MENTORING NOVICE ENGLISH TEACHERS IN THE NEPALESE PRIVATE

SCHOOLS

Sharmila Sitaula

A Dissertation

Submitted to

School of Education

In Partial Fulfillment of the Requirements for the Degree of Master of Education in

English Language Teaching

Kathmandu University

Dhulikhel, Nepal

January, 2014

ABSTRACT

Sharmila Sitaula for the degree of *Master of Education in English Language Teaching* presented on January 3, 2014. Title: *Mentoring Novice English Teachers in the Nepalese Private Schools.*

Abstract Approved: _____

Assoc. Prof. Laxman Gnawali, Dissertation Guide

Developing teachers' professionalism through mentoring system in order to enhance quality education has been a growing concern for continuous development of new teachers. I was tangled whether or not the English language teachers of Nepal are aware of this approach. Therefore, this research explored how mentoring practices help new teachers develop their professionalism; who should be responsible on the one hand and located problems and their resolutions on the other hand. Most importantly, the research focused on how mentoring procedures develop novice teachers' capacities and sharpen their efficiency.

This study was conducted in four private schools of Dhading District with 12 teachers. Among them, four were novices, four experienced and four head teachers. I collected the data using written narratives and open ended interviews. For this, I employed qualitative method and interpretive research paradigm to derive meanings from participants' responses.

The findings of the study revealed that novice teachers continuously encounter lots of problems that set resolved from their seniors, head teachers and responsible person through different approaches of mentoring practices. Many of them practices mentoring

without knowing about it and despite being aware of its benefits in their teaching career. The data also showed that it is not only helpful for their students' learning achievement but also their professionalism.

In the study, I found that novice English teachers need formal and effective mentoring system for better performance, better work efficiency and better quality classroom. Effective mentoring and practices from grass root to higher level always result at better work efficiency and professionalism.

I have drawn pedagogical implications on the basis of the research findings. Finally, I have highlighted other aspects of mentoring system for similar further study.

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Sharmila Sitaula

Degree Candidate

DEDICATION

To my Mom

DECLARATION

      I hereby declare that this dissertation is my own work and has not been submitted for any other degree.

…………………………..   January 3, 2014

Sharmila Sitaula

Degree Candidate

Master of Education in English Language Teaching Dissertation of *Sharmila Sitaula*

entitled *Mentoring Novice English Teachers in the Nepalese Private Schools* and

presented on January 3, 2014.

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I understand that my dissertation will become part of the permanent collection of

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to any reader upon request.

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Sharmila Sitaula,

Degree Candidate

ACKNOWLEDGEMENTS

dignity and integrity. My parents and husband, who gave me their grace to complete the research study.

Sharmila Sitaula,

Degree Candidate

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ABBRIVATIONS

NELTA   :   Nepali English Language Teachers' Association

ELT   :   English Language Teaching

NCED   :   National Centre for Educational Development

SSRP   :   School Sector Reform Program

UNESCO   :   United Nations Educational, Scientific and Cultural Organization

CERID   :   Research Centre for Educational Innovation and Development

GAs   :   Graduate Assistants

FAQ   :   Frequently Asked Questions

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CHAPTER I

INTRODUCTION

I begin this chapter with my personal reflection and contextual curiosity dealing with background of the study. It justifies why this study was needed to be carried out. I discuss the issue statement, purpose of the study, research questions, significance and delimitations of the study.

Setting the Scene

Being a good teacher and a good mentor is my passion, but five years back I was a novice teacher; unknown to teaching methods and techniques, school environment and the problems which could be encountered in a school and classroom. I taught for five years in a private school. Still, I remember the first day of my school as a teacher, responsible for the future of hundreds of students and how miserable it was. On the very first day of teaching experience, the principal sent me to teach play group students to fill absence of the assigned teacher for that class. I was excited thinking that I was going to teach. It was a big dream to be in a beautiful class with lovely and obedient children but things went wrong. I was shocked; all the students were crying, fighting, their books and bags were scattered down and classroom was dirty. I picked up all of their books and bags from the floor and tried to draw their attention. I drew a big picture of a Teddy bear on the board. Then, they were silent, engaged and happy. I narrated the story too. Till then, the students were quiet and they seemed to be very excited and curious to hear the

next part of the story. They were mesmerized to see the picture of teddy bear on the board too.

But that did not last long. They started crying and fighting again. No children were listening to me. I went blank. I did not have other option to make them busy and happy. I felt that I do not understand them. I was just observing their activities without any response. I could not think of ideas at all to control them. It made me more difficult because they were not following what I said. That was the worst experience for me and a very lengthy day I had ever had. Because of children's' naughty behavior, I was fed up and could not control myself. I became very angry and started crying myself. Finally, I thought at 2:30, the school assistant came to make them ready to go home that was a great relief for me. When I came back home I shared the experience with my family. They said, "Do not worry! You will be habituated".

Again, on the second day, I went to school but with much fright and anxiety. At first, I hesitated to enter the school premises and then into the office room and staff room. Additionally, I was reluctant to talk to staff members. And, the prime concern in my head was if the Principal would send me to the same class. In this way, bearing lots of problems I spent one month which, for me, was like living in the hell. Guardians were coming with complaints and senior staffs were telling off about my teaching at my back. The Principal and Vice-principal used to call me in the office and frequently used to ask for the clarification of my mistakes. I was very frustrated and depressed. It was true that I was fresh and studying in higher secondary level. I had never got chance to participate in any form of teacher training. I was weak in teaching methods, techniques and tricks to teach children which caused lots of mistakes.

Slowly and gradually, I started to feel normal in the school environment, with students and other staff members, although the problems were not less for me. Every day, the new problems would arise. I was unknown regarding 'setting question papers, checking answer sheets, making result, making lesson plan and annual plan, and even proper way to assign homework to the children. The main problem I felt was to understand child psychology. It was really challenging job for me.

No one was there to help and understand me. Senior teachers and Principal were busy judging, evaluating and pin pointing my negative teaching acts. But my miserable condition was not only my fault; everyone concerned was responsible for this, as through their inconsideration to me, my beginning career and work. They could have provided me with guidance, assistance and feedback. Sometimes, the school head would peep from windows and doors to see how I was teaching but I was never given proper insights and teaching strategies. Very few times, I got feedback but those were negative ones. Either they would scold me or warn me. During those years, I did not participate in even a single training because there was no provision of in-service training.

Later on while doing masters, as a student of education faculty majoring in teaching English course along with child psychology, testing and evaluation, curriculum, teaching methods and so on. I got exposure and encouragement to apply techniques and strategies of teaching in classroom. I received an opportunity to learn them and use them for better teaching and quality classroom that really helped me enhance my efficiency and encouraged for teaching.

It is true that everybody gets problems in new places and new areas but good support, encouragement, feedback and help are necessary to overcome them. The same

applies to all novice teachers. As Portner (1998) says, "Mentoring is a powerful and effective way to provide support and assistance to neophyte teachers during their first year in the job"(p. xi). I believe it is a powerful vehicle for the development of new teachers which can reform education system in our country. Therefore, if every school appoints one mentor for the development of novice teachers' professionalism, it would help to produce well educated students and expertise in teachers.

Contextual Curiosity

For the first time, I heard the term "Mentoring" at the 17th international conference of NELTA from the key speaker Angi Malderez, a British professor; and, got inspired to work in this field. The term itself was new for me and I was listening to her very attentively. Post to the conference, I participated in two days training led by her on the same topic. Somehow, she made me familiar to what mentoring means. We had lots of fun in the training session. We did lots of mentoring activities. It attracted me towards the topic. When I understood the term, I reflected back to my past and asked questions myself: Did I get support from my seniors? Did they guide me? How did they support? I found negative answers to all questions and I started to recall my first year of teaching. I could not remember any good thing, which brought a kind of revolution in my heart. Along with, it also brought a kind of curiosity inside me to investigate if new teachers suffer from the same kind of situation what I had suffered from; if we have mentoring system in schools of Nepal; and what roles seniors and management committee do play to develop professionalism of new teachers. Therefore, I plan to choose the topic 'mentoring' for my research.

Then, in the fourth semester of my M.Ed. ELT course, we had extensive study on mentoring. In addition, I visited many schools and got chance to talk with teachers; seniors and juniors. Their opinions would strike my mind over the situation of Nepali novice teachers. Thus, I wanted to dig deep down in this area and master over it.

Teacher Professional Development in Nepal

Professional development refers to the development of a person in his/her profession. It is an "ongoing process". It is about how to teach and how to support learners' learning process; about improvement of teachers' knowledge, skills and ideas. Therefore, it provides learning opportunities to the teacher for the best performance. So, there is a saying, "learning is at the heart of teacher development" (Bell & Gilbert, 1996). It is the process of becoming. Teacher development is the process of becoming 'the best kind of teacher' (Underhill, 1986, p. 1 as cited in Head & Taylor, 1997).

In addition, Teacher development is the professional growth that a teacher achieves, as a result of gaining experiences and examining many things, their ways of teaching become systematic and effective (Glatthorn, 1995, p. 41 as cited in Reimers, 2003). Similarly, Ganser (2000) says that it includes formal experiences such as attending workshops and professional meetings, mentoring, and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline (ibid).

According to Bhandari (2006), Teacher training and teacher education are basics for teachers' professional development initiatives in Nepal. However, demand driven teacher training is also recent encouraging programs for teacher development. He further says that Ministry of Education; sports system and university system decided teacher

training and teacher education in 1994 though inadequate attention to teacher has caused serious effects on the preparation of competent, sound and effective teachers.

NCED (2010) says that the government has policy of ten months mandatory teacher training and teaching license procedures with required professional qualification. It further says that those candidates are eligible for any employment status (temporary or permanent) in the teaching post, minimum qualification of teachers for basic starts from SLC or intermediate graduate, the teacher should have proficiency in the mother tongue of the majority of students in the classroom. It should be ensured that teacher uses proper material in the classroom, quality of working teachers (temporary or permanent) are ensured by assessing their performance and providing them opportunity of professional development. However, Bhandari (2006) opines that the social pressure that resulted due to various reasons has allowed untrained teachers to enter into teaching profession and teacher development activities that are initiated by others except the government are either not documented or minimally documented.

The MOE has developed National framework and guidelines for capacity building and development plan for the teacher, which represents a step in the right direction. It has been addressed to an extent through teacher development program. Trainings and orientations have been conducted for the different non-teaching staffs and for teachers. However, according to SSRP (2012) the framework and guidelines do not adequately satisfy the plans. Lack of capacity to deliver trainings and orientation programs, insufficient investment, targeted content was weak, schools and districts got infrequent trainings and inadequate mentoring. Therefore, there is necessary to review the progress made in teacher development and go forward for further improvement, assess progress

and challenges that remain with regard to improvements in teacher's instructional effectiveness in teaching, identify strategies and key priorities for improving the educational performance of schools and suggest improvements in key areas reviewed (ibid). Delaney (2012) believes that one of the key mechanisms in teacher education and professional development is mentoring. This mechanism has been pretty much well established in past few decades and proved to be a good way to introduce positive change into educational programs.

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Need of Mentoring in Nepalese Context

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Mentoring means helping and supporting people to manage their learning in order to maximize individual potentials, skills, ideas, performances and personal development. It provides unique environment which individual can expand knowledge and feel comfortable. "Mentoring is itself a form of professional capability to which mentors help teachers to bring all sorts of existing ideas, assumptions and capabilities" (Tomlinson, 1995, p. 21). Accordingly, Malderez (2009) opines that it is a process as being supportive for the transformation or development of the mentee and of their acceptance into a professional community.

In Nepal, execution of the mentoring program for the professional development of the novice English teachers are still not in use because "there is no formal mentoring plans and educational institute which has separate course or program to mentor new language teachers" (Pandey, 2009, p. 88). Currently, Nepal has been practicing both "supervisory and inspectoral role" (ibid). It is done by supervisor in order to well guide the novice teachers but an important concern in education today is teachers' continuing professional development which can be possible through mentoring. Here, Greene (1992)

has said that the notion that supervision leads teachers traditionally made sense of development. Therefore, thinking in the fact and current situation of Nepal, mentoring program for new English teachers is crucial.

Every year huge numbers of students earn degree in Education from different Universities of Nepal and work as main human resources for the job of teaching. It should be no surprising that the initial years of teaching is often tough. Transferring from student teachers to real teachers is indeed a very difficult transition as they are "struck to bridge the gap between theory and Practice" (UNESCO Principal Regional Office for Asia and the Pacific Bangkok, 1990). It is often characterized as a "sink or swim" experience (Bartell, 2004 as cited in Mahrooqi & Hashmi, 2012). It is a year that should be given intensive care by schools, principals and even teachers themselves but in our country according to Thapa (2013) "teachers are supervised constantly and are hired and fired quickly in private schools". He further says that teachers are prevented from protesting against the injustices they may have to suffer in terms of limited facilities (such teachers are the lowest paid) because they are not given any appointment letters. The proprietors are all powerful and can do whatever they like and teachers are quite vulnerable and they seldom complain fearing the possible loss of the job. There is no strategy to support those teachers.

The novice teachers naturally face challenges in their initial years. We cannot expect the desired level of excellence in teaching learning. However, teachers of this age are expected to meet the needs of all their students and to treat them equally (Stansbury & Zimmerman, 2000 as cited in Mahrooqi & Hashmi, 2012). Schools expect them to be well prepared, master on their subject matter, aware of individual student differences and

skilled at dealing with parents, colleagues and principals. Lack of preparation, heavy teaching loads, extracurricular duties, and little collegial support, high parents' expectation, poor administrative support, unfamiliarity with school environment and routines and mismatch between their expectations of teaching and realities of the classroom lead the novice teachers towards frustration in the job.

Many changes have been taken place in the field of teaching and learning; however, Pandey (2009) asserts that our schools and colleges still practice a hire by fire method to induct novice teachers. Hence, they need clear, supportive and motivating types of facilitation by skilled mentors to become professional teacher. It is important to provide mentoring for novice teachers for easy transition from student to teacher. However, such programs in Nepal focusing on developing the skills and confidence of novice teachers still lack and on the other hand, transferring 'the theories learned in pre-service training to in-service' (ibid) is significantly difficult to implement into practice .

Issue Statement

Mentors are guides. They lead us along the journey of our lives. We trust them because they have always been there. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way…

Laurent A. Daloz

Tait (2008) says that novice teachers often struggle in their initial years. Some succumb to illness, depression, burnout and some even decide to abandon teaching as a career option. Keeping in mind, NCED has taken the responsibility to train the teachers and sustain them in teaching. They develop training packages for training of in-service

teachers and it is mandatory that teachers get training and have license (UNESCO, 2008).

It shows that NCED is trying their best in the field of teachers' development. Despite the

fact of teacher training efforts, the transfer of teaching skills into the classroom situation

is limited as revealed by the study on "Effective Classroom Teaching Learning" (CERID,

2004). The study found that students' learning is based on rote memorization. In the

teacher training curriculum, child centered education has not been elaborated in terms of

classroom practices. There are inconsistencies in 'what has been covered in the training',

what is required in a child-centered/individualized instruction in some of the cases and

what is being practiced.

Mentoring is one of the crucial components in teacher development. As I

mentioned earlier, my experience as a novice teacher and an experienced teacher and

Angi Malderez's insight over it illustrated the differences in new teacher getting

mentoring and new teacher not getting mentoring. Lately, as a student of master degree at

Kathmandu University, I enjoyed reading Mentoring course and being mentored by my

mentors. Facilitation, advice, suggestion, motivation, collaboration, accession and

guidance were the mentorship we got from our mentors. As Shaw (1995) says that

mentors should generally be experienced practitioners who are considered able to offer

appropriate advice and support to participants in scheme.

My experience as a novice teacher in teaching was horrible because I had not

been mentored at all, lack of which really triggered me as it entails both pain and

pleasure. Curiosity and satisfaction motivated to explore into this area. In addition, I

became passionate about exploring this issue. Further, after attending Angi Malderez's

training in 2012 on "Mentoring", learning more on it in Kathmandu University on

"Teacher development", I went searching more on mentoring in the context of Nepal for novice teachers and found very few authentic study done till the date . It made me very difficult to find out what was the current situation of mentoring practices in our educational institution, how the novice English teachers face the problems in teaching and how they are mentored.

According to Pandey (2009) mentoring can be one of the good ways of teachers' professional development but lacking in it makes difficult to provide quality education and develop quality in students. Teachers can only contribute if they get chance to develop themselves professionally. Lack of it could be a great problem for changes and improvement in our ELT situation. Therefore, mentoring can be prominent for language teachers' professional development.

While I was working on my proposal, informally I talked to teachers on current situation of mentoring in their schools. In this regard, one English teacher, who is my friend, said:

> *I do not think my school has formal mentoring program. Supervision is there but it is not mentoring. To practice mentoring program, actually; the attitudes, ideas and thoughts of the administrators and school managers should be open. They should be able to accept the changing sense of education. They should not stick to the traditional methods of delivering teaching learning activities. If they are ready to accept the change, they will really have the will power and self-motivation to adopt all these things in school. Because they are only source who can implement these things, who can manage the resources, and who can make people accept the*

change. So, primary thing is they should be able to change their attitude and thinking and they should be well trained.

Therefore, this research discusses and deals with the mentoring system of the novice English language teachers for professional development.

Purpose of the Study

The purpose of this study was to explore novice teachers' problems. Specifically, I tried to explore how the novice English teachers face the complications and how the schools support them. Hence, the study explored into novice teachers complications and provided its resolution too.

Research Questions

In order to tackle with and address the purpose of this study I prepared the following research questions:

Overarching Question

a) How are the novice English teachers mentored as they enter the teaching profession?

Subsidiary Questions

a) What problems do the novice teachers face as they enter the teaching profession?

b) What mentoring approaches are practiced by the schools for the novice teachers?

c) How do the mentoring practices help them face the challenges?

In my research, the following questions emerged and further guided my study:

a) How do English language teachers view mentoring practices of their schools?

b) Who and in what ways should be responsible while implementing the mentoring program?

Significance of My Research

Any research should be significant enough and involve an important principle or practice; it should address some pertinent issues. If it is not worthwhile, it neither adds to knowledge nor leads to any improvement in the current practices, it would go in vain. Research in this field which I did will be very significant for Nepal because the standard of education of the country depends on teachers' teaching proficiency, which determines the students' capacity of the English language and determines the future of our country. For meaningful education, it is very important to develop teachers' professionalism to improve the learners' capacity in learning or to expand learners' horizon of knowledge.

It is admitted that the education of the country suffers a slow down because of teachers' poor level of teaching strategies, involvement in less training, lack of exposure and less chance of being updated. To improve the situation in the country, some measures must be taken to identify the problems, address them, and improve the situation. As one step of teachers' development, it is important to examine the present state of mentoring for novice teachers to identify the problems and address those problems for overall improvement. Therefore, this study is an attempt to go one step ahead and to identify the problems and seek for the solution. I hope this study will have significant role for the concern people of this country.

I personally feel that my research has profound significance to those students who are going to write a Master's or PhD. thesis, further researcher in research methodology as well as in this domain, to philosophers and thinkers, to analysts to intellectuals, to school administrator where I conducted research, and for my university to take as reference if especially it is going to be a successful research.

Definitely, this research helps me for enhancing my professional development as it provides insight of this topic. Findings of my research become beneficial for me as I used it as a reference for reflecting and rethinking on my own practice. It can also work as an important reference for all novice teachers.

Thus, I agree with Kothari (2004) who believes, "research is the fountain of knowledge for the sake of knowledge" (p. 7) and significant source of providing guidelines for solving different problems. It is a sort of proper guidance which enables one to understand the new developments in one's field in a better way. Keeping the above norm in perspective, this research will have significant contribution in respective areas like pedagogical area, research area, policy and personal area or professional area.

Delimitations of the Study

When I explored the detail through this topic, I found many issues over there in the context of Nepal, I always wish that I could have taken all the issues of mentoring into my consideration but I console myself that I am a single person and my job is to undertake only as much as I can. Certainly, this circumstance delimited my study.

The study was to carry out the interpretative research of different individuals who shares the same profession and same problems in their lived experienced in four School with 12 participants. This showed that the target group of the study is limited and bounded. This might cause lack of authentic and enough sources because what might their problems, might not in other teacher and vice versa.

Chapter Summary

This chapter covered my personal experiences and contextual curiosity regarding mentoring along with its necessity in Nepalese context. In the same way, I dealt with the issue statement and purpose of the study which helped me to frame research questions. Significance of research was one of the unavoidable parts of my research which was discussed briefly from the thematic, theoretical, pedagogical and personal perspectives. At last, I concluded the chapter with the delimitations of study.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the review of professional development of the novice English teachers through mentoring. The main objective of literature review is to develop the concept in order to conduct the present research appropriately. It helps me to develop the theoretical framework of my study. In this chapter, I discuss thematic review of related literature being based on professional development through mentoring for the novice English teachers. Moreover, I also review the related theory to provide strong backup to my research and how these theories are being effective to my research. In addition, I go through some previous researches in this domain to add knowledge for my dissertation and locate the gaps between previously done research and my research.

Thematic Review

The purpose of this chapter was to review the literature related to teachers' mentoring. I reviewed some theories and some empirical research works. Defining mentoring is rather a complex task because various terms have been used interchangeably, especially in the field of teachers' professional development, such as: Observation, facilitation, motivation, guiding, training, role modeling, acculturating, sponsoring, supporting, educating, etc. Albeit different terminologies have been used and different authors have viewed it differently, the central ideas remain same. Different views of different authors in defining mentoring, process of mentoring, contexts for mentoring, characteristics of effective mentoring, approaches to mentoring, impact of

mentoring, variables that affect the quality of mentoring and mentoring for beginning teachers are discussed below:

Defining Mentoring

Mentoring is a process in which one is more experienced than other accompanied with good experience and achievement that continuously helps to develop novices. Experienced teachers can share their experience, ideas and viewpoints which help beginners to get into teaching with required skills. For example: new teachers may not have ideas about how to teach, how to face the parents, start and end the class, deal with differently able children, deal with restless children, etc. If experienced teachers share how and what they do, definitely comforts the new teachers. It develops their confidence and emphasizes professional development.

It has become an important approach of professional development in education. It is a complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psycho-social development, career and educational development and socialization (Carmin, 1989, as cited in McIntyre & Hagger, 1996). Similarly, Kahle-Piasecki (2011) says that mentoring is a personal enhancement strategy through which one person facilitates the development of another by sharing resources, expertise, values, skills, perspectives, attitudes and proficiencies.

Mentoring allows new teachers to build their skills, knowledge and expertise for career development. Likewise, it provides the opportunity to the experienced teachers for their further enhancement by continuously reassessing. This relationship involves two

people; a mentee who wishes to develop in specific learning areas and a mentor who fulfills the role of expert for those particular learning areas.

Malderez (2009) says that for novice teachers today, those first exciting days in the classroom can be a journey tensed with unknown roadblocks and stop signs. It is also a journey where wonderful rewards await the professional around the next curve. New teachers deserve a guide, an advisor, a friend to keep them moving in the right direction. In many ways, we all need mentors at various times in our careers. We need mentors who are experienced and trained. The process of guiding, advising the novice teacher is known as mentoring. It is a process being supportive of the transformation or development of the mentee and for their acceptance into a professional community. It is "vechile of career development and grounded in contextual developemt theory" (Healy & Welchert, 1990). Egan's research in beginning teacher mentoring (1985) allowed him to derive a definition of mentoring:

> The mentoring of teachers is an empowering process charaterized by availability and approachability on the part of an experienced teacher receives technical assistance, career advice, and psychological support from an experienced person. The assistance and support is transmitted through observations, ongoing discussions, questionings, and planning together in an adult learning mode. During this process, the experienced educator acts as a role model, teacher, and counselor to the beginner. The influence of the experienced person is pervasive and enduring, while still honoring the autonomy of the neophyte teacher. (p. 197, as cited in Flangan, 2006, p. 27).

As Achinstein and Athanases (2006) assert mentoring was built on the dominat paradigm of novices in survial mode. Burner (1996) says that how 20th century models of the student as learner guided teachers' decisions (when we thought learner as an empty vessel) beliefs about the new teacher as learner similarly frame the nature of mentoring. The model has dominated mentoring as it is derived from reductive conceptions of novices. If one believes new teacher is a survivor in a challenging context, trying to impart basic knowledge to well-managed kids, then mentoring entails helping novices adjust to new environments, learn routines, keep management plans in place and learn some tips and techniques of teaching (as cited in Achinstein & Athanases, 2006).

"Mentoring requires interaction. But in order to be productive, mentor-mentee interactions must take place within a relationship that includes mutual trust, honesty, respect, and a joyful willingness to work together" (Portner, 1998, p. 12). Malderez and Bodoczky (2010) claims that most mentor involves to a greater or lesser degree in five roles which include model, acculturator, sponsor, supporter, and educator. Modelling roles of mentors inspire and demonstrate to their mentee , acculturator shows mentee the ropes and helps get used to the partiicular professional culture, sponsors open the doors to the 'right path', and introduce mentee to the 'right people', supporter roles of mentor provides safe opportunities for the mentee to release emotion, to act as sounding board for carthartic reasons and be there in need and educator's roles of mentor act as a sounding board for articulation of ideas, consciously create opportunities for the mentee and help them achieve learning objectives.

Contexts for Mentoring

According to Maynard (2000),Tomaˇs, Farrelly, and Hasam (2008), research on language teaching mentoring indicates that mentoring can occur in different professional contexts where support is provided to pre-service student teachers and in-service teachers (as cited in Delaney, 2012). In pre-service contexts, the success of the use of standards for developing and accessing student teachers' achievements rely on the sensitive support given to the student teacher in the school by the mentor and in the institution (Cohen, Manion & Morrison, 2010). There is no denying fact that practice of education is as important as its theory. Therefore Bhan (2006) has said that each good theory leads to a good practice and vice versa. He further says that to strike a balance between theory and practice of education in pre-service contexts, first student teachers are taught pedagogical theories and methods by teacher educator or trainer. Once placed in a school as student teacher, they receive feedback about their practice from the university supervisor, who evaluates their performance in the classroom.

Campbell and Brummett (2007) say that in in-service contexts, newly hired language teachers in schools or graduate language teaching assistants in college have varied experiences or knowledge about language learning and teaching. Therefore, mentoring pre-service teacher should be collaborative process involving the student, the university faculty members and the cooperating teachers. Research report of Smithey and Evertson (2003) has described how novice teachers become involved in different professional relations in the workplace (as cited in Delaney, 2012). In this context, the beginning teachers interact with school supervisors, the Principal, or the department head that assesses their practice, while mentors or fellow teachers provide emotional and

professional support to help them reflect on and learn from their teaching. The following table clears the mentored learning during student teaching:

Phase of development	Student teacher learning goals	Mentoring roles	Key mentoring strategies
Beginning Teaching	Rules, routines, establishing presence	Model	Observational feedback, collaborative teaching focused on routines
Supervised Teaching	Instructional competencies	Coach	Systematic feedback on students' performance, facilitating reflection on action
From Teaching to Learning	Effective teaching learner focused	Critical friend	Observation of learners, re-examination of lesson planning
Autonomous Teaching	Investigation of practice	Conqueror	Partnership teaching

Figure 1: Mentored Learning during Student Teaching (Source: Campbell & Brummett, 2007)

Characteristics of Effective Mentoring

A clear understanding of mentors' roles in language teacher education paradigm is a key to successful mentoring, and various scholars have described what are believed to be effective practices. Daresh (2003) has listed out a number of desirable characteristics of mentor for effective mentoring. They are:

Mentors should have experience as classroom teachers, and their peers and others should generally regard them as effective in the classroom, mentors need to ask

the right questions of mentees. They do not merely provide the "right" answers all the time, mentors must accept an alternative way of doing things and avoid the temptation to tell proteges that the way to do something is "the way I have always done it", mentors should express the desire to see people go beyond their present level of performance, even if it might mean the proteges are able to do something better than their mentors can, mentors need to model principles of continuous learning and reflection on their practice, and mentors must exhibit the awareness of the political and social realities of life in at least one school system; they must know the "real ways" in which things get accomplished (p. 24).

Orland-Barak and Hasin (2010, as cited in Delaney, 2012) investigated the perspectives on mentoring held by five exemplary mentors in different context of the Israeli school system including novice teacher mentoring, regional mentoring, internal school mentoring and subject matter mentoring. These practitioners were considered exemplary because they had at least five years of experience, had engaged in mentoring activities at least twice a week and had been rated exemplary by their school supervisors, project leaders, and subject matter inspectors. Interviews with the exemplary mentors, mentees, school principals and project supervisors revealed the importance of organizational skills, interpersonal relationships that mediated emotional, social and professional aspects of learning, the integration of theory and practice, rich content and pedagogical knowledge, providing the right combination of challenge and support and being transformative leaders.

Orland-Barak and Hasin (2010, as cited in Delaney, 2012) concluded that in general, good mentoring resembles good teaching. For example, both the mentor and the

teacher acknowledge diversity in their interactions with either mentees or their students. They promote reflection through engaging questions. The language teacher promotes reflection about L2 culture and linguistic features, while mentor promotes reflection about what being a teacher means in a given instructional context. Finally, both the language teacher and the mentor provide models. The language teacher provides models for acquiring the L2, while the mentor provides models of good teaching practices and effective relationships with students, parents and school colleagues.

Pandey (2009) also examined the language teachers' perceptions of good mentoring practices. Research findings showed that beginning teachers most valued the following: listening their problems positively, maintaining close and mutual relationship, sharing and learning from one another, making beginning teachers feel welcomed, accepted and fearless. According to these findings he concluded that the relationship between mentor and mentee should not be like teacher and student. Here, Portner (1998) said that in order to be productive in mentoring; mentor-mentee interactions must take place within a relationship that included mutual trust, honesty, respect and a joyful willingness to work together. He further says that a powerful way to build and maintain a productive mentoring relationship is to share thoughts and feelings about teaching.

O'Neill and Doyle (2006) opine that for the effective mentoring most important hand is of a mentor. A successful mentor has four characteristics such as: ability, quality, attitude, ethic and value which make mentoring effective. They further discuss that ability mean listening skills, asking questions, leadership, ability to empower, ability to network and empathy. Quality mean experience, passion and enthusiasm, time efficiency, sense of humor, capacity for enjoyment, a sense of equality, ethical conduct and humility. In the

same way, attitude comes under respect for the mentee, willingness to take criticism, honesty, caring and supportiveness and ethical/values means reporting to the program director and conduct self-assessment.

Peterson (1989) says that a mentor is a loyal friend, confident advisor, trusted "guru", guide, coach, role model, patron or encourager (as cited in Kafle, 2002). Moreover, Kafle (2001) views mentor is an experienced, competent, excellent senior teacher who supports, coaches, nurtures and guides in-experienced teachers and less competent teachers for their professional growth and excellence. Therefore, as Boreen, Niday & Jhonson (2003) say that they should have the qualities such as mastered over the basic skills of teaching, understand the need for flexibility, in attitude and in practice, accept the possibility that pedagogical styles other than the ones they use may be successful, realize that passiveness of students and classroom policies is detrimental to a mentoring relationship, to confront troublesome situations as necessary and have a professional vision beyond their own classroom.

Research of American Psychological Association (2006) says that a mentor is typically superior in status and power, although some mentors may be peers and others may even be subordinate to the mentee. Further they say that, mentors who have professional roles that are superior to the mentee often have power to affect the mentee's career development. They may be in position of authority to evaluate the career progress on the mentee or to provide resources and experiences that enhance the mentee's development. The figure below clarifies the role of mentor.
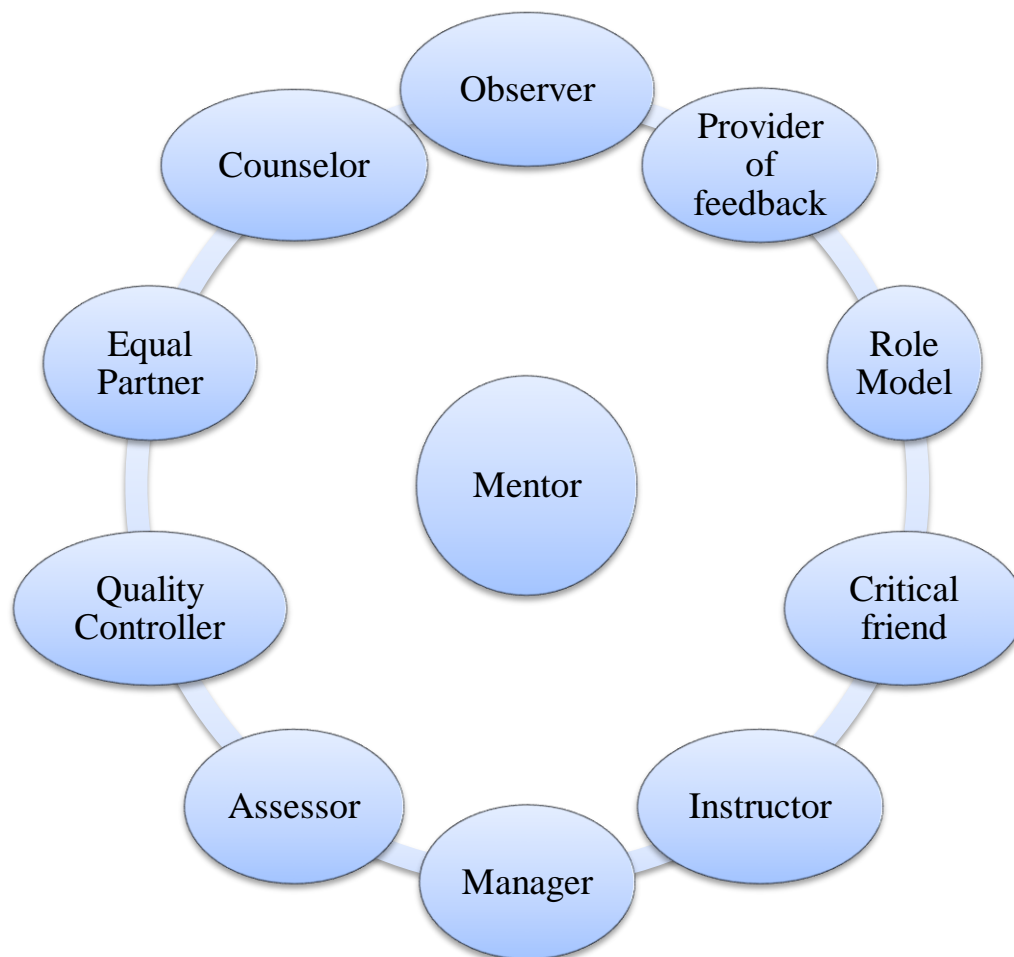
Figure 2: Role of Mentor (Kwan & Lopez-Real, 2005)

Approaches to Mentoring

Mentors use a variety of strategies, resources and practices to promote and develop their mentees' ability to reflect, to understand how new teachers develop their ability and their professionalism, researchers have focused on different mentoring approaches, such as practicum experiences, action researches, classroom observations and feedbacks, case studies (analysis of narratives about teaching), collaborative works, reflective practices and trainings.

Practicum for Pre-Service Teachers. A practicum has long been recognized as an important part of an English language teachers' education. Gebhard (2009) says that it

usually involves supervised teaching, experience with systematic observation, and gaining familiarity with a particular teaching context. He further says that during an internship the student teacher might be an assistant, but in a practice teaching setting, they might carry a full teaching load. Focus of Practicum experiences encouraged teachers to isolate, practice and master specific behaviors, such as questioning techniques, wait time, teacher talk, and use of praise behaviors (ibid). Likewise, Bhan (2006) inspected that the main goals of practicum pre-service teachers are to:

prepare teachers for facilitating physical, mental, moral, social, aesthetic and linguistic development, to acquaint them with the knowledge of child psychology, to cultivate social sensitivity, affection for children and respect for their uniqueness, to enable them to select, prepare and use different kinds of resource materials, and to develop a sense of involvement with appreciation of local resources and their utilization.

Therefore, it helps beginning teachers to grow, adapt and explore teaching as a career in a long process, which is the prime objective of mentoring.

Action Research. Many scholars have defined action research with different views on it. According to Bassey (1999), "It is a systematic, critical, and self-critical enquiry which aims to contribute in the advancement of knowledge and wisdom (p. 38)". In his next work Bassey (1998, p. 93), he defines, "action research as an enquiry which is carried out in order to understand, evaluate and then change, in order to improve some educational practice" (as cited in Costello, 2005). The main aim of action research is to bring change in the problematic areas. It relates to the teachers themselves, classroom

interaction, teaching activities, resources and context. Action research, as defined by (Reason and Bradbury, 2001) mean:

> A participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory world view which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issue of pressing concern to people, and more generally the flourishing of individual person and their communities (as cited in Miller, 2003).

This method of inquiry has also been proved to be a valuable tool to help facilitate beginning teachers' reflections in the context of specific personal theories of L2 Learning (Mann, 2005 as cited in Delaney, 2012).

Classroom Observation and Feedback. Rudney and Guillaume (2003) say that one crucial mentoring approach is classroom observation and feedback where formal observation and assessment of instruction, usually required by cooperating university and often part of district mentorship programs, document progress and are a part of assuring fairness, accuracy and accountability. They say that checking plans weekly or daily is a fruitful way of encouraging student teachers before they teach and during a lesson a good mentor smiles or thumbs up to encourage the beginners. Similarly when novice teachers find themselves wrong, they panic and at this point, a good mentor winks or nods which gives tremendous boost. After a lesson the novice teachers seem anxious to hear feedback, at that time, the mentor must balance the delicate tasks providing the unsupported tasks that all love to hear (Great Lesson) with providing evidence that allows

novice teahcers to draw accurate conclusions in their teaching. As Reiman and Sprinthall (1998) say that the outcomes from feedback session encourage deeper reflection on student learning needs and planning for instruction.

Case Studies and Narrative. Delaney (2012) said that researchers have also used case studies and narratives by mentors and mentees to learn about their roles and practices. Maggioli (2004) has used one story (narrative) of Josh to clarify how writing can develop teachers' professionalism and help students to develop. According to her, Josh is a science teacher in an urban school who has taught fifteen years and have experiences of in-service workshops and collaborated in numerous professional development initiatives. He always found his student being failed and worked hard to help them. In his last attended conference, he found out power of writing as a reflective tool for teachers. This encouraged him to track his students' progress through field notes.He began jotting down which would later reflected upon preparing lesson and unit. These notes helped Josh discern patterns in his interaction with students. Soon, Josh found himself reviewing professional books and journal articles about writing as a learning tool, creating new learning tasks for his classes, and sharing his insights with colleagues. He also prepared a portfolio to help him communicate his and his students' progress to others in the school. He started it by laying out his educational philosophy, the unifying set of principles that guided his teaching. He set a clear goal for the

portfolio, divided it into sections, and asked other science teachers in the school to comment on his reflections and on the events he wrote about.

With this input, he developed a reflective statement about his development process that summarized his findings for the rest of the faculty. This provided relevant insights into the transformations taking place in Josh's classroom. Josh used three writing tools to deepen his understanding of teaching and learning in the classroom: field notes, portfolios, and dialogue journals. In his case, the three tools merged into one another and became mutually supportive. School principal also supported his strategy and other teachers followed him.

On the basis of Josh's story, Maggioli (2004) concluded that writing is a support for reflection, and the systematic collection of evidence about teaching and learning and are powerful tools for mentors who choose to pursue their professional development individually and for mentees or novice teachers too.

Collaborative Work. Sears (2010) says that collaborative work is the heart of mentoring. Lassonde and Israel (2010) claim that collaborative work has:

> Multiplier effect that helps teachers develop dispositions and skills be learning from each other's studies as well as their own. These skills extend new teachers the working relationships, it creates opportunities for intellectual stimulation and challenges that occur as a result of the group discussion and establish rituals as part of belonging to the group. These rituals and routines help to build community within safe and supportive environment.

Hence, collaborative learning communities of research, study, and inquiry not only build teacher expertise and improve students' learning but also offer opportunities

for communities of practice to form that create safe places for colleagues to explore, learn, and bond both professionally and personally.

Reflective Practice. Burton (2009) claims that being reflective assists teachers' lifelong professional development that enables them to critique teaching and makes better-informed decisions that are widely accepted in language teacher educational contexts. Correspondingly, Pandey (2012) asserts that teachers need to reflect continuously reflect on and develops their work, not only because change keep coming from outside, but because knowledge is continuously changing and developing and no school teacher can afford to stand still. Dymoke & Harrison (2010) mention that according to Kolb's theory, people learn from their experiences, and the way this happen is through reflection on the things we do (concrete experiences) and experiment (action) in similar situations at another time, in order to gain further experience; reflect again and so on. In this way, reflective practice allows novice teachers to make sense of teaching and to organize and evaluate it.

Experience   Experimentation   Reflective Learning
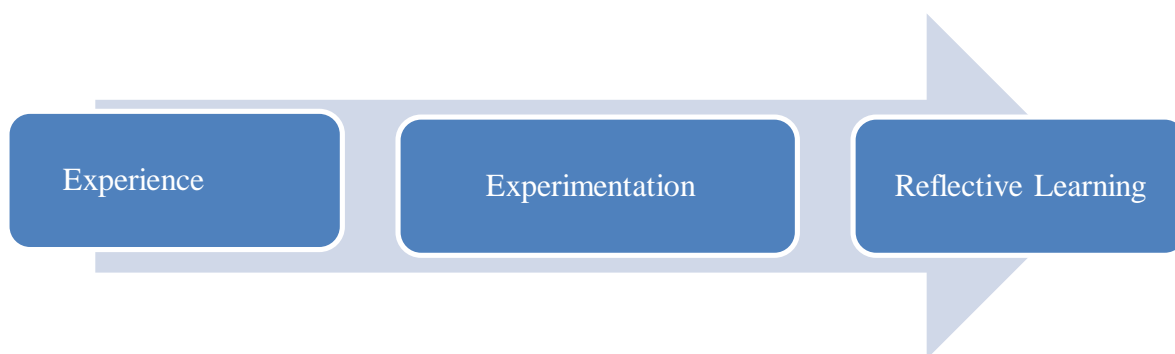
Figure 3:The Process of Reflective Practice (Source: Dymoke & Harrison, 2010)

Training. Herrera, Grossman, Kauh, Feldman, McMaken & Jucovy (2007) say that training helps to orient beginners to the goals of the program, informs them about program rules and expectations, and gives them essential information on how to be professional teachers. In their research study, they found that those who received more training in their pre-service or in-service mentorship duration felt higher level of efficacy, confident and motivated but those who were having less training or no training felt nervous and afraid for classroom teaching and circumstances they would be facing.

Impact of Mentoring

Andrews and Quinn (2005) say that providing support to beginners is essential for two reasons: the need to retain qualified beginning teachers and the need for beginning teachers to become effective practitioners as soon as possible. In the research study, Armstrong (2009) conducted, from the participants' response in the impact of mentoring, he emerges the themes which were as follows: 1) The mentorship was beneficial because the mentor was a source of advice and information 2) The mentorship was beneficial because the mentee could confide in the mentor and the mentor inspired confidence in the mentee 3) The mentorship was beneficial because the mentee got along with the mentor.

The essence of the first theme was exemplified with specific experiences, attitudes, and statements dealing with information and advice about classroom and student management, teaching strategies and content knowledge, and logistical issues, like school policies and procedures. Some participants shared experiences that covered all the sub categories of this theme. Regardless of the nature of the advice or the information, the mentor was there to provide it, which is what ultimately accounted for the mentorship being described by the participants as a beneficial experience.

A review of the second theme highlights how the mentorship provided the mentee confidence and inspiration. This theme was illustrated by attitudes and statements made by participants about how important it was for them to have someone to talk to, and have someone who was vested in their success giving them greater confidence as an educator. The mentor was a confident, someone to whom the mentee could go to with their problems and frustrations. The mentorship provided the mentee with a safe place to express the frustrations and challenges associated with being a new teacher. Mentors also encouraged and reassured these mentees that they were progressing and developing well.

A unifying meaning of the third theme was evident in the relationship that developed between the mentor and the mentee. Though not all participants noted that they got along with their mentor, of those that did, the mentorship relationship led in many cases to a friendly, collegial relationship. Although there were only two who clearly expressed the evolution of their mentorship relationship to a collaborative relationship, many illustrated experiences and expressed sentiments as evidence that they indeed got along with their mentor, inferring the development of a friendly, collegial relationship.

In the same way, based on Bullard and Felder (2003) experience, the impact of mentoring can be in good teaching practices, to get constructive feedback, to relief from the burden of developing content from scratch, to diminish fear that comes from having to go alone in the classroom, to have sound ideas and ready sources and to find professional colleagues.

Mentoring for Beginning Teachers

Novice teachers often do not feel adequately prepared for the challenges they face in their first years in the classroom because of the transition from teacher education institutions to real life classroom. According to Senom, Zakira and Shah (2013), the novice teachers in Malaysia do not receive adequate support as there is no specific new teacher mentoring program to prepare them for the transition. They further said that, yet, new teachers assume the complete duties of veteran teacher including the role as the head of panel of the subject. In addition, many teacher professional development activities in Malaysia, which are supposed to be potentially powerful supports in assisting novice teachers for the transition have found to be as "Pull out Programs", "One-shot programs", "Superficial", "Fragmented", "Quick fix", "Disconnected", "Episodic" and "Lacking in follow through" not only that, they have also been argued to be inflexible, do not cater teachers' needs, time consuming and do not promote collaborative activities or provide supplementary support after the programs.

Fuller (1969) and Fuller and Brown (1975) have investigated the concerns of novice teachers. Those studies found that beginning teachers normally progress through four stages: starting with no or few concerns in the pre-service period, passing through sequential stages of survival self- concerns, teaching concerns, and learning concerns (as cited in Judy, 2003). Judy further describes that these different orientations over time either adapt to the routines, become reluctant to change, become more concerned about their impact on pupils, or become ready to respond to feedback about their teaching. To differentiate the growth stage of novice teachers' Dreyfus and Dreyfus (1980) put

forward a model of five progressive stages: novice, advanced beginner, competent, proficient and expert. The progressive stages are given below with its definition.

Stage	Feature
Expert	Thinking intuitively in case some unexpected events occur
Proficient	Intuitively organizing and understanding the task; still finding themselves thinking analytically about what to do
Competent	Performing purposefully and considering a situation as a set of facts; developing certain "responsibilities for the outcome of their acts" with considerable emotional involvement in the consequence of their choices
Advanced Beginner	Accumulating knowledge through concrete experiences in practical situations with the combination of "situational" and the context-free elements
Novice	Being influenced by context-free elements

Figure 4: The Dreyfus' Model of Five Progressive Stages of Development

Problems for Beginning Teachers

Onafowora (2004) says that the problems faced by the novice teachers point overwhelming to class management issues that include discipline and handling difficult students. In previous research work, Veenman (1984) listed 24 problems perceived by beginning teachers, according to their importance. In this list, the top eight problems are classroom discipline, motivating students, dealing with individual difference, assessing students' work, dealing with individual differences, assessing students' work, maintaining relationships with parents, organizing class works, insufficient teaching

materials and supplies and dealing with problems of individual students (as cited in Tsai, 2004).

In addition to this, Tsai (2004) listed six areas of general difficulties faced by Taiwanese junior high school teachers as follow: pedagogical, administrative, classroom management, reciprocal relation, and personal roles. Then, he used these categories to survey 114 novice junior high school teachers in Hualien, Taiwan. Out of the categories proposed by Tsai (2004) , the findings showed pedagogical problems, such as low achievement of students, heavy teaching loads, and unstable educational policy, which contributed to the most difficult problems for those novice teachers. The least difficult problems they perceived are personal role issues such as role expectations and role conflict.

In the Pandey (2009)'s research, 66.66 per cent of the respondents agreed that they felt difficulties and full of problems during teaching. Beginners face problems in classroom management, fluency, maturity, subject matter, confidence, adjust new situation, unavailability of sufficient textbooks, teaching materials and background of the students.

Mahrooqi and Hashmi (2012) conducted research aiming to pinpoint the problems encountered by Omani novice English teachers. The study found that they were many and can be categorized as follow: work-related requirements, school conditions, teachers' personal problems, and teachers' relationships with colleagues and administrations. Excessive workloads constituted the hardest challenge with their associated tasks of lesson preparation, demanding schedules, homework, and test marking. In terms of school conditions, participants expressed concern about a lack of modern equipment to

help the learning process and facilitate new methods of teaching. Personal problems also loomed large, with participants incapable of striking a balance between work demands and personal responsibilities. More positively, however, a majority of participants had good inter-personal relations with their colleagues and worked cooperatively with them.

Beginning Teachers' Needs

Mahrooqi & Hashmi (2012) told that since work overload is a central problem, reducing the number of task assigned to novices would ease their way forward and leave them with little or no support, handicaps their adjustment and performance. School administrations should provide emotional and task-based support. They suggested programs that they classify under the following headings:

Personal and Emotional Support. Mahrooqi and Hashmi (2012) say that since novice teachers feel stressed at the start of their career, their stress levels can be markedly reduced by supportive colleagues assuring them of the normality of such experience. Beginning teachers need the Principal's back up to promote their adjustment and involvement in the school's teaching culture. Support from parents or guardians can also be vital in cooperatively assisting teachers to observe and monitor students' behavior and performance.

Task-focused Support. Some novice teachers suffer from poor training in how to tackle their first classes effectively. They are likely to think that "their work performance is deemed acceptable only if they teach well, as defined and laid down by result and performance expectations" (Yuen-Fun, 2000, p. 5, ibid). In this case, they merely need immersion in "induction programs" that can help them to "approach new tasks and solve specific problems that crop up in their teaching" Tsai (2004). It is seasoned teachers'

responsibility to support beginners in planning their teaching schedule and giving them necessary feedback. Programs of collegial collaboration can be established wherein a team of experienced teachers is assigned to help beginners with questions of overall structure and support for planning curricula and instruction (ibid). Besides, school principals should provide novice teachers appropriate materials for addressing students' individual differences.

Arnold (2013) explains that there are two kinds of support involved for beginning teachers need: personal support and professional support. He explains that personal support should help new teachers overcome feelings of insecurity, caused by things like discipline problems and feeling unable to cope with. Professional support should be appropriate to the stage of the mentee's development as a teacher, and responsive to the mentee's changing needs. Mentors must be able to find time to provide that is purposeful, constructive and pro-active.

Theoretical Review

Constructivism Theory

The aim of my research was to enhance the pedagogical thoughtfulness in mentoring for the professional development of novice teacher. In order to achieve this goal, I started with the knowledge on how professionalism can be developed. Many divided worldviews loom large about the development of an individual or acquisition or learning in something to develop professionally. Among them, in my research study I believed Jean Piaget's constructivist theory is applicable. "Constructivism" (can be) applied both to learning theory and epistemology; both to how people learn, and to the nature of knowledge.

Hein (1991) says that the term refers to the idea that learners construct knowledge from them and construct meaning as he or she learns. Constructing meaning is learning. It affirms to focus on the learners in thinking about learning, not on the subject or lesson to be taught; there is no knowledge independent of the meaning attributed to experience by the learner or community of learners. Further, he says that it is a position which has been frequently adopted ever since people began to ponder (about) epistemology. Piaget believes there is no such thing as knowledge 'out there' independent of the knower, but only knowledge we construct for ourselves as we learn. Learning is not understanding the "true" nature of things, nor is it (as Plato suggested) remembering dimly perceived perfect ideas, but rather a personal and social construction of meaning out of the bewildering array of sensations which have no order or structure besides the explanations. As its beliefs, professional development of novice teachers is also natural process and the knowledge construct from ourselves as we learn or experience, there is no such rules and structures.

As Gangnom, George and Michelle (2006) say that in constructivism people construct their understanding and knowledge of the world through experiencing things and reflecting on those experiences. It believes that learning is an active process and is constructed through experience or personal interpretation of the world. Likewise, the teachers who are novice in their teaching career (can) also develop professionalism constructing the meaning through gaining experiences, reflections and personal interpretation of the world. The more novice English language teachers gain or earn maturity in their field through experiences and construct the meanings and the more they become comfortable in their profession.

Multiple Intelligence Theory

Howard Gardner viewed that multiple intelligence is 'the capacity to solve the problems or to fashion products that are valued in one or more cultural settings' (Gardner & Hatch, 1989, as cited in Smith, 2002, 2008). The theory is an account of human cognition in its fullness. It provides 'a new definition of human nature and cognitively speaking'. Human beings are organisms who possess a basic set of intelligences. People have a unique blend of intelligences. Gardner argues that the big challenge facing the deployment of human resources is how to best take advantage of the uniqueness conferred on us as a species exhibiting several intelligences' (ibid).

According to Gardner in FAQ (March, 2013), there are two principal educational implications of this theory: Individuation and pluralisation. Individuation also termed as a personalization, suggests that human beings have their own unique configuration of intelligences, we should take that into account when teaching, mentoring or nurturing. As much as possible we should teach individuals in ways that they can learn and we should assess them in a way that allows them to show what they have understood and to apply their knowledge and skills in unfamiliar contexts.

Change Theory

Leberman, Mcdonald & Doyl (2006) say that transfer of learning needs to be understood in terms of an understanding of the change process, particularly with regard to motivation, the adoption of ideas, attitudes and behaviors and the context of change. Change refers to change in individual from existing belief structure. Basically, it occurs slowly that is unnoticed. For example: a novice teacher initially becomes reluctant in teaching but slowly and gradually s/he starts enjoying it.

Review of Previous Research

It is necessary to find what has already been explored in the related field before starting a venture. So, I went through some related research works carried out in this area which I have discussed below:

Gnawali (2001) carried out research on teacher development entitled "Investigating Classroom Practices: A Proposal for Teacher Development for the Secondary Schools Teachers of English in Nepal". In his dissertation, he aimed to justify his views on the role of classroom action research for teacher development. He has described the features of teacher development which are triggered by internal as well as external strategies, discussed how collaboration can contributes to teachers' professional and personal development. However, in his dissertation I couldn't find the discussion on mentoring.

Kafle (2002) discussed mentoring as an approach to teacher development where he mentioned a little bit about the history of mentoring. He said, "Mentoring is found in both eastern and western culture. In the Ramayana, *Balmiki* was the mentor for twin *Lava* and *Kush* who made the twin as knowledgeable, skilled and powerful as their father king Ram"(p. 82). Further, he briefly discussed the mentoring model and said that mentoring model for teacher development is possible in Nepal. It requires exercises and preparation from top to bottom levels of education system. It may be one of the best approaches for school based teacher development so that teachers can be benefitted on the spot and students can get direct advantages from the trained teachers but he has not given detailed model program.

Tsai (2004) carried out a case study on the topic "Baptism by Fire: A Case Study of One Novice English or EFL Teacher in Taiwan". This case study aimed to depict the first year teaching experience of novice English teacher in Taiwan and to explore the difficulties which encountered during her first year of employment. According to her findings unexpected difficulties such as heavy workload, individual differences of students, classroom discipline, and school context were the problems novice teachers faced in Taiwan.

Likewise, Khanal (2005) carried out research entitled "School Supervision in Nepal: An Investigation on the Current Practice". In his dissertation, he aimed to find out the nature and frequency of school supervision conducted by the school supervisors and resource persons, the supervisory role played by the head teachers on school supervisors and the existing problems of effective school supervision. He found out the school supervision by resource persons and school supervisors are of administrative type. The frequency of the school supervision is low. Head teachers are also not actively involved in supervisory task in the school. But unluckily, I did not find anything about mentoring in his research too.

Flanagan (2006) researched on the topic "The Perceived Effectiveness of a Beginning Teacher Mentoring Program in Central Virginia" aiming to find out perceived effectiveness of a beginning teacher mentoring program in the support of beginning and new-to-district teachers in a public school district in Central Virginia as measured by the input of beginning teachers, new-to-district teachers, mentor teachers, and administrators involved in the program.

Similarly, Thapa (2007) carried out a research on "Transfer of Primary Teacher Training Skills in the Classroom Situation" where he aimed to analyze the status of transfer of primary teacher training in the actual classroom provided by NCED. He found that the training process has not got success to bring out realization among trainee-teachers that planning for teaching is an important duty of a teacher, and teacher has the duty to create conducive learning environment in the classroom. However, he has not mentioned anything about mentoring.

In the same way, Phuyal (2008) conducted the research entitled with "A Study on Teacher Development through Reflective Teaching Perceptions and Practices of English Language Teachers". In his research paper, he aimed to search on perceptions and practices of English language teachers on the tools of reflective teaching. He found out that most of the language teachers had positive attitudes or perceptions towards maintaining teaching diaries. However, all of them were not found using those as a means of reflective teaching for their professional development as the teachers have not enough time, resources, supportive environment and training experiences. This dissertation talked about the keeping diaries to develop teachers' professionalism but yet, I couldn't find talking about mentoring to develop teachers' professionalism.

Pandey (2009) conducted research entitled "Mentoring for Teachers' Professional Development in Nepal: Status Study of Kathmandu District". In his dissertation, he aimed to find out whether the English language teacher of Nepal aware of mentoring mode of professional development or not. He found out most of the English language teachers were aware of the concept of mentoring. Different language teachers expressed their own definition of mentoring although the theme of their definition was similar to

each other. They said that different benefits can be derived from effective mentoring. They view that mentoring helps to adjust the new situation and cope with the problems, get the new ideas of solving the problems. So it is a platform for new and experienced teachers to share the themes, helpful to understand the new situation. Although few of the participants were unfamiliar about the practice of mentoring but most of the participants were informally experienced about mentoring. But in his dissertation also, I could not find the real problems of the novice teacher due to no mentoring and the steps of improvement to develop it.

Armstrong (2009) conducted thesis study entitled "New Beginnings: A Phenomenology of the Lived Experiences of Novice Secondary Teachers who have completed the Induction and Mentorship Requirements of Utah's Early Years Enhancement (Eye) Program" aiming to report the lived experiences of novice secondary teachers who had completed the mentorship requirements of Utah's EYE program. According to participants' response, he found that mentorship was beneficial because the mentor was a source for advice and information, the mentee could confide in the mentor and the mentor inspired confidence in the mentee and the mentorship was beneficial because the mentee got along with the mentor.

Bhusal (2010) conducted research entitled "Opportunities and Undertakings of Secondary School English Teachers for Professional Development". In his dissertation, he aimed to find out prevalent opportunities of English teachers on their professional development. He found that participants were positive towards professional development but there is less chance of developing their professionalism. According to his findings, teachers develop their professionalism through in-service trainings, sharing, and

workshops, accessibility of books, journals, radios, collaborative works and peer observations. But in his discussion I could not find anything about mentoring in particular.

Biswa (2010) researched on "Professional Development Practices of Secondary Level English Teachers in Damak Municipality". In his dissertation, he aimed to find out the perceptions and practices of secondary level EFL teachers of Damak towards their professional development. Teachers and other concern members view that continuous development of professionalism is needed. But according to his finding, school administrators or other members of school do not facilitate them with the opportunity to use the tools of development. In most of the cases school administrators were not found to ask teachers to involve in using these tools of teacher development. It was left upon the EFL teachers to decide upon their professional growth without any form of motivation or inspiration. Though somehow this research addresses the teachers' problems, it does not addresses for novice teachers' problems.

Similarly, Rijal (2011) conducted the research "Opportunities and Practices of Teachers' Professional Development in the School Setting". In her dissertation, she had aimed to search for School-based strategies of teachers' professional development. She found out the teachers use different strategies to develop themselves in their profession. Some attends conference and seminars, in house and external trainings and making notes while others said watching what and how other do. Sharing experiences with colleagues, reflecting back on their teaching, observing other teachers and creating professional networking would help them develop professionally but in this dissertation too I could not find a single word talking about Mentoring program of teachers' development.

Mahrooqi and Hashmi (2012) carried out research entitled "Beginning Omani EFL Teacher's Perspectives on the Challenges They Encounter". They aimed to find out challenges and problems encountered by Omani EFL novice teachers. As per their findings, they categorized problems of teachers as followed: work-related requirements, school conditions, teachers' personal problems, and teachers' relationships with colleagues and administrators. Excessive workloads constituted the hardest challenge, with their associated tasks of lesson preparation, demanding schedules, homework, and test marking. In terms of school conditions, participants expressed concern about a lack of modern equipment to help the learning process and facilitate new methods of teaching. Personal problems also loomed large, with participants incapable of striking a balance between work demands and personal responsibilities. More positively, however, a majority of participants had good inter-personal relations with their colleagues and worked cooperatively with them.

So far I have gone through the previous research studies, articles and dissertations on teacher development, issue of mentoring especially in respect of novice teacher; I could not find any significant research carried out in Nepal. Some said mentoring should be included, some said mentoring is possible and some said it is obligatory for the professional development but no one has discussed its status in Nepal, why necessary, how it can be implemented.

The Gap I Noticed

In our context, very few researches have done on teacher development. Gnawali (2001) had carried out a research in teacher development and investigating classroom practices of secondary school teachers of English justifying his view on the role of

classroom observation and classroom action research for teacher development. Similarly, Thapa (2007) carried out research study in transfer of training where he had emphasized the current status of transfer of primary teacher training in the actual classroom provided by NCED.

Khanal (2005) had carried out research on school supervision that aimed to find out the nature and frequency of the school supervision conducted by the school supervisors and resource persons. Bhusal (2010) conducted research on opportunities and undertakings of secondary school English teachers for professional development aiming to find out prevalent opportunities of English teachers on their professional development. Biswa (2010) researched on professional development practices of Secondary level English teachers in Damak municipality aiming to find out the perceptions and practices of secondary level EFL teachers of Damak towards their professional development.

Similarly, Rijal (2011) conducted the research on opportunities and practices of teachers' professional development in the school setting aiming to search for School-based strategies of teachers' professional development. Likewise, Phuyal (2008) conducted the research on a study on teacher development through reflective teaching perceptions and practices of English language teacher aiming to search on perceptions and practices of English language teachers on the tools of reflective teaching. Pandey (2009) carried out research on mentoring for teachers' professional development in Nepal: status study in Kathmandu district.

I found limited researches in mentoring and mentoring framed on what question; what are the status of mentoring program but I could not find why mentoring and how

mentoring can be helpful for the novice teachers' professionalism. Therefore, I have conducted this research study.

Conceptual Framework
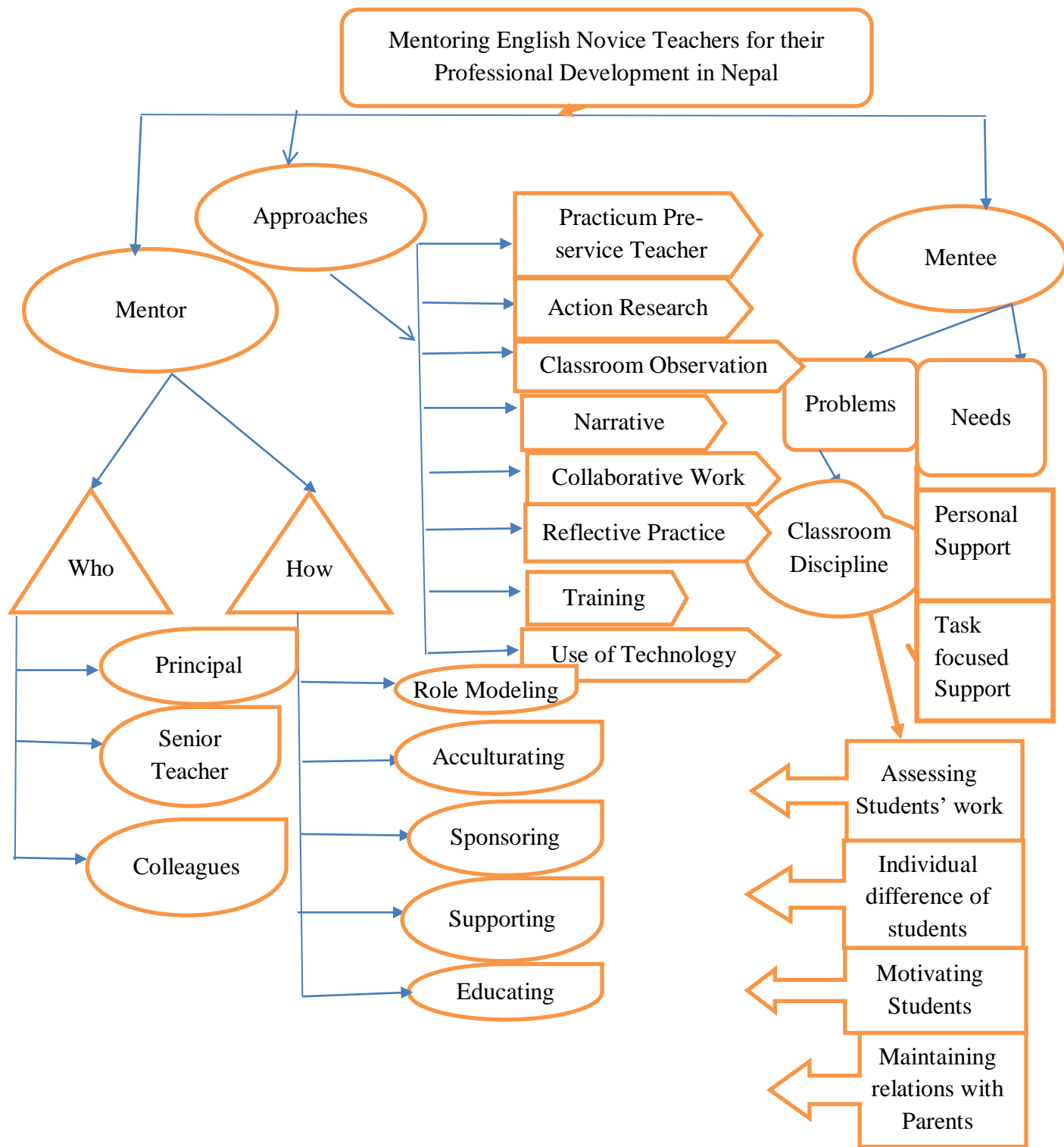
Chapter Summary

This chapter reviewed of relevant literature related to the study. Initially, the review of literature began with defining the concept of mentoring, process of mentoring, why mentor language teachers, context for mentoring, characteristics of effective mentoring, approaches to mentoring, impact of mentoring and mentoring for beginning teachers. Then I discussed related theory. In addition to this, I examined previous research carried out in Nepal as well as other parts of the world. Then, I identified research gap that existed in the previous research studies. At last, I concluded this chapter by presenting the conceptual framework that finally ended with chapter summary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers methodological part of my research. Any research or study is based upon some core research ideas. There are certain paradigms that can be followed which give a clear direction how the research proceeds. In addition to this, this chapter also contains a method that has been employed while collecting data, selection of research sites and participants, data collection approach, and data sources and about the standards that set the written work to bear acceptable quality. We must also have ethical considerations while carrying out a research. This has been addressed at the end of this chapter.

Key Orientation

Philosophy is the underlying structures that guide all aspects of the way people live the life and deal with it, the way they speak, the way they think, the way they dress up and so on. It is the study of fundamental nature of knowledge, reality and existence especially when considered as an academic discipline. Descartes says that it is the use of ideology in understanding the things as the nature of reality and existence, the use and limits of knowledge and the principles that govern and influence moral judgment is the philosophy (*http://dictionary.cambridge.org/dictionary/british/philosophy*).

So, philosophy and research are interrelated. Research follows certain rules and beliefs of philosophy. Philosophy provides strength and a standpoint to address a wide variety of problems in research. It deals with knowledge, existence, values and language

we use and respond to interrogates. It questions what, how and why? Guba & Lincoln in Denzin and Lincoln (1994) have listed three categories of beliefs which are: ontology, epistemology and methodology which guide the research till the end. Before jumping to philosophy, it is significant of talking about research paradigm as it provides the conceptual framework in three categories of beliefs. Therefore, I would like to talk about research paradigm first.

<div align="center">**Research Paradigm: Interpretative**</div>

Research paradigm is a conceptual framework which sets the beliefs and feelings about the world. According to Burrell and Morgan (1979), "To be located in a particular paradigm is to view the world in a particular way (p. 24, as cited in Bhusal, 2011)". It questions how it should be understood and studied. The significance of paradigm is that they shape how we perceive the world and are reinforced by those around us, the community of practitioners. Within the research process, the belief a researcher holds reflect in the way their research is designed, how data is collected and analyzed and research results are presented. Therefore, for the researcher, it is important to recognize research paradigm, it allows them to identify their role in the research process that determine course of any research project and distinguish other perspectives.

The goal of my research is to understand practitioners' experiences of their life in particular phenomenon. While studying, I found that this goal fits with the philosophy, strategies and intentions of the interpretive research paradigm. It is conditioned by arrays of local interpretive resources, recognizable categories, familiar vocabularies, organizational missions, professional orientations, group cultures and other existing frameworks for assigning meaning to matter under consideration. At the same time, these

contexts of interpretation are themselves ongoing accomplishments, reflexively supplying meaning to actions and objects as those meanings maintain, elaborate, or alter the circumstances in which they occur (Garfinkel, 1967, Heritage 1984 as cited in Gubrium & Holstein, 1994). In my research, findings emerged from the interactions between the researcher and the participants as the research progresses. Therefore, I valued subjectivity; there is acknowledgement that humans are capable of total objectivity as they are situated in a reality constructed by subjective experiences; that is what I believed in my research.

Depending on my proposed study, I explored the meanings and multiple realities based on different situations. I constructed the meaning from the existing facts and situations. I used interview and narrative writing as a source of data collection which helped me to involve my participants in my research study directly. After the data are collected, I interpreted them. As Glaser and Strauss (1967) say, "Theory is emergent and must arise from particular situations; it should be 'grounded' in data generated by the research act" (as cited in Cohen, Manion & Morrison, 2010). Since my research is qualitative in nature, I studied in depth, to dig out the grounded realities emerging from different point of view from the particular context and situation. I worked as a meaning maker accepting subjective meanings of respondents' experiences in professional development. With the help of interpretive research paradigm, I explored how novice English teachers face problems and how they are mentored in school.

Ontology

Ontology deals with the nature of reality. It is the metaphysical study of nature of being and existence. Richards (2003) states it as 'nature of our beliefs about reality'. Thus, the answer to the question of what is real is central to any study. In my research, the reality was interpretive in the sense that every individual views reality from his/her own stand. The aim of my research was to explore novice English teachers' problems and how the school supports them to develop their professionalism.

For my research study, I moved around interviewing novice teachers, senior teachers and head teachers where I found "practice of informal mentoring in every institution" (Pandey, 2009). Therefore, my aim was to find out the reality over it. The reality interpreted could have 'multiple assumptions which concern the very nature or essence of the social phenomena being investigated' (Cohen, Manion & Morrison, 2010. p.7). Furthermore, my ontological assumption was concerned on the nature of the world and human being in the context of new teacher. This assumption enhances that the creation of knowledge occurs only because of dealing with multiple realities of new teacher.

It is related with the reality, being and existence. My study assumes that there is no single reality, rather there are multiple realities which are not constant and they change according to context and situation. Reality also differs according to philosophy or assumptions of different schools.

As far as my research is concerned, I consulted with teachers from private boarding schools and tried to reflect various realities created by those various respondents

and incorporated those various perceptions, they have developed from their teaching learning experiences, as per the need of my study.

Epistemology

Epistemology is the branch of philosophy concerned the base of knowledge, its nature and forms; how it can be acquired and communicated to other human beings, how one aligns oneself in this particular debate profoundly affects and how one will go about uncovering knowledge of social behavior (Cohen et. al, 2010, p.7). It asks how reality can be known, the relation between the knower and the known, principles that guides the process of knowing and the achievement of findings and reliability of those findings.

Therefore, I tried to justify my role as a researcher as well as a participant of this research. In doing so, I advocated for the justice of new teacher addressing the inequalities, injustice and false blame. I believed to recognize the experiences of new teachers that constructed the possibility of truth. For me truth is shaped by social, cultural, economic and political power and privilege that are potential strength of exploring the complexities of the individual realities in the culturally complex setting for the radical change.

Cohen et al (2010) describes that this phenomenon as a naturalistic approach where 'social world can be understood only from the standpoint of the individuals who are part of the ongoing action being investigated and that their model of a person is an autonomous one, not the plastic version favored by positivist researchers.'. Thus, I made some epistemological considerations by; first, taking the stance that every individual has a different perspective; second, knowledge can be constructed through negotiation

between individuals; and third, this constructed knowledge should be utilized to empower the research participants.

Axiology

Every individual and differences among them are their primary features. Such uniqueness and differences are of prime values. This value system is known as axiology. It deals with how people think and determine things and how an individual creates, modifies and interprets the world in which s/he finds herself/himself. The values based on development, quality, equality, equity and justice of new teachers generates the meaning in this study. I was interested to discover the "new dimensions of what we are capable of engaging the one we previously missed" (Tobin & Kincheole, 2006) in mentoring programs and practices. Therefore, I followed subjective values based on the needs, experiences and interest of people that changed according to the pace of time.

I valued on the existing norms in the society from generation to generation though I believe on the change of existing values of societies as per the demand of time. Therefore, as a researcher I attempted to bring change in the present situation and recommended the new programs for the teachers' professional development so that different stakeholders can be benefitted. I went to field for the completion of my research where I encountered many people having different ethics and values. I respected all of them, listen to them, their distinct way of thinking, experiencing, and assigning multi-layered value.

Methodological Considerations

Research methodology is a way which systematically helps to solve the research problem. It can be understood as a science of studying how research is done scientifically. Researchers not only need to know how to apply certain particular research techniques, but they also need to know which of these methods or techniques are relevant and which are not, and what would they mean and indicate and why. Creswell (2003) states that the choice of methods by a researcher turns in whether the intent is to specify the type of information to be collected in advance of the study or to allow it to emerge from participants in the research. Therefore, researchers need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. This entire means, it is necessary for the researcher to design their methodology for the problems as the same may differ from problem to problem.

Similarly, the researcher has to expose the research decisions to evaluate before they are implemented. They have to specify very clearly and precisely, what decisions they select so they can be evaluated. The research methodology has many dimensions; thus when we talk of research methodology, we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we use a particular method to others so that research results are capable of being evaluated either by the researcher themselves or by others. Why a research study has been undertaken, how and what way the research problem has been defined, in what way and why the hypothesis has been undertaken, how the research problem has been

defined along with hypothesis in what way and why the hypothesis has been formulated, what data have been collected and what particular methods have been adopted to analyze the data.

Qualitative Research Method

Quality is essential to the nature of things. It refers to what, how, when, and where of a thing, its essence and ambience. Berg (2007) says that qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and description of things. It seeks answers to questions by examining various social settings and individuals who inhibit these settings. Denzin and Lincoln (1994) state that qualitative research is a field of inquiry in its own right which is a complex, interconnected family of terms, concepts and assumptions. It is designed to explore the complexities and realities of the world where we inhabit. Richards (2003) advocates that adopting a qualitative approach is above all else a person centered enterprise and therefore particularly appropriate to our work in the field of language teaching. Thus, it examines and appreciates the differences that lie in each individual's actions and behavior. Denzin and Lincoln (1994) highlight the characteristic of qualitative research:

Qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials such as case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic

moments and meanings in individual's lives. Accordingly, qualitative research deploys a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand (Denzin & Lincoln, 1994, p. 2).

On this ground, I firmly believe my study should be conducted on fully qualitative approach to allow rich and live information from different perspectives without any limitation within one aspect. I have adapted Flick's (2006) essential features of qualitative research in which I looked for appropriateness of methods and theories, incorporated perspectives of the participants and their diversity along with reflectivity of the researcher and the research.

Qualitative research is flexible and does not follow any rigid sequence. It enables researchers to see the patterns and purpose of each participant's behavior, perspectives using multiple interactive and humanistic methods. Following, Richards (2003) characteristics of qualitative inquiry, I met with the English language teachers in their schools and interviewed them to understand their problems. As recommended by Richards (2003), I focused on one individual at a time in order to establish different perspectives on the relevant issues. Hence, the data analysis was based on a wide range of features.

The primary aim of qualitative research is to draw conclusions from the shared understanding and experiences from both researchers and participants. Flick (2006) views that qualitative research as a specific relevance to the study of social relations owing to the fact of the pluralization of world. Richards (2003) shares that qualitative research is based on the broader notion of personal inquiry and discovery. It always seeks to get a first-hand-sense of how things work in the particular research context. Flick (2006)

claims that qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in local contexts. Thus, qualitative research values each participant's subjective perspectives and their social background.
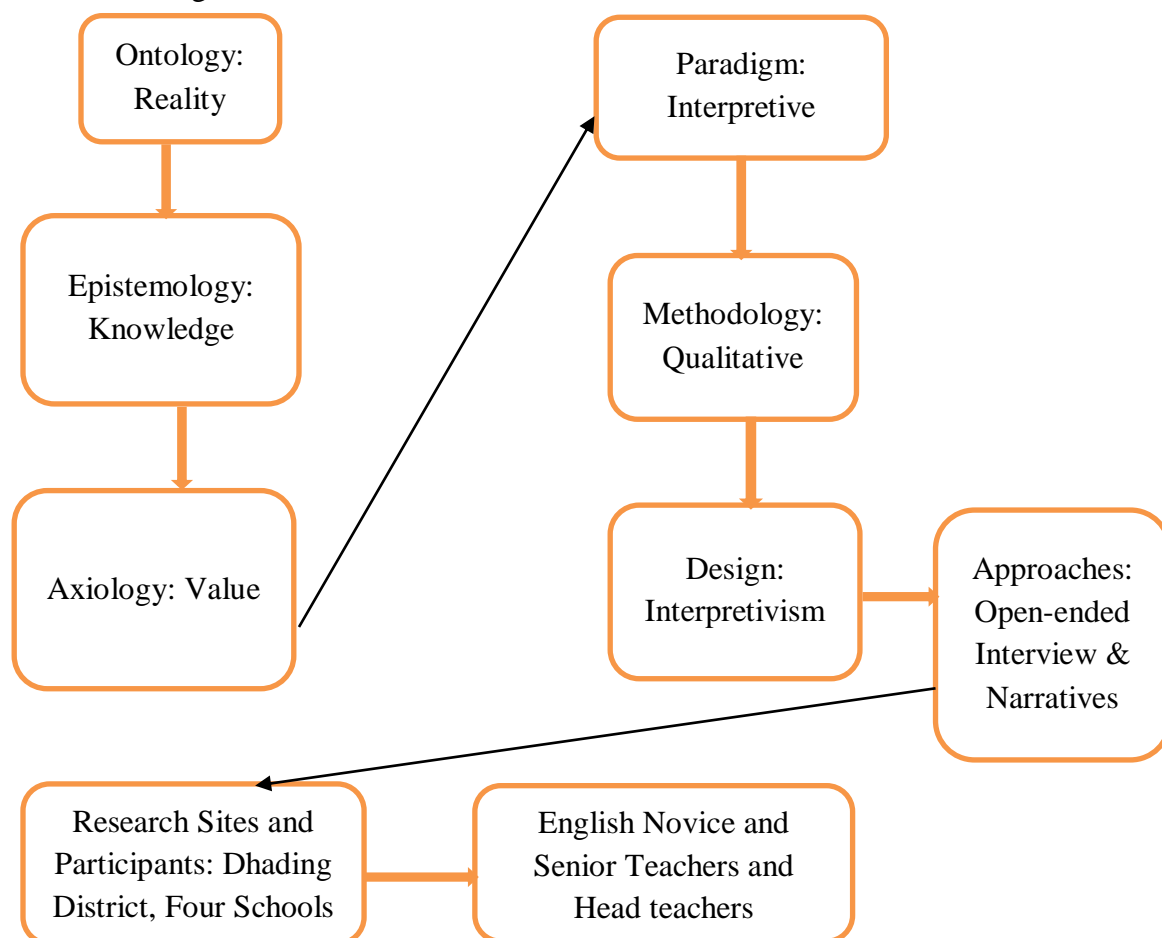
Figure 6: Methodology outline of My Research

Selection of Research Sites and Participants

The study had four selected schools and twelve English teachers where four were juniors, four seniors and four head teachers. They were taken purposively from Dhading district in private boarding schools. I visited each of the selected school, explained in detail about the purpose of the visit, got permission and appointment to visit school on a

particular day. As per my research need, in each school I chose one novice teacher, one senior teacher and one head teacher for interview; they were English teachers.

The selection of site, and participants were purposive. Purposive sampling refers to selecting participants who are appropriate and convenient for the research. Brown (2007) says that sampling involves selecting a smaller group of subjects from the overall population in such a way that the sub- group is representative of the larger population. In the same way, Cresswell (2007) says that purposive sampling means inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research and central phenomenon in the study. Researcher need to make decision about who or what should be sampled, how many people or sites need to be sampled. Due to the nature of my study, I used this procedure to select the samples from the participants. My participants were mainly English language teachers who were seniors, novices and head teachers. This selection helped me to understand the real problems of novice teachers and how they got mentoring in depth through interview.

Data Collection Approaches

"The choice of method depends upon the purpose of the study, the resources available and the skills of the researcher (Kumar, 2011 p. 140)". My research purpose was to find out the experiences of novice teacher of teaching, through their experience. Therefore, I made open ended questions that revealed experience of individuals. Below are the approaches I used while collecting data:

Open Ended Interview

It is commonly used method of collecting data from participants in research. According to Burns (2010), "An interview is a verbal interchange, often face to face,

though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person (p. 329)". According to Kavle (1996), "Purpose of interview is to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena (p. 5-6)". Thus, interview allows researchers to construct meaning based on participants' experiences. In my research, interview is based on understanding the themes from day to day experiences.

In research, the interview serves very specific purposes according to Cohen et al (2010): a) It may be used as a means for exploring and gathering experiential narrative material that may serve as a resource for developing a richer and deeper understanding of a human phenomenon and b) The interview may be used as a vehicle to develop a conversational relation with a partner (Interviewee) about the meaning of an experience. I used open-ended interview to collect the data from respondents. It is taken in almost free environment. It provided freedom in 'content and structure (Kumar, 2011)'. Freedom in content and structure means, whatever sequence you want to use you can and whatever word you want to use or the way you want to explain questions to the participants. It poses no boundary to formulate questions, raise issues on the spur of moment, depending upon what occurs to you in the context of the discussion. Therefore, it enabled me to compare different responses without being biased. Richards (2003) says that in an interview, researchers are focused on drawing from the speaker the richest and fullest account possible. This guided me to elicit relevant information and focus specifically on my proposed study.

Richards (2003) says that interviewing is never really an "answer" to anything; it is a journey within a journey. Therefore, I used interview to identify participants'

experiences rather than confirming pre-existing reality in my issue. I conducted multiple interviews with each participant till the saturation and also refined according to situation and context of discussion.

Narratives

Generally, narrative is sequencing events in linear direction and usually in the form of biography. According to Hermanns (1995) in the narrative, the informant is asked to present the history of an area of interest, in which the interviewee participated, in an extempore narrative; their task is to make the informant tell the story of the area of interest in question as a consistent story of all relevant events from its beginning to its end (p. 183 as cited in Flick, 2010, p. 172). Creswell (2007) states that narrative is understood as a spoken or a written text giving an account of an event or an action or series of event/action, chronologically connected. He further says that a biographical study is a form of narrative study in which the researcher writes and records the experiences of another person's life but my data was in the form of autobiography which was written by the individuals who were the subject of the study (Ellis, 2004, as cited in Creswell, 2007).

This method provided richer version of events and experiences than other forms. Schutze (1976) characterizes why narrative is important:

Narrators of unprepared extempore narratives of their own experiences are driven to talk also about events and action orientations, which they prefer to keep silent about in normal conversations and conventional interviews owing to their awareness of guilt or shame or their entanglements of interests. (Schutze 1976, p. 225 as cited in Flick, 2010, p. 180)".

Thus, Hermanns (1995) claims that this technique provides data that cannot be produced in other forms of interview for three reasons. First, the narrative takes on some independence during its recounting. Second, 'people know' and are able to present a lot more of their lives than they have integrated in their theories of themselves and their lives. Finally, an analogous relationship between the narrative presentation and the narrated experience is assumed (Hermanns, 1995, as cited in Flick, 2010, p.175).

Flick (2010) affirms that through analyzing narratives, bigger topics and contexts are studied with the strength of making unfamiliar and strange realities in a familiar context. In my research, written narratives were used to collect data where participants narrated their teaching experiences regarding novice teachers' problems, gained environment to develop them. They also shared how environment can help them develop and who and how should be responsible.

Data Collection Process

As the nature of my study, I used different approaches to collect data i.e. interview and narrative as a source. After defending proposal and piloting, I got permission letter from Kathmandu University to conduct the research. Then, I visited Dhading to identify schools. My first visit in school was to let them know my purpose and provide letter of request to collect data in their schools. In the visit, thoroughly I described my purpose of visit, information about the research and their role in my research in order to make them clear and answer their queries related to the research. After listening to me and reading request letter, the head teacher selected eligible participants including him. This visit helped me to get appointment with selected teachers at their convenient time, their contact numbers and proper acquaintances.

The participants were novice teachers, senior teachers and head teachers as per my purpose of the study. Almost all novices were from primary and seniors were from secondary level. All of them were English teachers except head teachers. For head teachers, I did not have any rigidity of English. They were from different backgrounds.

After the appointment was set, I met and interviewed them. Accordingly, to perform the study systematically, an in-depth open ended interview was conducted. I conducted face-to-face interviews with participants. Those interviews involved open-ended questions intended to elicit views and opinions from the participants. I recorded interviews and transcribed later on back home. This helped me to be more focused on next interviews. I discussed transcribed interview with them to be clearer in next meeting. It helped me to improve myself to get rich and enough data.

After completion of interviews, participants were given narrative journal questionnaire protocol. In the narrative journal, participants wrote their qualification, teaching experiences, level of teaching, and years of teaching, trainings they got and detail experiences of their teaching. Some participants gave their journal on the same day, some asked for the time while some tried to escape from writing but at last taking longer time, they gave me their journal. I coded them NT1, NT2…for novice teachers, ST1, ST2….for senior teachers and HT1, HT2…for head teachers. Finally, I interpreted, discussed and presented my findings and concluded the research.

Data Analysis and Interpretation Procedures

Data analysis process is more demanding and important work than data gathering. In relation to data analysis, Richards, (2003) states, "Data analysis addresses the identification of essential features and the systematic descriptions of interrelationship

among them" (p. 270). Creswell (2003) clarifies that the process of data analysis as making sense out of text and image data which involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data and making an interpretation of the larger meaning of the data. Wolcott (1994) explains that analysis addresses the identification of essential features and the systematic description of interrelationships among them-in short, how things work (as cited in Richards, 2003). I considered Creswell (2007), activities to analyze my data which are given below:

Data Managing: Create and organize files for data

Reading Memoing: Read through text, make margin notes, form initial codes

Describing: Describe the experiences and place it chronologically

Classifying: Identify contextual materials

Interpreting: Interpret the larger meaning of the data

Representing, visualizing: Present focusing on processes, theories, and unique and general features of the life

Figure 7: Activities to analyze Data (Source: Creswell, 2007)

I followed the process as mentioned above for data analysis. I collected and organized files for the data. This involved transcribing interviews and typing the narratives. I read through the text, made notes, matrix and formed the codes for the participants in order to get a general sense of the information and to reflect on its overall meaning. Then, I placed in a chronological order, identified contextual materials and began detailed analysis of it. I interpreted the meaning of experiences and developed themes by incorporating the data directly addressing my research questions. In a final

step, I presented it focusing on processes along with theories and general features of life experience of teachers.

<div align="center">**Research Participants' Profile**</div>

Based on biographical data, I would like to provide a brief description of each participant. I visited four private schools where I interviewed three participants: Novice teachers, senior teachers and head teachers.

Head Teacher 1

Head Teacher one, HT 1, has been teaching for 15 years and working for 7 years as a Head Teacher. Aged 33 years old and has completed M. Phil in English Literature. He teaches secondary level to bachelor level and has participated in teacher training provided by PABSON on how to run school administration for two days and participated other training two times (2+1) provided by his school on classroom management. He has taken three trainings in his 15 years' career of teaching. He has neither taken nor given trainings for past one year.

Head Teacher 2

Head Teacher two, HT 2, has been teaching for 14 years in different schools of Kathmandu valley and working as a Head Teacher for 4 years. He has completed M.B.S from the department of management and aged 31 years. He teaches from secondary level to bachelor level. In the past one year, he has provided trainings for teachers calling trainer on child psychology, teaching methodology, material preparation techniques focusing to pre- primary level teacher to secondary level.

Head Teacher 3

Head Teacher three, HT 3, has been teaching in recent school since 2060 and as a head teacher since 2062. He has earned graduation in English from Education department. Nowadays, he takes one period daily and has participated in around 10 trainings provided by his school and PABSON. In the past one year, he has sent selected teachers in training provided by PABSON and conducted trainings in his own school for all the teachers on classroom management.

Head Teacher 4

Head Teacher four, HT 4, has been teaching for 10 years and working as a head teacher since 7 years and aged 30 years. He has completed bachelor in Humanities from Humanities Department. He teaches from lower secondary to secondary level. He has not provided training for the refreshment of teachers for past one year.

Senior Teacher 1

Senior Teacher one, ST 1, has been teaching for 6 years and aged 27 years. She has completed M. A. in English and teaches three subjects and takes six classes a day. She teaches from primary level to secondary level. She has not participated single training in her teaching career.

Senior Teacher 2

Senior Teacher two, ST 2, has been teaching for 12 years and aged 32 years. He has completed master degree in English and Sociology. He teaches a subject and takes 4 periods a day for secondary level. He is a teacher of secondary level and higher secondary level. He has participated in 2 trainings in past one year provided by school and PABSON school management and teaching strategies. In his teaching career, he has

participated in around 10 trainings provided by school, PABSON and publishers of different books.

Senior Teacher 3

Senior Teacher three, ST 3, has been teaching for 14 years and aged 30 years. He has completed M. Ed. in English language and teaches two subjects and takes four periods in secondary level. He is a teacher of secondary level and higher secondary level.

Senior Teacher 4

Senior Teacher four, ST 4, has been teaching for 6 years and aged 24 years. He has completed B. ed. in English language from education department and teaches one subject and takes six periods in a day for lower and secondary level. In his teaching career, he has participated nine trainings in different areas of teaching learning. In a past one year, he has attended one international conference provided by NELTA and one seminar provided by Asian Publication focusing on books and their effects.

Novice Teacher 1

Novice Teacher one, NT 1, has been teaching for 1 1/2 years and aged 19 years. She is studying in B.Ed. 1st year in English language from the English Department of Education. She teaches in pre-primary level and looks four subjects and takes 6 classes in a day. Especially, she was appointed as a pre-Primary level teacher. Therefore, after appointing to the school, she took 2 days Montessori training on rhymes, handicraft and classroom management.

Novice Teacher 2

Novice Teacher two, NT 2, has been teaching for 2 years and aged 28 years. He has completed M.A. in English language. He teaches two subjects and takes six periods

in a day. He teaches in lower secondary level. In his career (while studying), he has participated in a training provided by NELTA for three days about teaching learning process.

Novice Teacher 3

Novice teacher three, NT 3, has been teaching for 1 ½ years and aged 21 years. She is studying in bachelor 3rd year. She teaches two subjects and takes six periods in a day. She is primary level teacher. She has taken Montessori training in her teaching career.

Novice Teacher 4

Novice teacher, NT 4, has been teaching for 2 years and aged 19 years. She is studying bachelor 2nd year in English from the Department of Education. She teaches 4 subjects and takes six periods in a day. She is a primary level teacher. In her teaching career, she has not taken a single training and workshop.

<div align="center">

Quality Standards

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The way of judging the quality of research work is known as the standards for quality. It is very important to authenticate the work. Therefore, to authenticate my research I used the following standards:

Trustworthiness

Guba and Lincoln (1989) are of the notion that 'a disciplined inquiry process must be publicly acceptable and open to judgments about the "compression and rearrangement" processes involved. In other words, the 'trustworthiness' of the research can be achieved through credibility, transferability, dependability and conformability factors. Here, credibility refers to internal validity, transferability refers to external

validity, dependability refers to reliability and conformability refers to objectivity of research.

To maintain the credibility in my research, I use different methods to collect the data. In addition to this, member check, examination of previous research findings was the main. Likewise, transference of my research made by addressing the issues like: the number of participants involved in the fieldwork, the data collection methods were employed, the number and length of the data collection sessions and the time period over which the data was collected. Similarly, in order to address the dependability issue more directly, the process within the study was reported in detail. For instance: the research design and its implementation, detail of data gathering and evaluating the effectiveness of the process of inquiry undertaken. The concept of conformability concern to objectivity. My research maintained the standard of conformability by ensuring the work's findings are the result of the experiences and ideas of the informants rather than my preferences.

Authenticity

Authenticity of the research includes ontological authenticity, educative authenticity, catalytic authenticity and tactical authenticity (Guba & Lincoln, 1989, pp. 245-251). Ontological and educative authenticity were designed as a criteria for determining a raised level of awareness by individual research participants and by individual about those who surround them or with whom they come into contact for some social or organizational purpose (Guba & Lincoln, 2005, p 207). Similarly they further says that catalytic and tactical authenticities refer to the ability given inquiry to prompt, first, action on the part of research participants and, second, the involvement of the

researcher in training participants in specific forms of social and political action if participants desire such training.

In this regard, I followed threefold path of awareness, action and emancipation. First, the research participants were made aware of the issue at hand and how it should be achieved. Then, the participants went into 'action' to carry out interventionist activities to see if desired results are achieved. Finally, with the positive changes, learners and teachers are benefited.

Ethical Issues

"When we enter into a research relationship with participants and ask them to share their stories with us, there is the potential to shape their lived, told, relived and retold stories as well as our own…we owe our care, our responsibility, to the research participants and how our research texts shape their lives (Clandinin & Connelly, 1990).

The above epigram formed in the basis of the ethical considerations for my research. Orb, Eisenhauer and Wynaden (2001) state that ethics pertains to doing well and avoiding harm. Harm can be prevented or reduced through the application of appropriate ethical principles. Thus the protection of human subjects or participants in any research study is imperative. Ethical responsibility begins with the researcher and researcher is main person to determine ethical standards. Therefore as a responsible researcher I had a moral obligation to ensure 'non-malfeasance' (Cohen et al., 2010, p. 58), that is, there was no harm to the participants as a result of my research. Because human participants were involved, ethical and legal considerations were concerned. Researchers need access first to the research site and then to the individual participants. Whenever research is conducted in an educational setting, it is necessary to obtain

permission from the site's "gatekeeper" (Wiersma & Jurs, 2005), who might be the principal, superintendent or participants themselves. Therefore it is always important to know and follow the approval policies of agency. In order to accomplish my research I abided by certain ethical principles. Those were the following:

Obtaining Informed Consent

This entails respect for the people; is the recognition of participants' rights, including the right to be informed about the study, the right to freely decide whether to participate in a study, and the right to withdraw at any time without penalty (Orb et al, 2001). Informed consent means making a reasonable balance between over informing and under informing (Kavle, 1996). It means providing 'full information' (for example, method of analyzing data), may not always be possible as a researcher (Cohen et al, 2010). At the first hand, the participants in my research informed of the aims of the research; their roles and that of the researcher, the benefits to participants and the institution.

Confidentiality/Anonymity

Since I involved in participants' interviews I assured them of anonymity. The bulk of my research report was in reality based where actual works were used. I offered respect and protection to research participants through assurance of confidentiality of information shared and anonymity by not revealing the identity of the individuals involved (Halai, 2006).

Beneficence

Beneficence means doing well for others and preventing harm (Orb et al, 2001). They further said that beneficence in some situations may be taken to the extreme as

authoritarianism. An authoritarianism approach indicates the denial of autonomy and freedom of choice. If researcher is maintaining the principle of beneficence, overseeing the potential consequences of revealing participants' identities is a moral obligation. The use of pseudonyms is recommended (ibid).

Being a researcher, my data collection and analysis was based on interpretive research design that believes on subjectivity. My research procedures; in-depth interview and narrative writing were directed to making the themes and discussion. Therefore, protection of participants' identity applied while publishing. Participants were informed how the results published.

Chapter Summary

This chapter discussed my research study linked with research methodology and also justified why I chose qualitative research method to accomplish my study. I thoroughly described paradigmatic considerations of research, philosophy, methodology of research sites and place of data collection, data collection approaches, data analysis procedures and quality standards to maintain the quality of my research. At last, I emphasized the ethical considerations for my proposed study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter analyzes and interprets the collected data from the participants using interpretive paradigm. In interpreted data depicted the novice teachers' complications and how are they mentored in their schools. I have visualized the problems of novice teachers, mentoring practices in schools, its importance, responsibility to mentor new teachers and factors affecting in the implementation of mentoring practices in schools.

Thematic Analysis

This section presents thematic analysis and interpretation based on the research questions and purposed study. Since I adopted qualitative research method, some pertinent issues are related to the research questions and some others emerged during my data collection. I have included excerpts from the respondents' narrative journal and interview to enrich my data interpretation. Three themes were conceptualized from the research questions and two emerged during data collection. Hence, there are altogether five themes which include: Theme 1: Problem of novice teacher. Theme 2: Mentoring practices. Theme 3: Importance of mentoring to develop novice teachers' professionalism. Theme 4: Responsibility to mentor/support new teachers. Theme 5: Factors affecting in the implementation of mentoring practices in school

Theme 1: Problem of Novice Teacher

This theme addresses the problem of novice teacher from the participants' point of view. It highlights the core findings of the research question on "How do novice

teachers face problems?" Under this theme, the participants reflected on their teaching experience and shared their problems. HT1 said examination affair and interaction with parents is main problem of neophyte teachers. Likewise HT2 focused on adjustment in school environment, understanding child psychology and content knowledge as well as teaching techniques (Mahrooqi & Hashmi, 2012). HT3 and HT4 also focused on the problems of HT2 and HT1 but HT4 added hesitation and problem of speaking english. Likewise, the HT1, HT2, HT3 and HT4, all the senior teachers and novice teachers opined the same kind of problems of novice teachers. NT4 added "dealing with individual difference" (Veenman, 1984) of students is also a problem. Under the main theme, 'Problem of novice teacher' there are sub themes which have been discussed and interpreted below:

Sub Theme 1: Examination Affair. This theme was generated from the respondents' response. When I asked them the problems of novice English language teachers, they shared 'examination affair' is one. In Mahrooqi and Hashmi (2012) research study has also mentioned testing and marking are the hardest and challenging problem to the novice English teachers. The view of NT4 is not different than Mahrooqi and Hashmi. It was during examination when I went to meet NT4 for my data collection. All the teachers were busy in checking answer sheets. When I reached the School, NT4 was also busy in checking answer sheets. She expressed that examination is very busy time as she has to check answer sheets, prepare results, invigilate exam hall etc. She further added setting question paper is also a challenging job. When I asked her why setting question paper is challenging, she expressed as a neophyte teacher she is not well-known of question pattern, allocation of marks etc. Below is her experience in her own word:

Actually, I do not know how to set question papers. I am confuse of my responsibilities in examination, I do not know how to check answer sheets, I am in dilemma what and how to write in mark sheets (Long breath.) I do not want to remember the difficulty I faced in first terminal examination; Principal rejected my questions paper three times. I almost cried. Of course, my questions were not properly set. There is not my fault because I did not know how to set it. Nobody helped me. I did what I knew, that's why it was rejected (short laugh). Another big problem (pause), parents and students complained me in checking answer sheets as they found unequal marks distribution in similar types of answer. To make you clear, we have to give answer sheets to the parents and students to observe their performance. Parents and students are always problematic. That was my first time; Oh my god! I was in dilemma what to do. It was so harassing I felt like leaving the school immediately.

This indicates that NT4 was facing lots of problems in terms of examination affair which made her feel frustrated. She has problem to set question papers, check answer sheets and prepare result and she was not even supported enough from her seniors and head teachers or responsible person of the school. However, NT3 responded that though she was facing the same problem like NT4, she was getting support from her Principal. She said that she was appointed as a teacher when new session started and before first terminal examination she got good guidance and orientation on examination affair. That's why, she was feeling comfortable. She did not have major problems. If she faces problem immediately she asks either Principal or seniors.

Therefore, above responses proved that for all the novice teachers examination affair is challenging but similar case did not apply to others. Regarding examination affair, I had taken the perception of head teachers too. According to head teacher four who has Nine years' experience in teaching English Language and seven years' experience of Head Teacher, explained how teachers face problem during their early years in conducting Examination:

When new teachers are appointed they face many problems. Among them successful completion of exam is one. They cannot set the question paper properly; marks allocation for question is another challenging job. Sometimes they allocate five marks for fill in the blanks questions and short answer questions also pose the same. They do not know the correct structure of question. To one teacher, I have asked to reset one set of question for five times. Likewise, after result is out, I have to listen to parents and students because they do not check answer sheets properly and do mistakes. For example: they remain careless and left to count numbers and the way of giving marks to the same answer differs in each answer sheet. It happens usually in long question answer.

The experience of HT4 and NT4 found to be similar. So, I further asked HT4 what he did to help novice teachers overcome from those problems. He said that the exam committee helped novice teachers in this matter. They provided question patterns, oriented them before exam and provided help as much as novice teachers needed and he himself asked them and helped in their need. His opinion contrasted with NT4. She told that she did not get support from others. That's why, she was frustrated but he told him and his exam committee to support novice teachers. Here, NT4's experience is in line

with the research findings of Biswa (2010). According to his finding, school administrators or other members of school do not facilitate teachers.

Likewise, NT2, ST1, ST3, HT2 also mentioned "conducting examination, checking answer sheets, reporting students' progress and the main was preparing question papers" were difficult for the novice teachers. This situation made me speechless. We can guess how much disgraceful and fragile is the situation of education in our country.

After transcribing and interpreting the data, I came up with an understanding that gap between school administration and a beginner is major problem as above data showed contradiction of view between novice and principal. As novice teacher 4 said *she was not guided how to set question papers.* But in contradiction to NT4, head teacher 4 said that they have exam committee and they guide. He said that he behaves like a friend, support morally. But NT4 said that head teacher scolded her. She felt harassed and left school. It proves that there is gap between head teacher and novice teacher and there is not much friendly environment for neophyte teacher. Therefore, Randall and Thornton (2001) say that creating an appropriate relationship between the teacher and adviser creates atmosphere of trust and empathy which help the teacher and motivates them. It is always important to create atmosphere of trust and empathy to motivate novice teachers. Their point is in line with ST2. He said that talking with beginners in leisure time about their teaching experience and share their experiences make feel them comfortable and give power to develop capacity and strengthen confidence.

Sub Theme 2: Interaction between Parents and Teachers. Not only was examination affair the problem of novice teacher interaction with parents' also major problem they faced. While asking the problems of novice teachers, HT1, ST1, ST4, NT1,

NT2 said interaction with parents (Tsai, 2004) is another problem. In this point, NT1 has articulated the real life story which she faced. She uttered that when she started her teaching career she was happy and excited. She has never thought that teaching would be that much difficult. She encountered many problems among them interaction with parents was the most as she worded out:

> It is obvious that each parent wants their children to sit in the first bench and is curious to know the performance of them. After a half month of teaching, we had conducted parents meeting. It scared me because for the first time I was going to speak in mass and I had to listen and answer the question of parents. In the meeting, one parent told me that his son does not like me. He complained that I do not teach well, never check homework and let students check their homework themselves. If teacher does not check homework and let students check what their work is? It was a mess. That made me went blank. I became unable to speak even a single word, and I was thinking why I chose teacher's job. I was trying to speak something but I was scared.

She added that her principal saved and answered the question of that parent and convinced him. This made her comfortable. Here in contrast to NT1, in Malaysia according to Senom, Zakira and Shah (2013), the novice teachers in Malaysia do not receive support as there is no specific new teacher mentoring program to prepare them. In my field visit and from the transcribed data I found, in private boarding school of Nepal though there is no particular mentoring program to prepare novice teachers unknowingly and informally they are being supportive to each other. Pandey (2009) also found that in

Nepal informal mentoring system is being practiced which is helping teachers develop their confidence day by day.

      Sub Theme 3: Adjusting School Environment. Being adjusted to any school environment for the new teachers requires enough information by the responsible person of the school such as administrative things, personal roles, and relations with teachers, students and parents (Tsai, 2004). But in Nepal, according to NT1, when she was appointed as a teacher, even on the very first day there was no one to introduce her to the students, other teaching staffs, and head of department, subject coordinator etc. Likewise, NT4 had same problem. She was not introduced to other concerned stakeholders of the school which made her very awkward in school. As NT4 further said, *"to adjust school environment and to know more about school's rules and regulations at least it would be easy if a novice is introduced with all staffs or given orientation about the rules and regulations of school and provided general information of parents and students".* She consoled herself saying that the colleagues have to teach in their respective classes and school Principal was busy somewhere.

      From the above data, we can assume that schools of Nepal really lack efficient and skilled human resources therefore NT1 & NT4 did not get information and support to be adjusted in school environment on her very first day. Research report of Mahrooqi and Hashmi (2012) found that If novice teachers get no support from the school on their very first day or first, second month of their teaching they handicaps their adjustment and performance. Therefore, it is always important to appoint a mentor in school to support novice teachers and not to make their performance and adjustment handicap. Hence,

Mentor should be assigned for the succession of initial teachers and build good rapport between them.

As Rudney and Guillaume (2003) say that a part of building a relationship is based on trust, understanding and having some core knowledge about each other. This type of professional relationship can function more effectively. They can share each other's experiences, interests and ideas about schools and its environment. We have already discussed the importance of experience in sub theme one. It provides the general ideas about how people learn, what it means to teach well, how to assess teaching and learning, different views about the purposes of schooling and terms and conditions which school follow.

Sub Theme 4: Teaching Subject Matter. Some novice teachers faced problems on their first classes due to poor training. They are likely to think that "their work performance is deemed acceptable only if they teach well, as defined and laid down by result and performance expectations" (Yuen-Fun, 2000, p. 5, as cited in Mahrooqi & Hashmi, 2012). Therefore, it is always important to be competent in teaching subject matter. The research report of Pandey (2009) found out that 66.66 percent of the respondents agreed difficulty in teaching subject matter is a problem.

In my research, regarding teaching subject matter issue, ST2 told that it is a vital problem of the newly hired teachers because education system of Nepal only focuses on theory not the practice. As he said Nepali education provides only theoretical knowledge I asked him what can be done to improve it. He added that only universities and their theories suffice the need, it should be seriously taken in educational plan of government and implemented effectively. HT2 is also not much different than ST2. As he said,

Universities are highest educational institute. It determines the future of students. But in our education system we are provided with only theoretical knowledge. Teachers ask students to copy their note to study and read it to prepare for exam. See! It is the system of our country. Then how can we expect qualified new teachers?

He further added, *among students' and teachers' one system has been developed; studying for the sake of passing exam. They should have provided practical knowledge.* He clarified giving example: *"even new teachers from education background do not know how to make lesson plan."* Their view is in line with Kafle (2002) as he said Nepali educational system requires exercises and preparation from top to bottom levels. It should reform in practice based education. So that novice teachers can be best benefitted. As we have existing problem of less competent teacher in subject matter of teaching, Tsai (2004) offers mentoring programs that can help to approach new tasks and solve specific problems of teachers that crop up in the teaching.

NT 2 also accepted lack of practical knowledge in subject matter and teaching techniques occurred in his teaching. To clarify this he said, "*I do lots of mistakes while teaching, assigning and checking homework, and get scolded and blamed of being incompetent by seniors, principals and parents. H*e also said, "*I have not attended trainings, seminars on how to teach and get general information on subject matter of teaching. We do not have teacher's guide too. So, as a novice teacher, how can I fulfill the expectation of seniors and principal?"* In my question, school does not provide you training, she said, *sometimes principal and seniors call meeting and provide lecture and ask to do this and that. This is not enough for us. Like government school teachers we*

need one month TPD trainings. If one month is not possible, sometime school can call trainers and provide us training and send us in seminars and conferences.

Like NT2, NT1, and NT4 have also demanded trainings and told what they are receiving was not enough. But in contrast to them, NT3 has opined that she is taking trainings because her school conducts trainings for one week, sometime 3-4 days, and sometimes one day. From the above data I found, in most of the schools, teachers are not provided enough training and even if they are provided, it is not enough and not by the trainers. Trainings are given by seniors and principals of the same school. It is just sharing what they know. From the participants view, I can assume that seniors and head teachers of the schools are also not competent and well known about new methods and techniques of teaching. This situation of school is inviting the problems to the new teachers and even old teachers which directly affect the quality of education.

To proof the above point I discussed, HT4 has said, *"See, though I am in a position of principal, either I do not know many things. I am the same like other teachers. I do not get trainings too for new update. So, we are practicing what we know and it is always not possible to apply learned knowledge in the classroom.* His opinion made me curious why they are not trying to change and why it is impossible to apply learned knowledge in the classroom. I asked him for the reason behind it. In his reply, he clarified, *"Of course, we want change. It is not easy process. To change we need enough exposure and we are not getting it because government does not support us. We do not have enough funds to hire trainers and provide trainings. To address your question why it is impossible to apply in the classroom, it is simple as classroom situation does not match from the situation we learned."*

His view is similar to Thapa (2007). As he said whatever teachers learn in trainings or orientations, transformation to the class is always a gap. Thapa further opined that trainings have not got success to bring out realization among trainee-teachers that planning for teaching is an important duty of a teacher, and teacher has the duty to create conducive learning environment in the classroom.

Sub Theme 5: Child Psychology. School is the principal community institution for children. School is a place where children spend a large portion of their time and get engaged in the social, emotional and psychological challenges of preparing for adulthood. According to Munger (2007), "when a child is in a bad fit for the school environment, it can lead to problem behaviors (p. 62)". HT1, HT2, HT3, ST1, ST3, NT1, NT2, NT3, and NT4 said understanding child psychology is a big problem to novice teachers. Here, NT2 shared his experience. According to him:

When I was appointed as a teacher the main problem I faced was dealing with

individual differences of students and understanding child psychology. In my

school, students are from different community. Half of the students are Muslim

and other Tamang, Gurung and very few numbers of students are Brahmin. I

found Muslim students are isolated in the class. They were sitting differently,

hesitated to speak with friends as mainly with teachers. Rarely, they would do

homework and if I ask the reason, they would not speak a single word. So, there

was no chance of knowing them. Then, I applied a trick. One day, I told to all

students to learn Muslim language. Among Muslim students I asked one to tell

some Muslim words. We asked words in English and they translated. That day, I

found them speaking and excited. Then, every day I asked one Muslim word, I

learnt their language and they became familiar with me and they started speaking

with friends too and now they are like other students.

Likewise, NT3 also shared her experience of her first day. She said that on the very first day she was sent to class three to teach and students were found to be notorious. They did not have exercise copy and even books. Without obeying her they started to fight with each other. To control them, she gave class work to do but in her opinion only 15% of the whole students did. Others were still fighting and talking to each other. She smiled and said, *"It made me angry, tensed and almost I cried"*. In her opinion, it was not only her problems; all novice teachers encounter such types of problems. Therefore, before appointing a teacher they need detail of schools, students and for one week they need seniors to go to class because according to Malderez and Bodoczky (2010) modeling role or seniors and mentors inspire and demonstrate the right path. In contrast to her opinion, HT1said, understanding individual difference of children is major problem for teachers because they never try to talk with students. They go to the class directly, teach lesson and come back. As he said that though he tells teachers to talk and play with them and ask students personal thing to build rapport between them, almost all teachers do not care about it.

The interpretation of the data showed that Nepalese novice English teachers are also facing the problems to understand child psychology. If so, it is necessary to find out why teachers are facing this problem. Is it because they are not getting enough exposure? Or is it because they are careless and never try to search the solutions? These questions triggered my mind several times. So, I read the above discussion, time and again found the answer what it is. It showed that novice teachers do not set enough exposure to

understand individual children, do not look for solutions, and hence gap between students and teachers prolongs.

Theme 2: Mentoring Practices

All the respondents had common practices of mentoring in school. Based on their experiences, all the respondents acknowledged the truth that practices of mentoring in school has not been formally introduced and practiced. They shared that their school practices informal mentoring. Mentors are principal, seniors and colleagues. They said that if school had a mentor it would improve their professionalism and problems would be minimized. At first, they also opined that they do not know what mentoring is and what mentor should do. The entire NT demanded for mentoring system and STs' and HTs' also said it would be very helpful to improve quality of teachers, students and school itself. It is a best way to provide quality education to the students and it is very supportive for the novice teachers for their acceptance into a professional community (Malderez, 2009).

In my question how you are practicing mentoring system in school to support novice teachers, HT2 said "classroom observation and feedback or suggestion, sharing among teachers, training" are the practiced mentoring. In the same way HT4 also said, "observations, suggestions, feedback, talk with teachers, interaction programs" are the ways. He (HT4) further added, "We had interaction program yesterday. I talked to teachers about their teaching activities and problems whether they are facing or not. I go to see their classes and after observation call them in my room and suggest if there is something to be improved". According to Rudney and Guillaume (2003) classroom

observation and feedback is fruitful way of encouraging novice teachers for their development.

All the NTs', STs' and HTs' said, "Classroom observation, suggestions and feedback, interaction program, sharing among teachers are frequent mentoring practices and training once or twice a year". While discussing on this questions, I found NTs' are dissatisfied on these practices. For instance, NT1 said,

"If I face problems and ask seniors and principal they suggest the way out. They observe our classes too but peeping from outside. We do not get trainings by trainers. Discussion among staffs about teaching learning problems is not trainings. In my opinion, it is not enough for us to develop teaching learning practices and I am sure it has not been effective as well".

Again, in my questions how you can ensure it has not been effective she responded: *the outcome from feedback and discussion session should encourage deeper reflection on student learning needs and planning for instruction (Reiman & Sprinthall, 1998) but I do not think it has been.*

NT4 does not have different opinion than NT1 over this matter. As he said, "Actually, sometimes the head teacher and other people come to my classes and sit at the back for five to ten minutes. But I do not know what they see, how do they observe and what they feel about my teaching learning activities. They have neither given me feedback and suggestion nor praised if my teaching is good. Like, NT1 he said, we have training two times in a month. We sit together and discuss about our teaching learning problems. But I do not find it effective. Teachers do not give more effort on it. It is

always boring. It is just time pass. In my opinion, it would be effective if they bring trainers and provide training. It has not happen here yet.

From the above discussion, it is found that in private schools teachers get less chance to get training. The interesting thing which is found from the data is, as NT4 said, training means the meeting of teaching staffs. They have conceptualized in their mind that meeting of staffs and discussion are trainings. They have never experienced training by professional trainer. According to Herrera, Grossman, Kauh, Feldman, McMaken and Jucovy (2007), training helps to orient beginners to the goals of the program, informs them about program rules and expectations, and gives them essential information on how to be professional teachers but in Nepal training to the teachers is rarely given. Then, how can they do justice in teaching profession.

Based on NT2's opinion, sitting together twice a month and discussing on teaching learning problems are training. Trainers do not train them. As he further replied to my question why no training by trainers, "Goro gaye kalo aauchha (If one leaves another comes)". I mean he clarified, in private school there is not system of permanency. Schools see for the teachers who agree to teach in low paid salary. Teachers leave if they are not satisfied and find another high paid job. It has been like a business.

She further said if school provides better salary and better opportunities, obviously teachers will not leave. School should introduce us new techniques and methods to teach. They should provide training for refreshment, encouragement and development because trainings offer many ideas and techniques and with its help we can develop ourselves. Her opinion is in line with (ibid). In their research study they found that those who received more trainings in their pre-service or in-service duration felt

higher level of efficacy, confidence and motivated but those who were having less training or no training at all felt nervous and afraid of classroom teaching and circumstances they would be facing.

In the training issue, ST3 opined that hiring trainers are very expensive. They do not have sufficient fund. Correspondingly, HT1 and HT2 also agree with ST3 and said they have to call trainer from outside and they are expensive. So, schools cannot afford it. More than this, HT2 said, although they want to hire trainer and train teachers; sometimes trainers' cannot be available in school's favorable time and school cannot send teachers in training because they have to run schools. So, time management is a problem for schools.

Again I would like to go back to ST3. In his school, the experienced teaching staffs provide training during holiday time. He proudly said that they help each other if problems occurred. They observe the classes, interact with each other and try to solve the problems of novice teachers. In his view, observation is the best. It helps teachers to identify their skills, strengths and weakness (Rudney & Guillaume, 2003).

Similarly, NT3 said that classroom observation, feedback and suggestions, time to time trainings, sharing are helpful for their development. It made her confident in teaching. She said, *"Head teacher supports me if I am nervous. We are working in team which made me qualified teacher".* In her opinion, if conducting frequent training is not possible, at least seniors have to observe their classes and provide feedback in their weak points and encourage good work because, *"it adds different kind of energy in teaching".* She also said it is not done frequently and in proper way. Notably, NT1 also said seniors and Head teacher observes her classes rarely peeping from windows without specific

criteria to observe and never provide feedback. According to her, there should be specific criteria to observe. Though they do not provide feedback, if she asks something about teaching learning activities they help her. NT3 has also similar story on classroom practices of teaching learning improvement. As he said:

When I was first appointed for first day they had observed my classes; actually it was before appointing, in the selection process. Principal with other two teachers sat back and observed my classes. I think that was not observation for my teaching learning improvement. That was to select me. After that, I have not experienced any teachers coming inside my classes for observing. I have not got feedbacks and suggestions even for a single time. Sometimes, I find principal looking my class from outside for three to five minutes. Within five minutes how can he observe my teaching activities and provide feedback? It would be beneficial if we had group observation and peer observation system to learn from colleagues but I have not seen it. It should be implemented effectively in my school. In the next meeting, I will raise this issue for sure (Smile).

The above responses reflected that respondents were enthusiastic on participating in different kinds of mentoring practices. They shared that classroom observation, trainings, and collaborative work and joint discussion help them to improve their teaching learning activities. They are motivated to perform best. Black, Harrison, Lee, Marshall and William (2002) have insisted that support from colleagues is particularly important in overcoming those initial uncertainties when engaging in the risky business of changing the culture and expectations in the classroom. NT3 referred to this concept in the following way, "There was co-operation and communication among head teacher, senior

and junior. So I did not face many difficulties in my earlier days". Similarly ST3 expressed her gratitude to her colleagues and proudly said:

On the very first day of my school, I was really hesitating to go to class and to talk with staffs. I think one of my friends found me how was I feeling and helped me a lot. He helped me to get introduced to other staffs; he went in my class to ease me. His support made me very comfortable. He would go to my class to introduce me with children and go to his class. During leisure time and lunch time he stayed with me. So, I was less hesitant. Sometime, he would say "at first I was also like you". That made me easier. I was inspired by him. Nowadays, when new teachers are appointed in our school, I go to them, introduce myself and try to make them feel comfortable.

To sum up, schools in Nepal do not have formal mentoring system. However, they are practicing it informally through sharing experiences, classroom observation and feedback, orientation program, and training. From the above discussion, it can be anticipated that teachers are semi-conscious about the mentoring approach but fully aware of their need for the development of themselves and their students. Even though they are aware and want to change their teaching learning activities, many things are hindering them such as lack of fund for training, less availability of trainers on time, time management, expensive trainers, in some school carelessness of responsible person in school, lack of human resource and no provision of permanency in the job. But it is true that novice teachers need help and there is a great relevance of mentoring in every educational institution of Nepal.

Theme 3: Importance of Mentoring to develop Novice Teachers' Professionalism

While talking about the problem of novice English teachers and mentoring practices, all the respondents demanded mentoring practices in their school. To explore more on this issue, participants were asked about its importance, benefits to the teachers' career development and impact on initiation of novice teachers' professional development. In response to these questions HT3 shared:

> *The first year of teaching is difficult and challenging. Studies have proved that 35% of teachers leave the profession during first year of teaching. By the end of fifth year, 50% of teachers leave this field. So, only 15% new joined teachers continue their profession in teaching. The first month of teaching is very overwhelming for the new comers. They learn a lot at a very rapid pace. They have to face a number of problems knowingly or unknowingly every day. Therefore, they need regular guidance, feedback and suggestions. It can be accomplished best if mentors help them. May be dropout rate of teachers can decrease. Mentors can help novice teachers to prepare lesson plan every day, advance preparation of the problem, share problems, learn new methods and techniques, moral support, emotional support, pedagogical support, contextual support, etc.*

HT3's opinion somehow is in line with Bullard and Felder (2003). He experienced that mentoring can be good teaching practice, to get constructive feedback, to relief from the burden of developing content from scratch, to diminish fear that comes from having to go alone in the classroom, to have sound ideas and ready sources and to find professional colleagues.

Likewise, NT2 also shared his opinion in the importance of mentoring to develop professionalism of new teachers. As he said beginner is like a warrior who goes to battle field for the first time. Theoretically, s/he has learnt many things but in classroom they feel hesitation. The teacher hesitates and worries whether they make mistakes regarding spoken/written. They may face the problems of student control; classroom management and the problem are really tough when they are appointed as a class teacher because as a class teacher they should guide the classes in all the sectors. The main problems which the teachers face are; if the students are morally corrupted or in- disciplined. The teacher may feel difficulty in counseling the parents. The teacher may lack confidence to understand child psychology, if the teacher does not know the level of the students and the students may feel uneasy with the teacher. Therefore, according to him, to avoid such problems, seniors, experienced teachers or trained teachers should support them. In his word:

> *Seniors should work as a mediator between the new teacher and the students so that s/he could feel easy. School environment must be encouraging for the new teacher. No teacher have to dominate him/her as a new and inexperienced teacher as such case is seen somewhere. If the newcomer is ridiculed and laughed at, the hidden talents and other potentialities will never come out from that teacher. If a new teacher is supported from all the sectors, by related experienced subject teacher, by principal, by other staffs as well, it is motivational factor for him/her. Every new teacher deserves co-operation, advice, reinforcement rather than domination, humility etc. Therefore, it is always necessary to have mentors to support other teaching staffs' especially new teachers.*

ST3 does not have different opinion than NT2 and HT3. He has opined the importance of mentoring in this way:

No teachers will be experienced in teaching already. They should get access to teach and opportunity to work with other teachers and students. To start teaching as a new teacher, they have to have smart knowledge in subject matter. So, it helps them to be comfortable to teach and assimilate with students. The new teachers normally get nervous as many students of different and unmatched grounds sit together in a single class. They have different learning capacities and desires. Their social, academic, cultural, moral backgrounds are also different. The second thing that new teachers feel uneasy is to divide the units scientifically so that no chapters remain untaught. They cannot think, divide the courses properly so they cannot be happy from their own teaching. In order to address these problems, headmaster, level in-charge and subject committee head have to mentor them. They should orient in positive way so their confidence level remains always high. It makes them feel comfortable to share their problems openly. It ultimately helps them to improve their classroom teaching.

In addition, NT3 shared, "Mentoring system is not only for our development. Actually it is for development of schools. Through mentoring we can get new ideas, encouragement to teach. Mentor is like guardians. They help and support us in each and every problem. So that we can grow up and serve this institution better". She further added that mentoring in our teaching changes our life, our teaching style through feedback and suggestions. As she said, eventhough she does not have mentor in her school she has

been guided by her seniors and principals. It helped her to enjoy teaching profession. She emphasized on "Change" she has got in her teaching style.

The responses from NT2, NT3, HT3 and ST3 pointed out that mentoring is changing agency and mentor is a change agent for the betterment of their profession. Their voice echoed with Kafle (2001). Like this, NT1 also said, "mentoring helps teachers to improve their profession. They can teach effectively. It improves quality of education, school and teachers". For the continuity of this point, ironicallly she said, "we are expert in lecturing. Every body knows its importance and benefits but we are very weak practically. If we know its benefits why are not we following it." She added more, "The reason is, private school has been totally profit making institute. In my opinion, school does not care of quality education. They do not want change as it is going on.".

NT2 also opined in the same way NT1 opined. As he said, "because of commercial reason they do not care for quality of students and teachers. Otherwise, at least they should have provided us trainings or at least they should have given responsibilities to one teacher as our facilitator". But in contradiction to him, ST4 said his school has given responsibiliy to senior teachers to facilitate new teachers, to observe their classes, to provide feedback and suggestion as well as moral and emotional support. In his own word, *"Generally, school administrator asks us to mentor the newly appointed teachers. We visit their classes, sometime we call them to our classes too. Any time when we get time we go, talk and discuss in their problems and recommend the solutions"*.

On the basis of the in-depth interview and narratives, it is found out that Nepalese English teachers are fully aware of the importance of mentoring practices to develop their professionalism.

Because the problems they face daily in their teaching learning activities of schools irritate them that lately affect teaching profession. Very few per cent of people use teaching profession for their bread and butter and few percent of people like it. Hence, according to Arnold (2013), there are two kinds of support involves in beginning teachers need. That is personal support and professional support. He explains that personal support should help new teachers overcome feelings of insecurity, caused by things like discipline problems and feeling unable to cope. Professional support should be appropriate to the stage of the mentee's development as a teacher, and responsive to the mentee's changing needs. Mentors must be able to find time to provide that is purposeful, constructive and pro-active.

From the responses of teachers, it is found that they know very well about the mentoring system as a best solutions to save them from these types of problems and it is possible in their school but they are handicap. Their voices are unheard by the responsible person. Consequently, Kafle (2002) says that mentoring model for teacher development is possible in Nepal. It requires exercise and preparation from top to bottom level of education system. It may be one of the best approaches for school based teacher development so that teachers can be benefitted on the spot and students can get direct advantages from the trained teachers.

Theme 4: Responsibility to Mentor/Support New Teachers

This theme emerged while discussing the major research questions related to mentoring for novice teachers with the participants. In order to clarify the rationale behind their positive outlook towards importance of mentoring practices, participants gave an overview of responsible person to support them in teaching learning activities in

their school. This section presents the participants' (NTs, STs, and HTs) perceptions on responsible person to mentor new teachers. Among many responsible people to mentor new teachers according to data I have selected those under four headings: School administration, government, teachers' training institute and universities.

Sub Theme 1: School Administration. All participants viewed school administration as a crucial agent that had overall impact to mentor or support novice teachers. School founder members, school principal, head of department and school coordinator come under school administration. From the participants' views, it is clear that school administrations were aware of the need to support first-hand teachers though they do not know what exactly mentoring and mentor means. Somehow they are supporting each other or getting support from school administration. All the participants said that they receive support from school administration but not enough and not effective to develop novel teachers' professionalism and improve teaching learning activities.

In my question why and how is school administration responsible to support or mentor, neophyte teachers ST3 said:

> *School administration is the head. They are the head of a family who should direct their family members in a right way; if they remain careless and do not care of their family, family members might go in a wrong way. And school is an institute which runs by a family and should have progress. If there is no progress in teachers development they cannot do progress in their institute.*

Likewise, NT3 shared:

It is one of the main parts of the school. They should support and guide us. Among

many roles of the school administration, guiding teachers especially beginning

teachers is a vital. If they guide us properly, we can solve the problems that we

face in school from parents, children etc.

Similarly, NT2 maintained, "If teachers are capable in school, its prestige will be high and certainly it will be beneficial for schools. That's why; they should support/mentor us". To illustrate this view, NT2 shared:

As I started working in this school, with the help of seniors and principal, I have

learnt many things. I had come across having lots of problems; grammar was my

main problem. Because of this problem I would hesitate to speak in mass with

staffs. With the help of Principal I have been improving it. Nowadays, I speak in

staff meeting as well (Smile). He gave me a good book to read and practice that

was my best source. As well as if he listens to me speaking wrong grammar,

immediately he would correct me.

Here, he mentioned that close mentoring enabled him to improve grammar problems while speaking. He was able to speak without grammatical problem. He started to communicate in English with other staff and interact in staff meetings. As he said that principal was his source of advice and information. His point of view is aligning with Armstrong (2009). As he said that mentorship was beneficial because the mentor was a source of advice and information and mentee could confide in the mentor and the mentor inspired confidence in the mentee.

In summing up, from the discussion above, it is found out that school administration has great role to support new teachers or implement mentoring system in schools.

Sub Theme 2: Government. Almost all participants opined that government is the biggest and ruling department of education. So, firstly government should start the change and slowly schools will change. Hindrance to change and improvement of education system is due to unstable political system and corrupt political rule. Participants seemed worried because still in our education system there is no provision for mentoring system to prepare new teachers for the transition. This situation is parallel with Malaysian scenario. According to Senom, Zakira and Shah (2013), novice teachers in Malaysia do not receive adequate support as there is no specific new teacher mentoring program to prepare them for the transition. Yet, new teachers assume the complete duties of veteran teacher including the role as the head of panel of the subject. Therefore, according to HT3, "Government should develop rule for the novice teachers even for private schools. They need to have policies, rules and regulations and training programs as well". Here, ST3 shared his view it:

> *For government schools government provides training to the teachers but for us yet government has not been supportive. They do not monitor us. They do not provide us trainings. Suddenly, he grew aggressive and said, we are not saying provide us trainings and fund fully. We are asking for partial fund and trainings like government teachers receive. Come to our school as well. Monitor us. Give us feedback and comments. Direct us. We (government) are talking about quality education, unless and until there is no monitoring, unless and until there are no*

terms and conditions for private school, how can we maintain quality in education.

Alike ST3, ST1 said, *"System is necessary for everything. In private sector, there is not fixed policy in education. Government has not supported us. We are also part of nation and are contributing a lot for the nation's development, for the betterment of education. So, how can government avoid us? It should play the role to develop our professionalism like government teachers and monitor frequently"*. NT2 is not much different than ST1. As he said; government should play the vital role to improve the education system. They should make laws and policies for private schools as well and implement effectively. They should provide trainings and follow up the trainings honestly. Only then our education system improves to expectation.

From the above views and demands of the teachers, it has been cleared that to teach more effectively and confidently, there is need for educational development and environment in Nepal. Only then, Nepal can pursue the current trend of more self-directed, collaborative and inquiry based approach of professional development (Senom, Zakira & Shah, 2013). But from the above sharing of participants', we can assume that still weakness lies in the implementation from national level. Therefore, focus should be given to it fairly.

According to HT1, if the government changes the curriculum and develops good assessment tools as well as provides trainings to the teachers and monitors frequently; automatically the problem in education of Nepal will be terminated. Likewise, NT1 also demanded the trainings from government but it should be need based. NT3, ST4 has also the same views like NT1. As they said, the lacking is in-service need based trainings

from government. In the same way, in ST2's opinion, the ministry of education should lunch very effective kinds of trainings packages, programs and seminars which really help teachers. Here, HT3 poses strong confrontation on it. As he said that to improve the quality of private schools, responsibility from the ministry of education, department of education and district education office seems crucial. He further says that in each and every sector they are paying tax to the government. Therefore, they should look after private schools as equal as government schools.

From all the above discussion, I concluded that the government is the main directing body which can change existing education system of Nepal and launch mentoring programs formally which can help novice teachers get rid of in-service problems in their beginning years and save them from being frustrate. As Mahrooqi and Hashmi (2012) views that novice teachers feel stressed at the start of their career, their stress levels can be markedly reduced by supportive colleagues assuring them of the normality of such an experience.

Sub Theme 3: Teacher Training Institute. From the above discussion, we can guess that the importance of in-service trainings in the teachers' life. In a research study Herrera, Grossman, Kauh, Feldman, McMaken and Jucovy (2007) have found that those who received more training in their pre-service or in-service mentorship duration, felt highr level of efficacy, confidence and motivated but those who were having less training or no training felt nervous and afraid of classroom teaching and circumstances they would be facing. Therefore, NT3 has said that need based training is very important to the teachers to upgrade their knowledge and skills in teaching learning process. In her own words:

For the novice teachers, training should be obligatory to improve their

professionalism and develop their capacity and for the experienced teachers too.

Though they have taught ten-twenty years, trainings help to adjust new

methodology or technology in new era. It helps teachers to be updated. They need

to upgrade their knowledge. Otherwise, they cannot meet the expectation of

students and parents. So, they will be blamed as a failure teacher.

In the same way, ST1 has said that:

"Teacher training institution should provide training for the teachers in cheap

cost. They should visit the school; assess the need of the teachers and purpose for

the training of the teachers with the head of the school. Only then we can get

training to be refreshing and learn new methods and techniques which we can

apply in our classroom".

According to ST1, we can assume that training in Nepal is very expensive. This

may be the reason why private school teachers do not get training and ask from the

government. As ST1 further said that he has been teaching for seven years. In his

teaching career he has not got even a single in-service training. Like, ST1 HT4 has also

opined not different than her. As they said that:

We are from private institute. We do not get government support for training. If

we want to hire trainer, sometime they are not available and they are very

expensive too. School founder members hesitate to hire such expensive trainers as

well. Therefore, we do on our own. We are doing what we know and what our

resource person knows. Only we share the ideas with teachers. We are not

practicing government type of training in our institute because we do not know all about it.

It is already clear that to hire trainers are very expensive and school founders hesitate. HT2 has opined, in the case of hesitating founders to provide training to the teacher. As he said, there is no permanency of the job in private institute. If teachers find new job and handsome amount of salary, they leave the school. Therefore founders always hesitate to provide trainings to the teachers thinking that it would be waste of money. In contrast to HT2, ST3 has different opinion. As he said:

Everyone wants to improve and search for the better opportunity. Until and unless a person is working in the same school, they do for school's betterment. Somehow it is open. They leave the school for further study and for better opportunity of course. But if we are looking for quality education we have to up to date our teachers and help to upgrade their knowledge and it is possible only through need based training. Thinking teachers may leave school we cannot avoid of ruining our students' future and keep teachers in prison as well. Therefore, my school has been providing training as much as possible we can from our budget and time.

From ST3's point of view, what we can undertake is if schools are motivated towards the students' future and are not money minded, schools will not care of leaving teachers but provide as much training as they can. As ST4 said that if schools think to make good result and satisfy parents, it provides the trainings and upgrade the knowledge of teachers. He further said that the only problem is expensive trainers and unavailability of them in the schools 'suitable time. But, NT3 said that they are getting trainings from

their school. Each and every year their school is trying to do better. Time by time they get individual training for primary teachers and secondary. They get subject wise trainings too.

From the above discussion, it is concluded that private school teachers need trainings to upgrade their existing knowledge especially beginning teachers. They are not up to date in new teaching methods and techniques. As Herrera, Grossman, Kauh, Feldman, McMaken and Jucovy (2007) say that training helps to orient beginners to the goals of the program, informs them about program rules and expectations, and gives them essential information on how to be professional teachers. For the purpose, teacher training institute should be responsible. They should provide training in cheap and be available in school for both private and government. The main duty of them is to assess the need of teachers and train them. Only training is not enough follow-up of training is most important part and provides teachers feedback in their teaching. According to Reiman and Sprinthall (1998) follow up is necessary because the outcomes from feedback session encourages deeper reflection on student learning needs and planning for instruction.

Sub Theme 4: Universities. Universities play vital role to make teachers' life professional and successful. All the participants said universities have role to produce qualified teachers and bring expertise in them. In my questions how our universities are playing role, HT3 opined that obviously universities are doing good job but still they need to improve and provide need based content, technique and methodology which fit recent demand to the teacher. Three hours paper pencil test should be avoided. Actually, in our country, universities are not judging truly the capacity of students. They are not

grading based on students' performance. They have to develop good assessment system like continuous assessment system. Curriculum development center should cooperate with universities and develop need based curriculum. In the same way, NT 3 also said that in her experience universities are being failures to provide practical knowledge to their students. ST2, ST4, NT1, HT4 also agreed to NT3's opinion and said the main problem is the gap between theory and practice. Though the teachers know theoretical knowledge, they cannot apply practically. Here, HT4 added, even master degree holder teachers in education do not know how to prepare a proper lesson plan. It is the real case of the novice teachers, he emphasized. Therefore, according to Orland-Barak and Hasin (2010, as cited in Delaney, 2012) investigated the perspectives on mentoring held by five exemplary mentors in different contexts of the Israeli School system including novice teacher mentoring, regional mentoring, internal school mentoring and subject matter mentoring and found out that mentoring is necessary for the integration of theory and practice in education.

Theme 5: Factors Affecting the Implementation of Mentoring Practices in Schools

This theme also emerged while discussing the major research questions related to mentoring practices in Schools with the participants. This section explores the factors affecting the implementation of the mentoring practices successfully in English classrooms of schools. They are under two headings: School culture and time management.

Sub Theme 1: School Culture. The respondents viewed school culture as a key cause that had an overall impact on mentoring practices. House (1991) asserts that unfortunately in search for general laws, not much attention has been paid to improving

particular teachers' concrete inferences (as cited in Malderez, 2009). From the respondents' statements, it is clear that schools were well aware of this need for a sustainable change in English language teachers and teaching learning activities.

Novice teachers' responses had shown that seniors and head teachers can have very influential role in mentoring new teachers in schools. As NT 1 Said, "seniors and head teachers know very well how to guide us, what is our feeling and the problems we are facing though they careless. Seniors feel superior of them and do not support and head teachers as a boss of the schools, if he finds weakness scolds and orders to do better but never say how to do".

The opinion of NT1 is refuted by the opinion of HT1, as he said, "When I appoint a new teachers I start following, support and suggest in their need till I do not feel they are improved and confident in teaching and other responsibilities of school. I observe their classes; take suggestion from parents, students and colleagues. I see their performance through results of students. This way, I shape many teachers and now they are the best among students and guardians". In favor of HT1, NT3 said,

> *Every time seniors, head teachers, management committee etc. of the school help*
>
> *us. Only we have to knock them. Their support in my teaching has improved my*
>
> *teaching abilities. I got various methods and techniques to teach, to handle*
>
> *individual students. Time by time we get trainings. If some teachers came from the*
>
> *trainings s/he shares their experience among us and we get chance to learn. It*
>
> *helps too. These type of sharing and discussion in the group and meetings have*
>
> *made me able and nowadays slowly I have understood the individual differences*

of students, getting ideas how to teach in a particular topic and deal with

guardians.

Here, she mentioned that sharing experiences and discussion enabled her to become confident and improve her teaching ability. She was able to identify the students' differences, needs and address those as per need. Similarly, NT2 also experienced the same while working with seniors and head teachers. It helped her boost up the confidence, understand the students and work accordingly. This type of discussion and sharing change her perspectives about teaching and learning practices.

From the above discussion, we can find different opinions of different participants. Some novice teachers receive help from the schools and some do not. Therefore, school culture is one of the factors affecting in the implementation of mentoring practices in schools.

Sub Theme 2: Time Management. The participants made an issue of time management as I was eager to know about their working hours. It is one of the very important aspects for the successful implementation of the mentoring practices in schools. NT 2 said that their school hour is six hours of a day. In six hours, they have to teach six periods of 45 minutes. Likewise, NT1, NT3, NT4 also teach six periods a day. In the same way, ST2 and ST3 take four periods of a day and he has given lots of responsibility of administration. ST1 and ST4 teach six periods of a day. But all the head teachers (HT1, HT2, HT3 and HT4) only take one period of a day. In reply to my question, 'why only one period', all the head teachers replied that mainly they work on administration. NTs and STs also did not comment and said one period is enough for head teachers. But to them, six periods is too much.

NT2 said, "I teach six periods in a day. We get a period leisure and even in leisure we have to take classes of absence teachers. We have duty to see after the children in the lunch time too. Sometime, I even come to school at weekends, take my works home to finish on time. It is harassing to me. I do not get time to spend with my family and friends".

HT1said, "We have limited budget and limited manpower. Most of the teachers have to take six periods in a day and those teachers who teach three, four, and five periods in a day have other responsibilities of administration. All of them are busy. They do not get time to make lesson plan. They do it at home". HT2, HT3 and HT4 also agreed in the view of HT1. They said, "We know six periods are really too much for teachers to teach but what can we do we do not have option. We cannot hire more teachers because of financial problems"

Correspondingly, NT1 opined, I teach six periods a day. I do not get enough time to prepare my teaching activities. All teachers are also busy like me. We do not get enough time to sit together and discuss in our classroom problems. Therefore, at least school administration should provide us four periods in a day to teach. Like NT1, NT2 and NT4 demanded four periods in a day to teach. NT3 also said 4-5 periods would be better to teach but all the teachers teach six periods so she has nothing to say. She is satisfied that teaching six periods in a day is school culture.

The Nepalese context and the context of Taiwan are aligning parallel. In a case study of Tsai (2004) on the topic "Baptism by fire: a case study of one novice English or EFL teacher in Taiwan" she found out that unexpected difficulties such as heavy workload is a problems of novice teachers and for seniors to support novice teachers.

In sum, it is clear that all the teachers should be given less number of periods to teach. If they get more leisure time, they can spend time to think and discuss teaching learning activities. They can spend time with children to understand their individual differences. They can observe each other's classes. Mainly, for novice teachers, they do not get bored and harassed.

Chapter Summary

This chapter analyzed the data focusing on the discussions related to research topic. I interpreted and analyzed the information collected from different data collection approaches. I presented the data making themes which represented the participants' perspectives and practices on the issues.

CHAPTER V

FINDINGS, REFLECTION AND CONCLUSION

This chapter is final part of the study and concludes from chapter one to chapter four. The first part of this chapter deals with my reflection in developing research questions and conceptual framework. In the same way, findings of research study are very important to be dealt and conclusions of the study have as well been given emphasis in this chapter. Finally, this chapter provides my recommendation for educational leaders, curriculum designers, policy makers, different educational organizations to enhance mentoring practices for novice teachers' professional development in the days ahead.

My Journey from Writing Research Proposal to Dissertation

When my tutor asked me to start developing the proposal for my research study, I was somehow in dilemma. I posed many questions to my tutor how I could write, what contents should be included, how I could choose the topic, what topic would be good for researching through which I could contribute to the development of ELT. To make us easy to choose the topic, my professor helped me out by telling me to write a story which I will never forget in my life in relation to teaching and learning. At that time, I wrote two stories; one on my student life and the other on my life as a teacher. I gave both stories to my professor who suggested me choosing the story assimilated to my real life experiences in relation to teaching.

I had developed my real life story as a novice teacher in school from the first day to almost a year. The story reminded me of Angi Malderez who once came to Nepal to

give key note speaking to NELTA international conference and author of the book on "Mentoring". I remembered her training, how she trained us to help novice teachers through mentoring scheme. My real life story and her training helped me to choose my topic. Then, I finalized my topic for the study, "Mentoring Novice English Teachers in the Nepalese Private Schools".

After choosing the topic, I started surfing related literature on Mentoring. Basically, I focused on Nepali research and tried to search policy of Nepal on Mentoring model. But, I found a very few research carried out on mentoring and no policy in government education system. I could find lots of research done on teacher professional development but not on Mentoring. I found one research study done in Kathmandu University on Mentoring and one study in Tribhuvan University on this topic. Only two research studies did not help me. My purpose of the study and their purposes of the study did not match. I wanted to find out the problem of novice teachers and how we can implement Mentoring model in Nepal but their studies were limited only what aspects.

This situation turned to be difficult for me to write proposal mainly for the literature review part. My tutor of research methodology and teacher development provided as much time as I wanted to finalize the research questions and to find out literature. While writing the third chapter too, I faced problems such as writing philosophical considerations, choosing research method, etc. Initially, I had chosen phenomenology as my research method thinking to find out lived experiences of participants and give essence in their experience but I could not continue with that. I found this method very vast and difficult for my level and my tutors also suggested the

same and asked to use narrative inquiry. Being based on narrative enquiry method, I completed the third chapter.

Again, I came back to re-write second chapter which was really tough for me. At first there was not much literature and secondly, I was unable to decide what to include and what not. To read bulky books, articles, researches, and dissertations was also the matter of headache for me. Somehow, I managed to write literature review part too. In the same way, another headache was to develop conceptual framework. Before defending the proposal I could not develop a concept on it and after defending too, it caused a great trouble for me. My tutor suggested me reading lots of literature and be clear on it. After revising the literature review, reading lots of research, books and articles and confirming the research questions, it came in my mind what can be conceptual framework. Here, I learned that to develop conceptual framework is not an easy task which need rigorous study and clear concept.

After writing everything, my tutors wanted me to add every plan in my proposal that I needed to go to field, such as preparing interview protocol and piloting. Then, I got permission to go to field. According to my plan, for data collection, my participants would be senior teachers, novice teachers and head teachers of the school. I planned to visit four schools and meet three teachers; one novice, one senior and one head teacher in each school. For collecting the data, my approach was open-ended interview and narrative writing. Firstly, I visited all the schools of Dhading Bensi and at last choose four schools purposively who agreed to participate in my research that matched my plan of research and school situation. After taking first interview I asked the participants to write narrative journal which I collected when I went for next interview. To prepare next

interview, I transcribed previous data, read it and prepared the questions for the information which was missed in first interview.

After getting enough data, I transcribed them. Then, again I wrote the first, second and third chapters in the form of dissertation and started to write fourth chapter which was interpretation and discussion of the data. Firstly, I started writing fourth chapter following narrative inquiry but later on I changed it as writing dissertation using narrative inquiry method was not easy job and I was out of contact with my professors who would guide me to write dissertation following this method because of my personal reason. Therefore, I wrote my dissertation following interpretivism as my method of writing research.

The first draft of the dissertation was not good enough. While writing dissertation, time and again, I took suggestions and comments from supervisor, research committee, etc. Their comments made me clear for my research and finally, I got approved. The moment of earning approval from supervisor and research committee means a lot for me. I felt proud of myself when I wrote copyright by Sharmila Sitaula for this dissertation.

Findings of My Research Questions

The study finally came up with findings which have been illustrated on the basis of the analysis and interpretation of the data. To be specific, I've categorized the findings separately into five major headings with reference to my research questions.

R.Q.1: Problem of Novice Teachers

The first research questions intended to find out the problems of novice teachers. To answer the question I analyzed the data through interview and narrative writing. Based upon the analyzed data I found that the participants were facing lots of problem in

their initial phase. All of them agreed in each other's problems and shared their problems while teaching students in the English Language Classroom. Mainly the problems were examination affair, interaction with parents, adjusting school environment, understanding child psychology, content knowledge, teaching techniques, etc.

The data revealed that the examination affair problems were mainly to check answer sheets, prepare question papers, and report students' progress. At first NT4 did not know how to check answer sheets and prepare questions. Her question was rejected by head teacher many times. She did not know the proper pattern of setting question papers and nobody helped her to set the pattern. She did not get guidance too. Like NT4, NT1, NT2, NT3 also faced the same problems and head teachers and seniors also agreed on it but according to the seniors and head teachers, the novice teachers had got guidance before giving the responsibility of examination. This shows the contradiction between senior, Head teacher and novice teacher. So, we can assume that the problems exist in schools and the main problem is the gap between teachers and school committee.

In terms of interaction with parents, HT1, ST1, ST4, NT1, NT2 advocated that it is crucial and all the novice teachers face during their initial phase. NT1 and ST1 shared their experienced of dealing with parents; what problems they faced and how they tackled or who helped them. According to NT1, she was blamed by guardians being rude to the students and students' hatred. She could not speak even a single word but her head teacher helped her to deal with parents.

Some of the participants shared the problems to adjust school environments. NT1 and NT4 said adjusting school environment is big and challenging problem. On the first day of school, after being appointed nobody welcomed them and introduced to the staffs

and students. It was sore and odd to talk with colleagues and know things about the schools. HT, ST, SMC did not say anything about the school environment, terms and conditions of school but right after making mistake, they used to scold. HTs and STs also agreed on adjustment is problem but they said they facilitated them to get adjusted. First day new teachers are formally introduced to colleagues and students and given responsibility to the senior to guide him/her.

The data showed that teaching subject matter is a problem for the new teachers. Literature and experience of seniors, juniors and head teachers showed that due to poor pre-service training, teachers are weak in teaching subject matter. Teachers get theoretical knowledge in their universities but the classroom needed practical knowledge. Therefore, they lack to bridge the gap between theory and practice.

The data revealed that lacking in teaching materials, in-service training, and limited time to the teachers. There are no chances to go to attend conferences, seminars; no facility of technology back warded the novice teachers in teaching. As well as, interpreted data found out that teachers do not get much support in school because in Nepal there is not specific mentoring program.

Among all participants, most of the participants mentioned that understanding child psychology is also a problem. They said they had to teach more than thirty students in a class of forty five minutes and more than five periods in a day. One of the participants said that it was difficult to understand the psychology of a single student but had to deal with thirty to forty students. Because of the time limitation and lots of responsibilities they are not able to deal with individual students and work accordingly. It hampers the students learning achievements which are a great problem.

R.Q.2: Mentoring Practices

From the interview and narrative, in terms of mentoring practices, it is found out that all the schools have common mentoring practices such as observation, feedback, interaction, etc. Seniors and head teachers go to the novice teachers' classes and observe them. If needed novice teachers get feedback at the end of the class but observation is also not in a proper form and on the regular basis. Even though it is helping the novice teachers to improve them, NT3 said that classroom observation, feedback time to time trainings, interactions, sharing are helpful for her development. She said that these kinds of activities add different kinds of energy in her teaching.

Based on their experience, all the participants acknowledged the truth that the practices of mentoring in school have not been formally introduced but informally they are doing it themselves. The data disclosed that even many teachers do not know what mentoring is but the teachers are aware of the fact, professional development as well opined if the school had a mentor they would not face problems. The entire NTs demanded mentoring system for their development and saved them from the problems they encountered in their beginning phase.

It is also found that head teacher is playing the role of mentor in schools for the novice teachers. But the truth is, because of other responsibilities they are not being able to spare time to the novice teachers. HTs, STs and NTs said that though they are mentoring teachers somehow but it is not enough and mentor is necessary to provide quality education.

From the data, it is found that in private schools teachers get less chance to be trained. Interesting thing is NT4 said, training means the meeting of teaching staffs. They

have conceptualized that meeting among staffs and discussion is training. They experience the training by professional trainer very few.

R.Q.3: Importance of Mentoring Practices to develop Novice Teachers' Professionalism

The data showed that the importance of mentoring is very high to develop novice teachers' professionalism. The respondents demanded mentoring system in their schools. HT3 shared his opinion why mentoring system is important. According to him, the first year of teaching is challenging. They have to face a number of problems every day. Therefore, they need regular guidance and feedback. They need help to prepare lesson plan every day, face the students' behavior management problems', share problems, learn new methods and techniques, provide moral, emotional, pedagogical, contextual support, etc. So, it is best to be supported by a mentor.

It is found that mentoring system is necessary not only to support teachers but also to develop school and provide quality education to the students. The Literature says that mentoring is necessary to minimize the dropout rate of the novice teachers and save them from being frustration in teaching. For this point HT3 shared that 35% of teachers leave their profession during first year of teaching and by the end of fifth year 50% of teachers leave. So, only 15% new teachers continue teaching.

The data and literature disclosed that mentoring helps teachers to develop professionally and personally and for their better performance in the classroom and better preparation of the lessons which eventually contributes in the educational change.

Almost all participants considered continuous professional development within the school itself is the must to provide quality education. It is possible through mentoring practices in school that supports them in their task and emotional need.

R.Q.4: Responsibility to Mentor/Support New Teachers

The participants perceived School administration, government, teachers' training institute and universities are responsible to mentor/support new teachers and viewed school administration is a crucial agent that had overall impact to mentor the novice teachers. School founders, head teachers, head of department and school co-coordinators should be responsible to support them.

The data showed that school administration is aware of the need of novice teachers though they are unknown about what exactly mentoring is and helping each other as much as they can from their own.

Most of the participants opined that the government is the biggest and ruling body. So, firstly government should start the change and slowly school and teachers will change and eventually impacts can be seen in overall education reformation. As HT3 said, government should develop rules to support novice teachers. Mentoring system should be introduced from government level.

It is found that government schools are supported by government but there is no support for private schools. So, HTs, STs and even NTs asked support of government in some level though they cannot support do fully. ST3 and ST1 claimed that they are also the part of nation and contributes for the development of nation and for the better education.

The interpretive data and literature found that teacher training institute also plays great role in mentoring or supporting neophyte teachers. Literature says that those who received more training in their pre-service of in-service mentorship duration felt higher level of efficacy and confidence and motivated but those who were having less training or no training felt nervous and afraid for classroom teaching and circumstances they would be facing. In this context, ST1 opined hiring a teacher trainer is expensive. The cost of trainer should be affordable and after training trainer should follow up and see the outcome and guide if needed and before training need assessment is obligatory.

It is found that some of the teachers have not taken even a single training in their in-service teaching period. ST1 said that in her seven years' teaching career she did not get even a single training. According to some NTs, STs and HTs, lack of fund, no permanency and stability of the teachers in one school, school administration hesitates to invest money and hire expensive trainers to train the teachers. HT3 said that education system of Nepal is facing problems to maintain the gap between theory and practice.

The data reflected that universities have excessive role to produce qualified novice teachers. Therefore, novice teachers, when they are appointed as a teacher, they lack practice inside the classroom.

R.Q.5: Factors Affecting the Implementation of Mentoring Practices in School

The data showed that school culture, time management and lack of fund are major problems which affect implementation of mentoring practices in schools. Accordingly, novice teachers' response had shown that seniors and head teachers can have very influential to mentor new teachers in schools. NT1 said that seniors and head teachers are

well aware of novice teachers need, how to guide them, how are they feeling and what problems they face but implementation aspect is always weak.

It is also found out that some new teachers are getting help from seniors and head teachers so that they are improving their teaching learning activities day by day. According to NTs, they are getting support from seniors and head teachers but a few have felt isolated. They have to struggle themselves. But in contradiction to NTs, all HTs and STs claimed, they are providing help to neophytes to get adjusted in schools.

While generalizing the data, it is reflected that time management is another factor affecting in the implementation of mentoring practices in schools. Teachers have to teach six periods in a day and only one period is leisure. It is already shown that informal mentoring practices have been in practice in schools such as classroom observation, interaction, meetings and discussion. So, for the above activities teachers require leisure time to discuss and observe friends' classes. But almost all teachers have to teach six periods in a day and it's hastening. As NT2 said he teaches six periods in a day and get a period leisure though he cannot take rest, he has to engage the students of classes for the teachers who are absent during lunch time too. Sometimes, he has to come to school in the weekends as well. Likewise, some teachers said that they have to stay after school for planning and managing future work.

From the interpreted data, it can be generalized that lack of manpower in school, a large numbers of students and class size hinder them to think and prepare themselves in teaching and develop their teaching career.

Conclusions

The summary of my research findings enabled me realize mentoring approaches is inevitable for the development of novice teachers'. As mentoring system is an ongoing process for continuous professional development of the novice teachers in cool environment any time anywhere; it provides holistic support for the novice teachers for instance: physical, emotional, task based, etc. In school, the teachers have adopted their own ways to mentor or support each other which are facilitating them and boosting up their confidence but they are not seen sufficient for them.

The findings indicate that in Nepal there are lots of problems the novice teachers have to face because of the less human resources to support them. They are: Examination affair, parents' interaction, understanding child psychology, adjusting school environment, etc. They are getting less chance to involve in continuous professional development which is hindering their development and quality education.

There is still supervision system and superiority complex which always raise the problems of the novice teachers. Lack of awareness, time management, school culture and lack of human resources affect mentoring system in school.

Based on the analysis and interpretation of data, we can come to the conclusion that if mentoring starts from higher level in all schools, the professionalism of the school teachers would be smooth. It is important system to develop new teachers professionally and personally and helps beginners for their better performance in the classroom which eventually contributes to the educational change.

Schools have informal mentoring systems which do not help novice teachers. They are unable to apply it effectively. It can be concluded that there is no formal

mentoring educational system in schools and yet there is no separate course and program to prepare mentor. Therefore, government should take it seriously. English teachers usually take help from seniors and head teachers. However there is a problem of sharing because some novice teachers do not share their problems with seniors and seniors do not ask problems with novice teachers. There is gap between them.

To conclude, higher level involvement viz. universities, teacher training institutions, government should make shared responsibility, cooperative environment among the key stakeholders' viz. principals, teachers, parents which are crucial for the successful implementation of mentoring system in schools and develop novice teachers' professionalism as well as quality in education.

Implications for Novice Teachers and Others

Looking my back and other novice teachers who are facing problems in their early phase, we can assume that teachers are really in problem and being frustrated towards their profession. Therefore, after going through rigorous study of novice teachers' problems, situation of schools and policy of Nepalese education system; my research study found out that ultimate solution of those teachers is mentoring system. If one school appoints one mentor he/she is enough for supporting teachers and update them in new methods and techniques but it is also important that mentor should be competent and trained enough.

Furthermore, this study indicates that there are very limited research studies done in this field and almost zero level of thought has been provided. It is also found that there is no institute which provides education in Mentoring system to produce mentor. Hence,

the policy has to be brought from higher level, awareness should be raised in school and implement effectively and compulsorily.

Pedagogical Implications

On the basis of the key findings and conclusions, following pedagogical implications can be derived. Mentoring system and continuous professional development opportunities at schools enable the novice English teachers to update their pedagogical skills and knowledge. If the English language teachers learn child psychology and individual differences of students along with teaching methodologies, they will be able to fulfill individual need of each student.

A mentor is obligatory to support new teachers and provide quality education to the students and increase learning achievements of students. As well as the teachers have to create contextual learning environments and focus on practical knowledge rather than theoretical knowledge. Always Head teachers and seniors have to support the novice teachers and create cooperative and familiar environment so that they can share problems freely and can develop themselves.

Mentors need to be considered one of the indicators for the best achievement and change of novice teachers. Thus, they should not be dominated and judged. Head teachers and seniors' comprehensive input and positive feedback motivate novice teachers to learn and improve their weaknesses as well as identify strong points.

Research Implications

Since there was a little evidence of prior research studies on mentoring, in the context of Nepal, the present research has just initiated to explore and share mentoring practices in selected schools. However, it is not adequate. This research has attempted to

be a means to examine in the issue further but not an end in itself. Thus, there should be series on innovative research conducted in this emerging issue of mentoring for English novice teachers to develop their professionalism. Primarily, the upcoming researchers may focus on how to implement mentoring system in schools, researchers can conduct an action research on ways to implement mentoring practices to the novice teachers and mark the changes that are found during the period of the action research, researchers can conduct workshops, training to make the teachers and schools aware towards the understanding of mentoring system and its implementation in schools, teachers' observation can be used as another area of study to investigate what differences are found before and after taking trainings on mentoring, researcher can do comparative study between the private schools and government schools in terms of implementation of mentoring practices further research can only focus on novice teachers problems and discuss on ways out.

Chapter Summary

This chapter discussed detail journey of conducting research along with its findings, conclusion and implications. Some recommendations too for future researchers in Nepalese context were suggested that might be very essential requirement and methodological strategies to conceptualize and develop mentors and mentorship in order to produce quality classroom and efficient human resources.

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APPENDICES

Appendix A

Letter for Permission to Conduct Research

3rd March, 2013

To,

The Head Teacher

………………………………………..

Dear Sir,

This is my humble request for providing me a permission to conduct a research study in your school in order to fulfill the partial requirements of my M. Ed degree.

The topic of my research/dissertation is *"Mentoring Novice English Teacher in the Nepalese Private School ".* The data will be collected through interview from head teacher, senior teacher and beginning teacher. In this way, I will be visiting almost all the Private boarding school of Dhading Bensi.

Your kind co-operation plays valuable role for successful completion of my dissertation. Hence, I look forward to you. Your constant support and suggestions in my study will highly be appreciated. If you need more information about my research, you are welcome to contact my supervisor, Asst. professor, Laxman Gnawali, Kathmandu University School of Education. Cell No. : 9841285284, E-mail: lgnawali@yahoo.co.uk

Sincerely Yours

Sharmila Sitaula

Appendix B

Interview Guide Questions for Teachers about Mentoring System in Schools

Head Teacher

1. How long have you been engaged in this field?

2. How do you appoint the teachers? Experienced? In-experienced? Why?

3. If In-experienced, does your school have provision to support new teachers? What are they?

4. Normally, what kinds of problems do beginning teachers face?

5. You told that beginning teachers face many problems, then, with whom do they share their problems? Why?

6. Can you tell me, how you support them to solve particular problem?

7. Besides you, who supports them? Have you assigned any teacher like: adviser, supporter, mentor, or co-coordinator only to support new teachers?

8. If yes, how does s/he support? If not, don't you think it is necessary, why?

9. In your opinion, what is the role of head teachers for novice teachers' profession? Do you play all the roles you told? Can you give me examples?

10. Who should be responsible for supporting novice teachers? Why? How?

11. Except them, who can be a resource person for novice teachers' improvement?

12. How do you identify the needs of beginning teachers?

13. Now, does any of the following procedures below comforts new appointed teacher?

    a. Do you formally introduce them?

        i. The students

      ii. Other staffs

     iii. Head of Department

     iv. Subject Co-coordinator

      v. Founder members

14. Let us look at the issue of lesson observation. Has the observation of teaching by other teachers helped to settle quickly into teaching?

15. Does your school have the system of lesson observation? Who does it? How?

16. Do you have the following system in your school? How?

    a. Mentoring program:

    b. Mentor: (Roles and responsibilities) (Anyone in replace of it)

    c. Peer-observation:

    d. group observation:

    e. Novice to seniors:

    f. Senior to novice:

    g. Head teacher:

    h. training to the new teacher:

    i. joint discussion:

    j. Self-evaluation

    k. Collaborative work:

How do you think about its absence?

Can you suggest anything useful to replace it?

17. Which one the following do you think should be responsible to support teachers and develop his/her professionalism? Why? (roles/responsibilities)

School administration:

Ministry of education:

Teacher training institution:

Universities:

18. Does supporting/advising or above all system, have impacts on initiation of novice teachers' professional development? How?

19. How can it be enhanced/ more effective to support new teachers?

Senior Teacher

1. How long have you been engaged in teaching?

2. Which subject do you teach?

3. How many periods do you need to take per day?

4. How do you appointed as a teacher in this school?

5. What has the initial year of teaching been like for you? Have you experienced any problem?

6. As an experienced teacher you may be close to school administration, right? So, does your school have provision to support new teachers? What are they?

7. You may have seen appointed many novices and discarded them. In the same way, you may have seen how beginners adjust in school environment and other pedagogical and cognitive aspects. Normally, what kinds of problems do beginning teachers face?

8. You told about many problems about beginners and how they face, now; usually, with whom do they share their problems? Why?

9. Can you tell me how you support them to solve particular problem?

10. Besides you, who supports them? Has your school assigned any teacher like: adviser, supporter, mentor, coordinator to support new teachers?

11. How does s/he support? Or don't you think it is necessary? Why?

12. In your opinion, what is the role of experienced teachers in novice teachers' profession? Do you play all the roles you told? Can you give me examples?

13. In broad view, who should be responsible for supporting novice teachers? Why? How?

14. Expect them, who can be resource person for novice teachers' improvement?

15. Do you have any responsibility to identify the needs of beginning teachers? Or as a senior teacher, don't you feel it is your responsibility?

16. Now, any of the following procedures does your school do to comfort new appointed teachers?

    Do they formally introduced to

    The students

    Other staffs

    Head of department

    Subject coordinator

    Founder members

    You can do as well. Do you do?

17. Let us look at the issue of lesson observation. Has the observation of teaching by other teachers helped to settle quickly into teaching? How?

18. Does your school have the system of lesson observation? Who does it and how?

19. Do you have the following system in your school? How?

    a. Mentoring program:

    b. Mentor: (Roles and responsibilities) (Anyone in replace of it)

    c. Peer-observation:

    d. group observation:

    e. Novice to seniors:

    f. Senior to novice:

    g. Head teacher:

      h.   training to the new teacher:

      i.   joint discussion:

      j.   Self-evaluation

      k.   Collaborative work:

How do you think about its absence?

Can you suggest anything useful to replace it?

20. Which one of the followings do you think should be responsible to support

teachers and to develop his/her professionalism? Why? (roles/responsibilities)

      School administration:

      Ministry of education:

      Teacher training institution:

      Universities:

21. Does supporting/advising or above all system, we discussed leave impacts on

initiation of novice teachers' professional development? How?

22. How can it be enhanced/ more effectively to support new teachers?

Beginning Teacher

1. How long have you been engaged in teaching?

2. Which subject do you teach?

3. How many periods do you need to take per day?

4. How do you appointed as a teacher in this school?

5. How is the initial year of teaching for you? Do you experience any problems? What are they?

6. With whom do you share your problems? Why?

7. Do you face any difficulty in adjusting to the situation over here? Why? Why not?

8. Do you face any difficulty in content knowledge, checking homework, dealing with parents, to understand child psychology and other things like preparing question paper, checking answer sheets, making lesson plan, annual plan etc. ?

9. You told many problems you faced, now can you tell me who supported you? How?

10. Did your school administrator assign you a supporter in your problems? If yes, how does s/he support? If no, don't you think it is necessary, why?

11. In your opinion, what role the head teacher, school administration or senior teachers should play to help you? Do they play all the roles? How, can you remember an example? Please tell me.

12. In broad view, who should be responsible for supporting novice teachers like you? Why? How?

13. Except them, who can be resource person for novice teachers' improvement?

14. How does your school identify your needs and addresses them? Do you tell them or they observe you or ask you?

15. Now, have any of the following procedures that have been carried out in your school comforted you at the beginning?

    Did they formally introduce you to

    > The students

    > Other Staffs

    > Head of Department

    > Subject coordinator

    > Founder Members

16. Let us look at the issue of lesson observation? Has the observation of teaching by other teachers or observation of others teachers' teaching by beginning teacher helped to settle quickly in teaching?

17. Does your school have this system? Who does it and how?

18. Do you have the following system in your school? How?

    a. Mentoring program:

    b. Mentor: (Roles and responsibilities) (Anyone in replace of it)

    c. Peer-observation:

    d. group observation:

    e. Novice to seniors:

    f. Senior to novice:

    g. Head teacher:

    h. training to the new teacher:

    i.   joint discussion:

    j.   Self-evaluation

    k.   Collaborative work:

How do you think about its absence?

Can you suggest anything useful to replace it?

19. Which one the following do you think should be responsible to support new teachers like you and to develop his/her professionalism? Why?

(roles/responsibilities)

      School administration:

      Ministry of education:

      Teacher training institution:

      Universities:

20. Does supporting/advising or all above system, we discussed have impact on initiation of novice teachers' professional development? How? Can you give me your examples?

21. How can this system be enhanced/ more effectively to support new teachers?

Appendix C

A Biographical Data Questionnaire for Participants

This research project is intended to investigate the mentoring of novice teachers in private boarding school, Dhading Bensi, Dhading.

Instructions

- Please do not put your name.

- Please take a few minutes of your time to answer every question.

- You are kindly asked to fill in the blanks on your own.

- All the information collected will be used strictly for purposes of research study and will not disclose for any other purposes.

- If you wish to add anything feels free to write in the next page.

Biographical Data

Gender: Highest Professional qualification:

Age: Department of study:

Number of subjects teaches (If head teacher leave):

Number of Classes (If head teacher leave):

Number of trainings in one year (If head teacher given if teacher taken):

Who provided: In what areas:

How many days: Focused level:

Number of training in your teaching career (If head teacher leave):

Who provided:

How many days:

Appendix D

Narrative Journals

Novice Teacher 4

When I started my teaching career I was happy and excited. First of all, I went to teach in class two. That time, I faced some problems like how to teach and control the class. But when I met the entire teachers they suggested and advised me how to control the class, how to teach. They always stood by me. So, I had been very happy in this teaching field.

All people have problem in their life. Teaching is important thing for human for better future of children. So, when we teach we should always be happy and smiling. We should follow the rules. We should make lesson plan and prepare the materials. If we do pre-planning, the success is in our hand.

Similarly, the most important thing is school administration. If they arrange the training for new teacher, it will be effective for teaching. New teacher need support for teaching.

Teaching means to impart knowledge to children. If we have new ideas to give knowledge, if the teachers know about children's background and social environment they are from, it helps them in teaching too. Social environment also affects the children. If government also helps teacher for new idea and training it changes our country.

Senior Teacher 4

As teaching is one of the most challenging professions, most of the teachers feel that it poses lots of problems. When a person starts his/her teaching career, in the first year, s/he may feel a lot of problems and may learn different teaching learning skills as well. In the beginning year, s/he needs help and supports from the others especially from the teachers and students. If the beginner gets full support from them, s/he will certainly upgrade herself/himself in teaching learning activities. But more or less the first year of teaching for anyone can surely be tough and difficult as well. There may also be pressure of different factors like the school administration, the students and even from the guardians.

A teacher either a beginner or an experienced has to face different problems during teaching. Some of the problems may lead teachers towards well learning and some of the problems may be towards the trouble in teaching career. Generally, beginners face different problems by the students and their unexpected behaviors. And, if they are unable to solve the problems the administration may create pressure upon them. It may give frustration on them. When a teacher has to teach a multilingual, multicultural and multiracial class there may be a lot of problems to him/her. As our classrooms are combined with those features there is no doubt that a teacher gets various problems. Second, the teacher himself/herself may create problems. It is in the sense that s/he may not be completely confident on sharing his/her problems/views regarding teaching. Therefore, s/he has to face more problems keeping those problems unshared, s/he may not get chance to be explored with new ideas which can be appreciated.

It's impossible to achieve the ultimate goal of an educational institution if the working staffs don't help each other in need. So, everyone must help the beginners to

uplift his/her effective teaching profession. Experienced, who have been working in the institution for a long time, members of the SMC and the members of the administration, should help the beginners. They can encourage the novice teachers to share their new and creative ideas to all of them. It can make the novice teachers more confident. In the same way, they can be given responsibilities of the handling different departs of school like ECA; subject related departs and so on. This can also be one of the key ideas to explore. We know no one carries knowledge in different sectors if they don't get support and help from others. That is why if they are helped, they will create a new environment in the school.

One's career depends upon his/her performance and its impact. So, if he/she performs well and if /she satisfies others (service gainer), his/her career will go to perfection. That is why; concerned members must be ready to help him/her when he/she needs. Then after being helped and praised, she/ he will surely improve his/her performance in teaching learning activities. And some time they have to encourage him/her to be involved in the different trainings and seminars. They should always be positive towards the new one either s/he lacks some teaching strategies or they should give some well advice and recommendation. If they help in this way, there is no doubt that he can get success in his career or s/he can develop his career.

We know that co-operation on the one hand is a key word that has meaning of mutual understanding and chain support; on the other hand, co-operation lies in the core of any institution and organization. Well understanding between and among the members of an organization is a must to reach ultimate goal of any of the organization. In the same way, if the different sectors mentioned above create a co-operative environment

involving the novice teachers, it makes everything effective. And next thing is that novice teachers must be encouraged positively despite many lacks. Then only they feel secured, confident, helped and positive with full of energy and readiness in teaching learning activities.

As a conclusion, co-operation is a key to successful teaching and learning to enhance or to improve the beginners. There must be cooperation between each and every members involved in the institution.

Head Teacher 1

Teaching is second challenging profession in our country where political leaders hit their interest to us. So, new and experience teachers fell problems to unknown topic. When teacher joins teaching profession, s/he forgets micro teaching and 45 days of teaching practice. They know about the conceptual teaching but they can't apply in the classroom. They don't like to share their problem with their seniors. They feel shy with known and unknown implicated topic. They learn their students, guardians and school environment in the initial year. Few problems novices face is:

How to counsel guardians?

How to set questions?

How to handle exam?

How to check exam copies?

How to fill-up the mark sheets?

How to make classroom more effective?

How to adjust in the environment?

Senior teachers, department in charge, and other experienced teachers will help them while they face problems in teaching in their profession. They organized the following activities to solve the problem:

Trainings

Workshops

Model classes

Critical friend group

Particular issues to be improve given as feedback

Trainings, workshops, experienced teachers' sharing, critical discussion, model class will be provided to them. These activities help them to search the event and apply in the class and give them the ideas. They share their problems in meetings, workshops and critical friend groups, discussions, experienced sharing model class will be conducted by seniors that are always hopeful. Guardians' counseling will be conducted with them by guardian counselor. Exam and its activities will be facilitated by co-coordinator; seniors check and help regarding classroom activities. They get the ideas more than others on preparing materials, lesson plan and yearly plan.