

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Professional development is an ongoing, self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial formal training in their career. Richards and Farrell (2005, p.4) view that professional development is a process that takes place over time, starts and ends with formal training or graduate education. The first indicator of professionalism is 'knowledge about one's job. It is the ability to work meticulously and accurately with minimal errors or confusions. 'Enjoying the job and feeling proud of it is the second most important factor. It is important to feel good about what one is doing that gives us the urge to constantly innovate and improve ourselves. The pride in one's job is totally unrelated to money or designation or social status. The third aspect is related to thought processes. A professional has ability to rise above personal biases and prejudices, think objectively and give his/her best in all situations as the situation demands. Personal likes and dislikes have no place at all. And lastly a professional is a person who is competing with him/herself to become best every day.

A profession is a kind of occupation which can only be practiced after a long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it. But profession is not simply engaged in for profit, because it also carries sense of public service and personal dedication. The occupation, where specialized knowledge of a subject, field or science is applied is called profession.

According to Wallace (2010), any occupation to be called 'profession' must have the following qualities:

- ) A basis of scientific knowledge;
- ) A period of rigorous study which is formally assessed;
- ) A sense of public service;

- ) High standards of professional conducts; and
  - ) The ability to perform specified demanding and socially useful tasks.
- (p. 7)

Professional Development is an integral component of teacher development. It is an ongoing activity designed to increase levels of expertise and understanding. It should, where possible, be a process that works individually with the strengths and needs of a specific teacher or teacher assistant in order to create higher capability and understanding. Continuous professional development, staff development and mentoring are other common terms used in this area.

Development means change and growth. In the words of Underhill (1986) teacher development is the process of becoming 'the best kind of teacher that I personally can be' (as cited in Head and Taylor, 1997, p. 1). All types of professionals require change and growth once they start their career. The growth starts from very beginning and continues until the retirement professionally. Learning in any profession is a lifelong process. Learning how to teach is a contentious process in teachers' professional development.

Teachers are the professionals like other personnel such as doctors, engineers, pilots etc. They need their continuous development in their profession.

Teaching is a complex task to be performed by the teachers, which needs expertise in them. In the words of Richards and Nunan, (1990), "Teaching is a kind of mystical experience that is hard to explain or describe" (p.132).

Teaching is mainly shaped by learning. So, learning how to teach is very important. It means how people define learning that determines teaching. To quote Brown (1994), "Teaching is showing or helping someone to learn how to do something, giving instructions guiding in the study of something, providing with knowledge, causing to know or understand"(p. 7). Teaching is widely understood as an act of transforming the knowledge, skills and the attitudes to the learner with an aim of bringing positive change in the learners.

The role of teacher becomes a central figure in the teaching process. The act of successful teaching demands various roles of the teacher. Hopkins (1985) mentions “Teachers are too often the servants of heads, advisors, researchers, textbooks and curriculum developers, examination boards of the department of education and science among others”(as cited in Head and Taylor, 1997, p.97). Similarly, Harmer (2008) highlights the roles of teacher as: controller, assessor, organizer, prompter, participant, resource and tutor (p. 25).

In order to handle the multiple roles and responsibilities and to make their teaching profession effective, the teachers need to develop their professionalism. Different processes, strategies, programs and ways of teachers’ professional development have been practiced by the teachers.

Observation, micro-teaching, supervision, induction and mentoring are some important ways of teachers’ professional development. Mentoring is a process of teacher development in which the new teachers get academic support from the senior and experienced teachers. So the mentoring is one of the best processes to be practiced for the teachers’ professional development.

### **1.1.1 Teaching as a Profession**

Profession is a job requiring special types of skill or knowledge. Teaching is a profession as other professions like medicine, law, engineering, piloting, writing etc. Only academic knowledge is not sufficient for being a profession it requires training and other activities as well. So teachers are regarded as the professionals. In this regard, Khaniya (2006) states, “Professional is he who performs tasks involving not only skills and knowledge but also expertise, and a teacher as a professional is necessarily responsible to bring about change or perform tasks after he receives instructions” (p. 7). Similarly, Weiler (1995) quotes, “Professionals are at top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good” (p.30).

Teaching as a profession has been debated over the years and throughout the nations. This issue was whether teachers are professionals as opposed to mere workers and whether teaching is a profession and not just an occupation. But, recently, the debate is solved and the teaching has been accepted and established as a profession. Education system of the countries can only be implemented and effectively run when the teachers are developed as the professionals. Teachers are the heart of any education system. Only the professionalism can help the teachers to complete their job effectively and responsibly.

By examining the above mentioned concept about teaching as a profession and teachers as professionals, it emphasizes that teacher must play the role of the dedicated professionals to their business. Teachers as professionals need continuous growth and development. So, nowadays the concept of teacher development becomes the central issue in teacher education, the people concerned with teacher education are interested in teachers' professional development.

### **1.1.2 Teachers' Professional Development: Need and Importance**

Development means change and growth personally and professionally (Head and Taylor, 1997). All types of professionals require change and growth once they start their career. The growth starts from the very beginning and continues until the retirement professionally. Teacher development is the process of becoming the best kind of teacher that one can be (Underhill, 1986) by constant change and growth. Defining Teacher development, Underhill says,

“Development means....keeping myself on the same side of the learning fence as my students. This is only the way that I can keep learning always to keep a sense of challenge and adventure in my career, and to avoid getting into 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 (p. 4).”

He believes that this development brings about change in the teacher without which the teacher will not be in the position to educate others. Teacher development is a way of learning which is complementary to training, and which is motivated by teachers’ own questioning as what they are and what they do, rather than by any external training agenda, (Head and Taylor, 1997, p. 7).

An inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.

Professional development is one of the key issues for those teachers because it is inadequate to talk about teachers’ performance and learning outcomes without training, evaluation, mentoring etc. Teachers’ success in professional development enhances the results of students’ learning. At the core of the training process, teachers play a key role in determining students’ outcomes. Every year, teachers’ professional development programs are applied in universities in almost all the countries in the world. These programs are held to serve the determination of providing teachers with apparatuses and best milieu to develop their profession. They deal with teachers’ professional development from different outlooks, which pressures on teachers’ engagement in inquiry as a fundamental part of their teaching practice. Professional development must serve the purpose of promoting teachers’ continuous learning of integrating new knowledge about teaching and learning within the social contexts in which teaching takes place.

Professional development is important in any career field and it is equally important for educators. Teaching information, techniques, and methods are constantly being updated and changed and this means that your education alone will not be enough to serve you throughout your whole career. Professional

development is about life-long learning and growing as an educator. You always have the potential to progress and refine your skills. There is always more to learn and new skills to attain. Professional development is important for both new teachers and veteran teachers. Life-long learning will keep you motivated and thinking positively and will help you gain confidence to overcome any obstacles you face in the classroom. Professional development is about becoming the best-equipped teacher you can be, and so it should be an important part of your career development.

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the change in the theories of language learning and emergence of new approaches and methods. So, there is need of regular opportunities for the teachers to update their knowledge and skills in this field. Head and Taylor (1997) says, “Stale or narrowly subject bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate” (p. 11). Hence, learning to teach is a lifelong process.

To handle teaching profession effectively, teacher must be literate in modern technology then only s/he use his/her knowledge according to the need and interest of children. Not only that, s/he could be professional in his/her teaching business. As Ur (1986) mentions, “The pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers the tool and understanding for further development” (p. 317).

In an article considering the reasons for the emergence of teachers’ professional development as a distinct concept in English language teaching particularly in UK, Bolitho (1988) identified a number of background factors as significant. They are summarized as below (as cited in Head and Taylor 1997, p. 8):

- ) The huge expansion of the language teaching industry, bringing large number of teachers into the profession, and the lack of a career structure offering opportunity for variety and promotion.
- ) The 'mid-life crisis' experienced by many teachers after ten or more years in the field.
- ) Low pay and poor condition of service in many institutions, and many teachers working on temporary or part time contracts, leading to low morale, low self-esteem, and often a sense of frustration and isolation among teachers.
- ) An increasing pre occupation with qualifications. British ELT needed to professionalism itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for and there are no guarantees of permanent job at the end of them.
- ) The influence of 'humanistic' views of language teaching, while from a more academic base studies of second language acquisition were also beginning to focus on the learning process. Spawning pacing new ideas of a more learner-centered approach to teaching.

From the above mentioned description of teacher development it can be concluded that teachers need to be confidence both themselves and others that they are doing the job which is valued, and that they can take control of the direction of their development.

Hence, the professional development of teacher is a key factor in ensuring that reforms at any effective, successful, professional development opportunities for teachers who have a high positive effect on students' performance and learning. Thus, when the goal is to increase students' learning and improve their performance, the professional development of teacher should be considered key factor and it cannot be underestimated instead it is overestimated.

### **1.1.2.1 Characteristics of Teacher Development**

Although development can happen in different ways. It seems that certain characteristics emerge when teachers are asked what they think teacher development is.

Rossner (1992, p.4) listed four key characteristics of teacher development as follows:

- ) Teacher development deals with the needs and wants of the individual teacher in ways that suit that individual. Whatever we do that addresses the needs and wants of the teacher is teacher development.
- ) It is related to new experiences, new challenges and opportunities for teachers to break their repertoire and take on new responsibilities and challenges.
- ) Teacher development is concerned with more than language teaching, that is, about language development.
- ) It is 'bottom up' process. It is not something that we are prescribed by others (experts ....) to do instead what we experience and think to be done is important in teacher development.

Because teacher development focuses on individual needs, it takes on different specific meanings and forms depending on where teachers are working and what their desired direction for development is.

### **1.1.2.2 Strategies of Teachers' Professional Development**

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.

#### **) 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 as 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.

#### **1.1.3 Mentoring**

Mentoring is usually a formal or informal relationship between two people—a senior mentor and a junior learner. Mentoring has been identified as an important influence in professional development in both the public and private sector. Benefits of mentoring include increased employee performance, retention, commitment to the organization and knowledge sharing. In mentoring experienced teachers serve as mentor and model, and novice teachers learn new pedagogies and socializing them to new professional norms.

Previously there was certain amount of terminological confusion in the field. Some used the term 'mentor' for someone who is responsible for

students from university based initial teacher preparation programs during their placements in the school. Another group of people used the term ‘supervisor’ for someone who has the similar job description. In another case, there were two people both have the same title ‘mentor’ and are charged with looking after trainees on school placement and yet engage in very day to day practices in their workplaces and in relation to their mentees.(Burns and Richards, 2009, p. 259).

In addition to developing classroom skills, language teachers need to be helped to participate in a professional community, become willing to investigate themselves and their teaching, become better at noticing (Mason 2002)– a crucial underpinning skill for investigation as well as responsive teaching – and develop complex, insightful and ‘robust reasoning’ (Johnson 1999). A different approach and correspondingly a new role title was needed. The role of the personal in teachers’ professional lives and careers (Day 2004: Hubson et al. 2006a), may have influenced the choice of the role title ‘mentor’, signaling as it does for many, the personally supportive aspect of the role ( as cited in Burns and Richards, 2009, p. 259).

The mentoring process is supportive of the transformation or development of the mentee and of their acceptance into professional community. A supervisory process on the other hand, is seen as more concerned with the maintenance of standards within an organization or system. Crosby says, “Mentoring is a brain to pick, an ear to listen, and a push in the right direction.” Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving. A

mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years.

Mentoring is a process for the 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 (mentor) and a person who is perceived to have less (mentee). As has already been mentioned a mentor is a wise counselor or teacher. In a mentoring relationship the mentor shares knowledge, skills, information, and perspective to foster the personal and professional growth of the mentee.

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.

If mentoring is to function as a strategy of reform, it must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture and that favors collaboration and inquiry. Since early 1980s, when mentoring burst onto the educational scene as a part of a broad movement aimed at improving education, policy makers and educational leaders have pinned high hopes on mentoring as a vehicle for reforming teaching and teacher education (Feiman-Nemser, 1996).

Both the mentor and the mentee personally and professionally get benefitted by mentoring. The mentor will learn or refresh their knowledge simply by having to teach and answer the questions about it. It helps both the mentor and mentee recognize their abilities and limitations and highlight areas for future development. Mentees gain invaluable insight beyond their own education and experience. Mentoring programs are designed primarily for the benefit of the mentees. The benefits of mentoring include:

- ) Access to a support system during critical stages of academic and career development.
- ) An insider's perspective on navigating career.
- ) Clearer understanding and enhancement of academic and career plans.
- ) Exposure to diverse perspectives and experiences.
- ) Direct access to powerful resources within the profession.
- ) Identification of skill gaps.
- ) Greater knowledge of career success factors.
- ) The foundation of a lasting professional network etc.

The teachers need a passion for the profession and willingness to spend a couple of hours per month developing a relationship with a student. Mentoring requires a willingness to share, listen and provide advice in a flexible relationship shaped by the needs of the mentee.

### 1.1.3.1 Role and function of Mentor

Mentor needs to play various roles for effective mentoring. These roles can be of a model, supporter, cheerleader etc. The literature now fast accumulating under the heading of mentoring reveals a bewildering range of interpretations of the term. Most assume a one to one relationship between mentor and mentee, the 'student-professional in the relationship, but even these often describe differing roles and functions for the mentor. The majority of these can be classified in the following table.

**Table No. 1**  
**Role and Function of Mentor**

<b>Role</b>	<b>Function</b>
1. Model	<ul style="list-style-type: none"><li>- To inspire</li><li>- To demonstrate</li></ul>
2. Acculturator	<ul style="list-style-type: none"><li>- To show mentee the ropes</li><li>- To help mentee get used to the particular professional culture</li></ul>
3. Sponsor	<ul style="list-style-type: none"><li>- To open doors</li><li>- To introduce mentee to the right people</li><li>- To use their power in the service of the mentee</li></ul>
4. Support	<ul style="list-style-type: none"><li>- To be there</li><li>- To provide safe opportunities for mentee to release emotions</li><li>- To acts as sounding board – for cathartic reasons</li></ul>
5. Educator	<ul style="list-style-type: none"><li>- To act as sounding board- for articulation of ideas</li><li>- To consciously create appropriate opportunities for the mentee</li><li>- To achieve professional learning objectives</li></ul>

(Malderez and Bodoczky, 2010, p.4.)

While any or any combination, of the roles above would seem to us to justify the term 'mentor', most mentors will be involved to a greater or lesser degree in all five roles.

Centre for English Teacher Training (CETT) Curriculum Document at Eotvos Lorand University in Budapest, Hungary, states that the mentors and supervisors help the student teacher to demonstrate the following (as cited in Malderez & Bodoczky, 2010, p. 1):

- ) Ability in planning, implementing and evaluating appropriate learning experiences for their pupils.
- ) Ability in using and where necessary adapting ELT textbooks commonly in use in schools.
- ) Ability in evaluating and reflecting on their own teaching.
- ) Ability in modifying their teaching strategies in the light of self-evaluation and peer evaluation.
- ) Ability in dealing with the most common role relationships, conflicts, negotiations, counseling, needs etc. encountered in the world of school.

The overall program aims relevant to the work of mentors were:

- ) To make it possible for trainees to practice the teaching of English in a sheltered way so that they would emerge as confident and competent classroom teachers.
- ) To facilitate and develop in trainees the self awareness and interpretational skills that would enable them to function better in the world of school
- ) To develop in trainees the kind of professional perspective which enables them to locate their teaching in the wider context of the school and community.
- ) To develop in the trainees power of self-evaluation and a capacity for autonomous learning which together would enable them to complete



their training as effectively as possible, as well as go on to develop themselves professionally after graduation.

The mentoring has a unique and important contribution to make the language teacher learning, in particular to the development of noticing skills, professional thinking and learning from experience, as well as to mentees' integration of knowledge of various kinds. However, if its potential is to be realized, and its additional benefits accrued, attention must be paid to ensuring that the conditions in which mentoring occurs are as fully supportive as possible.

### **1.1.3.2 Mentoring in the context of Nepal**

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 an urgent need now. Portner (1998) says "Mentoring is a powerful and effective way to provide support and assistance to neophyte teachers during their first year of job" (p. ix). As Pandey (2009) has discussed the English teachers of Nepal are well familiar with the concept of mentoring which helps them to adjust in the new situation and cope with the problems, get new ideas of solving the problems. Therefore, it is a platform for new and experienced teachers to share the things, to understand the new situation (p. 84). But Nepalese teachers have not formally practiced mentoring in their institutions yet which is a burning necessity now.

Some of the models like classroom observation, case study, assessment, etc. are familiar and being used by many language teachers. Mentoring involves helping, guiding, assisting and coaching to novice teacher by 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 school or outside school as well or even sharing their success.

In Nepal Mentoring is not formally practiced as the means of teachers' professional development. The implementation of mentoring program for the professional development of the teachers is still ignored. Currently, Nepal has been practicing both supervisory design and inspectorial role. Under this process supervisor does both the supervisory and inspectorial jobs. Pedagogical as well as non pedagogical input is expected from the supervisors. In order to meet these expectations, there are two types of supervisors, a resource person for primary level and school supervisor for secondary and higher secondary levels. Considering this situation, mentoring program for the teachers in Nepal is an urgent need. Mentoring has become the central issue in the world for the teachers' professional development. So, it's necessary to search the practices of mentoring and attitude of the teachers on mentoring for their professional development.

## **1.2 Review of the Related Literature**

Every researcher needs to observe the fundamental background of the related subject and the past studies. Though a number of research works have been carried out in the field of English Language Teaching; a very few of them have been conducted in the field of teacher's professional development. The research studies which are concerned with teachers' professional development are very few in the Department of English Education, T.U. Kirtipur, Kathmandu. I tried to review some researches which are associated with the teachers' professional development. They are presented as below.

Gautam (2009) conducted a research entitled "Perception of teachers on NELTA activities for professional development" with the objective to identify the perception of teachers on NELTA activities. He used nonrandom judgmental sampling procedure to select forty five in service teachers who were member of NELTA Morang branch through a set of questionnaire. It was found that majority of the teachers used ideas learnt from the conference and workshops of NELTA.

Phuyal (2009) carried out a research entitled “Practices of reflective teaching used by Primary Level English Teachers” with the objective to find out practices of reflective teaching used by Primary Level English Teachers. She has used nonrandom judgmental sampling procedure and questionnaire for the collection of data. From the study she came to the conclusion that the majority of the Primary Level English teachers are not aware of the advantages of reflective practices for their professional development though some of them responded that they used it as a way to their professional development.

Adhikari (2010) conducted a research entitled “Collaborative learning for teachers’ professional development.” The main objective of the research was to find out the attitude of Secondary Level English teachers’ towards collaborative teaching and the school environment available to them for learning and practicing collaboratively. The research was limited to the Pokhara and Kathmandu valley and questionnaire was used as a research tool. The findings of the research showed that almost all the Secondary Level English teachers have positive attitude towards collaborative learning and majority of them are provided with supportive and favorable environment for collaborative learning with their institutions.

Joshi (2010) carried out a research on “Learning strategies of English language teachers for professional development” which aims to identify the learning strategies of English language teachers and benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tool. The finding showed that teacher’s own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher courses, teaching portfolios, resource and teacher activity centers, reflective logs and analysis of critical incidents are less common learning strategies

among the English language teachers teaching in different colleges of Kathmandu.

Khanal (2011) conducted a research entitled "Information literacy for teacher development." The study was carried out in order to identify English language teachers' perceptions towards information literacy and find out the environment available for teachers in the institution to make them information literate. Khanal concluded that information literacy skills are essential for the professional development of the teachers. In the research most of the teachers agreed that information literacy skills provide the teacher to do any work easily and it also increase their capacity to judge, analyze, develop, alter and make decisions even in uncertain problematic situation. Similarly, Khanal found out that all the teachers' institutions lack the effective environment to make them information literate teacher.

Khatri (2012) carried out a research entitled "Self-directed learning for teachers' professional development". The main objective of the research was to find out the awareness of the teachers towards self-directed learning for their professional development. The informants for this study were Secondary Level English teachers. He has used non random judgmental sampling procedure and questionnaire to elicit the data. He found that most of the teachers were aware of self-directed learning for teachers' professional development. However, it was found that only a few number of teachers practiced different strategies of self-directed learning for their professional development.

There are a large numbers of theses in the field of English language teaching. However, there are only few such studies in the field of teachers' professional development as it is new area of study in the context of Nepal. There is lack of research in the area of mentoring as one of the way for teachers' professional development. So, this study is the first research on the practice of mentoring for professional development of teachers.

### **1.3 Objectives of the Study**

This study had the following objectives.

- i. To identify the practice of mentoring for professional development of teachers.
- ii. To identify the mode of mentoring.
- iii. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Each and every research study is important for the institutions, scholars, professor, students, and the researcher who are interested in the particular area. This study will reveal the practice of mentoring in Kailali district for teachers' professional development. 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. It will throw light on what mentoring is and the awareness of English language teachers about mentoring.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with research methodology that I have adopted to carry out the study on “Practice of mentoring for the professional development of teachers.” The sources of data, population of study, sample size, and other procedures are described below.

#### **2.1 Sources of Data**

Both the primary and secondary sources of data were used to meet the objectives of the study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were responses made by 40 English Language Teachers teaching in different schools of Kailali district through a set of questionnaire.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were books by; Head & Tayler (1997), Malderez & Bodoczky (1999), Kumar (2005), Best and Kahn (2006), Harmer (2008), Burns & Richards (2009), Richards & Farrell (2010), Wallace (2010), Nunan (2010), Cohen, Manion & Morrison (2010), Bitchener (2010) and Dornyei (2010) etc. Similarly, other sources of data were journals, articles, research works, reports, dictionaries and websites to collect sufficient information for the facilitation of the study.

#### **2.2 Population of the Study**

Population of the study for this research was 40 secondary level English language teachers teaching English in different schools of Kailali district.

### **2.3 Sampling Procedure**

I selected 40 schools of Kailali district using non-random judgmental sampling procedure. The population of the research included 40 English language teachers teaching in secondary level for data collection.

### **2.4 Tools for Data Collection**

The research design of the study was of survey type. I used questionnaire to elicit the required information for the study. The questionnaire consisted of both close-ended and open-ended questions.

### **2.5 Process of Data Collection**

I used the following methodological procedure to collect the required data. First, I prepared questionnaire including 8 open-ended and 12 close-ended questions. Then, I collected the list of the secondary schools in the study district from the District Education Office. I selected both private and public schools from the list. I visited the selected schools, contacted with the Head teachers and English teachers in the schools. Then, I told them about the purpose of the research and persuaded them for helping me in my research providing the required information. Then, the questionnaires were distributed to them. They were given 5 days for filling in the questionnaire and I thanked all the teachers who provided me the required information and helped in my research study.

### **2.6 Limitations of the Study**

The study had the following limitations:

- i. The study was conducted on 40 English language teachers selected from different schools of Kailali district.
- ii. It was limited to the practice of mentoring for teachers' professional development.

- iii. It was limited to the data elicited only through questionnaire.
- iv. This study was limited only in a district.



## **CHAPTER THREE**

### **ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA**

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 data was collected from forty English language teachers teaching in different schools of Kailali district with the help of questionnaire consisting of both close as well as open ended questions.

This study was carried out to know whether the teachers have some knowledge on mentoring and whether mentoring is in practice or not for the teachers' professional development. For this I made 12 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 asked 12 close ended questions which contained five options i.e. strongly agree, agree, unsure, disagree and strongly disagree. The questions are analyzed, interpreted and discussed minutely as follows:

#### **3.1 Analysis and Interpretation of the Close-ended Questions**

This sub topic is mainly concerned with the analysis and interpretation of 12 close ended questions by the respondents.

##### **3.1.1 Taking help where and how to use the resources**

For effective teaching the use of resources available in the school play vital role. Novice teachers need help where and how to use the resources. The first item asked was 'Do you take help on where and how to use the resources available in the school?'

The responses made by the respondents were tabulated as follows.

**Table No. 2**  
**Taking help where and how to use the resources**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	12	30
2.	Agree	25	62.5
3.	Unsure	2	5
4.	Disagree	0	0
5.	Strongly Disagree	1	2.5

The 30% respondents (12 out of 40) strongly agreed and more than 60% respondents (i.e. 25 out of 40) agreed with the question ‘do you take help on where and how to use the resources available in the school?’ Few respondents i.e. 5% viewed that they were unsure to take help from the other teachers. And only 2.5% respondents strongly disagreed with the question that they took help where and how to use resources available in the school. It can be concluded that most of the teachers took help on where and how to use resources available in the school.

### **3.1.2 Consulting senior teachers**

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 when you face problems?’

The responses made by the respondents were tabulated as follows.

**Table No. 3**  
**Consulting senior teachers**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	21	52.5
2.	Agree	16	40
3.	Unsure	2	5
4.	Disagree	1	2.5
5.	Strongly Disagree	0	0

More than 50% respondents i.e. 21 out of 40 teachers strongly agreed with the question that ‘Do you consult your senior teachers if you faced problems? Similarly, 40% of the teachers agreed with the question. But only 2.5% respondents did not consult their seniors about the problems. And 5% 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 for their professional development.

### **3.1.3 No consultation with seniors teacher because of shyness**

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 ‘you never consulted the senior teachers about problems because of shyness’.

The responses made by the respondents were tabulated as follows.

**Table No. 4**  
**No consultation with senior teachers because of shyness**

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	4	10
2.	Agree	4	10
3.	Unsure	1	2.5
4.	Disagree	18	45
5.	Strongly Disagree	13	32.5

The above data shows that 10% respondents strongly agreed and 10% i.e. 4 out of 40 agreed with the statement that they did not consult senior teachers about the problems because of shyness. But more than 30% respondents strongly disagreed and 45% respondents disagreed with the statement that they did not consult senior teachers about problems because of shyness. Only 2.5% respondents were found to be unsure. From this it can be concluded that consulting senior teachers help novice one to overcome their pedagogical problems.

#### **3.1.4 Taking Help from colleagues out of the school environment**

Help from colleagues out of the school environment is equally important as it is from the colleagues within the school environment for the novice teachers. Considering the importance of the help from the colleagues out of the school, another item asked to the respondents was ‘Do you take help from your colleagues who were out of school environment?’

The responses made by the respondents are tabulated as below.

**Table No. 5**  
**Helped by Colleagues out of School**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	7	17.5
2.	Agree	15	37.5
3.	Unsure	2	5
4.	Disagree	12	30
5.	Strongly Disagree	4	10

The above mentioned data shows that 17.5% respondents strongly agreed and 37.5% respondents agreed with the statement that they were helped by their colleagues who were out of the school. But 30% respondents disagreed and 10% respondents strongly disagreed with the statement that they took help from colleague out of school. And only 5% respondents viewed that they were unsure. To conclude, help from colleagues who were outside the school environment also play crucial role for the professional development of teachers.

### **3.1.5 Role of experienced teachers to solve the problem**

Experienced teachers play important role in assisting to solve the problems of novice teachers. To find out their opinion on the role of experienced teachers in helping to solve the problems of novice teachers the item asked was ‘there is a role of experienced teachers to solve the problem of novice teachers’.

The responses made by the respondents were tabulated as follows.

**Table No. 6**  
**Role of experienced teachers to solve the problem**

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	15	37.5
2.	Agree	20	50
3.	Unsure	4	10
4.	Disagree	1	2.5
5.	Strongly Disagree	0	0

The above data shows that 50% respondents (i.e. 20 out of 40) agreed and more than 35% i.e. 15 out of 40 strongly agreed with the statement that there is great role of experienced teachers in solving the problem of novice teachers. Similarly, 10% responses i.e. 4 out of 40 viewed that they are unsure and only few respondents i.e. 2.5% respondents disagreed with the statement that there is great role of experienced teachers in solving the problem of novice teachers. Experienced teachers play very important role to solve the problems novice teachers' face. Most of the respondents were found that they were aware on the role of experienced teachers for the novices.

### **3.1.6 Negotiation between mentor and mentee**

Mentoring is not a one way activity it involves collaborative work between mentor and mentee. Both mentor and mentee need to negotiate between each other. 'Mentoring involves a number of different professional activities that are negotiated between a mentor and a mentee' was another statement that the respondents had to respond.

And the responses are tabulated in the following table.

**Table No. 7**

**Negotiation between mentor and mentee**

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	16	40
2.	Agree	19	47.5
3.	Unsure	5	12.5
4.	Disagree	0	0
5.	Strongly Disagree	0	0

The data presented in the above table shows 40% of respondents i.e. 16 Out of 40 strongly agreed and 47% i.e. 19 out of 40 respondents agreed with the statement ‘mentoring involves number of different professional activities that are negotiated between mentor and mentee’. None of the respondents disagreed with the statement. And only 12% i.e. 5 respondents viewed that they were unsure on the statement. To conclude, there can be different professional activities negotiated between mentor and mentee such as sharing the experiences, discussion on the matter or the problem novices faced etc. that help them to achieve expertise.

**3.1.7 Benefits can be derived from an 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 ‘Do you think that effective mentoring is beneficial for the novice teachers?’

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

**Table No. 8**

**Different benefits can be derived from an effective mentoring**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	12	30
2.	Agree	26	65
3.	Unsure	2	5
4.	Disagree	0	0
5.	Strongly Disagree	0	0

The data presented in the above table shows that 65% of respondents agreed and 30% of the respondents strongly agreed with the item ‘effective mentoring is beneficial for the novice teachers’. None of the respondents disagreed and strongly disagreed with the statement. And only 5% respondents i.e. 2 out of 40 viewed that they were unsure on the statement. After interpretation of the data I came to know that effective mentoring is beneficial for novice teachers as they learn new ways or techniques and skills to use resources and to solve the problems.

**3.1.8 Effective mentoring helps teachers grow personally and professionally**

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.

**Table No. 9**

**Effective mentoring helps teachers grow personally and professionally**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	20	50
2.	Agree	18	45
3.	Unsure	1	2.5
4.	Disagree	0	0
5.	Strongly Disagree	1	2.5

The data presented in the above table shows 50% of the respondents strongly agreed and 45% of the respondents agreed with the statement that ‘effective mentoring helps teachers grow personally and professionally’. Similarly, 2.5% respondents strongly disagreed with the statement. However, only 2.5% respondents were unsure on the statement. Of course, ‘effective mentoring help teachers grow personally and professionally’.

**3.1.9 Personal or professional advantages to experienced teachers from mentoring**

‘There are personal or 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 with no of teachers and their opinions that they responded are presented as below.

**Table No. 10**

**Personal or professional advantages to experienced teachers**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	3	7.5
2.	Agree	26	65
3.	Unsure	10	25
4.	Disagree	1	2.5
5.	Strongly Disagree	0	0

The above data shows that 65% respondents (i.e. 26 out of 40) agreed and 7.5% strongly 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, 25% respondents (i.e. 10 out of 40) viewed that they are unsure on this and only 2.5% 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.

**3.1.10 Encouraging novice teachers to consult in their problems**

Another statement the respondents have 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. 11**

**Encouraging novice teachers to consult in their problems**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	7	17.5
2.	Agree	29	72.5
3.	Unsure	1	2.5
4.	Disagree	3	7.5
5.	Strongly Disagree	0	0

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, 7.5% respondents disagreed with the statement. And 2.5% respondents were found to be unsure on the statement. Here, it is experienced teachers’ responsibility to encourage novice teachers to consult in their problems and difficulties.

**3.1.11 Experienced teachers can both help to teach and to act**

Novice teachers need to know how to teach and how to act as a teacher. For this experienced teachers’ role is crucial. Experienced teacher can help how to teach and how to act as a teacher. In this regard, the item that was asked was ‘novice teachers need help from experienced teachers.’ Their responses with no of teachers and the responses they responded have been tabulated as below.

**Table No. 12**

**Experienced teacher can both help to teach and act**

<b>S.N.</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
1.	Strongly Agree	8	20
2.	Agree	23	57.5
3.	Unsure	6	15
4.	Disagree	3	7.5
5.	Strongly Disagree	0	0

The data presented in the above table shows that more than 55% of the respondents agreed and 20% respondents strongly agreed with the statement that ‘the experienced teacher can help how to teach and how to act as a teacher’. In contrary to this, 7.5% respondents disagreed with the statement. And 15% respondents were found to be unsure on the statement. While engaged in mentoring not only the novice teacher but also experienced teacher equally gets personal and professional advantages. So, experienced teachers’ help for the novices plays quite crucial role in teachers’ professional development.

**3.1.12 Learning from the experienced teachers**

Anyone who wants to be professional needs to learn from their seniors or experienced professionals. To know the novice teachers’ attitudes, another item asked was ‘Do you learn any important things from the experienced teachers?’The responses after this item are tabulated as follows.

**Table No. 13**  
**Learning from the experienced teachers**

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	7	17.5
2.	Agree	28	70
3.	Unsure	3	7.5
4.	Disagree	2	5
5.	Strongly Disagree	0	0

Interpretation of the data presented in the above table shows that more than 70% of the respondents i.e. 28 out of 40 agreed and 17.5% strongly agreed with the item ‘Do you learn any important thing from the experienced teachers?’ Similarly, 7.5% respondents were unsure with the item. And 5% of the respondents disagreed with the statement. But nobody strongly disagreed with the item.

### **3.2 Analysis and Interpretation of Open-ended Questions**

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 practices of mentoring for teachers’ professional development. The open ended questions are analyzed and interpreted as follows:

The first question was ‘What are the difficulties you faced in adjusting to the situation while you started teaching?’ In response to this question almost all respondents responded that they have found difficulties. Most of the respondents found difficulties in Classroom Management. Some respondents

viewed they felt difficulty in proper use of materials. Dealing with heterogeneous class some respondents felt difficulties.

The second question asked was what the respondents mean by mentoring. In response to this question almost all respondents defined mentoring as a process of advising and helping to the new teachers. Some teachers (T<sub>5</sub>, T<sub>9</sub>, and T<sub>38</sub>) defined mentoring as assistance that novice teachers get from the senior ones to adjust in the situation.

The third question was 'is mentoring in practice for teachers' professional development?' The responses to this question are not the same. Most of the teachers viewed mentoring is in practiced informally. Teachers themselves help their juniors spontaneously. Some teachers (T<sub>14</sub>, T<sub>27</sub>, T<sub>33</sub>, T<sub>37</sub>) viewed mentoring is not in practice at all. Others (T<sub>3</sub>, T<sub>10</sub>, T<sub>25</sub>) 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 'What is the role of mentoring in the professional development of language teacher?' In response to this question the respondents gave different views. Most of the respondents viewed that helping novice ones to adjust in new situation and improve their teaching techniques as the role of mentoring. Along with this some of the respondents (T<sub>4</sub>, T<sub>8</sub>, T<sub>18</sub>, T<sub>35</sub>) viewed mentoring is to help novice teachers to grow professionally and build confidence in them. Few respondents (T<sub>7</sub>, T<sub>21</sub>, T<sub>39</sub>) viewed that the role of mentoring is to transfer the skill and knowledge to new ones and helps novice ones grow as professionals and experienced ones as leaders and learners as well.

The fifth question asked to the respondents was 'What relation do you think there should be between mentor and mentee?' In response to this question almost all the respondents viewed that there should be friendly and mutual relationship. Along with this some respondents viewed that there should be

collaborative, personal as well as professional relation and it should not be restricted in a boundary.

The sixth item asked to the respondents was ‘have you ever involved in mentoring program? If yes mention the changes it brought to you?’ in response to this question 15 respondents out of 40 viewed that they were involved in mentoring program. Some of the respondents viewed that the involvement in mentoring program brought confidence in them. They learnt the ways of dealing with the heterogeneous class. Some other respondents viewed that involvement in mentoring program refreshed their knowledge and skills.

The seventh 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 50% viewed hesitation on the side of mentee and mentors lack sufficient knowledge as the challenge that remained in mentoring practice in our context. Lack of mechanism and training facilities for mentoring is another challenge viewed by some of the respondents.

The last 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 (viz. T<sub>3</sub>, T<sub>4</sub>, T<sub>8</sub>, T<sub>19</sub>, T<sub>20</sub>, T<sub>31</sub> and T<sub>36</sub>) viewed that there must be ‘regular supervision and mentors should be provided with proper training’. Along with this, some respondents (T<sub>6</sub>, T<sub>13</sub>, T<sub>22</sub>, T<sub>34</sub> and T<sub>40</sub>) viewed that establishment of a mechanism for practice of mentoring. Some of the respondents (T<sub>5</sub>, T<sub>16</sub> and T<sub>28</sub>) viewed differently that there must be the system of reward and punishment and they put forward their view as mentoring should be accepted as an educational culture. Mentoring should be brought into practice. Of course, mentoring practice is and should be collaborative. Mutual understanding between the mentor and the mentee is must to make effective mentoring and to develop teachers personally as well as professionally.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

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

1. Most of the teachers viewed that mentoring is not practiced formally for the teachers' professional development in our context but it is used informally on the efforts of the teachers only. Most of the teachers agreed that the need of mentoring is high in Nepal.
2. Most of the respondents agreed that mentoring plays important role for teachers' development. They viewed it brings change in their teaching techniques, attitudes and way of classroom management. Respondents viewed the relationship between mentor and mentee must be mutual, friendly and collaborative.
3. The respondents who took part in mentoring program were found to be refreshed, motivated and encouraged towards their profession. And novice teachers learnt skills and techniques from the program.
4. It is also found that more than 90% novice teachers took help where and how to use the resources available in the school.
5. It is found that more than 90% teachers consulted their senior teachers if they got any problem. I also found that 20% teachers did not consult their senior teachers because of being ashamed.
6. More than 85% teachers think there is great role of experienced teachers to solve the problem of novice teachers. It is also found that 95% teachers agreed that different benefits can be derived from effective mentoring relationship.
7. It is found that 95% teachers think effective mentoring helps to grow personally and professionally. Almost all teachers agreed that



experienced teachers get advantages while dealing with problems of novice teachers.

8. It is found that most of the teachers viewed there must be mutual, friendly and collaborative relationship between mentor and mentee. All types of relation that help for the personal as well as professional development of teachers must be there between mentor and mentee.

#### **4.2 Recommendations**

The following recommendations have been made on the basis of the above mentioned findings of the study.

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 respondents viewed that they get refreshed and learnt new skills from mentoring program; this type of programs should be given more emphasis so that teachers could be benefitted.
3. Most of the teachers viewed that they faced various challenges when they started teaching profession and took help where and how to use resources available in the school. 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.
4. 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.
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. This could be beneficial for both experienced as well as novice teachers.
7. Most teachers viewed the need of mentoring is high in Nepal and mentoring is not practice formally. Therefore, mentoring should be brought into practice. Mentoring should be taken as the culture of teaching learning activities.
8. 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.

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## Appendix

### Questionnaire

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled “Practice of mentoring for Teachers’ Professional Development” as a partial fulfillment of Masters Degree in English Education under the guidance of Mrs. Sarswati Dawadi, Lecturer, Department of English Education, T.U. Kirtipur. You are kindly requested to give your responses through the following questionnaire. Your correct information will be of great help for completing my research. I sincerely assure that your responses will remain confidential and used only for research purpose.

Researcher  
Pusp Raj Bhattra

Name:

Name of the School:

Qualification:

Level:

Tick any one of the option you like most.

1. Did you take help on where and how to use the resources available in the school?

a. Strongly agree                      c. Unsure                      e. Strongly  
Disagree

b. Agree                      d. Disagree

2. Did you consult your senior teachers if you were in problem?

a. Strongly agree                      c. Unsure                      e. Strongly  
Disagree

b. Agree                      d. Disagree

3. If there were any problems, you never consulted the senior teachers because of shyness. Do you agree?
  - a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
  - b. Agree                                      d. Disagree
4. Did you get help from colleagues who were out of your school?
  - a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
  - b. Agree                                      d. Disagree
5. There is great role of experienced teachers in solving the problems of novice teachers. Do you agree?
  - a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
  - b. Agree                                      d. Disagree
6. Mentoring involves a number of different professional activities that are negotiated between a mentor and mentee. Do you agree?
  - a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
  - b. Agree                                      d. Disagree
7. Different benefits can be derived from an effective mentoring relationship. Is this true?
  - a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
  - b. Agree                                      d. Disagree
8. Effective mentoring helps teachers grow professionally and personally. Do you agree?
  - a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
  - b. Agree                                      d. Disagree
9. There are personal or 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

10. 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

11. Novice teachers need help from experienced teachers.

- a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
- b. Agree                                      d. Disagree

12. Do you learn any important things from the experienced teachers?

- a. Strongly agree                      c. Unsure                                      e. Strongly Disagree
- b. Agree                                      d. Disagree

Answer the following questions:

1. What are the difficulties you faced in adjusting to the situation while you started teaching?

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 .....  
 .....  
 .....

2. What do you mean by mentoring?

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 .....  
 .....  
 .....

3. Is mentoring in practice for teachers' professional development in our context? How has it been practiced?

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.....  
.....

4. What do you think the role of mentoring in the professional development of language teacher?

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.....  
.....  
.....

5. What relation do you think there should be between mentor and mentee?

.....  
.....  
.....

6. Have you ever involved in any mentoring program? If yes please mention about the changes that program brought to you?

.....  
.....  
.....

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

.....  
.....  
.....

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

.....  
.....  
.....



*Thank You for Your Kind Co-operation!!!*