



ISSN:1306-3111

e-Journal of New World Sciences Academy
2010, Volume: 5, Number: 1, Article Number: 4C0026

HUMANITIES

Received: June 2009
Accepted: January 2010
Series : 4C
ISSN : 1308-7320
© 2010 www.newwsa.com

Şaziye Yaman
Zehra Alkaç
Mersin University
syaman@mersin.edu.tr
moonlatino@hotmail.com
Mersin-Turkey

**SELF-EFFICACY BELIEFS of MENTORS AND THE MENTORS' ATTITUDES FROM
STUDENT TEACHERS'EYES: TEACHING EXPERIENCE**

ABSTRACT

This study deals with the quality and type of mentoring as the complexity of mentor role has not been given much importance in in depth the studies. Two kinds of instruments are used in this study; a questionnaire and a scale - 'Uygulama Öğretmenlerinin Danışmanlık Özellikleri' (The Professional Qualities of Cooperating Teachers) and 'Uygulama Öğretmenlerinin Kişisel Özellikleri' (The Personal Qualities of Cooperating Teachers), and The Mentor Efficacy Scale (MES). Collected data suggests that student teachers look for mentors who are ready to help and volunteer.

Keywords: Mentor and Mentoring, Preservice Teachers
(Student Teachers), Self Efficacy, Practicum

**DANIŞMANLARIN ÖZ YETERLİK ALGI İNANIŞLARI VE DANIŞMANLARIN ADAY
ÖĞRETMEN GÖZÜYLE TUTUMLARI: ÖĞRETMENLİK DENEYİMİ**

ÖZET

Daha önce yapılan çalışmalarda karmaşık olan danışman rolüne detaylı bakan çalışmalar eksik olduğu için bu araştırmada, danışmanlık ve danışman kalitesi ele alınmıştır. 'Uygulama Öğretmenlerinin Danışmanlık Özellikleri' ve 'Uygulama Öğretmenlerinin Kişisel Özellikleri' anketi ile Danışman Yeterlik ölçeği (MES) olmak üzere iki çeşit ölçme aracı kullanılmıştır. Toplanan veriler aday öğretmenlerin kendileri için zaman ayırmaya hazır gönüllü danışmanlara olan gereksinime işaret etmektedir.

Anahtar Kelimeler: Danışman ve Danışmanlık, Öğretmen Adayı,
Özyeterlik, Okul Deneyimi

1. INTRODUCTION (GİRİŞ)

The concept of "teachers as mentors" is not a new issue in teacher education. There is a large research body in the field of teacher education at preservice levels (Cochran-Smith, 1995; Zeichner et al., 1998; Ladson-Billings, 2001; Sleeter, 2001; Feiman-Nemser, 2001a), and studies pointing out the mentors' lack of pedagogical knowledge (Hodson & Hodson, 1998; Zanting et al., 2003 in Hudson, Nguyen and Hudson, 2007). Therefore, mentoring is an important mission not to be left to chance. It is thought that there should be consistency between teachers' efficacy beliefs and expertise, and their behaviors in the classroom as well as attributes. Mentors' such an engagement comprises pedagogical discourse, system requirements, modelling and reflective thinking. Mentoring requires a philosophy to give directions to values and actions. The philosophy proposed here aims dedication for efficacy for the sake of development of a reflective thinking process in which "student teachers" ("preservice teachers" will be used interchangeably in this study) learn through situational analyzing, theorizing, hypothesis testing, inquiring, experimenting, and justifying.

Mentoring has become a more debatable issue in teacher education in Turkey, which increases the responsibilities assigned to supervisors but more seriously to mentors. Student teachers' development of pedagogical knowledge is one of the most relevant part of teacher education, which can be enhanced more realistically in the actual school settings as long as the process is guided by a competent and experienced mentor. Therefore, mentors, who are "regarded as potential conveyors of their practical knowledge to student teachers" (Zanting et al., 2003) need to have adequate pedagogical knowledge to facilitate student teachers in effective mentoring programs.

So, student teachers, by integrating theory and practice, and learning "to view their future role as learning facilitators" (Pajares, 1993), can develop their understanding, gain experience for their students, reflect on their theoretical learning, and more importantly uncover their personal theories. Mentoring, in that perspective, has two dimensions: mentoring as a support system to your future colleagues and mentoring as developing your professional experiences, and pedagogy in a mentoring program.

Here two broad questions drop into the field to be answered. Firstly, that the personal and professional characteristics of mentors will affect the student teachers' perceptions about the mentoring process is the first issue needed to be taken into consideration. ELT student teachers' perception about their mentoring process, and their professional expectations from the mentors, as well as the collected data will be discussed. The same data will discuss how student teachers' attitudes-both personally and professionally- are towards their mentors. Next, a second source of data will discuss mentors' self efficacy beliefs on their own mentoring. Both the first and the second source data were collected from the same population synchronically. While the first source of data were collected from the 4th grade ELT students participating in teaching experience, the second one were collected from the mentors of the student teachers.

Related literature review as well as discussions in the field of mentoring will be mentioned in Part 3 (Literature Review).

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

Under the light of the discussions above, the following five research questions will be dealt with throughout the study.

- What are the mentors' professional qualities affecting the ELT student teachers' perceptions about mentoring process?
- What are the mentors' personal characteristics positively affecting the student teachers' perceptions in mentoring process?
- What are the attitudes of the student teachers towards their mentors in regards to personal and professional dimensions?
- What are the self-efficacy beliefs of the mentors?
- What are the overlapped area of two scales used in this study?

3. LITERATURE REVIEW (ALAN YAZIN)

Language Teacher Education programs, in Turkey, have gone dramatic changes since 2006. The changes have had great impacts on the quality of teacher education in Turkey in terms of meeting the needs of the school and the society. The changing profile of the programs inserted improvements for bettering the needs of the previously experienced weaknesses such as inserting some new courses like "Community Service". However, some weaknesses are still on site, such as "Teaching Experience" and "School Practice" which are planned to prepare and provide student teachers with opportunities to practice actual teaching. Unfortunately, student teachers can only attend their "practicum" right after the completion of their third year. Within the third year language teaching curriculum, they are supposed to complete the theoretical courses in language skills, linguistics, methodology and micro teaching classes. As soon as they start their last year (4th grade) courses, they attend their school practice both in the 1st and 2nd terms (each lasts 14 weeks) in which they actually experience teaching in coordination with the supervision of university teachers and their school mentors.

- **Mentors' Self-Efficacy:**

There are many factors that have an impact on effective mentoring process. Some of these factors are knowledge of pedagogical aspects, personal and professional qualities, classroom management skills and self-efficacy. In fact, those factors are interconnected and all of them affect one's self-efficacy in teaching. Bandura (1977) defines self-efficacy as a person's context - specific assessment of competence (as cited in Sudweeks, 2005: 1). According to Bandura's theory, behavior is based on two sources: outcome expectations and self-efficacy expectations. Additionally, people develop specific beliefs concerning their own abilities. Bandura called this self-efficacy.

Bandura (1977) hypothesized that people high on both outcome expectancy and self-efficacy would act in an assured, decided manner. In this paper, to what extent mentors believe they have the capability to positively affect student teachers' professional development is searched. "While teacher efficacy may be helpful when investigating teachers' beliefs about their abilities to influence student learning, a mentor specific instrument would be more informative when studying teachers with regard to mentoring" (Riggs, 2000:6).

Mentor efficacy is directly related to mentoring quality and the perceptions of student teachers towards their mentors. Mentors with a high degree of efficacy are more likely to maintain a lasting and strong relationship with their student teachers. Mentors with a strong sense of efficacy can overcome the problems they may encounter in school-based mentoring processes. The research on teacher self-efficacy suggests that efficacy may have a powerful impact on teaching

and/or children's school performance. This impact is extended to teachers' other responsibilities as classroom teachers often serve as mentors to student teachers during their university field experiences. Hawkey (1998) states "Mentors need to feel self-confident in their own agency as teacher educators" (as cited in Sudweeks, 2005: 1).

Riggs (2000) analyzes the impact of a mentor training program on mentors involved within a state-funded teacher induction program. The Mentor Efficacy Scale (MES) is used in this study, and mentors are asked to reflect upon their mentoring abilities in four skill areas: personal, instructional, professional, and assessment areas. Results in this study indicate that a mentor trained within the program is more likely to have higher self-efficacy with regard to their own ability to mentor student teachers.

Student teachers have their personal experiences, observe peers and experienced teachers (mentors), reflect on their new experiences in practicum. Although one of the core components of practicum is the mentor, there have been few studies on the self-efficacy beliefs of mentors. Riggs (1997) has investigated mentors' professional abilities in her study. The study reports on the impact of induction on mentors as indicated through the measurement of mentor efficacy beliefs. Sudweeks (2005) has carried out a study to test the validity and reliability of the Mentoring Self-Efficacy Instrument (MSEI) which has been used in the study of Riggs (1997). It highlights the need to create a common understanding of what it means to be a mentor.

In recent years, the importance of school-based mentoring in the literature can be seen clearly. In his study, Hobson (2002) has reported student teachers' perceptions of school-based mentoring in Initial Teacher Training (ITT), and has presented their evaluations of school-based mentoring experiences they have had. This study is important for the world of education as it enables us to gain insights into the perceptions of student teachers, which can be considered as a kind of source and feedback. Such a feedback is necessary, hence the mentoring process will be shaped by how the student teachers perceive it.

In their study, Çimer and Çimer (2001) have also investigated student teachers' perceptions about mentors' qualities. It has been conducted in Nottingham University with 68 participants; as a result, that a good mentor is the one who gives constructive feedback, spare time for the student teachers and struggle for the professional development of them is one of the findings of the study. Another study dealing with the student teachers' perceptions has been conducted by Çapa and Loadman (2004). The student teachers' perceptions regarding the effectiveness of mentoring practices have been examined through a survey instrument. Besides, the general aspects of mentoring practices such as mentoring strategies, relationship between mentors and student teachers, and mentors' personality characteristics have been dealt with in this study.

The research conducted by Hayes (2001) has confirmed that the attitudes and skills of mentors are a critical factor in raising the confidence and self-esteem of student teachers. The extent to which student teachers are absorbed into the "community of practice" is a significant bearing upon their teaching and professional development. The concept of "practicum" assessment, in some studies, is concluded as "a complex activity". The focus here is on the assessment dimension of the practicum, which is an equally critical issue for both evaluators and student teachers. Besides, Feiman-Nemser & Beasley (1997) have introduced the term "co-planning" as a form of mentoring. Through co-planning, a mentor can model an approach to planning, share

practical knowledge about students, subject matter and teaching. One extended mentoring episode, a case of co-planning has been examined in their study.

In a study of Arnold (2006), description of a framework for assessing mentoring quality has been covered. The framework, then, has been used to evaluate a mentoring programme conducted in a large Military English Foreign Language School in the Middle East.

This study can be regarded as a new light on the subject of mentoring, because of the some issues such as the quality and type of mentor training, and the complexity of mentor role have not been given much importance in in depth the studies. Clarke & Collins (2007) have explored to what extent the practicum might be regarded as a complex phenomenon. This study, also, has redefined the term "practicum" and proposed that rather than focusing our attention on the student teachers alone or the mentors, we have to shift our attention to the practicum as a whole system. Practicum, as a complex and multi dimensioned process, is viewed as a system of relationships and engagements. Sanders (2005) has suggested a cyclic process which have the potential to increase the effectiveness of the practicum experince for student teachers in New Zealand. As to him, attending at workshops and seminars on mentoring may help the mentors develop professionally. Rose (2003) has carried out a research using the Ideal Mentor Scale (IMS). IMS is a new measure designed to help graduate students decide the qualities which they most value in a potential mentor.

In his article, Kullman (1998) has concluded that mentors are expected to help the student teachers develop "reflective practice". According to him, one of the most important roles that mentors hold is helping student teachers reflect on their classroom experience. Unlike him, Paker (2005) is interested in the problems that the student teachers encounter in the feedback sessions which they hold with their mentors and university supervisors. He aims at finding out as to whether student teachers are given feedback, and if so, to what extent the feedback is provided and how it is carried out. He has concluded that the student teachers have complained most about insufficient feedback concerning their planning a lesson and presenting it in the classroom.

100 Vietnamese "preservice teachers' perceptions of their mentoring for EFL teaching have been gathered through a literature-based survey instrument in the study of Hudson, Nguyen and Hudson (2007). Preservice teachers' field experiences are recognised as a key for enhancing the practicalities of teaching; hence the mentor's role is crucial to the preservice teacher's development. In her case study, Traister (2005) has focused on the perceptions of student teachers, mentors and university supervisors, from a small rural university, regarding assessment during the student teaching experience.

In this paper, the perceptions of the student teachers towards their mentors are studied. The researchers are interested in the self-efficacy beliefs of the mentors of the fourth grade students in ELT department. In this sense, this study refers to the studies of Çimer & Çimer (2001), and Çapa and Loadman (2004) regarding the student teachers' perceptions. It also refers to the studies of Riggs (2000) and Arnold (2006) regarding the self-efficacy beliefs of mentors.

4. METHODOLOGY (YÖNTEM)

4.1. The Participants (Katılımcılar)

The fourth grade ELT students are provided with a twenty eight-week (two semesters) practicum in selected schools so that they can apply the theoretical aspects of the field to the real teaching

environments. The student teachers are assigned with basic tasks including the observation of lesson management, and classroom control, questioning skills, teaching techniques, use of material and coursebook, games and song teaching, etc.

The target population of this study consists of the fourth grade students of 2008-2009 ELT Department at Mersin University, and the mentors in the selected schools for practicum. The study covers all population; 70 students who have been attending the practicum for eight weeks by the time the scales are distributed to them. The study also includes 15 mentors from the selected schools which consist of both Secondary and High Schools. These schools are Pakize Kokulu High School, MTSO Anatolian High School, Bahçelievler Secondary School, Barbaros Secondary School and Viranşehir Develi Secondary School.

4.2. The Data Collection Instruments (Veri Toplama Araçları)

Two kinds of instrument, including a questionnaire and a scale are used in this study. The questionnaire is used to measure the perceptions of student teachers towards their mentors regarding both their professional and personal qualities. The questionnaire consists of two parts which are named as 'Uygulama Öğretmenlerinin Danışmanlık Özellikleri' (The Professional Qualities of Cooperating Teachers) and 'Uygulama Öğretmenlerinin Kişisel Özellikleri' (The Personal Qualities of Cooperating Teachers). While the first part includes 20 questions describing selected professional characteristics of mentors, the second part includes 14 questions describing selected personal qualities of mentors. It was developed by Çimer & Çimer in 2000-2001 and was used to measure the perceptions of the student teachers regarding their mentors in pre-service teacher education programs at Nottingham University. The questionnaire consists of 34 Likert format statements. The response categories are "high importance", "some importance" and "no importance" and the participants are required to decide the importance degree of the statement. For the reliability of "The Professional Qualities of Cooperating Teachers", Cronbach Alpha coefficient was found as 0.83 and for "The Personal Qualities of Cooperating Teachers" Cronbach Alpha coefficient was found as 0.86.

The Mentor Efficacy Scale (MES), a self-report measure of 30 items, is used to assess mentors' beliefs in regard to their own mentoring qualities. The MES was developed by Riggs (1997) and it consists of two subscales which measure both the outcome expectancy and the self-efficacy of mentors in regard to mentoring. Both scales demonstrate an adequate reliability; self-efficacy subscale alpha is 0.87 and the outcome expectancy scale alpha is 0.77.

4.3. Data Collection (Veri Toplama)

The questionnaire has been conducted in ELT Department at Mersin University. It has been distributed to the student teachers in both day and evening classes. It has been responded only by the students who have been in the class at that time. This sample is an accurate representation of whole population, and it is assumed that a homogeneous population has been reached. This is consistent with the aim of this study, which is to be able to get information quickly and efficiently. So convenience sampling has been utilized to gather data. The students have been asked to rate the level of importance of the elements using a rating scale ("3"= High Importance, "2"= Some Importance, "1"= No Importance). The MES has been conducted in different state schools selected for practicum by ELT Department. Only the mentors, who are volunteers, have filled in the scale. Following

data collection, the responses have been coded and entered into a database.

4.4. Data Analysis (Veri Analizi)

Data have been analyzed using Statistical Package for Social Sciences (Version 11.5). Responses have been analyzed descriptively with frequencies and percentages to achieve the goals of the research questions.

5. FINDINGS AND DISCUSSION (BULGULAR VE TARTIŞMA)

5.1. Mentoring Qualities of Mentors

(Danışmanların Danışmanlık Özellikleri)

All the skills, experiences, and responsibilities that help mentors give feedback, facilitate, conduct and guide in the classroom while working with student teachers are grouped as "mentoring qualities". The responds of student teachers regarding the qualities that mentors should have are shown in the Table 1.

Table 1. The attitudes of student teachers towards mentoring qualities of their mentors (1: High Importance, 2: Some Importance, 3: No Importance), (N: 70)

(Tablo 1. Öğretmen adaylarının danışmanlık özelliklerine karşı tutumları) (1:Çok Önemli, 2: Biraz Önemli, 3: Önemsiz)

No	Qualities	1 (%)	2 (%)	3 (%)
1.	To give useful and honest feedback on teaching	80.0	18.6	1.4
2.	To set aside enough time for student teachers	74.3	21.3	4.3
3.	To have an active role in the learning of st. ts.	74.3	20.0	5.7
4.	To have the knowledge&skill for testing & eval.*	72.9	22.9	4.3
5.	To listen to student teachers effectively	71.4	25.7	2.9
6.	To help st. ts. overcome stress and pressure	71.4	25.7	2.9
7.	To understand student teachers' worries	70.0	25.7	4.3
8.	To help st. ts. understand the needs of ss.*	64.3	28.6	7.1
9.	To enc. them to dev. critical thinking tr studies*	62.9	32.9	4.3
10.	To encourage them to dev. their own teaching mthds	62.9	35.7	1.4
11.	To help them test and evaluate students	61.4	34.3	4.3
12.	To encourage them carry on with their enthusiasm	61.4	30.0	8.6

4.* Evaluation

8.* To encourage them to develop critical thinking on translation studies

9.* To help student teachers understand the needs of students

The table consists of the items which over 60% of student teachers rate as "high importance". As seen in the Table 1, giving useful and honest feedback is seen as a very important quality of mentors by 80% of the respondents. Fletcher (2000) argues that giving appropriate feedback is probably the most skillful part of the mentor's role (as cited in Arnold, 2006: 119). Hudson, Nguyen, and Hudson (2007) state that mentors organize their student teachers' professional development by advising on effective practices and reporting upon their practicum performance. Having an active role in the learning of student teachers, spending enough time with student teachers, listening to them effectively, having the knowledge and skill for testing and evaluation and helping them to overcome stress and pressure are rated as high importance by more than 70% of the respondents. Similar results have been achieved in other studies, too. Hayes (2001) concludes that mentors' attitudes and actions influence student teachers' confidence and the effectiveness of their classroom practice.

The data presented above suggest that student teachers look for mentors who are ready and volunteer to spare time for them, to offer practical advice and ideas related to their teaching, to help them overcome stress, to provide honest and constructive feedback on their teaching. It is vital that mentors understand student teachers' need for personal support and a safe environment within which they can both work and learn.

5.2. Personal Qualities of Mentors (Danışmanların Kişilik Özellikleri)

Table 2. The Attitudes of Student Teachers Towards Personal Qualities of Their Mentors (1: High Importance, 2: Some Importance, 3: No Importance), (N: 70)

(Tablo 2. Öğretmen adaylarının danışmanlık özelliklerine karşı tutumları) (1:Çok Önemli, 2: Biraz Önemli, 3: Önemsiz)

No Qualities	1 (%)	2 (%)	3 (%)
1. Enthusiastic and motivated about his job	84.3	12.92	9
2. Willing to help	77.1	17.1	5.7
3. Comfortable and relaxed while being observed	72.9	25.7	1.4
4. Interested in the prof. dev. of st. ts.	2.9	21.4	5.7
5. Friendly, sincere and approachable	71.4	25.7	2.9
6. Willing and devoted to mentoring	67.1	25.7	7.1
7. Good at group work	61.4	27.1	11.4

The the most important personal characteristics that mentors should have are shown in the Table 2. Nearly all the qualities are rated as high importance by 50% of the respondents. Being enthusiastic and motivated about his/her job is rated as a very important quality that mentors should have by 84.3% of the respondents. Brooks and Sikes (1997) list some qualities of a mentor as 'enthusiasm, sensitivity, organization' (as cited in Arnold:118). These qualities are also rated as high importance by at least 50% of the respondents. At least 70% of the respondents think that mentors should be friendly, approachable and willing to help. "Being friendly" is an important quality for a mentor as that will create a trusting environment which will enable student teachers build a healthy relationship with their mentors (Çimer & Çimer, 2001).

5.3. The Mentor Efficacy Scale (MES) (Danışmanlık Etkinlik Ölçeği-DEÖ)

The MES consists of two subscales which measure both the outcome expectancy and the self-efficacy of mentors with regard to mentoring. Self-efficacy Subscale has been analyzed to answer the forth research question: What are the self-efficacy beliefs of mentors? The whole percentages of the mentors' responses are presented in the Table 3.

It is found that 80.0% of the respondents are not sure about how to work with student teachers to identify a starting point for their professional growth. 66.7% of the respondents state that they have problems facilitating student teachers' understanding of their responsibilities as new teachers and 70.0% of them wonder if they have the necessary skills to be an effective mentor. 86.6% of them find it difficult to analyze what is happening when they observe a student teacher's lesson. 93.4% of the respondents usually welcome student teachers' questions. 93.3% of the respondents use good listening skills when student teachers talk with them and state that they can easily articulate the beliefs which underlie their teaching practices. 80.0% of the respondents can connect the student teachers with ample educational resources.

The data below suggest that mentors have low self-efficacy beliefs. They think that they do not have the necessary skills for being an effective mentor. In fact, they even do not have any idea what it feels to be a mentor. They are not aware of their duties as mentors in guiding and supporting the student teachers. In this sense, developing mentor support can become a major issue and this will be possible if mentors are provided with some in service programs to develop themselves as mentors.

Table 3. The Mentor Efficacy Scale (5: Strongly Agree, 4: Agree, 3: Uncertain, 2: Disagree, 1: Strongly Disagree), (N: 15)

(Tablo 3. Danışmanlı etkinlik ölçeği (5: Kesinlikle Katılıyorum, 4: Katılıyorum, 3: Belirsiz, 2: Katılmıyorum, 1: Kesinlikle katılmıyorum) (N:15)

No	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
Item 2	20.0	46.7	20.0	6.7	6.7
Item 3	20.0	73.3	6.7	-	-
Item 5	20.0	60.0	6.7	13.3	-
Item 6	26.7	53.3	20.0	-	-
Item 7	13.3	46.7	26.7	6.7	6.7
Item 8	26.7	33.3	20.0	13.3	6.7
Item 9	6.7	53.3	6.7	13.3	20.0
Item 11	20.0	73.3	6.7	-	-
Item 12	40.0	33.3	26.7	-	-
Item 13	20.0	26.7	40.0	13.3	-
Item 14	66.7	26.7	6.7	-	-
Item 15	33.3	53.3	13.3	-	-
Item 16	53.3	40.0	6.7	-	-
Item 18	20.0	53.3	13.3	6.7	-
Item 20	13.3	40.0	26.7	13.3	6.7
Item 22	-	26.7	33.3	20.0	20.0
Item 23	13.3	60.0	13.3	13.3	-
Item 24	6.7	26.7	20.0	33.3	13.3

(For the ITEMS See Appendix 2, "THE MENTOR EFFICACY SCALE")

Although mentors show low efficacy levels in terms of some qualities, it is indicated that mentors have effective listening skills, and they welcome student teachers' questions. They also see themselves as efficient mentors in terms of using assessment to assist student teachers in observing their own professional growth. That gives the idea that mentors need to develop themselves in order to become a part of an effective mentoring process even though they are skillful in some areas. Mentors with the highest self-efficacy are expected to devote more time and attention to their mentoring responsibilities (Riggs, 2000). Thus, it can be concluded that mentors do not devote enough time and attention to the professional development of their student teachers.

Although the findings reveal some facts about the mentors of ELT student teachers, some limitations of the study is inevitable. One of the limitations is the small number of participants. If all the ELT mentors had participated in the study, the efficacy scores of mentors would have enabled us to make much more meaningful inferences about the efficacy level of their mentoring practices.

5.4. The Comparison of Expectation Levels of Student Teachers with the Mentors' Actual Self-Ratings (Danışmanların Kendi Kendilerini Değerlendirmeleriyle Öğretmen Adaylarının Beklenti Düzeylerinin Karşılaştırılması)

In this analysis, the overlapped areas of the two instruments used in the paper are analyzed. When we look at the instruments, these areas can be put into categories from six perspectives: how mentors spend enough time for the student teachers, how they evaluate, how they negotiate the process attentively, if they regard mentoring a two-way learning process, how they help the student teachers with lesson plans, and how they encourage the student teachers to participate in the daily routines and school procedure.

74% of the respondents of the questionnaire rate the item which involves sparing enough time for the student teacher as high importance and 33.4% of the mentors state that they have difficulty in managing their time so that they can spare enough time for their beginning teachers. Only 46.6% of the mentors state that they have no difficulty in managing their time. These ratings indicate a gap between the expectations of the student teachers and the efficacy levels of the mentors in managing their time so that they are available for the student teachers.

72% of the student teachers think that mentors' having a good knowledge of evaluation and assessment is very important. As a correlation for this rating, 93% of the mentors state that they are able to use assessment to assist beginning teachers in observing their own professional growth. Mentors' efficacy levels for the second group can be said to be up to the expectations of the student teachers.

71.4% of the student teachers think that mentors' having good listening skills is very important and 93.3% of the mentors state that when beginning teachers talk with them, they use good listening skills. This high rating of the mentors is above the expectations of the student teachers.

55.7% of the student teachers think that it is very important for mentors to see mentoring as a way of learning both for themselves and the student teachers. 73.3% of the mentors state that when conferencing with their beginning teachers, they can communicate how their consultations have promoted their own professional growth, which means they also learn from their mentoring experiences.

55.7% of the student teachers think that mentors' helping the student teachers with lesson plans is very important and 40% of the mentors state that when a beginning teacher does better than usual in lesson planning, it is often because the mentor exerted a little extra effort. Just a small number of the mentors think that student teachers' doing better in lesson planning is related to the efficacy levels of their mentoring relationships.

44.3% of the student teachers think that it is important for the mentors to encourage the student teachers to participate in the daily routines and school procedure and 33.3% of the mentors state that if a beginning teacher is well-acquainted with school policies and procedures, it would probably be due to the performance of the mentor. There is not a big gap between the expectations of the student teachers and the efficacy levels of the mentors in terms of encouraging the student teachers to participate in daily routines in school settings.

6. CONCLUSIONS (SONUÇLAR)

In this paper, the crucial role that practicum, namely mentors, hold in the teacher education programs is discussed, and the mentoring and personal qualities of mentors that student teachers recognize as most valuable are studied. Besides, the self-efficacy beliefs of mentors are presented through a scale. It is clear that time is one of the most crucial issues in practicum. Student teachers think that mentors should devote enough time to their professional development. A key innovation that has the potential to improve the practicum experience is to think much upon the experience. Time is needed to establish relationship, to observe each other, to give feedback and to reflect on the experience (Sanders, 2005).

Another issue is that there is a lack of status and recognition or reward about the quality of mentoring. Apart from that, existing mentors are not encouraged to undertake training to develop their capabilities or their careers in this area. A few potential ways of improving student teachers' experience of school-based mentoring can be offered at that point. Mentors can be provided with training opportunities and more time to work with student teachers. More effective selection of teachers who are likely to make good mentors is another way to improve the quality of mentoring. Another suggestion is that effective teachers can be encouraged to become mentors to student teachers. The importance of the role can be emphasized to raise awareness among teachers of the many benefits of mentoring. One benefit might be contributing to the new generation of teachers or giving something back to the profession (Sanders, 2005).

Developing a perspective on the attitudes of student teachers towards their mentors is highly crucial in the sense that it enables authorities, who are responsible for the teacher education policies, to reflect on the efficacy of the teacher training programs. This study reveals the growing importance of mentoring processes in these programs and leads to a greater awareness among teacher educators of which mentoring and personal qualities constitute an effective mentor.

Due to the fact that the conclusions mentioned above are in the limited context of ELT discipline, the issue needs further and wider research and implications.

REFERENCES (KAYNAKLAR)

1. Arnold, E., (2006). Assessing the quality of mentoring: sinking or learning to swim?. *ELT Journal*, 60/2, 117-124.
2. Clarke, A. and Collins, S., (2007). Complexity science and student teacher supervision. *Teacher and Teacher Education*, 23, 160-172.
3. Cochran-Smith, M. and Paris, P., (1995). Mentor and mentoring: Did Homer have it right? In J. Smith (Ed.), *Critical discourses on teacher development* (pp. 181-202). London: Cassell.
4. Çapa, Y. and Loadman, W.E., (2004). Evaluation of mentoring practices experienced by student teachers during a teacher preparation program. American Educational Research Association, (paper presented at the annual meeting of the association)
5. Çimer, A. and Çimer, S.O., (2001). Öğretmen adaylarının okullardaki öğretmenlerinin özellikleri hakkındaki görüşleri. The University of Nottingham, School of Education.
6. Feiman-Nemser, S. and Beasley, K., (1997), "Mentoring as assisted performance; a case of co-planning", in Richardson, V (Eds), *Constructivist Teacher Education; Building a World of New Understandings*, pp.109-26.

7. Feiman-Nemser, S., (2001a). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.
8. Hayes, D., (2001). The impact of mentoring and tutoring on student primary teachers' achievements: a case study. *Mentoring & Tutoring*, 9, 5-21.
9. Hobson, A.J., (2002). Student teachers' perceptions of school-based mentoring in initial teacher training (ITT). *Mentoring & Tutoring*, 10, 5-20.
10. Hudson, P., Nguyen, M.H., and Hudson, S., (2007). Mentoring preservice efl primary teachers. *Proceedings Japan Association for Language 33rd International Conference*, Tokyo.
11. Kullman, J., (1998). Mentoring and the development of reflective practice: concepts and context. *System*, 26, 471-484.
12. Ladson-Billings, G., (2001). *Crossing over to canaan: The journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.
13. Paker, T., (2005). Öğretmenlik uygulamasında öğretmen adaylarının uygulama öğretmeni ve uygulama öğretim elemanının yönlendirmesiyle ilgili karşılaştıkları sorunlar. XIV. Ulusal Eğitim Bilimleri Kongresi Pamukkale Üniversitesi Eğitim Fakültesi, 617-620.
14. Riggs, I.M., (2000). The impact of training and induction activities upon mentors as indicated through measurement of mentor self-efficacy. *Reports - Research*, California State University, San Bernardo.
15. Rose, G.L., (2003). Enhancement of mentor selection using the ideal mentor scale. *Research in Higher Education*, 44, 473-494.
16. Sanders, M., (2005). Effective mentoring of student teachers: a further contribution. *New Zealand Journal of Teachers' Work*, 2, 129-135.
17. Sleeter, C.E., (2001). Preparing teachers for culturally diverse schools: research and the overwhelming presence of Whiteness. *Journal of Teacher Education*, 52(2), 94-106.
18. Sudweeks, R., (2005). Measuring of self-efficacy of mentor teachers. *Academic Exchange Quarterly*.
19. Traister, C., (2005). The Perceptions of Student Teachers, Cooperating Teachers, and University Supervisors Regarding the Assessment of Student Teacher Performance. The Pennsylvania State University.
20. Zeichner, K.M., Grant, C., Gay, G., Gillett, M., Valli, L., and Villegas, A.M., (1998). A research-informed vision of good practice in multicultural teacher education: Design principles. *Theory into Practice*, 37(2), 163-171.

Appendix 1: UYGULAMA ÖĞRETMENLERİNİN ÖZELLİKLERİNE İLİŞKİN ANKET

CİNSİYET : K E
SINIF : 1. / 2. ÖĞRETİM

Sevgili öğretmen adayı; bu anket, almakta olduğunuz okul deneyimi dersi çerçevesinde size danışmanlık sunacak uygulama öğretmenlerine yönelik tutumlarınızı ölçmek için hazırlanmıştır. Aşağıda verilen ifadeleri ne kadar önemli bulduğunuzu 1 ile 3 arasında bir değeri işaretleyerek belirtiniz. 1: Çok Önemli 2: Kısmen Önemli 3: Önemsiz

I. KISIM: UYGULAMA ÖĞRETMENLERİNİN DANIŞMANLIK ÖZELLİKLERİ				
No	Özellikler	1	2	3
1	Öğretmen adaylarının çalışmalarını hakkında anlaşılır ve açık dönüt vermek			
2	Öğretmen adaylarına yeterince zaman ayırmak			
3	İyi bir ölçme ve değerlendirme bilgi ve yeteneğine sahip olmak			
4	Öğretmen adaylarının öğrencilerin ihtiyaçlarını anlamasına yardımcı olmak			
5	Deneyimleri üzerine eleştirel düşünme ve muhakeme yapmaya teşvik etmek			
6	Öğretmen adaylarının ideal ve heveslerinin devam edip sürmesini sağlamak			
7	Öğretmen adaylarının çalışmalarını ve gayretlerini övmek			
8	Öğretmen adaylarının güven kazanmasını ve onların rahatlığını sağlamak			
9	Öğretmen adaylarını aktif bir şekilde dinlemek			
10	Öğrencilerden en yüksek başarıyı elde etmeleri yönünde teşvik etmek			
11	Kendilerine has öğretim yöntemlerinin gelişmesine teşvik etmek			
12	Öğretmen adaylarının kaygılarını anlamak			
13	Öğretmen adaylarının öğrencileri değerlendirmesinde yardımcı olmak			
14	Uygulama öğretmenliğini iki yönlü bir öğrenme şekli olarak kabul etmek (hem uygulama öğretmenliği olgusundan hem de öğretmen adaylarından öğrenmek)			
15	Stresin ve baskının üstesinden gelmelerine yardımcı olmak			
16	Öğretmen adaylarının öğrenmesinde aktif rol almak			
17	Öğretmen adaylarının ders planı hazırlamasına yardım etmek			
18	Öğretmen adaylarının inanış, fikir ve uygulamalarını zorlamak			
19	Öğretmen adaylarını okulun günlük hayatına katmak için fırsatlar oluşturmak			
20	Öğretmen adaylarına zaman yönetimi hakkında yardımcı olmak			
II. KISIM: UYGULAMA ÖĞRETMENLERİNİN KİŞİSEL ÖZELLİKLERİ				
21	Arkadaşça, cana yakın ve yaklaşılabılır			
22	Uygulama öğretmenliğine karşı kendini adanmış ve istekli			
23	Başkalarıyla iyi ilişkilere sahip			
24	Yardım etmeye gönüllü			
25	İşine karşı hevesli ve güdülenmiş (istekli)			
26	Öğretmen adaylarının gelişmesine çok ilgili			
27	İyi bir gözlemci			
28	Kendine güvenen			
29	Takım çalışmasında iyi			
30	Şaka ve espri yapma yeteneğine sahip			
31	Esin kaynağı			
32	Gizliliği sağlar			
33	Başkaları tarafından izlenirken rahat olmak			
34	Çok düzenli ve iyi kayıt tutma yeteneğine sahip			



Appendix 2: THE MENTOR EFFICACY SCALE

Rate the items according to the degree of your agreement.

Gender: SA: Strongly Agree A: Agree UN: Uncertain D: Disagree SD: Strongly Disagree

No		SA	A	UN	D	SA
1.	If a new teacher is struggling, it is most often related to lack of effective mentoring.					
2.	I have problems facilitating my beginning teachers' understanding of their responsibilities as new teachers.					
3.	I can easily articulate the beliefs which underlie my teaching practices when I talk with beginning teachers.					
4.	The inadequacy of a new teacher's instructional program can be improved through good mentoring.					
5.	I'm not sure how to work with beginning teachers to identify a starting point for their professional growth.					
6.	I can connect my beginning teachers with ample educational resources.					
7.	When conferencing, I am able to promote the beginning teachers' own problem solving through good use of questioning.					
8.	When my beginning teachers have district-related concerns, I am able to facilitate their understanding and problem solving.					
9.	I wonder if I have the necessary skills to be an effective mentor.					
10.	The inadequacy of a beginning teacher's management system can generally be addressed through good mentoring.					
11.	I am able to use assessment to assist beginning teachers in observing their own professional growth.					
12.	I can use my knowledge of the development nature of teaching in my support of beginning teachers.					
13.	I am continually finding better ways to be a mentor to my beginning teachers.					
14.	When conferencing with beginning teachers, I usually welcome their questions.					
15.	When I observe a beginning teacher's lesson, I find it difficult to analyze what is happening.					
16.	When beginning teachers talk with me, I use good listening skills.					
17.	New teachers' instructional effectiveness is directly related to their mentors' coaching abilities.					
18.	I don't know how to use assessments to facilitate beginning teachers' own reflection for growth.					
19.	Mentors are generally responsible for the professional growth of their new teachers.					
20.	I am not very effective in monitoring my beginning teachers' professional growth.					
21.	If a principal comments that the new teacher is well-acquainted with school policies and procedures, it would probably be due to the performance of the teacher's mentor.					
22.	I struggle when I try to acknowledge the accomplishments of my beginning teachers.					
23.	When conferencing with my beginning teachers, I can communicate how our consultations have promoted my own professional growth					
24.	I have difficulty managing my time so that I am available to my beginning teachers.					
25.	When a beginning teacher does better than usual in lesson planning, it is often because the mentor exerted a little extra effort.					
26.	Effective mentoring can help beginning teachers make developmental progress.					
27.	A new teacher's understanding of school policy can be developed through good mentoring.					
28.	Every new teacher can make incremental steps toward a professional, given effective mentoring.					
29.	If new teachers are unaware of their accomplishments, it may be due to inadequate mentoring.					
30.	Mentors have not done their job if their assigned new have little understanding of school procedures.					

(Riggs, 2000)