

# The Role of Mentoring as an Approach to Teacher Professional Development

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**Abstract:** *Mentoring clarifies a model by which new or less experienced teachers get an opportunity to enhance their comprehension and information just as plumbing their complexities with respect to their separate field. Mentoring is basically considered as a process through which a teacher can develop themselves professionally. On the other hand, professional development is a great concerning event of the current world. In this regard, mentoring and professional development are highly interconnected and this connection create a new approach that ensure quality of teaching - leaning environment and finally ensure quality of education. In the last couple of years, mentoring is considered as very important device regarding teacher professional development. It is also believed that mentoring plays a vital role for proficient and personal development. In this regard, the role of mentoring is holistic. It has also been proved as an operative technique of skilled improvement by many international researches. Therefore, mentoring has a significant need to improve teachers' information and on the off chance that it can help to progress a nation with the goal that the teacher network can share their insight and comprehension to each other. Mentoring especially upgrade the less experience teachers and provide a guarantee of quality teaching. Interestingly, it is also recognized as cost effective tool to enhance the teaching learning environment. In addition, mentoring unfolds the inherent qualities of a teacher and help to deduct reasonable difficulties and confinements of learning and proposed to survive. Finally, Mentoring could be considered as a wheel of a car that is called teacher professional development.*

**Keywords:** Mentoring, Teacher, professional development, Educational Institution, Bangladesh

## 1. Introduction

Professional development is a massive issue of conversation in the various fields of profession. Consequently, teaching and learning process are significant an integral part of professional development where mentoring is a key factor. Mentoring ensures collaborative learning system where an instructor ought to constantly advance their showing style, strategies and methods through the lesson practice and participation with different educators to be an effective teacher. Students' achievement and accomplishments are regularly associated in what way their teacher executes, as the improvement of students is guided utilizing the conventional connection among teachers and students. Moreover, professional improvement suggests the advancement of individual word related exercises uniquely teacher improvement demonstrates the word related development that teacher accomplishes because of being expanded information and inquisitive individual teaching progressively" (Glatthorn, 1995). In addition, to continue teacher execution and to guarantee that new and developing speculations, practices, information and may be disruptive substance is conveyed, it gets the job done to say that an educator must not stagnate. Another key point is, teachers' prerequisite for professional development needs to stay in contact with present teaching practices. Surprisingly, Mentoring gives a pathway for building up financially understanding professional improvement. Hudson shows that mentoring can assume a job as expert improvement just as advancing correspondence capacity, motivating authority exercises, and continuing instructional intelligence. Mentoring is essential for teachers to be refreshed with the instructional techniques (Fullan.2008).

### 1.1 The purpose of the study

The reason for this study is to investigate the role of mentoring as an approach to teacher proficient improvement

dependent on the significant and authentic written documents. This investigation planned to distinguish when mentoring assumes a huge profession in the expert improvement of mentors and mentees and how it impacts teacher continual expert advancement. In this regard, the purpose of the study are lies in the two vital sections that are research questions and research objectives.

### 1.2 Research Questions of the Study

To explain this growing issue, it was essential to study the role of mentoring as an approach that provided recommendations to enhance the ultimate teaching - learning outcomes. There are few research questions that guided this study. The following questions are as follows.

- 1) What is the role of mentoring as an approach to teacher professional development?
- 2) How does mentoring play role as an approach to teacher professional development?
- 3) What are the challenges of mentoring as an approach?

### 1.3 Objective of the Study

Every research is conducted based on some objectives to get the result perfectly. This study has also specific objectives grounded on the mentioned research questions. The objectives are stated below:

- 1) To know the mentoring as an approach.
- 2) To explore the role of mentoring as an approach to teacher professional development.
- 3) To identify the challenges of mentoring as an approach.

### 1.4 Significance of the Study

The investigation endeavored to examine how tutoring assumes a noteworthy occupation in teacher skilled improvement; in what way it really works; what openings and difficulties are there for both the mentors and apprentice

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to participate in an expert advancement program. The study likewise endeavored to distinguish how mentoring programs at various instructive organizations are executed and what openings and difficulties all gatherings may understanding. In this case, instruction of organizations may give more consideration to the improvement of innovative mentoring courses or the foundation of mentor instructional classes. Professional improvement is a vital piece of the instructive procedure and the nature of teaching and therefore understudy execution legitimately relies upon educator's polished skill (Pons, Amoroso, Herczynski, Kheyfets, Lockheed, and Santiago, 2015). In addition, the assessment of teacher skilled advancement is fundamental for instructive establishments as "instructors themselves distinguish an absence of teacher capabilities as an obstruction to successful teaching and learning" (OECD, 2014). Therefore, improvement of teacher professional advancement may be expected. Instructive organizations cannot generally bear to distribute cash for professional development programs or send all educators to examine overseas. International studies (Hudson, 2013; Trubowitz, 2004) claim that mentoring is one of the cost - productive methods for upgrading teacher professional development. Mentoring may give likelihood to get professional information in a work environment with no extra costs.

## 2. Methodology

The present study was an effort to uncover the role of mentoring as an approach to teacher professional development which is the determinant factor of educational achievement in any country. In this study, it was tried to investigate the role of mentoring as an approach. Firstly, it should be mentioned here that the methodology of this study is clearly qualitative. In this section, the methodology applied for collecting and processing data has been presented. It was collected data only from secondary source through review of authentic journal article and case studies. To find out the original picture and to assess the role of mentoring as an approach to teacher professional development, the methodological procedures of this study

used to Conceptual definitions, Literature searching system, Literature classification process, Review of literature process, Study coding process, finally Data analysis. The result of these search, screening and coding activities were used for the meta - analysis and narrative literature review, which are explained elaborately in this section.

### Conceptual definitions

This study on this topic suggests that mentoring activity can be related to many different aspects of academic achievements. In this regard, conceptual definitions are very significant event of the study. In this review, those variables have been defined and organized into four parts: mentoring, approach, teacher, and professional development. The four parts, as well as other important terms, are defined in the study.

### Literature Searching system

In this study, it was searched numerous bibliographic databases, including Educational Resources Information Centre, the Physical Education Index, Sociology: A SAGE Full - Text Collection, google scholar and so on. It was also used the search terms mentoring or mentoring as an approach to teacher professional development as mentoring subject headings or keywords. It was used a keyword search because it was stronger than searches using only mentoring as an approach to teacher professional development subject headings.

### Literature Classification Process

The search identified 305 articles. It was examined each article to determine its match with the inclusion criteria; it was then classified as "included for review" or "excluded from review." When the match was unclear, articles were temporarily classified as "possible inclusion" before being reviewed by two additional researchers for final classification. Overall, 37 articles met the inclusion criteria and were read, abstracted, and coded for this synthesis. The classification process of searched articles is known as screening that could be showed by the following chart.

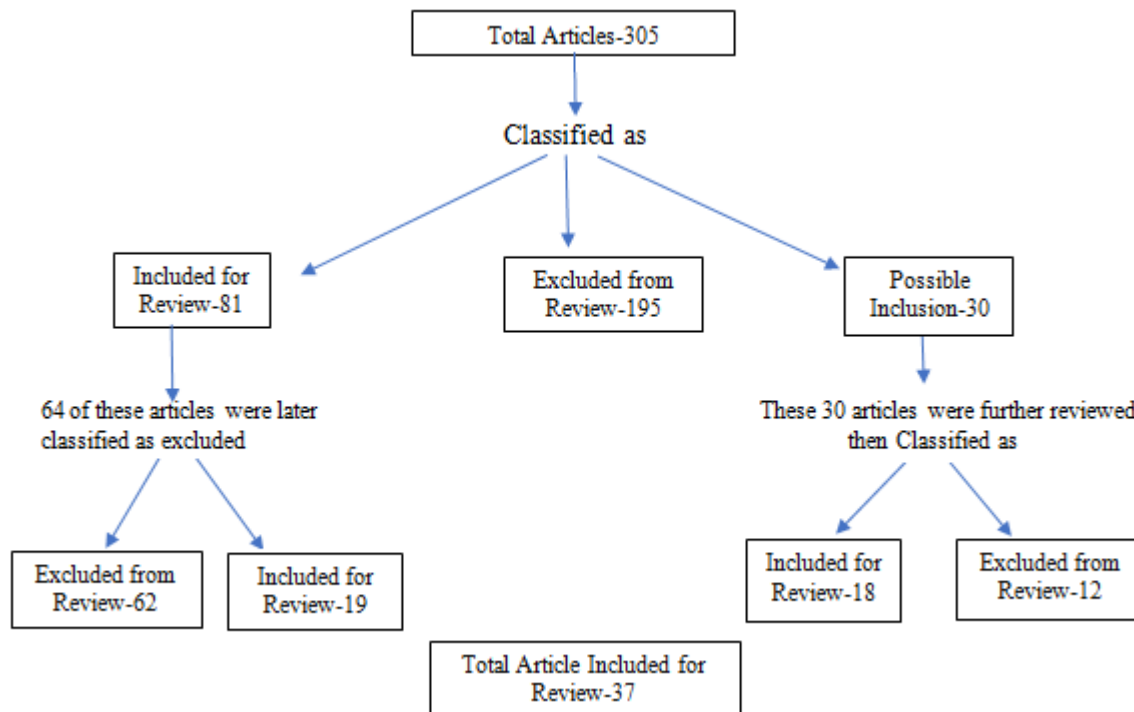


Figure: Literature classification Process

### Review of Literature Process

Data sources and search strategies relevant studies were located through a comprehensive search of publicly available literature. Searches of case studies were limited to those published documents. Total (37) thirty - seven authentic and screened articles and (02) two case studies independently reviewed in the study. Each article was analyzed regarding the research objectives to determine the study method, involvement components, outcomes measured, and consequences of mentoring to the professional development. In addition, it was extracted data from the selected articles regarding direct outcome measures of mentoring in relation to the professional development. Data were also extracted for outcomes thought to be indirectly related to mentoring as an approach to the professional development.

### Study coding process

The coding method for this report is like that of several prominent literature reviews of other field. It is a team of three trained reviewers read and coded the 37 articles using a standard coding protocol. The following information was abstracted: purpose, research questions, study design, sampling, sample characteristics, setting, theory.

### Data analysis

Coded data from the articles were used to categorize and organize studies first by mentoring and then by outcome, cohort, sampling groups, and date published. The individual studies were identified and treated equally, regardless of study characteristics or design. Results describe the significance of mentoring as an approach to teacher professional development. Within each study, every association tested that was related to one of the four parts and an academic performance outcome of interest was counted and included in the analysis that reflected in the finding section of the study.

## 3. Literature Review

### 3.1 Definition, ideas, and issues of mentoring

The securing of new abilities, systems, instructional method and capabilities and their nonstop overhauling, are alluded to all things considered as "Professional advancement" (Villegas - Reimers, 2003). Then again, the term 'Mentor' is applied to narrate an insightful, master, and exceptionally talented teacher who works with another instructor or less productive individual even more personally so the new teacher turns out to be progressively efficient and sure. Mentoring implies driving and securing the devotee to comfort through complex progress; it is tied in with smoothing the way, qualifying, affirming just as controlling, driving, and prompting (Fletcher 2000). Mentoring is an association between productive individual and less effective individual for the point of obtaining and improving specific expertness (Murray 2001). As indicated by Anderson and Shannon (1988) mentoring is "supporting procedure where a talented or progressively experienced individual instructs, supports, energizes and guides a less gifted or less experienced individual for reason for advancing the last's professional or self - improvement"

Besides, it may be very well characterized the term 'mentoring' even more explicitly, it is framework by which an individual coordinates the people and guidance about vocation improvement of that people who is perceived as mentee (Blackwell, 1989). There are regular mottoes in many definitions is that (1) a mentor is normally high positioning, predominant, mentally ground - breaking, senior individual from the association with significant information and ability and (2) the guide is likewise ready to impart mastery and figuring out how to less experienced partners (Ragins, 1989). Mentoring is one sort of systems that is created to begin intelligent professionals with the goal that

instructors can accomplish information from one other (Mullen 2000, Sundli, 2007). Moreover, mentoring gives a huge chance to hold youthful educators in schools and increment work fulfillment (Long, 1997). The previously mentioned meanings of mentoring clarify a model by which new instructors or less experienced people get an opportunity to enhance their comprehension and information just as measuring their complexities with respect to their separate field.

This section of the study is grounded on some reviews of relevant articles and its intention is to abridge the key findings of former studies focusing the title of this study. The gap and limitations of the existing literature has also been identified here. After reviewing some related literatures, it has found a connection between the level of teacher skilled wisdom and student academic performance. These literatures also have discussed regarding mentoring as a means of skilled development for both tutors and learners (Hudson, 2013 & long, 1997).

Regarding the objectives of the present study, this section is alienated into discussion on the main ideas and themes. Influence of professional development on student achievement and its importance has been discussed in the beginning of the section. The following discussion has showed the concept of mentoring and its influence within skilled improvement and the afterward segment has been discussed about the roles of mentoring, the process of selecting mentors and the benefits of mentoring. Besides this, another topic has also been discussed regarding the challenges of mentoring. Finally, it has summarized all key points that have not been investigated yet.

### **3.2 Professional improvement and mentoring**

It is known to all that students' progress is directly dependent on the excellence of teaching staff because the knowledge and skill of teaching staffs are higher than students' academic achievements (Pons et al., 2015). To fulfill the students' demand, teacher should gather required knowledge which will help the students to be empowered regarding their learning. Thus, continuous improvement of staffs' knowledge is considered the key aim to the senior management team who try to develop educational efficiency and achieve greater outcomes (Ehrich & Hansford, 1999). To know the influence of mentoring in educators' skilled improvement, it should be defined well. Villegas - Reimers (2003) opined that by professional development, a teacher gathers increased experience that helps him to run his teaching systematically. On the other hand, professional development is a life term process when one can achieve knowledge, skills, and competences. It performs a vibrant role in maintenance of newly appointed teachers in educational institutions (Mckenzie et al., 2005) and has a desired influence on students' success (Chapman et al., 2012). In this way, it can be said that all students may be influenced by teacher professional development.

For the development of teacher skilled practice, national and global organizations have come to an agreement that enhancing teachers' skilled improvement should be followed effectively (Villegas - Reimers, 2003). This is why,

everybody prerequisites to progress the exercise system for skilled improvement that is practiced almost all over the world. At the same time, to accomplish this goal, some techniques can be used and some mentoring systems have been recognized by specialists to improve teachers' proficient skills (Hudson, 2013).

Professional improvement is often directed through mentoring at new educators and it is so significant to deliver chance for progress during their whole careers. Shunkeyeva and Yeskazinova (2014) opined that the teachers will demand help on innovative expertise and professional agreement as they start their careers with teaching. In respect to teaching, mentoring can be benefited both for tutor and learner. In the last couple of years, mentoring is considered very important regarding professional development. It is also believed that mentoring plays a vital role for proficient and personal development. Mentoring has been proved as an operative technique of skilled improvement by many international researches (Hansford et al., 2003; Hudson, 2013; Serrate, 2009). This procedure has attracted extensive consideration of numerous global research teams to increase professional development as part of formal activities (Ganser, 2000; Hudson, 2013). Usually, one can exchange his/her experience with others who are less experienced. Through this process, everyone can be professionally developed and can support others also (Anderson & Shannon, 1988; Trubowitz, 2004; Tareef, 2013; Villegas - Reimers, 2003).

A lot of researches have been conducted on mentoring as it is a part of communication between two persons (Hobson et al., 2009; Tareef, 2013) but some of the researchers suggest that this process is done not only between two persons but also among groups as a type of peer mentoring (Geeraerts. et al., 2014; Long, 1997; Salleh & Tan, 2013). Basically, there are two types of mentoring such as; one to - to - one mentoring and group mentoring. One - to - one mentoring is a conventional form of activities where a newly appointed teacher is assigned as a mentor and cover all phases of teaching including conversation of instruction materials, observing lesson, teaching method, and marking assignment (Salleh & Tan, 2013). On the other hand, group mentoring includes different contestants who work together formally and informally to attain general aims and try to progress teaching exercise (Geeraerts et al., 2014; Salleh & Tan, 2013). Group mentoring also permits for more proficient use of resources and allows the improvement of more individuals (Long, 1997).

Above mentioned two forms uphold teamwork, construction of identity and initiation into the skilled group (Korhonen et al, 2017). Mentoring is basically considered as a short - term process through which a teacher can develop himself/herself professionally (Villages - Reimers, 2003). According to OECD (2014), the duration of mentoring lasts up to one year but Salleh & Tan (2013) differ with OECD. According to Salleh & Tan (2013), introductory teaching especially first few years of instruction are important for novice educators because during this period the novice teachers take decision whether they halt in the occupation or not. So, first year of mentoring support is not considered sufficient. Consequently, there are some countries, where mentoring

continues for long time. For example, mentoring is considered as a long - term process in China and can remain up to five years in the form of group mentoring (Salleh & Tan, 2013).

### 3.3 The role of mentoring in education

The role and function of a mentor in general practice have been explained in a different way and the model of mentoring practiced in the program is an improvement of that former work. The role of mentoring is holistic. In this regard, 'Holistic' means an intervention that holds together all three classic components of mentoring: maintaining learning, personal help, and professional improvement. The mentor maintains equal balance between these elements, assisting the mentee to achieve and integrate new knowledge, manage transitional states, and maximize his or her potential to become a completed and getting occupational improvement. While models of mentoring are embodied by the arrangement in which they arrive, the three elements prescribed are main features of mentoring, separating mentoring from other forms of occupational help. The mentor's efficacy to move freely between the three elements addresses a basic problem of professional development, as for instance that individuals can be obstructed from maximizing learning benefits by the preoccupations and challenging needs of their professional lives. Recognizing and understanding these preoccupations is a necessary judgment if mentoring is to be useful in a profession in which pressures and demoralization are known to be extensive. (Freeman, 1997). In addition, the identified functions and roles of mentoring are career - promoting functions, such as sponsorship, instruct, naturalizing expression and vision and giving challenging task or maintenance that help the mentees to set up a role in the institutions and make for advancement. Moreover, the mentor gives role modelling, advice, support, and friendship, that help the learners to develop a sense of occupational recognition and progress (Kram, & Isabella, 1985). Fletcher sharply advocates for mentoring with respect to management of preservice teachers and aspirations the importance of the counselors in finding effective techniques for improving mentees' enhancement (Fletcher, 2000).

### 3.4 Selection of mentor

To select a mentor, the efficacy of a mentor's foreword on mentee's occupational improvement is considered to an endless range. It also relies on why and how the mentors were apportioned for mentorship (Nasser - Abu Alhija & Fresko, 2014). In this way, this is very significant to know the motives of a mentor that drive him/her to take part in mentoring agendas as they may influence the way tutors offer support and put together connections with learners (Maor & McConny, 2015). It is known that attending in mentoring programs is a time - consuming process (Nasser - Abu Alhija & Fresko, 2014; Ryan, & Hornbeck, 2004) but due to personal and professional interests, few educators are prepared to take part in mentoring activities that is shown in some recent studies. The results of these researches try to disclose the chiefcause of being involved in mentoring programs those are professional experience sharing, giving support in their own occupational improvement, promotion

of career, improving listening and communication skills and finally a generous desire for supporting newly appointed teachers to improve their respective schools (Iancu - Haddad & Oplatka, 2009; Maor & McConney, 2015). Basically, mentors will be more effective if they hunger to be engaged in the mentoring activities according to their own desire but if they are forced by superior someone to be involved in the program, it will bear no fruit (Trubowitz, 2004).

To illustrate this, despite the accessibility of mentoring programs in Kazakhstan, the value of voluntary participation is not so significant to the tutors as well as apprentices. In Kazakhstan, mentoring programs are recognized elective where mentee or novice teachers have chance whether they receive this provision or not (World Bank, 2013). But in Kazakhstani educational institutions, the head of the institution selects the mentors from the best teacher of uppermost category and assigns them as mentors (OECD, 2014). Some strong and weak sides of a new teacher are identified by both mentors and mentees and they create a plan for development of overall environment. For quality education, the mentors play a vital role. They have some responsibilities including providing support, providing feedback and classroom observation and evaluating their mentees advancement (OECD, 2014). Generally, taking part in mentoring programs is free basis and it is dependent on mentor's wish. OECD (2014) describes that there is a procedure of engaging a mentor for newly appointed teachers in Kazakhstani educational institution but there is no study about whether the procedure of selecting a mentor according to the mentors' wish or not. The chief role of a mentor is to deliver required facility for the novice teachers but can all expert teachers be mentors? Rajuan et al., (2011) opined that all qualified teachers may not have leadership and supervision abilities which are important to direct novice teachers during their initial challenging year. But in most of the cases, a mentor is an experienced individual who has not necessarily occupied a certain course or instruction. According to Trubowitz (2004) mentors should take some instruction that will help them to be prepared for the activities or not they will discover their role as simple - minded and power - driven. Ambrosetti (2014) argued that the preparation of the mentor teachers alters their attitude and practice to implement their roles. Those experienced and trained up teachers think mentoring as a difficult procedure and feel that it engages a wide range of roles to use (Hansford et al., 2003; Helleve, et al., 2015).

### 3.5 Benefits of mentoring

Increasing collaborating & leadership qualities and up - lifting pedagogical & instructional capacity & excellences for all are common positive aspects of mentoring (Hudson, 2013). In Finland, a research team reached a conclusion that peer - group mentoring facilitates three aspects of teacher's professional development that are professional personal and social. Participants who took part in the study stated support from their mentors are basically important for their career as it enhances their confidence and develops working capabilities in the community. Where most studies show that mentoring programs give more benefits and positive results for both mentors and mentees but mentees get more benefits

than mentor and the percentage is 82.4% for mentees and 47.8% for mentors.

### 3.6 Challenges of mentoring

Researchers state that mentoring has its dark sides along with advantages (Ehrich & Hansford, 1999). Mentees experiences negative outcome from mentors' lack of expertise, differences of perceptions, difference of values and beliefs and some cases, neglected and manipulative behavior from mentors towards mentees.

At the time of implementation mentors feel enjoyment when they see their mentees become self - dependent (Helleve, et al, 2015). Self - satisfaction and resist from burnout of mentors are improved through better communication skills, with mentees self - actualization and gaining new experiences and knowledge which also help them to develop problem and crisis mitigating skills, (Nasser - Abu - et al, 2014). Mentees learn class management skills, working with parents, acquiring teaching strategies. By engaging them with mentors. Administrators' point of view, mentoring is a cost - efficient method which is beneficial for whole learning community. (Hudson 2013). Sustain - ability of beginning teachers are improved who were undergoing mentoring programs. (Long, 1997, parker et al, 2009).

However, expectations of mentees may be varied. Some apprentice teachers may think to have independent and clarifying his or her thinking in the practice and others may think differently (Izadinia, 2015). A reluctant, poor performed mentee may cause dissatisfaction of a mentors. Mentors may feel discomfort with the mentees who cannot receive constructive criticisms fail to follow mentor's guidance (Hansford et al., 2003, Long, 1997). So, it is imperative a good combination between mentors and mentees for fruitful outcomes. Lack of time in mentoring is a drawback of mentoring programs. Mentors need some more time to continue this program which may create problems with earlier unsolved issues. (Rajuan et al, 2011). It is supported by Hudson (2013) when teachers are in word - load. Such as class load which may affect teaching practice. On the other hand, mentees may feel dis comfortable if they do not get sufficient time from their mentors. Which might negatively influence mentees' professional development. This develop experience lack of support, irregular contact between mentors and mentees. At the same time, mentors may feel their mentoring task is imposed.

Identity formation of pre - service mentees is a significant challenge which in some cases, may hamper new teachers' identification and create negative identities that is detrimental to professional learning and development. Furthermore, mentees may be imposed prescribed, own made sense by their mentors. The feeling of superiority and inferiority complex may dismantle student teacher's professional development (Cook, 2012).

Long (1977) states a good number of researches found several concerns with mentoring. Poor planning of mentoring programmed, improper engagement of mentors and mentees may result misunderstanding, between mentors

and mentees, work tensions in their work place. Some studies found gender imbalance which indicates found female mentors comparatively few than male mentors. So, it is obvious that mentors and mentees may have experience challenges. Doglas (1999) characterizes mentoring seeks organization support and comprehensive coordination.

### 3.7 (Case Study - 01): The role of mentoring program in two schools in Kazakhstan.

To examine the role of mentoring in teacher professional improvement, now it is like to mention two case studies through which the study can prove that mentoring has a positive impact on teachers' professional improvement.

#### 3.7.1 Overview of the Case

This is a case of Kazakhstan in which school teachers enhance their instructional abilities and strategies through mentoring program (Koroleva, 2017). In this regard, through working with more experienced and skilled teacher for a long time, the less experienced and unskilled teachers can able to enhance their instructional capacities. In fact, this study explores the role of mentoring activities in teacher occupational improvement in a school of Kazakhstan. To conduct this study, qualitative approach is used and the data is collected from eight respondents by semi - structured interview. The results of the study are that mentoring can play a great role in improving teachers' professional skills.

#### 3.7.2 Strengths of the mentoring program

Though analyzing this case study, it is explored that mentoring has a positive impact on teacher professional improvement. The mentoring program of this case has much strengths. Firstly, it has played a dynamic role in improving subject knowledge of the mentees. Secondly, it helps a lot to accelerate professional development. Thirdly, it assists a lot to a newly appointed teacher for adjusting him with the new working environment. Fourthly, through it, a teacher can get a scope of individual help at any time that is not possible through a group program. Fifthly, it can make a good relationship between mentor and mentee and mentor helps mentee to cope with the challenges he or she faces.

#### 3.7.3 Limitations of the mentoring program

Despite a positive impact of mentoring program in teacher professional development, it has some limitations as well. Among the limitations, firstly it is reported a challenge regarding time management. Both the mentor and mentee have a lack of time to meet with each other. Due to the overload of their work, they cannot get enough opportunity to discuss their issues. Another problem is that mismatch between mentor and mentee which is happened during their conversations regarding their views, beliefs, values and so forth. Thirdly, attitudes towards mentoring are another problem. It is seen many times that the mentee think that they need no help from others. They have much knowledge. Therefore, they do not need any help from any mentor or mentoring program.

#### 3.7.4 Implemented key Features

In this regard, each school develops a policy through which mentor and mentee's rights and responsibilities are controlled. The duration of this mentoring program is for a

year. At first, these two schools select those teachers who require professional help. After selecting mentor and mentee, they prepare an action plan as well as generating a time schedule for their meetings and lesson observation. After working together for one year, they render a report in a general staff meeting regarding their working experience.

### 3.8 (Case study - 02) Mentoring and teachers' professional development in Albania.

#### 3.8.1 Background

Robert Gjedia who is a faculty member of the department of social science at the University 'Marin Barleti' Tirana Albania and Meg P. Gardinier who is another member of Education and Human Development at Florida International University, Miami, Florida. It is the increasing roles of teacher that is very significant in advancing follower instruction outcomes. In this regard, it discusses the instructional reform and importance of mentoring in Albania. The central point of the study is induction of teacher and mentoring of that teacher. In addition, this study identifies the advantages and barriers of current practices conducting research by using mixed - method involving Albanian teacher and student. In addition, it is a cost - effective tool of mentoring comparing to other types of early teacher occupational improvement. Besides, evidences indicate that mentoring dedicate the most benefits for the new educators. On the other hand, mentors play a wide range of roles as played by the assessor.

#### 3.8.2 Teacher induction and mentoring

Mentoring of beginning teacher is a significant area of instructional investigation which is tempted international devotion. In addition, the growing needs of proof - oriented exercise in educational institutions is the key factor for pupils learning results. Mentoring at the primary stage, an instructor can guide new teachers or other types of teachers. Mentoring also help to establish fruitful teaching exercises that nurse them in all respects of their career. In regard, Albanian teachers have faced many challenges that has come from social change and the growing needs of the last twenty years of post - communist instructional amend. Teacher is main performer of success teaching according to the pre - university draft curriculum in 2012. Moreover, instructor continued occupational improvement remains obligatory criteria for attaining the desired outcomes. Besides, the curriculum, special fundamental instruction, demands changing inaugural teacher training, updated curriculum throughout all the stages of instruction such as high school, college, university, and the system of teacher training. curriculum changing initial teacher training. In this regard, according to the National report of Albanian instruction in 2005, the lack of ascertained criteria for teachers, lack of self - assessment and evaluation, lack of legitimate system of instruction and payment and absence of skilled people to continue the regional training are the burning issues for the development of the position and the quality of all types of teachers (Musai, et. al, 2005). In addition, Albanian instructional amends are placing rising demands upon teacher from the policy perspective. Albanian Teachers are free to improve their occupational activities for the class room within the boundary of national policy or curriculum. This curriculum - based expertness makes Albanian teacher

more, efficient, creative, and responsive to their occupation. Moreover, usage of technology is the main element of these reconstructions and significant responsibility for teachers (Abdurrahman et. al, 2012). Therefore, mentoring also plays a significant role to make up the gap of the rising needs and expectations placed on teachers in Albania, Finally, mentoring process provides important pathway and connection where new teachers get occupational advantages from senior and experienced mentors.

#### 3.8.3 Contributions of mentoring in Albania

Discussions of mentoring are getting more endeavor as a pathway to the capable followers and skilled teachers as well. In addition, mentoring has also been observed as the enhancement of the teachers' capacity (Darling - Hammond, 2005; Ingersoll & Smith, 2004), improve the job satisfaction and individual efficiency of new teachers (Ingersoll & Strong, 2011; Schleicher, 2015), increase teachers' teaching strategy and subject based wisdom (Achinstein & Fogo, 2015) decrease new teachers' realization of isolation (Cochran - Smith & Lytle, 1999) and develop teachers' continuous occupational improvement (Caena, 2014; Feiman - Nemser, 2001; Livingston, 2016; Mena et al., 2016). In addition, these mentoring roles help the teachers to ensure the broader argument and the occupational improvement (Achinstein & Barrett, 2004; Cochran - Smith, 2001; Hargreaves & Dawe, 2010). In this regard, mentoring related stakeholders confide that mentors are contributing to the teacher occupational improvement. Moreover, they suggest that it should be given support to the mentors to get the effectiveness and positive impact of mentoring for the greater professionalization. As for example potential mentors should receive training to confirm that they are working to the professional standards. At the same time, mentors should follow the system that will be clear - cut and based on specific schedule. In addition, this case study prescribes that mentors continuous occupational improvement will be more authentic for the professional improvement of learners because of the institutionalization of the mentoring service in Albania. In this regard, mentors should be always updated with the growing classroom technology to help the teacher candidates. Last of all, to achieve the pedagogical objectives mentors should gather experimental knowledge and occupational improvement for the supporting of new teacher candidates.

### 3.9 Implementation in Bangladesh

Mentoring could be considered as a wheel of a car that is called professional development. In addition, mentoring is needed for professional development specifically in the teacher professional improvement due to the practitioner - based occupation. Past researches showed mentoring programs had lot of advantages for not only mentors but also their mentees who were experienced through the programs. Researchers support the program as this help professional as well as personal development of the participants (Long, 1997; Hudson, 2013; Cook, 2012; Smith & Nadelson, 2016). The very common responses from the mentees where they got support, sympathy, motivation, inspiration, guideline, and friendly behavior from mentors (Ehrich et at, 2002). Therefore, it is obviously implying from the studies when mentoring arranged properly it conveyed professional

experiences. The point of view of benefit for mentors, by applying self - reflection mentors get chance to develop their instructional practice (Hansford et al., 2003; Helleve et al., 2015; Hudson, 2013). A study in the USA showed that mentoring programs increase the instructional practice and subject knowledge of the teachers. Applying Reflection, mentors can see their own way teaching in their own mentors. By this way, mentors by chance can do some rare but useful practices. These new practices help mentors for their further professional improvements (Hudson 2013). Mentors are satisfied by assisting and clinching their mentees (Hansford et at, 2003). Students' achievement performance and behavior have also been improved through mentoring program with the participation of successful teacher.

Mentoring is not widely used in Bangladesh although limited usage of informal mentoring is seen in this country. Bangladesh needs mentoring to be implemented in a wide of range to ensure the teacher professional improvement. To implement mentoring is a very challenging task in Bangladesh due to the different types of adversities, such as, heavy working load of teacher, lack of motivation about mentoring, scarcity of finance and incentives, and the lack of patronization of the ministry of education in Bangladesh and the authority of the institutions as well. In this regard, these adversities are partially related to the above - mentioned complexities in the best practice and case study. The education system of Bangladesh is combined with different types and categories. There are government, non - government and private educational institutions that is conducted by the rules and regulations of the ministry of education in Bangladesh. One the other hand, all the head of institutions who is too busy with managerial activities rather academic advancement like teacher occupational improvement and learning outcomes of the students. This is the great challenge for mentoring to implement in those institutions in Bangladesh. In addition, any implementation refers two models that is known as 'Top - down' model and 'Bottom - up' model. In this regard, 'Top - down' model is more difficult than the 'Bottom - up' model because according to the system of the 'Top - down' model, mentoring should be accepted by the policy makers in Bangladesh then it will be implemented in the field level institutions that can be observed in Albania and it has already been mentioned in the case study. On the other hand, 'Bottom - up' model is very much easy for our institutions to follow. According to this model, field level institutions will introduce mentoring and gradually it will be enlarged in the whole country. In this respect, head of the institutions should be convinced to implement the mentoring in his institution massively. If it is possible to implement, teacher professional development of our educational institutions will be ensured and these institutions directly or indirectly will be benefitted because there is a connection between professional improvement and the outcomes of the students that has already mentioned in the case study best practice.

#### **Mentoring for teacher induction program**

Mentoring is very effective technique to the teacher induction program. The teacher of the government college in Bangladesh are recruited by the central system that is known as B. C. S. Without any teacher induction training, most of

the teachers enter to the teaching profession that is the lack to the occupational improvement. In this context, mentoring can play significant role to the government college teachers' occupational development like Albania. Besides, it can be noticed that this approach has been fruitfully used in U. S. A. More than half of the states created teacher induction programs that offering some form of support and mentoring for new teachers (Smith and Ingersoll, 2004).

There are also a good number of novice teachers in my institution those who have no mentoring experience. They have been continuing their occupational activities. While there are also few numbers of professors those who are experienced, skilled, and efficient to their professor. As a mentor, they can guide, counsel and direct to the novice and young teacher easily. This initiative can be taken by the principal of my college. In this regard, my institution easily can follow the Albanian mentoring system that has already addressed in the case study section of this assignment. In the mentoring system of Albania mentors enjoy enormous freedom to guide counsel and direct the mentees to the professional improvement of the teachers particularly the beginning teachers and teacher candidates. Furthermore, it should be repeatedly mentioned here that Albania has passed a crucial or transitional crisis in education depending on mentoring at the time of ideological shifting from communism to democracy. Albania is still depending on the mentoring. In this context, we may follow Albanian system of mentoring to be implemented. Although the interference of the policy makers of Albania is remarkable to stablish mentoring in the education system.

#### **Mentoring and collaborative learning system**

Mentoring ensures collaborative learning system. In this regard, mentoring can play an important role to collaborate the learning system in our institutions. In addition, Bangladesh can also be benefited through implementing mentoring to follow the Albanian education system that has already been mentioned in the case study section of this research. Ultimately, teaching profession needs a lot of training to ensure the teacher professional development but scarcity of money and time it cannot be possible to provide continuous training for all teachers in our institution. If it is possible to implement mentoring in our institution, all the teachers will get chance to share experiences one other through the process. It will save both money and time. That is why, this mentoring process is known as cost effective tool to the teacher professional development. In addition, it should be kept in our mind that modern mentoring system remains in the versatile categories of mentoring suppose peer mentoring, group mentoring, e - mentoring and so on. To implement the mentoring in our institutions, we should be conscious about the different categories of mentoring. Mentoring has lot of roles to the teacher professional development that has already noted in the literature review section of this study. If the mentoring can be implemented in our institution, it strongly believes that the occupational improvement of the teachers of our institutions will be ensured. This occupational improvement directly or indirectly changes the outcomes of the students that is the goal of our institutions and the government of our country as well.



#### 4. Conclusion

Summarizing all the reviews and analyzing the best practice and case study, it can be said that mentoring is a potential tool to cope with the frequently educational change and it has significant role to ensure the development of the teaching profession. In this regard, it is also recognized that the idea of professional development is not a single or isolated position or responsibility rather an accumulated process of capable teachers, experts, and stakeholders. The ultimate target of the teacher professional improvement is to enhance learning outcomes. In addition, the present world is very much competitive. To survive in the competitive world, occupational improvement is very essential factor. In this regard, the idea of mentoring is not new one, it has a long history. Mentoring has a lot of influential elements to enhance learning system, individual improvement, and occupational improvement. Due to this, it has been developed in the western world and they have got enormous benefits from it to the teacher occupational improvement. In addition, most of the studied article's state that mentoring provides wide range of positive results for educators, learners, and the institutions. That is why, doubtlessly it can be said that mentoring is a cost effective and important tool to the teacher occupational improvement that should be implemented in the developing country like Bangladesh. As a member of developing country, it is inevitable for Bangladesh to implement mentoring program to the teacher professional improvement. If it is possible to implement mentoring program in our institution, it will play a significant role for teachers' professional development as well as enhancing the quality of teaching and learning outcomes as well. In addition, other institutions or organizations in Bangladesh gradually will follow this and can also improve their condition. In fine, it can be said that mentoring is a very dynamic tool to the teacher occupational improvement and it will ultimately increase students' learning outcomes.

#### 5. Recommendation

Conceptualization of mentoring, comprehending the effectiveness of mentoring, identifying mentoring as the best practices as new approach to the teacher professional development, now it could be like to give the following recommendations for the concerned authority of Bangladesh which will be serve for the teacher professional development as well as it will simultaneously ensure quality education through enhancing students' deep understanding and learning outcomes.

- Government should be enacted a law regarding mentorship program.
- Each institution should be appointed a mentor in his or her respective field.
- Each institution should conduct workshop, seminar, symposium, and many other programs on different contemporary issues.
- Mentoring should be taken as a professional learning technique.

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