Opinions of Teacher Candidates on Mentor Teacher Program (Example of Muğla)*

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Abstract

It is a fact that most newly appointed teacher candidates have problems in respect of personal, social and professional matters. Especially, the inadequacy of theoretical information in practice increases the problems experienced by teacher candidates during the first years when they start the profession. Mentorship, defined as guidance provided by a more experienced and knowledgeable person to another who is beginning his/her profession, may be suggested to help solve professional and organizational problems faced by beginning teacher candidates and help them settle in the profession and organization. The present study aims to identify the contribution to the professional skills of the newly appointed teachers of the National Education of their activities conducted in class with their mentor teachers for 24 weeks, and the views of teacher candidates on such implementation. The study group consists of 50 teacher candidates from Menteşe district of Muğla. The study group was selected by maximum diversity sampling method. Data was collected using open-ended questions. The study participants were asked some open-ended questions to collect detailed data on the mentor teacher program implemented for teacher candidates. According to the findings, the majority of the teacher candidates finds the mentorship implementation helpful and wants it to continue after some reforms. Also, personal qualities required of a mentor, as the participants described, are being understanding, showing empathy, being good-humored, having good faith and being kind, while professional qualities required of a mentor, again as the participants described, are having seniority, being knowledgeable in pedagogics and being open to new ideas. A review of the views of the teacher candidates as to what should be done to improve the mentorship implementation shows that, first, the forms should be reduced in the process, that the implementation should be conducted where they are appointed and that the implementation atmosphere should be more free.

Keywords: mentor teacher, mentor qualities, teacher candidates

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Aday Öğretmenlerin Danışman Öğretmenlik Uygulamasına İlişkin Görüşleri (Muğla İli Örneği)

Öz

Mesleğe yeni atanan aday öğretmenlerin birçoğunun bireysel, sosyal ve mesleki konularda sorun yaşadığı bilinen bir gerçektir. Özellikle öğrenilen teorik bilgilerin uygulamada boyutunda yetersiz kalması aday öğretmenlerin mesleğe başladıkları ilk yıllarda yaşadıkları sorunları artırmaktadır. Alanında daha deneyimli ve bilgili kişinin yeni başlayan kişilere rehberlik etmesi olarak tanımlanan mentörlüğün mesleğe yeni başlayan aday öğretmenlerin yaşadığı mesleki ve örgütsel sorunların çözümünde ve adayın mesleğe ve örgüte uyumunda yardımcı olacağı söylenebilir. Bu çalışmanın amacı Milli eğitimin yeni atanan aday öğretmenlerin 24 hafta boyunca sınıfta danışman öğretmenleriyle uygulayacakları etkinliklerin aday öğretmenlerin mesleki becerilerine yaptığı katkıyı ve aday öğretmenlerin bu uygulama ile ilgili görüşlerini ortaya çıkarmaktır. Araştırmanın çalışma grubunun, Muğla Menteşe ilçesinde aday öğretmen olarak bulunan 50 öğretmen oluşturmaktadır. Araştırmada, çalışma grubu amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örneklemesi ile belirlenmiştir. Araştırmanın verileri açık uçlu sorular ile toplanmıştır. Bu araştırmada katılımcılara açık uçlu sorular sorularak öğretmen adaylarının danışman öğretmen uygulamasına ilişkin detaylı verilere ulaşmak amaçlanmıştır. Araştırma bulgularına göre aday öğretmenlerin birçoğu, mentörlük uygulamasının yararlı olduğunu düşünmekte, bu uygulamanın bir takım düzeltmelerle devam etmesini istemekte ve uygulama sürecinde özellikle mentör seçiminin önemine vurgu yapmaktadır. Mentörde olması gereken kişisel özellikler anlayışlı olma, empati yapabilme, güler yüzlü olma, iyi niyetli olma ve kibar olma şeklinde ifade edilirken mesleki özellikler kıdemli olma, pedagojik açıdan bilgili olma ve yeniliklere açık olma şeklinde ifade edilmiştir. Aday öğretmenlerin mentörlük uygulamasının daha iyi olması için neler yapılması gerektiğine ilişkin görüşleri incelendiğinde adayların öncelikli olarak süreç içerisinde yer alan formların azaltılmasını, uygulamanın atanılan yerde yapılması gerektiğini ve uygulama ortamının daha özgür olması gerektiğini ifade ettikleri görülmektedir.

Anahtar Sözcükler: mentor öğretmen, mentör özellikleri, öğretmen adayları

Introduction

It is a fact that most newly appointed teacher candidates have problems in respect of personal, social and professional matters. Especially, the inadequacy of theoretical information in practice increases the problems experienced by teacher candidates during the first years when they start the profession. In order to alleviate such problems, the Ministry of National Education (MoNE) planned a training process for teacher candidates and published a directive on March 2, 2016 after amending the teacher candidate training process.

The purpose of this directive is to regulate the procedures and principles for the training process of teacher candidates appointed to public educational institutions under the Ministry of National Education. According to the directive, teachers carry out class, school and out of school activities and participate in in-service educational activities under the training program. During the training, teacher candidates are not assigned independent class and duty work. Teacher candidates attend classes under the supervision of a mentor teacher and accompany their mentors to observe them while they are on duty (Article 5). The directive defines the concept of "mentor teacher" as a teacher "who mentors teacher candidates during the candidate training process". The duties of a mentor teacher is provided in the directive as follows: "a) Preparing the teacher candidate's work program with the administrator of the educational institution, b) Helping the teacher candidate carry out the activities set forth in the work program and taking necessary measures, c) Monitoring, assessing and guiding teacher candidates to ensure their training according to the work programs, cc) Setting an example for teacher candidates with their professional knowledge, skills, attitude and behavior and sharing their experiences with them, d) Performing other duties as assigned by the administrator of the educational institution" (Article 12). Similarly, the 19th National Education Council also adopted some decisions on the mentor teaching program. According to such decisions, "It is believed that there is a need for more structured practice-based models by mentor teachers who possess the required education and experience during the training of teacher candidates within the institution and the system after their admission to the profession. With respect to the re-structuring of the candidacy process of teacher candidates, teacher candidates must be placed in schools and institutions where they train and complete their candidacy process under the supervision of mentor teachers without being tenured" (www.meb.gov.tr). As seen, mentor/advisor teacher implementation is used synonymously with mentorship and decisions were adopted recommending the implementation of the mentorship program. Therefore, according to the directive, mentor teachers are expected to set an example for teacher candidates and participate in the preparation of a work program for teacher candidates during the training. In such case, the "mentor teacher" implementation in the directive can be considered under the scope of mentorship. Accordingly, the following sections of the present study will use the term mentor to refer to mentor teachers.

In recent years, mentorship providing support to beginning teachers (Hobson, Ashby, Malderez & Tomlinson, 2009) is a complex process that involves guiding,

teaching, influencing and supporting the beginning teachers (Koki, 1997; Özcan & Çağlar, 2013; Kemmis, Heikkinen, Fransson, Aspfors & Edward-Groves, 2014). The term mentor that was first used by Homer means `wise and trusted guide` (Bakioğlu & Hacıfazlıoğlu, 2000). An investigation of the literature shows that there are several definitions of mentorship. While Kuzu, Kahraman &Odabaşı (2012), and Kram (1985) defines mentorship as the support provided by a more experienced and knowledgeable person (mentor) to a less experienced person (mentee), Daresh (2003) defines it as a process of willingly transmitting experiences to people who need such experiences. According to this, mentorship may be defined as guidance provided by someone more experienced and knowledgeable in an area to people who are new in a profession.

The mentorship process may be suggested to help beginning teacher candidates with the solution of professional and organizational problems they face and their orientation with the profession and the organization (Yarrow & Millwater, 1997; Sezgin, Koşar & Emre, 2014). At this point, the mentorship involves a process where the mentor teacher communicates school policies and processes to and shares teaching methods, materials and other resources with teacher candidates, helps them with the solution of problems faced during learning and teaching, provides professional and personal support to teacher candidates and guides the development process of the teacher candidates (Feiman-Nemser & Parker, 1992).

Mentorship in education goes hand in hand with the concepts of taking someone as a role model and coaching. Although they seem similar to each other, there are some differences. To take someone as a role model is to take someone as an example. At this point one of the functions of mentorship is setting a positive model. In coaching, a teacher supports another teacher in their development in professional matters such as teaching skills and techniques. If mentorship is intended for beginning teachers, coaching is an important part of the mentorship process (Koki, 1997). While mentorship takes the values and vision of the organization into consideration, coaching seeks to combine the values of the individual with the values of the organization (Aydın, 2007). As seen, mentorship is a process that involves taking someone as a role model and coaching and contributes not only to the individual, but also to the organization.

Although the mentorship process contributes to the individual and the organization, it also brings some advantages and disadvantages together. Accordingly, mentorship alleviates the teacher's feeling of loneliness, heightens their feeling of trust and self-respect and improves their skills of class and time management, as well as teaching them to overcome the workload and helping with their problem solving skills (Yarrow & Millwater, 1997; Devos, 2010). Besides, from the organization perspective, it allows school employees to know each other better, which leads to increased cooperation and job satisfaction and creates an organization climate supporting professional development and participation in the school (Hobson, Ashby, Malderez, &Tomlinson, 2009). While mentorship contributes to employees' personal and professional development (Lyons, Scroggins

& Rule, 1990), it also enhances the communication and increases the cooperation and trust between the colleagues (Rhodes, Stokes & Hampton, 2004). The mentorship process also improves the leadership and communication skills of mentors, helps them gain a critical perspective, increases their job satisfaction and makes them realize their own learning experiences. For mentees, the mentorship process develops their professional and organizational skills, helps them learn how to accept criticism, contributes to the development of a feeling of autonomy and independence and develops their learning and analytical thinking skills. For the organization, the mentorship process increases the trust within the organization, supports personal development and increases the job satisfaction and performance of employees (McKimm, Jolie & Hatter, 2007).

However, the mentorship process sometimes can cause the workload to become uncontrollable and adversely affects the mentor's live due to the stress it causes, and some mentors fail to provide emotional and psychological support to teacher candidates and support teacher candidates (Hobson, Ashby, Malderez, & Tomlinson, 2009). This situation has led to the question of what qualities mentors must possess. According to this, a good mentor must first accept to be a mentor. Later, he/she must be a good listener, must not be judgmental, and must show empathy, provide feedback, have a sense of humor, and be accessible, trustworthy and experienced (McKimm, Jolie & Hatter, 2007).

Mentorship is an important process for beginning teacher candidates. For, a teacher candidate enters a phase where he/she will utilize the theoretical knowledge he/she has learned so far, and tries to familiarize himself/herself with an educational organization and learn about the relationships within the organization and learn the learning and teaching process. At this point, the teacher candidate is faced with emotional, professional and personal problems. "The mentor teacher" status put into effect by the last amendment is expected to help the teacher candidates overcome such problems. In other words, the advising teacher, in a sense, serves as a mentor. A review of the literature shows that there are research suggesting that mentorship contributes to the training of teacher candidates (Kocabaş & Yirci, 2011; Bozok, Yıldırım & Demirtaş, 2011, Aslan & Öcal, 2012; Mastapha, 2011; Pinkston, 2008; Mordan, 2012). However, these studies focus on the contributions of mentorship, emphasize its importance for teacher training, mention about the mentor role of the school administrators in the training of teacher candidates, and present the views of teachers and administrators on the matter. Whereas, it is believed important to discover the views of the teachers candidates who are faced with problems and need support during the implementation introduced with the concept of "mentor teacher" for the training of teacher candidates so that such views might bring about a different perspective for the process of teacher training and shed light on the expectations of teacher candidates who need development and support.

The present study aims to identify the contribution to the professional skills of the newly appointed teachers of the Ministry of National Education of their activities

conducted in class with their mentor teachers for 24 weeks, and the views of teacher candidates on such implementation.

Method

The phenomenology design, a quantitative research design that fits the nature of the present study, was used. This design aims to discover the individua perceptions or perspectives regarding a specific phenomenon (Patton, 2002; Yıldırım & Şimşek, 2008).

Research Sample

The study group consists of the teacher candidates situated in Menteşe district of Muğla. There are 89 teacher candidates in Menteşe central district of Muğla. The research data was collected from 52 teachers. 57 teachers candidates situated in Menteşe central district of Muğla completed an open-ended questions form about mentor teacher program. While 52 of the teacher candidates participating in the research completed the form, 5 thereof were not included in the study because they did not complete the form properly. The study group was selected by convenience sampling method. According to Yıldırım & Şimşek (2008), convenience sampling method makes a study fast and practical. Generally, a convenience sample is relatively less costly. The purpose here is to create a relatively small sample. Also, this method seeks to identify whether or not there are common or shared facts and differences among the varying situations in the sample and explore the different dimensions of a problem according to such variation (Yıldırım & Şimşek 2008).

In parallel with the nature of the qualitative research methods, 45 teachers accessed were administered an open-ended questions form on the mentor teacher implementation. The teachers were asked about their subject field and the provinces to which they were appointed. Table 1 shows the teacher candidates' subject fields and the provinces to which they were appointed.

As seen from Table 1, the great majority of the teacher candidates participating in the study are English language teachers (27.78%). Other subject fields are, in respective order, primary education teaching (25%), counseling (8.3%), health services (8.3%), Science teaching (8.3%) and information technologies teaching (8.3%). 50% of the provinces appointed are eastern provinces and 25% thereof are western provinces. 25% of the teachers participating in the study did not specify the provinces to which they were appointed.

Table 1

Teacher Candidates Subject Fields and the Provinces

		n	%
Subject Fields	Health Services	3	
	Primary Education Mathematics	2	
	Pre-School Teaching	2	
	Primary Education Teaching	11	
	Science Teaching	4	
	Information Technologies	3	
	Counseling	6	
	Literature	1	
	English	12	
	German	1	
	Total	45	
Provinces appointed	Eastern Provinces	22	
	Western Provinces	13	
	Not Specified	10	
	Total	45	
Not Specified		7	
	Grand Total	52	100%

Data Collection Process

The data collection technique used herein is the open-ended questionnaire. The views of the teacher candidates in Muğla on the mentor teacher implementation are explored by achieving the sub-unit of the open-ended questions form developed by the researchers. The form consists of seven questions. The questions were prepared based on the Regulation of the Ministry of National Education on Teacher Appointments and Reassignments published in the Official Gazette Issue no. 29329 of April 17, 2015 regarding the mentor teacher program. The questions were finalized in line with the opinions of two experts in the field of education science and a preliminary application was conducted. During the preliminary application, one teacher candidate not included in the participant teacher candidate group was asked the questions in the form in order to assess how clear and answerable the questions were.

Data Analysis

Data analysis was performed by adopting two different approaches. Accordingly, since the topics had been pre-defined, descriptive analysis method was used mostly, while content analysis method was also used to identify the codes under the main topics. Yıldırım and Şimşek (2008) suggested that the views of the individuals interviewed or observed might often be quoted directly in descriptive

analyses to reflect their views in a striking manner. The present study also quoted the responses of the participating teachers to reveal their views objectively. Care was used to ensure that the researchers mutually agreed on the comments and codings regarding the data. As for the evaluation of the questions, some expressions by the teachers were included, and the main points shared by such expressions were investigated in view of their frequency and percentage. Also, codes were used while tabulating the data (T1, T2, T3...).

Validity and Reliability

The intercoder reliability of the themes developed was checked to ensure the internal reliability. The themes were separately coded by the researchers, and the consistency between the codings was compared.

The records of the open-ended questions were coded by two coders. Before the codes, the second coder went through a training process. An external expert (the second coder) trained the second author of the present study (the main coder) in understanding the views of the teacher candidates on mentor teaching easily. During such training process, the second author was taught about the Questions, the duties of a mentor teacher as set forth by the Regulation of the Ministry of National Education on Teacher Appointments and Reassignments published in the Official Gazette Issue no. 29329 of April 17, 2015, and the qualities of a mentor teacher in the literature. When an 80% agreement was achieved between the coders during the training process, the main coder began coding all of the records. The second coder coded 25% of the records. The intercoder reliability was checked by the "Agreement / Agreement + Disagreement X 100" formula (Miles & Huberman, 1994). The study reliability calculated was 83.3%. To ensure the reliability of the study, short and direct quotes were included, and the data collected was grouped and presented to the reader without adding any comment. The findings are interpreted in the discussion section.

Findings

In this section, the main themes determined based on the main research questions and sub research questions are included as shown in Figure 1. Also, the views of the participants on the mentorship implementation are presented along with their statements under the main themes headline.

There are four main themes in the study: (1) The views of the teacher candidates on the mentorship implementation, (2) the views of the teacher candidates as to whether or not the mentorship implementation should continue, (3) The qualities required of a mentor teacher according to the teacher candidates, (4) The views of the teacher candidates as to what must be done to improve the implementation.
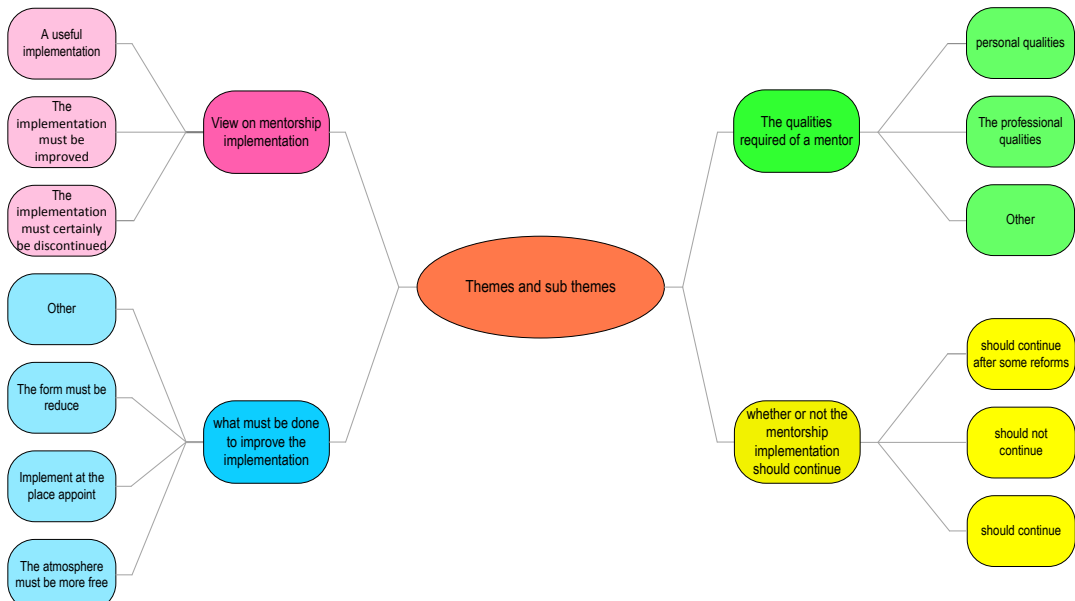
Figure 1

Main Themes and Sub Themes

Findings Regarding the Main Theme of Mentorship Implementation

Under this heading are the findings on the main theme and sub themes determined based on the main research question 1. The participants were asked about their views on mentorship (mentor/advising teacher) implementation, which led to three sub themes under the main theme. Figure 2 shows the frequency of the references made by the participants to these concepts.
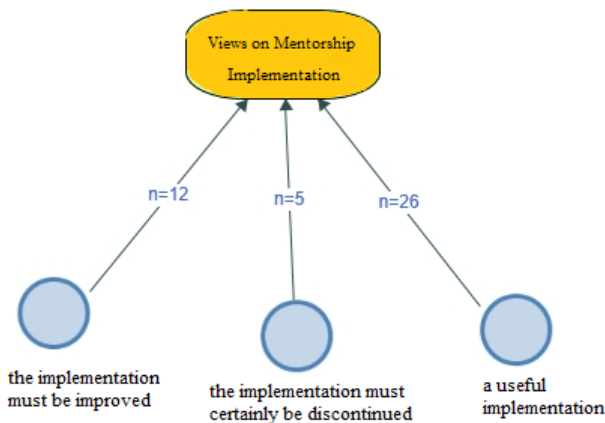

Figure 2

The Participant Views on Mentorship Implementation

The participants were asked about their views on the mentorship implementation in the open-ended questions form, and the theme and sub themes were identified based on their views on the implementation. According to the findings, the main theme of views on the mentorship implementation was explored by dividing it into three sub themes, namely 'the implementation must be improved', 'a useful implementation', and 'the implementation must certainly be discontinued'. According to figure 2, 12 participants referred to the sub concept of 'the implementation must be improved', 26 participants refereed to the sub concept of 'a useful implementation', and 4 participants referred to the sub concept of 'the implementation must certainly be discontinued'.

T31 described the sub dimension of 'the implementation must be improved' as follows;

> *"I think that the implementation should definitely continue. However, we teacher candidates must also be asked about our views by such surveys and interviews during the process..."* (T31)

Some participants stated that the implementation was useful, but argued that it should be improved in terms of the administrative matters and the mentor teacher. For example, T10 and T11 expressed their views as follows.

> *"A useful implementation. However, it is a new implementation and I believe there are some opportunities (room for improvement)."* (T10)

> *"I think it is a useful implementation. However, the system has yet to settle, and therefore there are some major flaws."* (T11)

The number the teachers finding the implementation useful are more in comparison to the other sub dimensions. The teachers of this view in general used the concepts such as productive, useful, great and helpful for the implementation.

> *"I consider the mentor teacher program to be an important one, I think it is useful..."* (T22)

> *"I think it is a productive implementation."* (T23)

> *"I find the mentor teacher implementation agreeable. Especially, it is great to practice at a place of our choosing..."* (T1)

The teachers who described the implementation as useless used very definitive expressions.

> *"I think it is an unproductive process. One learns with experiences. You cannot adopt and embrace the students because a set of eyes is constantly watching you. You cannot speak properly and be genuine. Students cannot embrace you, either. You have to fill tons of forms, which, I believe, is very unnecessary."* (T27)

> *"I think it is a useless implementation. It was done in the past, too. It is not a new implementation."* (T30)

"…………..I find teacher candidacy nonsensical, let alone mentor teaching. We have already been sufficiently trained in the faculty of education." (T33)

"I don't find this implementation useful ………….." (T4)

Findings Regarding the Main Theme of Whether or not Mentorship Implementation Should Continue

According to the responses of the teacher candidates to the question whether or not the mentorship implementation should continue, three sub themes were identified including 'should continue', 'should not continue', and 'should continue after some reforms'. Figure 3 shows the frequency of the references made by the participants to these concepts.
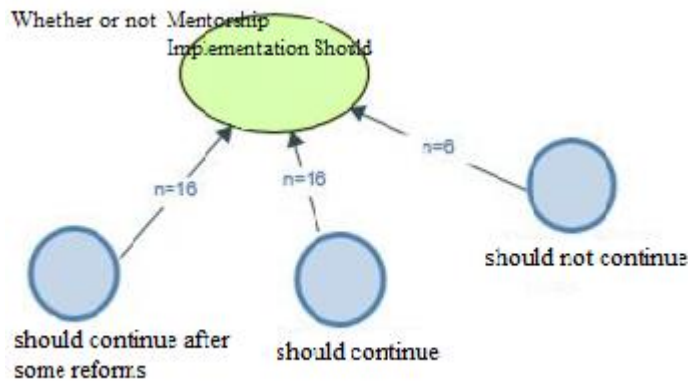

Figure 3

View on Whether or not Mentorship Implementation Should Continue

16 of the participating candidate teachers argued that the implementation should continue, while 16 thereof argued that it should continue after some reforms and 6 thereof argued that it should not continue.

The teachers who wanted the implementation to continue generally argued that the implementation's return for them was experience, and therefore that it should continue.

"It should continue. The teacher candidates must be given the option to replace their mentor teachers. The teacher candidate must be paid additional teaching remuneration." (T37)

"Yes. It should be in place to see a school atmosphere, observe relationships and get over the apprenticeship. However, I think that there is too much dependent on the mentor in the program." (T1)

"Yes, it should continue because a teacher candidate learns from a mentor teacher how to prepare for a class and adjust and teach according to the class level." (T14)

The teacher candidates who did not want the implementation to continue generally referred to the problems arising from the mentor teacher.

"No, it should not continue. My mentor teacher is good, but another friend suffers greatly from his/hers. Also, there is the form burden, of course. That's why it shouldn't continue. Let's just go to the provinces we are appointed to and start doing our time at once." (T3)

"No, because I think it would be more useful if we went to our assigned places and settle in at once." (T4)

The teacher candidates who wanted the implementation to continue with some reforms;

"It should continue after further supplementing it and remedying some shortfalls." (T22)

"It should continue, but the teacher candidates must be given the option to replace their mentor teacher. Also, the teacher candidate must be paid additional teaching remuneration." (T23)

"Yes, but we should intern where we are appointed. It is necessary to get over the apprenticeship." (T11).

"Yes, but no in its current state. However, if we started where we are appointed and if it functioned in a more planned manner, then it should continue." (T13)

Finding Regarding the Main Theme of Qualities Required of a Mentor Teacher

According to the responses of the teacher candidates to the question regarding the qualities required of a mentor teacher, three sub themes were identified including professional qualities, personal qualities and other. Figure 4 shows the frequency of the references made by the participants to these concepts.

The sub themes personal qualities and individual qualities have also their own sub themes. Accordingly, the teacher candidates defined the personal qualities required of a mentor teacher as being understanding (n=8), showing empathy (n=4), being good-humored (n=3), having good faith (n=6), and being kind (n=2). The teacher candidates listed the professional qualities required of a mentor teacher as having seniority (n=13), being knowledgeable in pedagogics (n=6) and being open to new ideas (n=8).

The teacher candidates described the personal qualities of a mentor teacher as follows.

"He/she must be understanding and must remember that we are teachers, too."
(T28)

".......He/she should not try to put pressure, should motivate us when we are before the students, and should criticize by toning down." (T32)

"A mentor teacher should be helping and sharing, should not have a selfish personality." (T1)
"They should be patient and good humored toward candidates." (T5)

"They should have good faith and should not try to burden the teacher candidate with their own private chores." (T37)
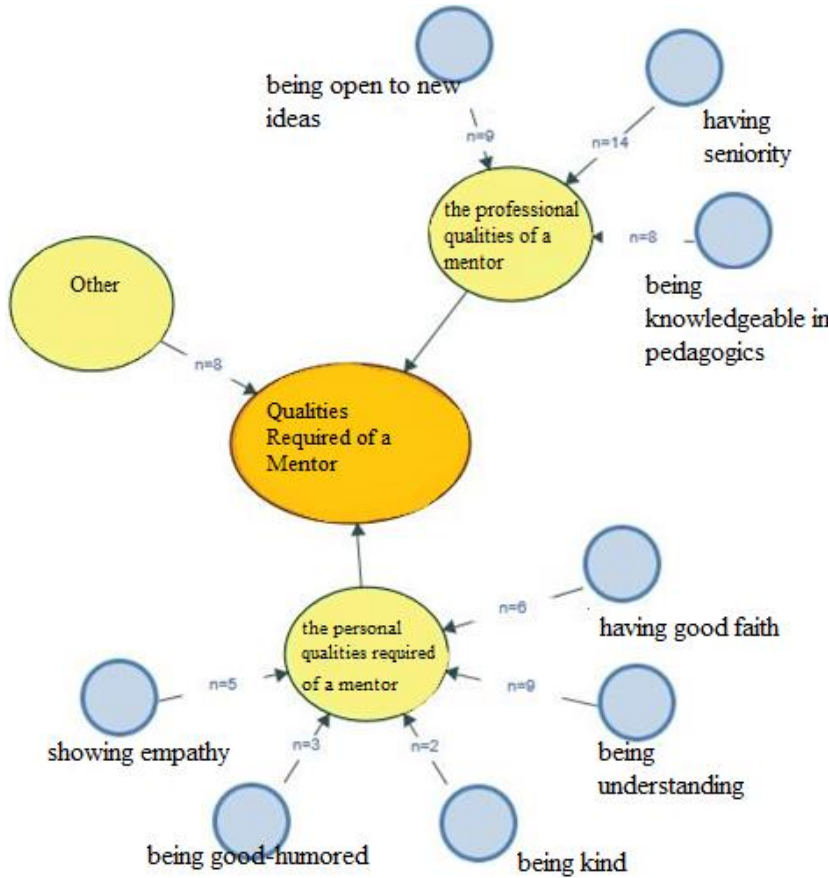

Figure 4

Qualities Required of a Mentor Teacher According to the Participants

The teacher candidates described the professional qualities of a mentor teacher as follows.

"They should be experienced and decide based on the perceptible observations as to whether or not the candidate has progressed in terms of behavior in the school." (T1)

"They must be competent at transmitting their experiences. They must be enthusiastic, remember that the candidate is their colleague and approach accordingly." (T10)

"They must be experienced, and working and supporting without any materialistic expectation." (T15)

"A teacher assigned as a mentor must develop himself/herself continuously." (T5)

Findings Regarding the Main Theme of What Should Be Done to Improve the Implementation

The teacher candidates were asked about what should be done to improve the Implementation, and four sub themes were derived based on their responses. These themes are grouped as follows: implementation at the place appointed (n=5), reducing the forms (n=27), implementation in a free atmosphere (n=8) and other (n=13). Figure 5 shows the frequency of the references made by the participants to these concepts.
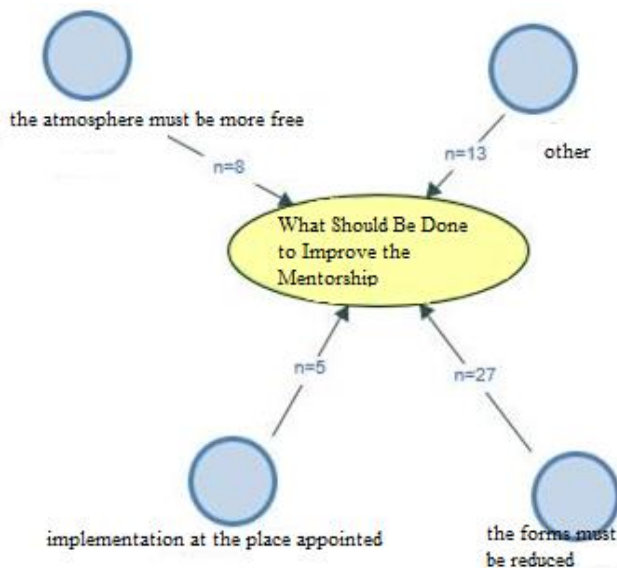

Figure 5

What Should Be Done to Improve the Mentorship Implementation According to the Participants

The sub dimension referred to the most in the main theme regarding what should be done to improve the implementation is 'the forms must be reduced'. In this sub dimension the teacher candidates stated that the forms were unnecessary waste of time, that the documentation load was very heavy and that they were unable to focus on their essential work because of it.

"That many forms should not be filled. A form after each class and 9 forms a week, it is drudgery. Think about it; one takes great pains to complete them. Also, a teacher's style of teaching is always the same, what else could I write in there." (T38)

"Also, there is the form burden, of course. That's why it shouldn't continue. Let's just go to the province we are appointed to and start doing our time at once." (T39)

"It helps you gain experience, but the documentation chore is heavy and should be addressed." (T12)

Besides, some teacher candidates argued that the atmosphere must be more free.

"It could use a little more free atmosphere. We sometimes feel a lot of pressure. It should take place in a more free atmosphere." (T40)

"It should take place in a more free atmosphere." (T26)

Conclusion and Suggestions

The present study sought to discover the views of the teacher candidates on the mentorship implementation. The views of the teacher candidates was dealt with under four main themes including the mentorship implementation, whether or not the mentorship implementation should continue, the qualities required of a mentor teacher and what should be done to improve the implementation.

An examination of the views of the teacher candidates on the mentorship implementation shows that about half the teachers find it useful while some think that it should be improved. Few participants stated that the implementation should be discontinued. Similarly, Karadağ's (2015) study also revealed that the teachers found the mentorship process useful. A review of the literature suggests that the mentorship implementation contributes to an individual's personal and professional development and helps create a positive school climate (Karadağ, 2015; Çelik, 2011; Yarrow & Millwater, 1997; Aslan & Öcal, 2012). Arnold-Rogers, Arnett and Harris (2008) and Zientek (2007) discovered during their studies that the mentorship was useful during the first years of teaching and developed the relationship between the colleagues. In this case, the mentorship is apparently useful. However, some participants find it useless and especially think that the forms completed during the process are unnecessary. Similarly, Ulubey (2016) found that, teacher candidates think that the program was positive, but think that forms filled in the program had to be reduced or eliminated. The reason for that may be the heavy workload of the teachers and the reluctance of the participants to participate in the process. Hence, some research discovered that the teachers who found the implementation useless were reluctant to participate in the process (Karadağ, 2015; Aspfors & Fransson, 2015) and had difficulty taking the time due to their workload (Karadağ, 2015).

A review of the views of the teacher candidates as to whether or not the mentorship implementation should continue shows that the majority wanted it either to continue or continue with some reforms. The participants think that the implementation serves as an experience for them, but that they must have the option to choose their mentor teacher. The option to choose a mentor is considered an important stage of the process (Karadağ, 2015; Eby & Lockwood, 2005). For, choosing a mentor constitutes the basis of a mutual trust and voluntary action in the process. A mentorship relationship built upon such basis will contribute a lot more. Also, the participants stated that it would be more helpful if the implementation was conducted where they were appointed. With regard to this matter, some participants pointed to some problems arising from the mentors and stated that the implementation should not continue. At this point, the qualities of the mentor appear to be important.

The views of the teacher candidates on the qualities required of a mentor are grouped under the headings of personal and professional qualities. Personal qualities required of a mentor, as the participants described, are being understanding, showing empathy, being good-humored, having good faith and being kind, while professional qualities required of a mentor, again as the participants described, are having seniority, being knowledgeable in pedagogics and being open to new ideas. A review of the literature shows that a good mentor must show empathy, must not be judgmental, must be open minded, must have a sense of humor, must be supportive, and must have professional experience (McKimm, Jollie & Hatter, 2007). Colins (1983; as cited by Esas, 2013) suggests that a mentor must put himself/herself in someone else's place, must be a good listener and must be constructive. Again. Some research emphasized the importance for a mentor to show empathy and realize the needs of the person before him/her (Beutel & Spooner-Lane, 2009; Sinclair, 2003; Tang & Choi, 2005).

A review of the views of the teacher candidates as to what should be done to improve the mentorship implementation shows that, first, the forms should be reduced in the process, that the implementation should be conducted where they are appointed and that the implementation atmosphere should be more free. Especially, they think that form completion takes a lot of time, and regard it as a workload and drudgery.

In conclusion, the majority of the teacher candidates finds the mentorship implementation useful, want it to continue with some reforms and emphasize the importance of the ability to choose one's own mentor. Accordingly, it may help solve the problems if the implementation's shortfalls are reviewed, the candidates are given the option to choose their own mentor, the workload of the process is reduced and the mentors are selected among the persons fit for this task. However, if the implementation is to be carried out at their appointment places, it will allow them to better learn about the place they will work at as teachers and approach more positively to the problems experienced there. The present study investigated the views of the teacher candidates in Muğla on the mentorship program. It is believed

important if future research focus on the view of the mentors participating in the process and discovering any common problems by conducting studies in different provinces.

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