the preset study. Moreover, theoretical or conceptual framework is also included under this part.

## 2.1     Review of Related Theoretical Literature

This part deals with the different theoretical background of the study**.**

### 2.1.1    Mentoring: Its Concept

The world of education is constantly changing and it puts pressure on teachers. In addition to this, there has been a reevaluation of the way that they need to continue to develop. Mentoring is seen as an important tool in these processes. Mentoring is the support most commonly associated with induction programs. Some people use 'Mentoring' and 'Induction' interchangeably. However, they are not the same. The concept of mentoring encompasses the proffering of information, advice, support, encouragement, honest, feedback, problem solving, networking, referrals, opportunity, and advocacy. Portner (1998) says "Mentoring is a powerful and effective way to provide support and assistances to neophyte teachers during their first year on the job. And it holds as a vehicle for educational reforms" (p.3). He further says that mentoring is collegial and ongoing process but evaluation is hierarchical and visits are set by policy. It develops self-reliance which keeps data confidential and uses to reflect but evaluating judge performance files it, makes it available and uses it to judge.

Mentoring is a more structured, sustained relationship for supporting professional learners at the early stage of their career, through a career transmission or when facing a particular challenge. Tomlinson (1995, p.21)

states, "Mentoring is itself a form of professional capacity to which teachers bring all sorts of existing ideas , assumptions and capabilities, and then teacher-mentors too need to adapt a reflective approach to their own activities and learning."

It is to help and support people to manage their own learning in order to maximize individual potential, skills, performance and personal development. The purpose of mentoring is to share wisdom gained from experience and learning, which involves engaging the motivation and commitment of students towards achieving such capability and to those processes likely to be effective for their acquisition.

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

Villegas–Reimers (2003) defines mentoring as, "a form of professional development, mentoring affects both the novice teachers who are being mentored, and the experienced teachers who will serve as mentors". So, it is not only a valuable resource for novice teachers but it can also be useful as a professional growth and development for mentors themselves, i.e. novice as well as experienced both can be mentee. A mentee is a person who is both a recipient of assistance and a participant in comprehensive effort towards becoming self-reliant and accountable professional. Mentoring is old idea but new concept in teacher development. It is the process through which an experienced professional helps novice or less experienced (mentee) for the latter's professional development. Mentoring can focus on professional and/or

personal development. In mentoring relationship, the spirit of mentoring, as we understand, suggests that true mentors are inclined to be concerned about the comprehensive welfare of their mentee's. The learning objectives for student-teachers were not simply about performing prescribed 'correct' classroom behaviours, such as effective classroom management, or the presentation of a new structure. They were also about achieving deeper teaching competencies, for example, the ability to notice and interpret classroom events appropriately, as well as developing the ability and willingness to continue their own professional development after graduation (Malderez and Bodoczky, 2010, p. 3).

Language teachers are anticipated to keep themselves up to date with developments in the field related to language. They need to regularly review and evaluate their teaching skills and take on new teaching assignments according to the changing needs of the institution. Some teachers may also be expected to serve as mentors to novice teachers, to plan workshops, to present papers at seminars and conferences and to write for journals and magazines and other professional activities.

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

## 2.1.1.1 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, 'acculturations' 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.

## 2.1.1.2 A Mentee

A mentee is a person who is both a recipient of assistance and a participant in a comprehensive effort towards becoming self-reliant and accountable professional. Novice as well as experienced both can be mentee. However, novice teacher receives more intensive, mentor-initiated mentoring whereas

experienced one seeks assistance in solving problem. The main roles adopted by mentors are: assisting new heads to solve their own problems, acting as a catalyst or sounding board, providing linkage to people or resources, discussing various topics relating to school management and offering to the new head's problems

## 2.1.1.3 Qualities of a Good Mentor

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

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

## 2.1.2 Value of Mentoring

Interest in mentoring has varied over time and has been affected by economic and social factors. Mentoring provides a chance to fit in and become adjusted to a new system more easily. In this sense, it has become increasingly popular over the past few years and has been advertised as necessary in order for students and employees' to flourish in their environment. It is one of the prominent ways through which novice teachers get exposed to the experience one and develop them personally and professionally.

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

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

their early career and encourages them to face various possible challenges to emerge in teaching field.

From the novice teacher, we cannot expect the desired level of excellence in teaching learning activities, if there is no mechanism to support them. As a result they fail when they enter to the real teaching in the real classroom. So it is necessary to provide assistance and support for novice teachers in easing the transition from student to teacher.To support this view McIntyre and Hagger (1996) state mentoring as "both providing constructive and critical advice and challenging practices and preconceptions" (p.146).

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

### 2.1.3  Practice of Mentoring

While talking about the mentor and mentoring, its practice goes back to Homer's time. According to Colley, (2003) it keeps link to Homer, Trojan War, Odysseus, the king of Ithaca, his son Telemachus, wife Penelope and the goddess Athena. According to Gordon, (1997) and Barondess (1995) the history of mentoring and mentor goes like this. Mentoring is the key for professional development of language teachers. It is regarded as the new concept in TD, though it is not totally a new concept because some aspects of mentoring have been implemented in the field of TD when the concept of education started. Various studies and practices of mentoring around the world

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

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

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

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.

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

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

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

## 2.1.3.1 Practices of Mentoring in Nepal

Application of mentoring system in Nepal is seen poor although we cannot escape from its importance. It helps to develop the mutual trust among the teaching staff and other personalities. Mentoring should be emphasized in education for helping, guiding, coaching and assessing the novices by the experienced one. However, in context of Nepal it has not got appropriate attention. But mentoring is very important in educational sector. The teachers can adopt many strategies and modes for the professional development. In the context of Nepal some of the models like classroom observation, case study, assessment, etc. are familiar and being used by many language teachers. Many colleges and universities like Tribhuvan University (TU), Kathmandu University (KU) lunch the pre-service programs to prepare teachers. They give good theoretical knowledge. After the completion of certain level, the student teachers go to teach in the real classroom. However, when they try to teach the theoretical knowledge which they have taken from colleges and universities, they face certain problems. They expect some help, guidance and coaching. Nevertheless, at that time they do not find anyone to support them.

Mentoring is for helping, assisting and coaching to novice teacher by the experienced one. Darish (2003) says, "Mentoring is a means of assisting and guiding the work of others" (p. 47). The very help guide or support could be of about the problem of the novice teachers inside or outside school as well. After completion of my bachelor level, I joined a school as an English language teacher. There I faced lots of problem; sometimes finding the materials which were available in the, sometimes in the proper use of the materials, sometimes classroom management and sometimes to select and apply the correct techniques and strategies which I had learnt from my colleges. I did not get any help from anyone. Sometimes I consulted to my senior teacher but I was in dilemma whether I should consult or not. I had a fear of rating me as an unqualified teacher. Neither had I seen any formal mentoring programme in the school nor any experienced teachers helping the novice teacher. This is

because; there is no any formal mentoring programme in Nepal which has separate course and mentoring to the novice teachers.

In the context of Nepal mentoring can be one of the best tools that the language teachers can use to develop them professionally and personally but it is still not being practiced in Nepal formally which is urgent need now. Portner(1998) says, "Mentoring is a powerful and effective way to provide and assistance to neophyte teachers during their first year on the job" (p.xi). It is a platform for new and experienced teachers to share the things, to understand the new situation. But Nepalese teachers have not formally practiced mentoring in their institutions yet which is a burning necessity now.

### 2.1.4  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 posses certain qualities like sound educational background, enough experience in the profession and intention and commitment to help. Robbins (1999) states, "A mentor provides  the new comers with support, guidance, feedback, problem solving guidance and a network of colleague share resource, insights, practices and materials"( as cited in Villegas-Reimers, 2003, p.116).

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

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

## 2.1.5  Models of Mentoring

There are different models of mentoring. Maynard and Furlong (1994) identified three basic models of mentoring: i) The apprenticeship model; ii) The competency model; and  iii)The reflective model. Similarly, Peterson (2009) presents four different models of mentoring which are briefly described below:

### i)      Traditional Model:

Traditional mentoring relationship reinforce power imbalances between participants because the person in the relationship has a monopoly of knowledge, skills and resources. Mentees find it different to find their own intellectual role as they have a reluctance to challenge their mentors because of unequal power.

**ii)      Group mentoring Approach:**

In this model, there there are multiple mentees. This model is seen as encouraging collaboration and co- learning. This approach is more egalitarian but less structured than traditional model.

**iii)     Co- mentoring Model:**

It fosters an equal balance of power between participants. Each person in the co-mentoring relationship has the opportunity to occupy the role of mentor and mentee. This is also called 'peer-collegial' model which is contrasted with ' expert to novice' model. It is believed that peers are pivotal mentors throughout our lives.

**iv)      The buddy System:**

It involves a senior teacher with little or no mentor training pairing up with a new teacher. There seems to be inherent danger in this model because the mentor introduces the new teacher to the norms and expectations of the institution but with no training of resources to link mentoring to the norms and expectations inherent in excellent teaching. This model is described as a senior and gifted veteran teacher mentoring the new teacher to improve their classroom performance.

Whichever model is used as the framework for a mentoring program, the usual model is that the mentor is an experienced teacher. The mentee is a novice teacher. The situation is beginning phase or the induction phase. And the main purposes are to develop basic teaching competencies and to retain new teachers in the profession.

## 2.1.6   Teachers' Professional Development

A profession requires knowledge of some type of learning. A professional is one who follows an occupation as a means of livelihood or gain. Some

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

"The term professional development, in a wider understanding, stands for the development of human in their professional role. Moreover, professional development not only includes formal experiences but also incorporates informal exercise" (Gansar, 200 as cited in Bhandari, 2006). According to Head and Taylor (1997, P. 1), "Teacher development is a self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge". They further say it is voluntary, holistic and long term which goes on continuously. It is an internal agenda which is based awareness, angled towards personal growth and the development of attitudes. They focused on the quality of classroom relationships rather than on methodologies and techniques. Bhandari (2006) says:

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

In other words, there is no clear demarcation for TPD whether to be developed before doing into the field or while there in the field. Therefore, TPD is possible through the both procedure; pre-service or in-service. Richards ( 2005) says that teacher training refers to activities directly focused on a teachers' present responsibilities and is typically aimed at short-term and immediate goals but 'development' generally refers to general growth not focused on a specific job and it serves a long-term goal and seeks to facilitate growth of teachers' understand of teaching and of themselves as teacher.

 According to Diaz-Maggioli (2003), teachers' professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students; it is not a one-shot, and one-size fits all events. However, it is rather an evolving process of professional self- discloser, reflection and growth that yields the better results when sustained overtime in communities of practice and when focused on job-embedded responsibilities, which includes formal experiences like attending workshops, mentoring etc. and informal experiences like; reading books, watching professional documentaries etc. In educational setting, it does not have its long history.

## 2.1.6.1 Teachers' Professional Development: Strategies and Processes

To be developed professionally different strategies and processes should be acrossed. In order for teaching professionals to keep abreast with changes, renew and review their own knowledge, skills and attitudes, they need to involve themselves in a number of processes. There are different strategies of teachers' professional development which are briefly discussed below,which play the crucial role like mentoring.

- **Supervision**

    Supervision is one of the most important processes for teachers' professional development. In the words of Gebhard(1990), supervision

has been defined as "an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction" (as cited in Burns and Richards, 2009, p. 269). Supervision plays important role for the professional development of teacher.

- **Observation**

  Observation is another important process for teachers' professional development. Observation involves visiting classes to observe different aspects of teaching. The observer should not be involved in evaluating a teacher's lesson rather s/he should gather information about teaching. Teachers can improve their weaknesses by observing the other teachers classes. By this process new teachers can develop their skills and learn to cope up of different classroom problems.

- **Teacher Induction Program**

  Teacher induction programs are also the processes for professional development of teachers. Support for new teachers is uneven and inadequate. Teacher induction programs provide teachers with adequate support and help to work in a new institution or school. Induction programs are very helpful in adjusting and familiarizing the novice teachers during their beginning of the professional career. The teacher gets the information about the education system, school routine, teaching methodologies, examination system and the background of the students.

- **Workshops**

  A workshop is an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. The participants are expected to learn something that they can later apply in the classroom (Richards & Farrell, 2010, p. 23). Workshop based

learning is such a familiar format for professional development that the nature of effective workshop is often granted. A well conducted workshop has a lasting impact on its participants.

- **Seminars**

  A seminar is very helpful in finding solution of problems. It can be organized on various educational problems concerning any field of education like reorientation of educational objectives, curriculum development, and new techniques of teaching, administration, supervision and finding varied other aspects of education system. It provides the teachers a good place for a frank and friendly discussion of the common problems and also for friendly discussion of the common problems and also for finding their concrete practical salutations, which will not only broaden the professional outlook of the participants but also prepare them well to face the challenge successfully.

- **Micro Teaching**

  Micro teaching is scaled-down teaching in which the time, objective and the activities are shortened. Micro-teaching is mostly practiced in Nepal to the student teachers during their teaching practice before going to real teaching. Micro-teaching develops the basic skills and confidence in student teachers. A student teacher teaches and other colleagues play the role of the students. It has become the best process for practicing the teaching for the novice teachers.

- **Team Teaching**

  Team teaching is a process in which two or more teachers share the responsibility for teaching a class. It allows the teachers to cooperate as equals, although they have different level of experience (Richards & Farrell, 2010, p. 159). The teachers share responsibility for planning the

class or course, for teaching it, and for any follow up work associated with the class such as evaluation and assessment.

- **Self –Monitoring**

   Self –monitoring refers to a systematic approach to observation, evaluation and management of one's own behavior in order to achieve a better understanding and control over the behavior. Self-monitoring is based on the view that in order to better understand one's teaching and one's own strengths and weaknesses as a teacher, it is necessary to collect information about teaching behavior and practices objectively and systematically and to use this information as a basis for making decisions about whether there is anything that should be changed.

- **Keeping a Teaching Journal**

   Journal keeping is also a valuable tool for developing reflection in which they can record daily experience, feeling, emotional responses and analysis of observation and teaching. Teaching journal is an ongoing written account of observations, reflections and other thoughts about teaching, usually in the form of a notebook, or electronic mode which serves s a source of discussion, reflection, or evaluation. Journal writing enables a teacher to keep a record of classroom events and observations.

There are different strategies of teachers' professional development such as journal writing, self- monitoring, teacher support group, teaching portfolios, peer coaching, action research, case analysis etc. These strategies play vital role to develop professionalism in teachers. Among the all strategies aforementioned, mentoring is an important strategy of teachers' professional development.

## 2.2    Review of Related Empirical Literature

In the department of English education researchers have carried out the studies related to other context and research practices from the innovative perspectives. This study is a quite new field of study in our context. Though some researches have been carried out on related topics such as Existence and Need of Mentoring for Teachers' Professional Development, Teachers' Beliefs on The Qualities of Teachers and so on, but the research on " Teachers' Perception towards Role of Mentoring and Its Practice in English Language Teaching to Maximize Learning Potentiality and Professional Development" has not been carried out yet. So this research will be an invaluable treasure for the Department of English Education and as well as the English teachers in general. Some research studies related to my research have been reviewed here, Some works and researches related to this study have been observed as follows.

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

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

Adhikari (2009) carried out the research entitled 'Attitudes of English Language Teachers towards Collaborative Learning for their Professional Development' in order to indentify the attitudes of English language teachers towards collaborative learning and the environment available for them in learning and practicing collaboratively. The findings showed that, most of the teachers hold positive attitudes towards collaborative learning for their professional development but they are deprived of appropriate environment.

Joshi (2010) carried out a research work entitled 'Learning Strategies for English Language Teachers for Professional Development'. The main objectives of her study were to identify the learning strategies employed by English language teachers and its benefits for their better professional development. The finding showed that the college teachers were directly or indirectly benefitted from almost all learning strategies. However, some strategies like self-monitoring, workshops, conferences, seminars and team teaching were more beneficial than the strategies like teaching portfolios, reflective logs, refreshers courses and mentoring. Likewise Bhatta (2009) carried out the research work entitled 'Observation and Feedback for Teachers Professional Development'. The main objective of the study was to find out whether secondary level English language teachers in Nepal are involved in

classroom observation and feedback to develop professionalism. The finding showed, a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed. Borko and Putinan (1995) say, "Professional development plays an important role in changing teachers teaching methods, and these changes have a positive impacts on students' learning". They further say that professional development shows powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical knowledge belief can be affected by professional development programme and that such changes are associated with changes in their classroom institutions in their environment.

Gnawali (2008) carried out a research work entitled 'Strategies and Opportunities for English Language Teachers Professional Development'. The finding showed that, though, there are apparent differences, most teachers have realized that they have made substantial improvement in their performance due to similar factors like knowledge and skills, challenge and responsibilities dealing with their wants and need, professional interaction and decision making.

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

## 2.3    Implications of the Review for the Study

There is no doubt that the mentoring and coaching provided to newly appointed teachers in the early stage of their career is critical to promoting teacher excellence, retention and student success. And students' success is the institution's success which identifies the quality of institution.

I have reviewed several previous research works, studied lots of literature; books, research papers, online journals and dissertation papers related to my research work in some extent, but I could not find any research work done under teacher mentoring, its benefits on teaching and its existence for professional development in the mentor and mentee in case of Nepal. Those research works have been carried out with different objectives, methodologies and research questions and in different situation. Therefore, here I would like to do an in-depth study in case of Nepal and find out the role, benefits, practice and existence of mentoring for teachers' development observing awareness of teachers and administrators in teacher mentoring. If they are aware of this, how it is applied in the institution and what type of benefits are possible to mentors and mentees after mentoring t. These queries led me to the destination of the research work.

It is hoped that this study helps to pile up a stone in the vast literature of teacher development in case of Nepalese education system. Therefore after reviewing those research works, I updated myself with research process, design and methodologies tools which are very beneficial to my research work.

## 2.4 Conceptual Framework

Conceptual framework for my study was presented below

" Teachers' Perception towards Role of Mentoring and Its Practice for Professional Development"

Novice

Language Teachers

Experienced

Mentors\Mentees

Teachers' Professional Development

Strategies \ Process

Micro Teaching

Seminars

Workshops

Teacher Induction Programme

Supervision

Observation

Team Teaching

Keeping Teaching

Findings
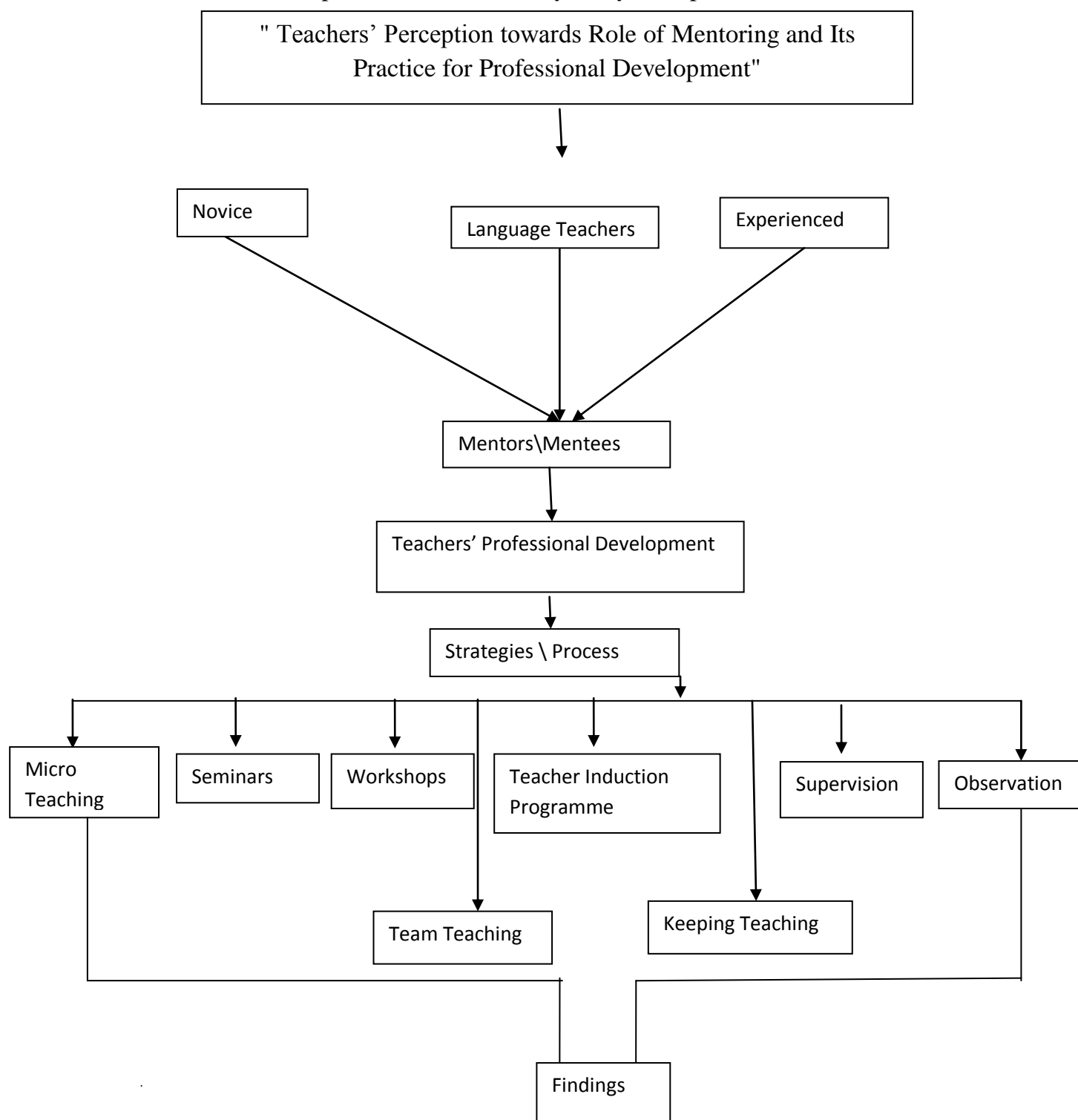
# CHAPTER THREE
# METHODS AND PROCEDURES OF THE STUDY

## 3.    Methods and Procedures of the Study

To achieve the set of objectives of the study, this chapter deals with research methodology that I have adopted to carry out the study on "Teachers' Perception towards Role of Mentoring and Its Practice for  professional development". I adopted the following methodologies to carry out the proposed study.

## 3.1    Design and Method of the Study

The design of this study is survey research. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. Survey is a superficial study of an issue or phenomenon. It is a general view and characterization of the circumstances and testing of its status.

According to Cohen and Manion (1985):

> Survey are the most commonly used descriptive method in educational research may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research generally to obtain a snapshot of condition, attitudes and |or events at a single point of time (as cited in Nunan, 2010, p. 140).

It is the most commonly used method of investigation in educational research, it may scope from a large scale investigation like census to a small scale study like SIP (school Improvement Plan) or even a small classroom study. We can use survey research design to get factual information regarding various subjects. It is a no-manipulative study in the sense that the researcher does not

control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design. Researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico - deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach, this is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often lager than other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study.

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

The **primary source of data** were 30 lower secondary and secondary level English language teachers teaching in different schools of Kathmandu and Lalitpur district

For the **secondary source of data**, the researcher consulted various books, articles, reports, research studies, websites, reference materials, journals and the internet materials related to the study area. Some of them were: Porter(1918),Joshi(2012)Toli(2003), Richards and Farrell (2005), Khaniya (2006), Ganawali (2008), Adhikari (2009), Bhatta (2009), Joshi (2010), Wallace (2010) etc.

## 3.2    Population, Sample and Sampling Strategies

Survey research demands a large number of populations, the whole population of the study will be very difficult to use while collecting data. So, 30 English language teachers of secondary and lower secondary level were selected using random sampling procedure. 20 English medium schools of Kathmandu and Lalitpur district were selected purposively as the research area of this study. In the same way, among these 30 teachers, 15 were experienced teachers and 15

were novice teachers. From some schools 2 teachers and 1 from some were selected.

## 3.3    Study Area\ Field

The research area of this study was Kathmandu valley, 30 secondary and lower secondary teachers. Twenty English medium schools of the Kathmandu valley (from Lalitpur and Kathmandu district) were the areas of this study and from each school, English language teachers (experienced \ novice teachers) were selected.

## 3.4    Data Collection Tools and Techniques

The tools for collecting data were used the open ended and close ended questions. With the help of these questionnaires, data were collected from the experienced teachers and new teachers by giving the same questionnaire to collect the date

## 3.5    Data Collection Procedures

First of all, I visited the selected schools personally and asked for permission from the authorities to consult the English language teachers. After getting consent from the authority, I established a good rapport with the concerned teachers and explained them the purpose of my visit/study. Then, questionnaires were distributed to the novice and experienced teachers and I requested the selected teachers to fill in the survey questionnaire and to return it as soon as possible.

## 3.6    Data Analysis and Interpretation Procedure

I used both quantitative and qualitative approach to the analysis and interpretation of the dada. Qualitative data were analyzed in a narrative way with description whereas quantitative data were analyzed and interpreted with simple statistic tool like means, percentage, etc.

# CHAPTER FOUR
# ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, I have analyzed and interpreted the data collected mainly from the primary sources. The data was collected with the help of questionnaire consisting of both close-ended and open-ended questions that were constructed being based on the objectives of the study. This chapter mainly deals with the analysis, interpretation and discussion of the collected data descriptively as well as analytically using different statistical tools, diagrams and tables.

The main concern to be carried out the research is to know whether the teachers have some knowledge on mentoring and whether mentoring is in practice or not for the teachers' professional development, especially in the context of Nepal. For this I made 8 open ended and 8 close ended questions which respondents had to answer. Open ended questions required respondents' free opinions and asked mainly to support close ended questions.

To meet the objectives of the study I have asked 8 close ended questions which contained five options. According to the answers by respondents the questions are analyzed, interpreted and discussed accordingly as follows:

## 4.1 Analysis and Interpretation of the Close-ended Questions

Firstly this topic is mainly concerned with the holistic analysis and interpretation of 8 close ended questions as answered by the respondents, after that stepwise interpretation is given. The table is presented on the next page.

**Table No. 1**

**Holistic Analysis and Interpretation**

| S.N. | Statements | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | Mentoring process to maximize learning potentiality. | 17 | 56.67 | 13 | 43.33 | - | - | - | -s | - | - |
| 2 | Consultation with senior teachers while teaching. | 14 | 46.66 | 12 | 40 | 4 | 3.33 | - | - | - | - |
| 3 | No consultation with senior teachers. | 4 | 13.33 | 3 | 10 | 4 | 3.33 | 13 | 43.33 | 6 | 20 |
| 4 | Involvement of professional activities in mentoring process. | 8 | 26.66 | 14 | 46.66 | 2 | 6.66 | 4 | 13.33 | 2 | 6.66 |
| 5 | Benefits of effective mentoring. | 18 | 60 | 12 | 40 | - | - | - | - | - | - |
| 6 | Effective mentoring at professional development. | 12 | 40 | 15 | 50 | 1 | 3.33 | 2 | 6.66 | - | - |
| 7 | Personal and professional advantages to experienced teachers. | 4 | 13.33 | 19 | 63.33 | 6 | 20 | 1 | 3.33 | - | - |
| 8 | Role of experienced teachers in encouraging novice teachers | 7 | 17.5 | 29 | 72.5 | 1 | 2.5 | 3 | 7.5 | - | - |

In the above presented data 57% respondents (17out of 30) strongly agreed and 43% respondents (i.e. 13 out of 30) agreed with the question 'do you agree, mentoring helps to maximize learning potential?' None of the respondents were to support rest of the options. It can be concluded that most of the teachers

support mentoring is important for the teachers to make teaching and learning process more effective.

More than 46% respondents i.e. 14 out of 30 teachers strongly agreed with the question that 'Do you consult your senior teachers if you are in problems while teaching? Similarly, 40% of the teachers agreed with the question. But only a few respondents were unsure on this. It was found that most of the teachers consulted their seniors and take help from them to solve the problem. From the above data it can be concluded that teachers need to consult their seniors and take help from them to solve their problems and this would be beneficial to maximize learning process and to develop their professional development

Likewise, more than 43% respondents disagreed with the statement that they did not consult senior teachers about problems because of shyness. And 20% respondents were found to be strongly disagree. Likewise, only some respondents stood in the rest of the options. From this it can be concluded that consulting senior teachers help novice one to overcome their pedagogical problem

The 46.66% respondents agreed with the statement. But 13.33% respondents disagreed and 6.66% respondents strongly disagreed with the statement. And only 2% respondents viewed that they were unsure. To conclude, professional activities that are negotiated between mentor and mentee play crucial role for the professional development of teachers.

In same way 60% respondents (i.e.18 out of 30) strongly agreed and 40% agreed with the statement that there is benefit from an effective mentoring relationship between mentor and mentee. After the interpretation of the data it came to know that effective mentoring relationship is beneficial not only novice teacher but also experienced as they generate new technique to make classroom more effective and develop professionally.

The data shows 40% of the respondents strongly agreed and 50% of the respondents agreed with the statement that 'effective mentoring helps teachers grow personally and professionally'. However, only a few respondents were in the rest of the options. Of course, 'effective mentoring helps teachers grow personally and professionally'.

The above result shows that 13.33% respondents strongly agreed and 63.33% agreed with the statement that there are personal as well as professional advantages to experienced teachers while dealing with the problem of novice teachers. Similarly,20% respondents (i.e. 6 out of 30) viewed that they are unsure on this and only 3.33% respondents disagreed with the statement that there are personal and professional advantages to experienced teachers while dealing with the problem of novice teachers. So, experienced teachers get chance to develop themselves in their teaching profession while dealing with the problems of novice teachers'.

According to the data, 72.5% respondents agreed and 17.5% strongly agreed with the statement that 'The experienced teacher needs to encourage novice teachers to consult in their problems and difficulties'. In contrary to this, a very less number of respondents were found to be in other statements. Here, this shows that it is experienced teachers' responsibility to encourage novice teachers to consult in their problems and difficulties.

### 4.1.1 Mentoring Process to Maximize Learning Potentiality

For effective teaching and learning process mentoring plays crucial role. If there is high co-operation and co-ordination between experienced and novice teacher there will be high learning. The first item asked was 'Mentoring helps to maximize learning potentiality. Do you agree?'

The responses made by the respondents were tabulated as follows.

**Table No. 2**

**Mentoring Process to Maximize Learning Potentiality**

| S.N. | Statements | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | Mentoring to maximize learning potentiality. | 17 | 56.67 | 13 | 43.33 | - | - | - | - | - | - |

The 57% respondents (17out of 30) strongly agreed and 43% respondents (i.e. 13 out of 30) agreed with the question 'do you agree, mentoring helps to maximize learning potential?' None of the respondents were to support rest of the options. It can be concluded that most of the teachers support mentoring is important for the teachers to make teaching and learning process more effective.

**4.1.2 Consultation with Senior Teachers While Teaching**

Consulting and asking for help to senior teachers by the novice teachers play crucial role in their professional development. The second item asked to the respondents was 'Do you consult your senior teachers if you are in problem while teaching?'

The responses made by the respondents were tabulated as follows.

**Table No. 3**

**Consultation with Senior Teachers**

| S.N. | Statements | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 2 | Consulting with senior teachers. | 14 | 46.66 | 12 | 40 | 4 | 3.33 | - | - | - | - |

More than 46% respondents i.e. 14 out of 30 teachers strongly agreed with the question that 'Do you consult your senior teachers if you are in problems while teaching? Similarly, 40% of the teachers agreed with the question. But only a few respondents were unsure on this. It was found that most of the teachers consulted their seniors and take help from them to solve the problem. From the above data it can be concluded that teachers need to consult their seniors and take help from them to solve their problems and this would be beneficial to maximize learning process and to develop their professional development.

### 4.1.3  No Consultation with Senior Teachers

Some of the teachers feel ashamed to ask for the help from their seniors. Those who did not feel shame easily take help from senior teachers but it is difficult for those who feel shame. The third item asked to the respondents was 'if you face problem, you never consulted the senior teachers about problems because of hesitation and shyness shyness'.

The responses made by the respondents were tabulated as follows.

**Table No. 4**

**No Consultation with Senior Teachers**

| S.N. | Statements | Responses | | | | | | | | | |
|------|-----------|-----------|----|-------|----|--------|-------|----------|-------|--------------------|----|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 3 | No consultation with senior teachers. | 4 | 13.33 | 3 | 10 | 4 | 3.33 | 13 | 43.33 | 6 | 20 |

The above result shows that more than 43% respondents disagreed with the statement that they did not consult senior teachers about problems because of shyness. And 20% respondents were found to be strongly disagree. Likewise, only some respondents stood in the rest of the options.  From this it can be

concluded that consulting senior teachers help novice one to overcome their
pedagogical problem

### 4.1.4. Involvement of Professional Activities in Mentoring Process

In Mentoring process, both mentor and mentee have their own responsibilities.
Mentees bring several queries they faced in teaching where a mentor should be
ready to discuss on the topics. To find out their opinion the question was 'Does
mentoring involve a number of different professional activities that are
negotiated between a mentor and a mentee?'

The responses made by the respondents are tabulated as below.

**Table No. 5**

**Involvement of Professional Activities in Mentoring Process**

| S.N. | Statements | Responses | | | | | | | | | |
|------|-----------|-----------|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 4 | Involvement of professional activities in mentoring process. | 8 | 26.66 | 14 | 46.66 | 2 | 6.66 | 4 | 13.33 | 2 | 6.66 |

The above mentioned result shows that 26.66% respondents strongly agreed
and 46.66% respondents agreed with the statement. But 13.33% respondents
disagreed and 6.66% respondents strongly disagreed with the statement. And
only 2% respondents viewed that they were unsure. To conclude, professional
activities that are negotiated between mentor and mentee play crucial role for
the professional development of teachers.

### 4.1.5. Benefits of Effective Mentoring

Mentoring is a mutual and collaborative process between the mentor and the
mentee. Different benefits can be derived from effective mentoring. Both
mentor and mentee can be benefitted from this process. On response to the item

'Is this true, we (novice and experienced) can have many benefits from an effective mentoring relationship?'

The responses after this item made by the respondents are presented on the table below.

The responses made by the respondents were tabulated as follows.

**Table No. 6**

**Benefits of Effective Mentoring**

| S.N. | Statements | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 5 | Benefits of effective mentoring. | 18 | 60 | 12 | 40 | - | - | - | - | - | - |

The above result shows that 60% respondents (i.e.18 out of 30) strongly agreed and 40% agreed with the statement that there is benefit from an effective mentoring relationship between mentor and mentee. After the interpretation of the data it came to know that effective mentoring relationship is beneficial not only novice teacher but also experienced as they generate new technique to make classroom more effective and develop professionally.

### 4.1.6   Effective Mentoring at Professional Development

Effective mentoring is beneficial for both the mentee and the mentor. Effective mentoring relationship provides the mutual environment to understand, co operate and identify themselves on various aspects of the personal as well as professional development of both the mentor and the mentee.  'Effective mentoring help teachers grow personally and professionally' was another statement asked to the respondents. Data collected for this statement on the respondents' responses are tabulated as follows.

**Effective Mentoring at Professional Development**

| S.N. | Statements | Responses | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 6 | Effective mentoring at professional development | 12 | 40 | 15 | 50 | 1 | 3.33 | 2 | 6.66 | - | - |

The result presented in the above table shows 40% of the respondents strongly agreed and 50% of the respondents agreed with the statement that 'effective mentoring helps teachers grow personally and professionally'. However, only a few respondents were in the rest of the options. Of course, 'effective mentoring helps teachers grow personally and professionally'.

## 4.1.7 Professional and Personal Advantages to Experienced Teachers

'There are personal and professional advantages to experienced teachers while dealing with the problems of novice teachers' was another statement the respondents were asked. Experienced teachers get the opportunity to be updated and prepared for the challenges that come in course of their teaching while dealing with problems of novice teacher.

Their responses that they responded are presented on the next page.

## Table No. 8

## Professional and Personal Advantages to Experienced Teachers.

| S.N. | Statements | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 7 | Professional and Personal Advantages to Experienced Teachers. | 4 | 13.33 | 19 | 63.33 | 6 | 20 | 1 | 3.33 | - | - |

The above result shows that 13.33% respondents (i.e. 4 out of 30) strongly agreed and 63.33% agreed with the statement that there are personal as well as professional advantages to experienced teachers while dealing with the problem of novice teachers. Similarly,20% respondents (i.e. 6 out of 30) viewed that they are unsure on this and only 3.33% respondents disagreed with the statement that there are personal and professional advantages to experienced teachers while dealing with the problem of novice teachers. So, experienced teachers get chance to develop themselves in their teaching profession while dealing with the problems of novice teachers'.

### 4.1.8   Role of Experienced Teachers in Encouraging Novice Teachers

Another statement the respondents had to respond was that 'the experienced teacher needs to encourage novice teachers to consult in their problems and difficulties'. The responses made by the respondents are tabulated as follows.

**Table No. 9**

**Encouraging Novice Teachers to Consult in Their Problems**

| S.N. | Statements | Responses | | | | | | | | | |
|------|-----------|-----------|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 8 | Encourage novice teachers to consult in their problems | 7 | 17.5 | 29 | 72.5 | 1 | 2.5 | 3 | 7.5 | - | - |

The data presented in the above table shows that 72.5% respondents agreed and 17.5% strongly agreed with the statement that 'The experienced teacher needs to encourage novice teachers to consult in their problems and difficulties'. In contrary to this, a very less number of respondents were found to be in other statements. Here, this shows that it is experienced teachers' responsibility to encourage novice teachers to consult in their problems and difficulties.

## 4.2    Analysis and Interpretation of Open-ended Questions

To achieve the set of objectives of the study there were 8 open ended questions which the respondents had to respond their subjective opinions. Those open ended questions were asked to derive their opinions to find out 'the role and practices of mentoring to maximize learning potential and professional development of teachers'. The open ended questions were analyzed and interpreted as follows:

The first question was 'What do you understand by the term mentoring?' In response to this question almost all respondents responded as guidelines or trusted counseling to fresh people in professional or unprofessional life where two subjects are involved; mentor and mentee. Some teachers defined mentoring as assistance that novice teachers get from the senior ones to adjust in the situation.

The second question asked was, does an experienced teacher response to the novice teachers' queries\ problems\ curiosities properly. If not why? The responses to this question are not the same. Most of the respondents responded as an experienced teacher responses the question asked by novice ones since it helps to sharpen both; experienced and novice which helps to develop professionally. Some teachers ( $T_2$, $T_4$, $T_{20}$, $T_{27}$ )viewed as no because some of the experienced teachers don't show interest and some don't help as they are busy in their own works.

The third question was 'whether mentoring is in practice in our schools at secondary and lower secondary level or not and who is facilitating as mentor?' The responses to this question are not the same. Most of the teachers viewed mentoring is in practiced informally where an experienced teacher, principal and sometimes teachers themselves help their juniors spontaneously. Some teachers ($T_{10}$, $T_{20}$, $T_{30}$, ) viewed mentoring is not in practice at all. Others ($T_2$, $T_{15}$, $T_{25}$) viewed teacher training, seminars, workshops etc. as mentoring process which are facilitating the teachers in their teaching.

The fourth question asked to the respondents was 'Do you think the role of mentoring in language teaching is important to develop the language teachers professionally?  In response to this question almost all respondents said this process helps a lot develop the language teachers professionally in the sense that during mentoring all the problems regarding confusion will be swept and will have gained confidence in subject matter.

The fifth question asked to the respondents was 'What are the benefits of mentoring?' In response to this question most of the respondents said problems related subject matter would be solved and subject matters will be easy to teach to meet objectives. Some of the respondents ($T_2$, $T_3$, $T_{10}$, ) responded as teacher are encouraged , they feel comfortable to deliver subject matter and they go in right way while teaching.

The sixth question asked to the respondents was 'what challenges they have faced and they know that remained in mentoring practice in our context'. The respondents viewed variously to this question. Most respondents i.e. more than 60% viewed hesitation on the side of mentee and mentors lack sufficient knowledge as the challenge that remained in mentoring practice in our context. Sometimes experienced teachers show their attitude and novice ones hide their problems. Lack of mechanism and training facilities for mentoring is another challenge viewed by some of the respondents.

The seventh question was how those challenges and difficulties that exist in mentoring practice can be solved? In response to the question respondents viewed differently. Most of the teachers responded as involving them in training , some of them (viz. $T_{13}$, $T_{20}$, $T_{25}$, $T_{27}$, )viewed that there must be 'regular supervision and mentors should be provided with proper training'. Along with this, some respondents ($T_6$, $T_{13}$, $T_{22}$, $T_{34}$ and $T_{40}$) viewed that establishment of a mechanism for practice of mentoring. Some of the respondents ($T_5$, and $T_4$ ) viewed differently that there must instruction to novice ones on the way of effective teaching and consulting the senior teachers

The last question was to state the qualities of a good mentor. In response to the question respondents viewed differently. Almost all responded as honest , polite,  trusted counselor, knowledgeable. Some of the respondents (i.e $T_1$, $T_3$, $T_{20,)}$ responded as well experienced, leadership, less tempered and familiar, exposure to diverse thoughts and responsible.

# CHAPTER FIVE
## CONCLUSIONS AND RECOMMENDATIONS

## 5.1    Conclusions

The role and practice of Mentoring is really necessary for the teachers. Mostly, the novice teachers have a good knowledge about theory but they are still new to apply that new knowledge into the real life situation so automatically they face problems in the class room. Novice teachers claim that they have enough knowledge to perform so sometimes make unnecessary arguments to the experienced teachers as well. Basically the young novice teachers feel odd when they are shown their mistakes on the spot, moreover they don't ask theirs queries to the experienced since they are ashamed.

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

**Findings**

On the basis of the analysis and interpretation of the data, the following findings have been drawn;

1. Almost all respondents agreed that mentoring helps to maximize learning potential. None of the respondents were to support rest of the options. It can be concluded that most of the teachers support 'mentoring is important for the teachers to make teaching and learning process more effective'.

2. About 87% respondents agreed with the statement that they consult their senior teachers if they are in problems while teaching. But only a few

respondents were unsure on this. It can be concluded that teachers need to consult their seniors and take help from them to solve their problems and this would be beneficial to maximize learning process and to develop their professional development.

3. Most of the respondents disagreed with the statement that they did not consult senior teachers about problems because of shyness. And a few respondents were found in the rest of the options. From this, it can be concluded that consulting senior teachers help novice one to overcome their pedagogical problem.

4. Most of the teachers agreed with the statement mentoring involves a number of different professional activities that are negotiated between mentor and mentee. But 13.33% respondents disagreed and 6.66% respondents strongly disagreed with the statement. It shows that professional activities that are negotiated between mentor and mentee play crucial role for the professional development of teachers.

5. After the interpretation of the data it came to know that effective mentoring relationship is beneficial not only novice teachers but also experienced as they generate new technique to make classroom more effective and develop professionally. Almost all respondents agreed on this statement.

6. It was found that 76% teachers think there are personal and professional advantages to experienced teachers while dealing with the problem of novice teachers. It shows that experienced teachers get chances to develop themselves in their teaching profession while dealing with the problems of novice teachers.

## 5.2. Recommendations

On the basis of findings of the research, the following recommendations have been made regarding the teachers' perception towards role of mentoring and its practice for professional development:

1. As most of the teachers viewed mentoring is not practiced it should be brought into practice for the teachers' professional development. So, there should be such mechanism which could effectively run mentoring programs frequently.

2. Most of the teachers viewed that they faced various challenges when they started teaching profession and took help to overcome the problems from seniours. So, there should be such mechanism from where novice teachers get benefit and experienced teachers need to help novices to overcome the challenges and to use the resources.

3. Some of the teachers viewed that they did not consult the seniors because of being ashamed. Those teachers should be encouraged and persuaded to consult their seniors.

4. Most teachers viewed there must be all types of relation that help for the personal as well as professional development of teachers between mentor and mentee. Therefore, there should be the environment in which this type of relation can be made

5. Almost all the teachers believed experienced teachers' role is crucial in solving the problem of novice ones and different benefits can be derived from mentoring. So, the authority or the head teachers should encourage the experienced teachers to solve the problem of novice ones.

6. Most of the teachers agreed effective mentoring helps teachers grow personally and professionally. And even experienced teachers also learn something while dealing with the problems of novice ones. So, mentoring should be practiced effectively.

7. Almost all teachers viewed being a mentor should have been with some qualities to be known as different than other normal teachers i.e. co-

operative and friendly, respectful and faithful to his profession, willing to help, knowledgious, polite, trusted counselor, friendly, ready to help and so on. So a mentor or a experienced teacher should be made aware on the mentioned qualities.

## 5.2.1. Policy Level

Here, implications at policy level concern with the Government of Nepal, Ministry of Education (MOE), authority of district level and school and other concerning authority who should be responsible for formulating policy for meaningful and purposive practice of mentoring. The concerned authority should formulate with clear vision, planning and policy on Role and practice of mentoring for teachers' professional development and to maximize learning potential is. It is mentioned in the papers and books but its effective implementation in practical field is not satisfactory. So it should be included into the policy of the government through ministry of Education and strict supervision and monitoring should be conducted.

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

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

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

At last, I would like to recommend the government, authority of district level, schools and other concerned sectors to conduct trainings and seminars for teaching staff to develop them professionally rather than to maximize learning

potential. It would be beneficial to all members related to teaching and learning process.

## 5.2.2. Practice Level

Secondly, the implications of the study at practice level deals with the implementation of curriculum at classroom, school, college, institution and so on. practice of mentoring is very beneficial in language teaching We can not make the best performance of teachers and students in the absence of mentoring process. For this, school also should address the demands of teachers of teachers. The school should mange supportive favorable environment for practicing mentoring. The school should give more time to discuss on the issues that teachers are facing.

In this level, the teachers and the administrators should be aware of such situations faced by the novice teachers.

Learning climate, respective environment and teachers and students friendly nature should be created into the schools. For this the close supervision should be done from the principals. Sometimes the principals and the administrators should invite the novice teachers into their office and make query about their performance, problems and overall situation of the schools.

New teachers are quite. It does not mean they do not know anything. So the sound of the silence must be listened in time and find the faults of the traditional and stereotyping administration as well. For the better teaching and result novice teachers should be involved in several programs related to teaching. school authority also can conduct such program that would make more open to share their problems which directly affects in academic performance.

### 5.2.3. Further Research

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

If the researchers are still critical, they can study about gender bias in male and female in novice teachers as well. Or, they can study about the exploitation happens in the academic institutions. Some new teachers are the victim of exploitation as well. Therefore, I recommend the further researchers to dig out the areas of this field deeper and make query upon it. So that this field of study would be expanded more in the future. I extremely point out the field; Mentoring in language teaching is meaningful. Its role and practice in English language teaching helps to maximize learning process and professional development of teachers that's why it is needed for in depth study.

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# APPENDIX-1

## SAMPLE QUESTIONNAIRE

Dear informants,

The research entitled "Role and Practice of Mentoring in English Language Teachnig to Maximize Learning potential and Professional Development" is carried out under the guidance of Professor, Dr. Mr. Laxmi Bdr.Maharjan., Department of English Education, T.U. Kirtipur, Kathmandu. I assure that your responses will remain confidential and used only for the research purpose. I look forward to getting your co-operation completing these questionnaires to complete my research with the scheduled time frame.

Researcher

Laxman Prasad Pahadi

T.U. Kirtipur, Kathmandu.

Personal information

Name of the teacher: . ………………………….

Name and address of college: …………………

Level: ………………………………………….

Qualification: ………………………………….

Please complete the following questionnaire with true information:

Tick any one of the options you like most.

1.   Mentoring helps to maximize learning potential. Do you agree?

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

2.   Do you consult your senior teachers if you are in problem in teaching?

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

3.   If you face any problems, you never consult the senior teachers because of hesitation and shyness. Do you agree?

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

4.   Mentoring involves a number of different professional activities that are negotiated between a mentor and mentee.

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

5.   We can have many benefits from an effective mentoring relationship. Is this true?

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

6.   Effective mentoring helps teachers grow professionally and personally. Do you agree?

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

7.   There are personal and professional advantages to experienced teacher while dealing with the problems of novice teacher.

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

8.   The experienced teacher needs to encourage novice teachers to consult in their problems and difficulties.

   a.   Strongly agree          c. Unsure               e. Strongly Disagree

   b.   Agree                    d. Disagree

**Answer the following questions:**

1. What do you understand by the term mentoring ?

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

2. Does an experienced teacher response to the novice teachers'
   queries/problems/curiosities properly. If not, why?

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

3. Whether mentoring is in use in our schools, especially at secondary and
   lower secondary level or not?

   - If it is in use, how is it used?

   - Who is facilitating as a mentor?

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

4. Do you think the role of mentoring in language teaching is important to
   develop the language teachers professionally?

   ………………………………………………………………………………

   ………………………………………………………………………………

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5. What are the benefits of mentoring? ( Any Two)

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6. What are the challenges you have faced and you know that remained in mentoring practice in our context?

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7. How those challenges and difficulties that exist in mentoring practice can be solved? Please give some suggestions.

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8. State the essential qualities of a good mentor

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Thank you for your co-operation

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