The role and the effectiveness of the mentorship in education: the effect and the importance of the mentors in forming the careers and psychosocial functions of teachers

Burhan Gürtunca*

Department of English Language Teaching, University of Kyrenia

ABSTRACT

This is research conducted as a literature synthesis which focuses on the way teachers make use of the mentorship services in the education sector. Throughout the world, the way the profession of mentorship is performed and its effects are observed and the areas it is needed are presented in synthesis by using numerous studies as a base. The research that can be considered as the summary of several studies does not approach only one question but rather, by examining the subject from much more different aspects, it may act as a synthesized data base for the academicians, planning to carry out research on this field in particular. The literature synthesis, based on the secondary data researches, shares the same purpose as the meta-analysis method, however, rather than being quantitative, it is created in a qualitative structure. It is approached as a method of investigation, which is themed as considerably extensive literature survey. The reason behind choosing this method is that there are no adequate sources to conduct a study in this field. This situation encourages the educationalists, intending to perform research, to aim at this area. Especially, the fact that there are no researches conducted on this subject within the education sector of North Cyprus leads to strong academic disadvantages, therefore, deficiencies in application, and causes North Cyprus not to take benefit from the worldwide developments.

KEYWORDS

1. Introduction

Schools develop students' skills such as analytical, analysis, problem solving, language by taking into account to their technological and presentation skills, along with education that tries to bring them to society as successful individuals and then to life. There is a need for teachers who can produce new knowledge and convey useful information to the student where these skills are taught. "Qualified university are provided by qualified instructors and students, and qualified instructors are by qualified and well-trained research assistants." (Bakioğlu and Yaman, 2004). This citation does not apply only to the context of the university. When we look at it from a broader framework, it is a principle to apply for all serving institutions and institutes in the education sector. According to experts, for the development of each individual, another individual is needed. There are coaches that give support for athletes in all sports activities. Consultants are appointed to assist students in All courses, projects and other academic matters. Teachers and lecturers are given mentors for a similar principle. The relationship between teachers with their advisors should not be a simple advisory relationship. Teachers need help with a professional and personal matters. The first person to turn to when there is an issue, should be the advisor. From this point of view, more comprehensive system is needed to counsel the teachers for the training purposes. When we look at the US and UK schools, there is a system

that deals with teacher training programs and lecturers not only inside but also outside of work which helps their development. This system is called mentoring, and the people who train the instructors are called mentors. Mentors should develop a broad and open learning agreement with the individuals being trained. The process provides access to personal consultancy, at the other extreme, through observation-linked joint planning, aims to reach a factual conclusion. At the same time, mentors' local skills and expertise should be attracted to a wide range of available opportunities and should facilitate access to these resources.

Formative assessment should be used to support the progress towards goals and both people and following a clear path should shed light on both people's expectations. Supporting progress, predicting professional skills and guiding characteristics such as confidence should be encouraged through self-directed learning in a planned way. In this study, firstly, the explanation of the concept of mentoring, the mentor and the mentee will be explained. It is aimed to determine the importance of mentoring in career and psychosocial development of teachers. Teachers' perceptions of mentoring and the level of mentoring will be investigated, and the deficiencies will be discussed in order for teachers to perceive the mentoring system more clearly. This research will contribute to the literature and universities, and the intention is to provide mentoring in a systematic way for guiding mentors and assisting future studies on this subject. In the light of these explanations, the problem of the research is as follows:

2. Problem Statement

Is mentoring an effective and important practice in educational institutions?

3. Importance

When the literature is examined, there is no official report on teacher training in Northern Cyprus. It is seen that there is no mentoring program. Mentoring system in all schools is necessary for the career and psychosocial formation of the teachers. In this research, it is aimed to draw attention to this dearth in schools. Moreover, this research will enlighten all levels of research assistants, teachers and educators to train better equipped educational scientist. This research, which is also important in terms of being and increasing the awareness of academicians and educational scientists about mentoring, is the first qualitative study to include instructors' assessments of mentoring in North Cyprus.

4. Literature Review

The mentoring system available in the Turkish education system actually emerged during Village Institutes age and then applied as "Traveling Head Teacher". The individuals who applied this were experienced in their field and this application has had many benefits for of new teachers or candidates in career fields. (Aydin, 2014, p.231). In Turkey, candidate teachers were trained for 1-2 years that can be called mentoring practice during the period of candidacy training. Although there is no such application called mentoring, an application is made under the name of the consultant person in terms of training and development of teacher candidates who are inexperienced in their profession. (Bakioglu, 2013, p.17).

Mentoring program examples in Switzerland, Japan, USA, UK and Canada are briefly explained in 2011 (Schleicher, 2011, cited by Önder, 2013, p.1). Mentoring service in Zurich covers a period of 2 years. Every new starter works together with teacher who is more experienced than them in the school during this 2-year period. Experienced teachers who will mentor These new teachers, teaches normal university courses as well as mentoring them. They also receive an additional salary from this mentoring so that they can undertake this mentoring role. In this case, experienced teachers provide up to 42 hours of service to new teachers annually. In addition to receiving up to 42 hours of professional support in the stages of the beginning of their profession, they can also benefit from personal guidance services. Experienced teachers can provide guidance services of up to 16 hours per year. During the first day of the counselling interview, a document is given that sets out the goals of the newly hired teacher in order to determine that how teacher will be guided. Local teacher appointing units try to solve the problems of new teachers in groups and aim to for teachers to continue their relationship in the future. After this two-year process, new teachers formed groups again and they receive 4 weeks of lectures from professors in the fields of pedagogy, course content and psychology. While teachers take these courses, other teachers join their classes and the course continues uninterrupted. In Japan, mentoring is spread over a year, and the phenomenon of mentoring is given to new teachers by people who are experienced in the business and have a mentoring certificate, within a period of 60 hours every month, twice a week. Mentors attend classes with mentees, make observations and give feedback. At the end of this year, the permanent staff are expected to prepare a project that implements and explains what they have learned.

Annually, in-school training of at least two days per week the plan is drawn up for the teacher by the mentor and the school principal. In addition to this There are also out-of-school education programs at least once a week. Here, the mentor we mean is another experienced teacher who teaches the same course as the new teacher. Mentor's job is to take classes with new teachers, observe, prepare syllabus, introduce and adapt new teachers to the school and classroom environment. During this 1-year period, the local management and mentor expects mentees to prepare sample lessons 2 or 3 times so that they can give feedback and a project that reflects their achievements in a 1-year period. Teachers with sufficient performance after this process become permanent staff.

Mentoring agreement in Cincinnati, Columbus, Toledo, OHIO, Rochester, USA is matching suitable mentors with new teachers and it is under the name of consultancy, not mentoring. The consultants here are determined by new teachers' teaching and communication skills and qualifications. Integration programs for new teachers, postgraduate organization of courses at the level of education and preparing and conducting training workshops are done by the advisor teacher. Counselling teachers get 20% more salary than others and their other full-time jobs are suspended for 2-3 years. At the same time, these advisor teachers visit classrooms and then performs meetings about the teacher's situation. Finally, from the evaluation of panel evaluation reports, then the consultant gives an idea to the principal whether to offer the contract to the teacher.

In England and Wales there are tutors rather than mentoring. This tutorial teachers support new teachers and contribute to their professional development and they use 25% of their working hours while doing this. Experienced teachers must be successful in the

Instructor Evaluation in order to be called teaching instructors. This evaluation is done with a very detailed interview along with the examination of candidates' files by an impartial employee.

On the other hand, in Quebec, Canada There is the same practice as in England, but some of the trainers here also teaches at universities. The trainers here guide new teachers and design customized education. Trainer teachers receive additional salary for this work and their other course load is alleviated. 12,000 tutors in this program exists in Quebec. Some of these are teaching methods in universities and classroom management. They undertake scientific tasks in areas such as student achievement and student success.

In addition, in England and Wales, 5% of teachers are intended to be teaching teachers. In Zurich, the mentoring system is limited to two years. New Teachers, together with their mentors, prepare a two-year plan and contribute to the institution and the profession. At the end of these two years, the teachers were replaced by professors. They can only start their profession by taking pedagogy and psychology course.

5. Methodology

In this study, literature synthesis, which is a secondary data collection and analysis method, has been used. Literature synthesis that is under the same roof with the meta-analysis method, unlike meta-analysis, presents not a quantitative but a qualitative form of analysis. (Ried, 2006). Meta-synthesis (Zimmer, 2006) and meta-synthesis ethnography (Noblit and Hare, 1988) likewise synthesizes it into a summary including quantitative or qualitative literature. Due to insufficient resources and the lack of findings on the research question. This study focuses on mentoring in the education sector and it provides a broad summary of its functions and benefits.

6. Procedure

The sources used in this research are primarily based on the Google search engine. Sources were found in the Ebscohost Academic Search Complete database and results evaluated by searching keywords 'mentor' and 'teacher'. A total of 112 published articles were obtained. After being examined, it was determined that 86 of them were related to the subject. Literature review and literature synthesis were carried out through these articles.

7. Findings

Mentoring programs aim to make the new teacher develop and feel safe in the environment in which they work. The aim of establishing this trust environment is to show itself on the mentoring program basis, allowing teachers to communicate freely with each other, ask for help and support from each other, and help in return. Emotional support based on trust, acceptance and empathy allows new teachers to gain confidence and a sense of success. In addition to professional teachings such as classroom management and classroom discipline building, conducting classroom discussions, time management and management of workloads in the field of professional and pedagogical support, teaching techniques and pedagogical elements are also highlighted. The evaluation phase, which is considered to be the stage in which a new teacher is really ready to teach, is one of the most important stages a mentor is guarding the education system. The ability to increase compliance with the ecological system will enable the teacher to

comply with the social norm, standard and expectations of the school that is likely to be in it. According to Moore (2001), mentors should accept that each teacher's technical and character is different and aim to succeed in that path. The objective is to individuals it's not about changing the features and skills it has, it's about showing them how to improve them in the most accurate and efficient way. He also studied mentoring people are said to have increased motivation and confidence in the outcome, and that the rate of quitting is down by 35% because they have achieved more easily. Therefore, it is claimed that people who are mentors are less likely to consider leaving their jobs. Another point the mentor needs to pay attention to is when directing the teacher, it is important to ask open questions. So instead of directing the mentor, he should help the teacher to find the right answer with questions and actually improve himself. In particular, the focus is on administrative and organizational issues that are less important to professional development and the most frequently discussed teaching and learning topics, but personal issues are also very important. Mentoring questions can be brought about eighteen topics. These are self-criticism, new ideas to teach the subject, teaching paths of the goal, topics related to professional development, resources to use in education, how to manage students, personal problems, school and department working principles, evaluation of students, conference or course planning, time management, ideas or resources for research, It is possible that a relationship between the mentor and the individual who has been trained on it or electronic support, student discipline, management, school configuration, possible publications or conferences can be established (Gullingford, 2006, p. 177).

The mentoring profession varies according to the sector in which it is located. In general, although the work looks the same, there are significant differences in different sectors and areas of expertise. Ward (2017) states that even mentors need mentors. Which one in cases, they need a wider range of help and mentoring they need to learn how to consult resources that people cannot access it is of great importance that they receive support. Beverly Kaye, CEO and co-founder of Career Systems International, tried to use the mentoring letters to explain their roles as follows. (Stone, 2004, ssc1-2):

M is to create a model. Model shows the tasks of the mentor, active model it is a proper role model for the mentions it will serve as.

E is encouragement. Encouragement, mentoring direction. The risks that the mentors must take for their development and the they encourage it to be difficult.

N maturing. Maturation is a mentoring's duty it is the condition of developing and growing the skills and characteristics of a person.

T is teaching. He could be a coach by another phrase. Mentor unknown he is responsible for providing guidance and constructive donuts to teach.

O is the organization. The mentor for the organization is responsible for the person who is responsible (mentee) against the organization by avoiding political, sexual and religious issues he is in a state of guidance.

R is reality. Reality is the most important responsibility of the mentoring.

What the organization needs, the person responsible (mentee) is better it helps him understand. The Mentor makes a work plan and tries to reach him. Kin, mentor and mentee information according to Barney and Irwin (2009, p. 356) share, interrogate and reconfigure in a positive way. In the Mentor-mentee opening winter, the power is not in the mentor but in the vice, the same relationship is both sides. In the

mentoring system, ego and power fights are in the forefront of change, honesty, understanding and consequence. During the internship, mentors are considered and adopted as role models of interns teachers (Liu, s.. H., Tsai, H. C. And Huang, Y.. T, 2015). In the mentoring approach, which has been uncovered by Van Velzen, Volman, Brekelmans and White (2012) and emphasizing co-operation, mentors and interns share their knowledge and experience in collaboration, and convey their views on teaching practice. Interns learn from mentors; mentors learn from interns and develop their own skills to identify and explain their own teaching practices. This meaningful and collaborative relationship between the two sides makes this exchange focused on teaching and learning possible. This allows teachers to create new activities and techniques in the classroom, and to adopt different methods they face. In particular, the mentor's willingness to share their individual challenges is an important factor for the trainee to communicate with the teacher (Eller, Lev & Feure, 2014).

Mentors are variable structures that adapt to different situations for individuals to uncover their urinal skills and career development. As shown in the figure, it is intended to climb from the bottom of the pyramid to the top, and as we try to achieve this, communication is maximized by advancing at the right rate. At the beginning, the bottom of the pyramid, the psychological development of mentean has been taken into consideration. In this part, the mentor and mentee attempt to get to know each other to create a positive atmosphere and then focus on their career development. It can only happen because of the first stage of the first stage, the development of the societal development. That's why personal development is first discussed and then career. Mertz, 2004, s. 552).

Mentoring has a significant structure for leading people to create awareness of interest and their career and psychological development. Mentors clearly place their duties and responsibilities there and act accordingly, otherwise insecurity will occur within the organization and may prevent development. Mentees work in a happier, more peaceful and accurate way thanks to mentoring. Employees who are far from anxiety and uncertainty greatly improve the efficiency and performance of their organization. Individuals accompany long-term development with mentors in line with a work plan that they have determined (Anafarta, 2002).

According to Portner (2005), the mentoring has four main functions. These are healthy relationship building, good evaluation, coaching and coaching. According to Kram (1985), mentor functions required to help the career and psychosocial development of mentee are grouped into two key headlines, career and psychosocial functions. It includes the parts of advocating, coaching, protection, implementation and sanctions for career development of mentorship. These are activities that can be carried out in fully applicable situations, and their importance is to increase the skills of the person who is supporting, making the institution more efficient and successful. But on the other hand, personal psychosocial functions also touch the individual identity of the mentored person to address effective behaviour paths, environmental judgments, personal dilemmas and their ability to adapt to their environment and strive for their development (Luecke, 2011, p... 94). According to a study conducted by Hall and others in 2008, the mentors involved in training courses for various positions help professionals fulfil their roles.

One of the most important features of mentors is that they never break the link between theory and practice. For this reason, mentors who serve their mentorship at the same school as new

teachers can provide both theoretical information and practical field examples to teachers who are trying to gain experience (Roberson and Roberson, 2009). It has been observed that teachers with this integrated experience can easily adapt to the schools they work in and develop professional practice methods (Grossman and Loeb 2008; Dynak and DeBolt 2000). Many mentors do not know that it is difficult and detailed to provide this service before starting mentoring service. The mentoring profession, which is fully human-to-human communication oriented, consists of skills acquired through learning and through long-term training and experience, and many of the mentor candidates do not know that their requirements are so detailed (IancuHaddad and Oplatka 2009). Likewise, before starting mentoring training, many of the candidates for mentoring are unable to distinguish between teaching and mentoring. As a result of the research, it was revealed whether this distinction could be caused by a real similarity, or because of the incompetence of mentor candidates (Hennissen and his friends, 2011). There are similar aspects between mentoring and teaching; both professions are focused on information and experience transfer, so it is possible to say this, but nevertheless, the mentoring profession has a much more complex origin than teaching (Roehring and friends, 2008). Mentoring requires the ability to communicate with and influence adults already with a specific life experience and expertise (Rowley, 2006). Kram (1988) briefly explained the career functions of mentoring as follows: Sponsorship guides mentor and mentor and holds hands and helps open many useful doors. The mentor teaches the vice the unknown with the coaching approach and gives feedback for awareness. The Mentor also protects and arms the person he supports from any adverse behaviour. For demanding tasks, the mentor encourages and encourages the mentor to take new paths and develop their skills. If necessary, it will be sanctioned and with these challenging tasks, it will inform senior management of what the manager is doing and help increase the visibility of the menting. The diocysocial functions of mentorship are useful in the development of self-confidence, professional identity, competency and competence of the person receiving support, Kram (1988). In the early stages of mentorship, career functions are of great importance, while podiocosocial functions are often forthcoming. The mentoring's psychosocial function is grouped into four main topics: Role modelling, consulting, acceptance and approval and friendship. Role modelling shows the judgment of success-oriented behaviours, attitudes, and values within the environment where the mentor is working as a mentor. The advisory is based on the relationship between the mentor and the mentee to overcome the problems in their career. The acceptance and approval event is that the mentor supports and respects the mentoring in psychological and personal matters. Finally, friendship shows a personal interest that exceeds the needs of the job by establishing a closer connection that does not appear to be like a student teacher relationship of the mentor. According to the teacher, alter and Coggshall (2009), it should be considered as a clinical practice specialist. Because of the reasons he can get this recipe, he is in a position to compare with medical and clinical psychology. Teaching is a profession that requires complex, knowledge and experience, and requires a prerogative

and prone to teaching. In order to effectively perform the teacher, just like other areas of expertise, effective relationships with students, parents and other colleagues need to be elected. Teachers should also be able to serve as a mentor and a consultant, thanks to their education and experience (Koballa and her friends, 2008). Many studies have found that the type and quality of mentoring offered to new teachers during both the preparation for teaching and the first assignment period is of great importance (Kane and Francis, 2013). The role of a mentoring teacher in a career is very important because it will give him a lot of knowledge, experience and skills that he will use during his practice. It is stated that the field experience experienced by intern teachers during the period of their career is the most important and effective gain in this period (Ferrier-Kerr, 2009; Standal, Moen, and Moe, 2014). Intern teachers stress that this is because of the mentoring service they receive by experienced teachers (Crasborn and Hennissen, 2010). McIntire, Haggar and Wilkin (2005) argue that effective mentoring is critical in gaining the necessary knowledge and experience in the workplace. This knowledge and experience gains speed through mentoring (Ericsson, 2006).

It's important that mentoring is so effective in the career of interns' teachers one of the reasons is that during this internship, mentors can share their thoughts openly through mentors. Not only do they get important knowledge, experience and skills for the profession as mentioned before, but they also get the opportunity to participate in the narrative and presentation of the course under surveillance, even manage the process under supervision by being present in a real teaching environment (Hobson, Ashby, Malderez and Tomlinson, 2009; Loughran, 2002). Sandelowski and Barroso (2007) explain that mentorship is one of the key stones of teacher career; teaching profession is such a complex and detailed, endless work area that through the knowledge and experience provided by mentors, it is possible to adapt to different educational scenarios and changing conditions without stopping. Recruitment of new teachers, teaching how to act in uncertain conditions and showing how to deal with such situations has led to mentorship having an irreplaceable place on teachers' career path (Hobson, Ashby, Malderez and Tomlinson, 2009; Loughran, 2002). According to Wang and Odell (2002), there are three different conceptual approaches to mentoring in teacher education programs conducted worldwide. One of these is the approach to information transmission (mentoring perception is not the practice of mentors, but the result of research). The second is the approach to theory and practical connection (mentoring knowledge should be created through both teacher education research and the combination of practical knowledge and professional skills of mentors). The latter is a collaborative research approach (in this approach, information for mentoring is based on the active configuration of practical information through the implementation of concepts and skills learned by mentors in teaching environments). Kemnis, Heikkinen, Fransson, Aspfors and Edwards-Groves (2014), three mentors defined in the model: support (traditional mentoring practice as a support), self-development (peer group mentoring) for supervision (supervision of new teachers throughout the internship period) and co-operation. It is argued that teacher education should be offered in schools that provide teacher education (Douglas, 2014), except in undergraduate departments at the university, thus stressing that teachers should learn the principles of this area of expertise by teaching them in the workplace during their

education period. In this study, the expert teacher concept, which is intended to be pointed out by the mentor concept, is the person who helped the candidate of the teacher, and the guidance action is included in this assistance process.

8. Discussion

When covered in a wide frame, mentoring has a major impact on the education sector. For a teacher who has started a new job, who will teach for the first time, life is a class act. It also differentiates itself from coaching and consulting through its functions. At this point, mentoring covers a longer-term process, which is seen to have an impact on a teacher's internship and training period on many aspects of career life (Luecke, 2011, p. 97). Coaching has taught teachers inappropriate behaviour and attitude when correcting, the mentors act as full support and care more about the development of the individual than the correction. Consulting also provides short-term service, just like coaching, guiding the teacher's feelings and thoughts, exploring their future plans, mentoring helps a teacher see opportunities in their career, create new career opportunities, and implement plans for how to capture and move forward. According to Minks and Owen, the Mentoring role is seen as a large-scale system of coaching and consulting concepts. When mentors are aware of the need for coaching, they develop the skills of the people being raised. When mentors need a consultancy concept, they support and direct people who are raised professionally and personally. (Minks and Owen, developing HighPerformance people, Art of Coaching, Tact. Ceylan, 2004, p. 75) The mentoring process also makes this long term effective through the stages it takes. These stages, called initialization, cultivation, separation and recognition, describe the different dimensions of the relationship between the mentor and the teacher within more than 5-6 years (Kram, 1983). During the first six months to one year period, the mentor and the teacher establish their first link in the start-up phase, and identify the teacher's goals and objectives for the future. The next stage, the adult, will continue for approximately two to five years, and in this process, the mentor's main job is to observe the teacher and to reinforce their sense of trust and intimacy by giving feedback. The teacher starts to take steps in her own development with these feedback from her mentor. The separation phase continues between six months and a year. Here, the mentor lets the teacher open his own wings, in his profession, he strives to gain a autonomy for the teacher. The teacher is also developing a sense of self-confidence, which means that the mentor needs less. The final stage, the recognition phase, is now your teacher's own without a mentor there is no limit to the time and duration of this stage. There are 4 stages of mentoring, as you can see. The most important part is that the mentor and mentee recognize each other in the launch and trust and it is the process of establishing goals and objectives within the framework of honesty. The observation and feedback techniques, which are then unique to the awareness gain, which is the growing process, are also used to slaughter the development of the person. The separation and re-definition sections are found in the absence of further mentoring. The concept of time is one of the biggest problems in mentoring. Mentoring stages are required for the development process, and not being able to fulfil these stages is a barrier to healthy relationships and communication. Usually, the lack of time can lead to a deadlock. Lack of communication, unplanned and unscheduled attitude and behaviour also unmotivated service areas to the process uncover problematic situations in the

mentoring process (Attic, Dyehouse, Bessenbacher and Burgess, 2010). The concept of gender can cause major problems with matches. Female mentors may have difficulty finding mentors. And the male matching can cause sexual abuse. Women mentions sometimes find mentors can be difficult. (Burke, McKeen and McKenna, 1994, p. 24). In the United States, women and minorities offer less mentoring than white men. People are often looking for people who are themselves in terms of race, gender and interests (Luecke, 2011, p. 145). This restricts space of mentoring of women, as managers are usually men in companies. Negative developments, negative approaches and legal processes between Mentee, mentor and organization may adversely affect mentoring status and may result in the expected outcome not being received in a very long time or at all.

9. Conclusions

This research provides a detailed summary of the importance of mentoring within the education sector. In light of the secondary data collected, the synthesis we made clearly shows that mentorship has a very large and positive impact on new teachers and teachers. A mentorial's main functions such as support, reassurance, experience-building, observation and feedback across their tasks allow a teacher to perform much higher in the field, in the workplace. At this point, it increases the importance of mentoring, as it is a profession of great importance to teach. Teaching new generations information that will help them to sustain their lives in the future, to be able to shift things to them no matter what the level is, unlike other professions, makes teaching great. When we look through this window, mentoring is sitting in a much more important position, as it allows a teacher to do their job better and more effectively. The fact that mentorship has a great impact on employees, not only in the education sector, but also in other sectors, makes mentoring a very common practice today. Although used in different ways around the world, it is increasingly respected by the fact that people have unborable functions in their professional lives, careers and psychosocial dimensions.

10. Recommendations

While doing the research, as stated in the limitations section, the biggest problem is the lack of sufficient resources on the subject. First of all, researchers the fact that they focus on this subject in academic fields has created a great thirst in this field. In this way, both primary data are collected. New and original studies are signed. Both quantitative and qualitative syntheses can be produced. On the other hand, the practice of mentoring in Northern Cyprus is very limited. It is clear that there is no ground for research in this area. This pedagogical scientist engaging in new regulations and planning, will create great changes in the industry and make new generations much healthier, more teachers who have trained themselves in better ways in more productive environments education will be provided under their leadership.

References

Adedokun, O. A., Dyehouse, M.,Bessenbacher, A., & Burgess,W. D.). Exploring

Faculty Perceptions of the Benefits and Challenges of Mentoring Undergraduate Research. Annual meeting of the American Educational Research Association, Denver, Colorado. 2010.

Alter, J., & Coggshall, J. G. (2009). Teaching as a clinical practice profession:

Implications for teacher preparation and state policy. National Comprehensive Center for Teacher Quality. Issue Brief.

Anafarta, N. (2002). Bireysel Kariyer Danışmanı Olarak Rehber (Mentor). C.Ü.

İktisadi ve İdari Bilimler Dergisi, 3 (1. Baskı), 115- 128.

Aydın, İ. (2008), Öğretimde Denetim Durum Saptama ve Geliştirme (2. Baskı).

Ankara: Pegem Akademi.

Aydın, İ. (2014). Eğitimde Denetim. (5. Baskı). Ankara: Pegem Akademi.

Ceylan, C. (2004). Mentorluk İlişkilerine Farklı Bir Yaklaşım: Kariyere Duyarlı Mentorluk. İş, Güç endüstri ilişkileri ve İnsan Kaynakları Dergisi, Yıl: 2004, Sayı: 6,1. http://dergipark.ulakbim.gov.tr/nwsaedu/article/view/5000070482 adresinden 07.06.2017 tarihinde indirilmiştir.

Crasborn, F., & Hennissen, P. (2014). Training mentor teachers for effective

supervision: The impact of the SMART programme. In K.-H. Arnold, A. Gr€oschner, & T. Hascher (Eds.), Pedagogical field experiences in teacher education (pp. 377e397). Münster: Waxmann.

Bakioğlu, A. (2015). Eğitimde Mentorlük.(3. Baskı). Ankara: Kitapyurdu Yayıncılık. http://ozanavsaroglu.com/index.php?Git=DosyaDokuman&makale=220

Burke, R.J., McKeen, C.A. ve McKenna, K. (1994). Benefits of Mentoring in

Organizations: The Mentor's Perspective. Journal of Managerial Psychology, 9 (3), 23-32.Educause Mentoring Company. (2013). http://www.educause.edu/careers/special topic-programs/mentoring/about-mentoring/types-mentoring-functions adresinden erişilmiştir. Erişim tarihi: 02.05.2017.

Douglas, A. S. (2014). Student teachers in school practice: An analysis of learning

opportunities. London: Palgrave MacMillan.

Eller, L. S., Lev, E. L., & Feure, A. (2014). Key components of an effective

mentoring relationship: A Qualitative study. Nurse Education Today, 34(5), 815-820.

Ericsson, K. A. (2006). Protocol analysis and expert thought: Concurrent

verbalizations of thinking during experts' performance on representative tasks. In K. A.

Ericsson, N. Charness, P. Feltovich, & R. R. Hoffman (Eds.), Cambridge handbook

of expertise and expert performance (pp. 223e242). Cambridge, UK: Cambridge University Press.

Ferrier-Kerr, J. L. (2009). Establishing professional relationships in practicum

settings. Teaching and Teacher Education, 25(6), 790e797.

Grossman, P.L. ve Loeb, S., 2008. Alternate routes to teaching. Cambridge, MA:

Harvard Education Press.

Gullingford, C. (2006). Mentoring in Education, an International Perspective.

University of Huddersfield: Ashgate.

Hennissen, P., et al., 2011. Clarifying pre-service teacher perceptions of mentor t

eachers' knowledge developing use of mentoring skills. Teaching & teacher education, 27, 1049–1058.

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring

beginning teachers: What we know and what we don't. Teaching and Teacher Education, 25, 207e216.

Iancu-Haddad, D. ve Oplatka, I., 2009. Mentoring novice teachers: motives, process,

and outcomes from the mentor's point of view. The new educator, 5, 45–65.

Kalin,M., Barney, D.T, Irwin,R.T. (2009). Complexity Thinking Mentorship: An

Emergent Pedagogy of Graduate Research Development. Mentoring and Tutoring Partnershipin Learning, 17(4), 353-367.

Kane, R. G., & Francis, A. (2013). Preparing teachers for professional learning: Is

there a future for teacher education in new teacher induction? Teacher Development, 17, 362–379.

Kemnis, S., Heikkinen, H., Fransson, G., Aspfors, J., & Edwards-Groves, C. (2014).

Mentoring of new teachers as a contested practice: Supervision, support, and collaborative self-development. Teaching and Teacher Education, 43, 154e164.

Koballa, T., Bradbury, L., Glynn, S., & Deaton, C. (2008). Conceptions of

mentoring and mentoring practice in an alternative certification program. Journal of Science Teacher Education, 19, 391–411.

Kram, K.E. (1985). Mentoring at Work: Developmental Relationships in

Organizational Life.Administrative Science Quarterly, 30(3), 454-456. Liu, S. H., Tsai, H. C., & Huang, Y. T. (2015). Collaborative Professional

Development of Mentor Teachers and Pre-Service Teachers in Relation to Technology Integration. Educational Technology & Society, 18 (3), 161–172.

Luecke, R. (2011). İş Dünyasında Koçlar ve Mentorlar (4. Baskı). (Çev. Ü. Şensoy).

Harvard Business Press, İstanbul: Türkiye İş Bankası Kültür Yayınları.

McIntyre, D., Haggar, H., & Wilkin, M. (2005). Mentoring: Perspectives on school

based teacher education. London: Routledge Falmer.

Mertz, N. T. (2004). What's a Mentor, Anyway?. Educational Administration

Quarterly, 40(4), 541-560.

Noblit, G. W., & Hare, R. D. (1988). Meta-ethnography: synthesizing qualitative

studies. Beverly Hills, CA: Sage.

Önder M. E.(2013). Eğitim Denetiminde Yeni Bir Model; Sürekli/Devamlı Denetçi

Yapısı-kahramanmaraş Sütçi İmam   Üniversitesi.

Palankök, Y. N. (2004), Kariyer Yönetimi Araçları Olarak Mentorlük ve Koçluk.

Ankara: Ankara Üniversitesi, Sosyal Bilimler Enstitüsü.

Portner, H. (2005). Teacher Mentoring and Induction: The State of the Araund

Beyond.Corwin Press.

Ried, K. (2006, August). Interpeting and understanding meta-analysis graphs: A

practical guide. Australian Family Physician, 35(8), 635-638.

Roberson, S. ve Roberson, R., 2009. The role and practice of the principal in

developing novice first-year teachers. Clearing house, 82 (3), 113–118.

Rowley, B.J., 2006. Becoming a high performance mentor: a guide to reflection and

action. Thousand Oaks, CA: Corwin.

Sandelowski, M., & Barroso, J. (2007). Handbook for synthesizing qualitative

research. New York: Springer.
Schleicher, (2011). The Aspen Institute, http://ozanavsaroglu.com/index.php

?Git=DosyaDokuman&Makale=220 adresinden 07.062015 tarihinde indirilmiştir.

Stone, F. (2004). The Mentoring Advantage: Creating The Next Generation of

Leaders. Chicago: Dearborn Trade Publishing.

Van Velzen, C., Volman, M., Brekelmans, M., & White, S. (2012). Guided work-

based learning: Sharing practical teaching knowledge with student teachers. Teaching and Teacher Education, 28(2), 229-239.

Wang, J., & Odell, S. J. (2002). Mentored learning to teach according to

standards based reform: A critical review. Review of Educational Research, 72(3), 481e546.

Zimmer, L. (2006). Qualitative meta-synthesis: a question of dialoguing with texts.

Journal of Advanced Nursing, 53(3), 311-318.