

**EXISTENCE AND NEED OF MENTORING FOR
PROFESSIONAL
DEVELOPMENT OF TEACHERS**

**A Thesis submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Pushpa Dhakal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2012

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RECOMMENDATION FOR ACCEPTANCE

This to certify that **Ms Pushpa Dhakal** has prepared this thesis entitled “**Existence and Need of Mentoring for Professional Development of Teachers**” under my guidance and supervision.

I recommend this thesis for acceptance.

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This thesis has been recommended for evaluation by the following Research Guidance Committee.

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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.

Date: 20/08/2012

Pushpa Dhakal

DEDICATION

Dedicated

to

My Parents, Gurus/ Gurumas and Seniors whose blessing is always with me.

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I am profoundly indebted to my thesis supervisor **Ms Madhu Neupane**, Lecturer, Department of English Education, TU, Kirtipur for her continuous guidance, enlightening ideas and invaluable suggestions. Her encouragement, cooperation and practical support from the very beginning of the study lead me in the right path during my research work.

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Date: 10-08-2012

Pushpa Dhakal

ABSTRACT

This research work entitled “**Existence and Need of Mentoring for Professional Development of Teachers**” has been carried out to identify the need and practices of mentoring for professional development of teachers. For the research study the primary data were collected from the thirty English language teachers who are teaching in the colleges of Morang District by applying non-random purposive sampling procedure. The data obtained from the respondents through the questionnaire have been analyzed and interpreted using simple statistical tools. The study shows that almost all the English language teachers of different colleges of Morang District have positive attitudes towards need and practices of mentoring for professional development of teachers. In spite of their positive attitude, they have not been involved in any mentoring activities yet. No institutions under my study had formal system of mentoring too.

This thesis includes four chapters. Chapter one deals with general background on teachers’ professional development and mentoring, literature review, objectives of the study and the significance of the study. Chapter two deals with the procedure adopted to carry out the research. It contains information on the primary and secondary sources of data, sampling procedure, tools, procedures of data collection and limitations of the study. Similarly, chapter three, which is the core part of the study, consists of the analysis and interpretation of the data. Chapter four deals with the major findings of the study derived on the basis of the analysis and interpretation of the collected data. It also presents some recommendations based on the major findings of the study. References and appendices form the concluding part of this thesis.

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ABBREVIATIONS AND SYMBOLS

PD = Professional Development

TD = Teacher Development

TPD = Teachers' Professional Development

SLA = Second Language Acquisition

p = Page

% = Percentage

i.e. = That is/id-est

etc = et cetera

SA = Strongly Agree

A = Agree

NS = Not Sure

D = Disagree

SD = Strongly Disagree

No. = Number of teachers

NELTA = Nepal English Language Teachers Association

NCED = National Centre for Educational Development

TU = Tribhuvan University

KU = Kathmandu University

PU = Pokhara University

plc = Public Limited Company