

## Satisfaction of Teachers with Mentoring Programs in Turkey

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**ABSTRACT** There is a common sense among researchers that teacher quality affects the achievement of students; therefore, teacher quality has been hotly discussed not only in the United States but also in many countries around the world. As a result of these ongoing discussions, mentoring has been accepted as one of the most important ways for teacher self-improvement. In this study, the researcher explored the factors affecting teachers' satisfaction with mentoring programs in Turkey. The researcher employed a qualitative research methodology interviewing teachers and performing document analysis to gather in-depth information. The researcher found informal mentoring to be more common than formal mentoring activities in the Turkish education system. The researcher also found some restraining factors that affect the satisfaction of teachers in mentoring activities in Turkey; these factors include: (1) strained relationships between mentee and mentor, (2) the lack of time, (3) the lack of quality mentor, (4) novice teacher bias toward mentoring, (5) lack of organization in the mentoring program, (6) and mismatching of mentee and mentor. In conclusion, policymakers should understand the importance and necessity of mentoring for the professional development of new teachers and struggle to provide quality-mentoring programs to novice teachers.

### INTRODUCTION

Over the past few decades, policymakers and educators both in the United States and throughout the international community have come to recognize that teacher quality affects the achievement of students (Borko 2004; Farmer et al. 2005; Knight and Wiseman 2005; Boonen et al. 2014; Henry et al. 2014). Consequently, countries around the world have begun emphasizing the importance of teacher quality and have actively worked to attract, recruit, and retain better-qualified teachers into their education systems. Many current studies have shown that some novice teachers are not adequately prepared for the complex task of teaching (Seferoglu 2001; Carver and Katz 2004; Ozer 2004; Farmer et al. 2005; Palardy and Rumberger 2008; Goodwin et al. 2014; Roberts et al. 2014). In response, educators have begun relying on teacher training programs to both better prepare pre-service teachers and to ensure the continued, on-going professional development of in-service teachers (Borko 2004; Seferoglu 2007).

While some researchers put the onus of improving the quality of teachers solely on pre-service teacher training programs (Ozer 2004; Roberts et al. 2014), other studies, specifically in the United States, have focused more on the continuing professional development of in-service teachers (Sykes 1996; Borko 2004; Hastie et

al. 2014; Lauer et al. 2014). In today's world of education, one of the most controversial topics related to teacher professional development is whether or not to mentor new teachers (Bullough and Draper 2004; Carver and Katz 2004; Street 2004; Achinstein and Davis 2014; Kemmis et al. 2014; Struyven and Vanthournout 2014). Although mentoring issues in the American education system have been hotly debated over the last several decades, there have been many attempts to improve the quality of mentoring programs. However, even in light of these efforts, there remain plenty of serious problems with the implementation of such mentoring programs.

Even though much of the literature related to the influence of mentoring programs on teachers' professional development has been centered on how these programs are being used in the United States, a few Turkish educators have looked at the definition of mentoring and have conducted studies published in Turkish journals (Kiraz and Yildirim 2007; Yayli 2008). This paper investigates what has come to be known as "mentoring" in education and how it has traditionally been implemented as part of professional development for teachers. The primary purpose of this study is to define the meaning of mentoring, to emphasize the importance of mentoring for education, and to provide case-based evidence reflecting the satisfaction of Turkish teachers with mentoring programs.

## Review of Literature

The purpose of this literature review is to investigate connected papers and books related to the importance of teachers on education, the necessity of mentoring programs and the corresponding factors affecting teachers' satisfaction with mentoring programs. This chapter includes strengths and limitations of existing mentoring studies. To that end, the researcher will begin by addressing teachers' importance on education. Then, the researcher will discuss the necessity of mentoring programs and factors affecting teachers' satisfaction with mentoring programs.

### *The Importance of Teachers on Education*

Teachers are one of the most integral components of any education system; their role as guide and facilitator in the classroom, and the quality of their teaching directly affects student learning (Farmer et al. 2005; Knight and Wiseman 2005; Abell 2007; Belo et al. 2014). There is a generally accepted belief among educators and researchers that teacher quality considerably impacts student learning and achievement (Borko 2004; Farmer et al. 2005; Knight and Wiseman 2005; Abell 2007; Belo et al. 2014). In 2005, Knight and Wiseman found that, "the effect of teachers, both bad and good, is long lasting and influences student academic performance for as long as 2-3 years after a student leaves the classroom" (p. 388). The international educational community accepts the premise that high quality teachers are needed to adequately educate their populace. As a result, numerous studies have been conducted on ways to improve teacher quality.

The preparation of teachers (pre-service education) and training of teachers (in-service education) are equally important in an effective education system. According to Birman et al. (2000), professional development programs play a key role in preparing all teachers for their career. Also, Borko (2004) has claimed that, "Teachers professional development is essential to efforts to improve our schools" (p.3). Additionally, Akiba and Letendre (2009) have highlighted the importance of professional development of teachers and its impact on the achievement of students. They (2009) have stated that:

Providing continued professional learning opportunities is a critical element of a support system for the teaching profession. Teachers

need to be equipped with knowledge and techniques of the most updated instructional methods and approaches that have proven effective for improving the learning of their students (Akiba and Letendre 2009: p. 96).

According to Seferoglu (2007), two key approaches for improving the quality of teachers center on pre-service and in-service teacher training programs. Additionally, Ozer (2004) asserts that in-service training programs are at least as important as pre-service education. As mentioned previously, many current studies show a lack of preparation for some novice teachers (Seferoglu 2001; Carver and Katz 2004; Ozer 2004; Farmer et al. 2005; Palardy and Rumberger 2008; Goodwin et al. 2014; Roberts et al. 2014). The findings of the National Commission on Teaching and America's Future (1996) supported this and indicated that almost a quarter of secondary teachers needed to attend some training courses because they lacked the preparation to teach in the areas to which they were assigned. As can be understood all mentioned above studies have emphasized both the importance of teachers on student learning-achievement and professional development of teachers on education.

### *The Necessity of Mentoring Programs and Factors Affecting Teachers' Satisfaction with Mentoring Programs*

As an effort toward improving in-service teacher training, mentoring has often been utilized. Mentoring is one of the most important in-service training programs for teachers and encourages teachers to become engaged in meaningful discussion, planning, and practice as part of the professional development activity (Birman et al. 2000). In a similar vein, many current studies have drawn attention to the importance of the mentoring process and claimed that the first years of teaching are very important for novice teachers' personal careers (Moir and Gless 2001; Bullough and Draper 2004; Street 2004; Stanulis et al. 2007; Goodwin 2012; Achinstein and Davis 2014; Kemmis et al. 2014; Struyven and Vanthournout 2014). Moir and Gless (2001) have also argued the importance of the first years in teaching, claiming that early experiences in teaching shape the careers of teachers. Moreover, the researchers (2001) have pointed out, "Induction experiences have the potential to frame the future of the teaching profession, as it will be prac-

ticed for the next thirty years” (Moir and Gless 2001: p.110). More interestingly, according to Jonson (2002), around one third of new teachers in the United States leave teaching within the first year. This attrition might be explained by the findings of Moir and Gless (2001), who found that new teachers encounter many complicated problems in their classrooms and often lack the support or advice necessary to deal with these issues. With the numbers of new teachers dwindling due to these complex and serious problems and a lack of support (Moir and Gless 2001; Jonson 2002; Mahon 2003), mentoring is becoming increasingly more vital for the retention of new teachers. Furthermore, mentoring allows veteran teachers to use their experiences and ideas related to teaching to improve the knowledge of novice teachers. Additionally, these new mentee-mentor relationships help both novice and veteran teachers to learn to work more collaboratively.

While few teacher educators and professional development researchers argue the necessities and importance of mentoring, many concerns and serious arguments about the effectiveness and benefits of mentoring over the last several decades remain (Athanasos and Achinstein 2003; Rippon and Martin 2006; Dobson 2013; Stanulis et al. 2014). A wide variety of studies illustrate that mentoring programs have some severe issues in their implementation, such as the lack of time to adequately develop an effective mentor-mentee relationship, lack of high quality mentors, and the biases of novice teachers against mentoring (Bullough and Draper 2004; Carver and Katz 2004; Street 2004; Stanulis et al. 2007; Gut et al. 2014). Effective mentoring programs pay close attention to key components such as the selection of quality mentors, the allotment of adequate time dedicated to building the mentor-mentee relationship, the implementation of a sound plan of action for how to proceed in various situations, and the fostering of patience throughout the experience. That is why; there are still unanswered questions about mentoring. The majority of studies on mentoring explore the following issues: organizational considerations, how effectively they provide teacher support, teacher satisfaction, and the personal qualities and professional attributes of the mentor (Athanasos and Achinstein 2003; Harrison et al. 2006; Rippon and Martin 2006). It is very important to note that unless policymakers and educators

address these issues, the effectiveness and benefits of mentoring will remain in question.

Although it is important to address all of the issues mentioned above, problems specifically dealing with the satisfaction of novice teachers in the mentoring process is one of the most critical. Even though there are many empirical studies that show the value of mentoring programs for novice teachers and the positive impact of such programs on student achievement (Moir and Gless 2001; Athanasos and Achinstein 2003; Carver and Katz 2004; Harrison et al. 2006; Rippon and Martin 2006; Stanulis et al. 2007; Desimone et al. 2014; Stanulis et al. 2014), there exists few studies in the Turkish literature about the meaning of mentoring and the factors that best affect the satisfaction of teachers in mentoring programs.

### Research Questions and Purpose of the Study

In general in the Turkish literature, mentoring has been understood as a kind of apprenticeship for prospective teachers as a part of pre-service training (Stevens and Demirezen 2002; Kiraz and Yildirim 2007). On the other hand, the meaning of mentoring differs in the United States. According to western teacher education and professional development researchers, mentoring is a kind of in-service training program for teachers in the beginning years of their careers (Moir and Gless 2001; Carver and Katz 2004; Harrison et al. 2006; Stanulis et al. 2007; Desimone et al. 2014; Gut et al. 2014; Stanulis et al. 2014). This juxtaposition with the definition of mentoring in Turkish literature points to a need for further study aimed at defining the meaning of mentoring in the Turkish education system, along with a focus on the factors that influence the satisfaction of teachers in these mentoring programs.

The primary purpose of this study is to define the meaning of mentoring in the Turkish context, to emphasize the importance of mentoring for education, and to provide case-based evidence reflecting the satisfaction of Turkish teachers with mentoring. Therefore, this research addresses the following research questions:

1. What is the meaning of mentoring? How is it defined in the Turkish education system?
2. How satisfied are Turkish teachers with their participation in mentoring programs?
3. What are the factors associated with teacher satisfaction with mentoring programs?

### The Importance of Study

Even though the necessity of mentoring programs has been accepted and the positive impact of such programs on student achievement have been determined by many researchers and educators around the world, there remains insufficient research exploring the factors affecting teachers' satisfaction in mentoring programs in Turkey. This gap in knowledge illustrates a need for additional study to examine the factors affecting teachers' satisfaction in mentoring programs from the perspective of Turkish teachers. Consequently, this paper considers what has come to be known as "the factors" affecting teachers' satisfaction in mentoring programs in Turkey. To this end, the researcher has begun to fill the gap that exists in the field of mentoring; by specifically exploring the factors that influence teachers' satisfaction in mentoring programs in Turkey.

In this context, this paper explores the meaning of mentoring in the Turkish education system and it delves into its application at the elementary school level. The outcomes of this study have a special importance to Turkish policy makers and educators as the results will guide them in developing strategies for improving mentoring processes to create an effective induction program. Additionally, this paper is informative for the readers of the journal to learn more about one of the top issues, not only in the Turkish education system but also in many education systems around the world – factors impacting teachers' satisfaction in mentoring programs. The researcher also personally believes that this paper reflects a different perspective because coming from a different culture and a country that is situated in the Middle East allows for diverse perspectives. In conducting this study, the researcher hoped to find possible factors that influence teachers' satisfaction in mentoring programs.

### METHODOLOGY

The researcher employed a qualitative research design in this study, which Taylor and Bogdan (1998) pointed out "refer[s] in the broadest sense to research that produces descriptive data on people's own written or spoken words and observable behavior" (p.7). Similarly, Kvale (1983) described the qualitative research interview as "an interview, whose purpose is to gath-

er descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p. 174). Mertens (2009) also explained, "Qualitative methods are used in research that is designed to provide an in-depth description of a specific program, practice, or setting" (p. 225). Therefore, in order to collect in-depth information, the researcher employed a qualitative research methodology using two techniques: 1) interviewing teachers and 2) performing document analysis.

This paper has further explored the meaning of mentoring in Turkish literature and the components of effective mentoring programs. To this end, the researcher has purposefully selected 8 different elementary schools in Adana, Turkey. Afterward, the researcher visited those schools and interviewed with 16 novice teachers [2 teachers (1 male and 1 female) from each school] who work in those selected elementary schools. The researcher has collected data regarding the teachers' first-hand experience with mentoring. Each interview lasted approximately 50 minutes and was recorded and transcribed verbatim. Furthermore, the researcher has asked the participants to brainstorm a list of factors affecting their satisfaction with the mentoring process. Then, the researcher employed document analysis technique for the collected data.

In order to identify the themes, the researcher first analyzed all written interviews and determined how many times the participants repeated same and/or similar words. Additionally, the researcher analyzed the written a list of factors affecting teachers' satisfaction with the mentoring programs. After writing all key words, the researcher brought some of them together in order to create themes. Finally, the researcher put participants' some sentences in the manuscript as supporter of the determined themes.

The researcher has used "adequate engagement in data collection", and "rich, thick descriptions" strategies (Merriam 2009) in order to promote the reliability and validity of interview analysis.

### RESULTS

First of all, the researcher wanted to know how mentoring has been defined in the Turkish education system. After analyzing the collected data, the researcher found that mentoring in the Turkish education system has been defined dif-

ferently than it is in the United States. According to this alternate definition, there are two key differences between how mentoring is defined in the United States and how it is used in Turkish literature. While according to the international literature, mentoring as a means of in-service training is shown to help both novice and veteran teachers. In Turkey mentoring is most commonly just used in pre-service training programs for prospective teachers. For instance, one of the teachers stated:

In my opinion, even though there is a bunch of coursework for prospective teachers at college, none of them is as important as mentoring programs. Since, mentoring programs teach to prospective teachers how to act as a teacher in their real career (Participant 1, 2014, personal communication).

The perspective of another teacher is very similar to that of the above teacher. She pointed out that:

I personally believe that mentoring program is the best practice for prospective teachers in college years. That is why; we need to provide enough mentoring programs to prospective teachers, in order to prepare all of them for real life situations in their future career (Participant 2, 2014, personal communication).

This finding is consistent with the results of Stevens and Demirezen (2002) and Kiraz and Yildirim (2007) who pointed out that mentoring has been just understood as a kind of apprenticeship for prospective teachers as a part of pre-service training.

Whereas in the United States mentoring is predominantly being implemented as means of in-service training for novice teachers, more closely adhering to the definition of mentoring provided by Bullough and Draper (2004) which is defined as a "close, intense, mutually beneficial relationship between someone who is older, wiser, more experienced, and more powerful with someone who is younger or less experienced" (p. 407).

After analyzing the collected data, the researcher, also, found that informal mentoring to be more common than formal mentoring activities in the Turkish education system. For instance, one of the teachers stated that:

To tell the truth, I am not sure about whether or not we have any formal mentoring program opportunities in our education system. Since, we (all teachers and administrators) have mostly in-

formal relationship in my school. Whenever I need any help, I just informally talk with my principal and colleagues (Participant 3, 2014, personal communication).

The perspective of another teacher is very similar to that of the above teacher. He pointed out that:

I wish the Ministry of National Education would offer more formal mentoring programs to us (novice teachers). Unfortunately, I could not participate in any formal mentoring program. I think it stems from not having enough professionalism in our education system (Participant 4, 2014, personal communication).

After analyzing the collected data, the researcher, furthermore, found that the satisfaction level of the participants (novice teachers), who had attended to mentoring programs, was very low. The researcher has also asked the participants what factors affect their satisfaction in mentoring programs. The comments of the teacher interviewees and performing document analysis indicated that certain factors seem to affect their satisfaction. These factors include: (1) the relationship between the mentee and the mentor, (2) the lack of or limited amount of time afforded the partnership to effectively nurture the relationship, (3) the lack of quality mentor, (4) biases of novice teachers regarding their views on mentoring, (5) organizational issues related to mentoring programs, and (6) the mismatching of mentee with a suitable mentor.

### **The Relationship between the Mentee and the Mentor**

Some participants reported that the relationship between the novice teacher and the assigned mentor is one of the most important factors in an induction program. Since, it has the potential to affect the achievement of the mentoring process in either a positive or negative manner. For instance, one of the teachers stated:

I think that the relationship between mentor and mentee is the most important factor for teachers' satisfaction with mentoring programs. Due to a poor relationship with my mentor, I, unfortunately, was unable to fully focus on the mentoring process and take advantage of having a mentor (Participant 5, 2014, personal communication).

The perspective of another teacher is very similar to that of the above teacher. He pointed out that:



Having a good relationship between mentor and mentee is the heart of any effective mentoring program. Since, I believe that it is the most important factor for providing satisfied mentoring programs. I think I am so lucky at this point. Since, I have a great relationship with my mentor (Participant 6, 2014, personal communication).

This finding is consistent with the results of Karcher et al. (2005) and Cristie (2014) who pointed out that having a good relationship between mentor and mentee is one of the most important factors for any successful mentoring program.

### **Time Limitation**

The researcher came to know that all participants emphasized the impact of time issues on mentoring programs. For instance, one of the teachers stated that:

Lack of time to meet is the most important inhibitor for my participation in mentoring process. Since, I have met with my mentor an hour per month and it is really not enough for me to learn how to solve the problems I faced daily in my teaching. I wish the Ministry of National Education could offer additional time to teachers (Participant 7, 2014, personal communication).

The perspective of another teacher is very similar to that of the above teacher. He pointed out that:

I think getting institutional support, in particular providing extra time, is one of the most important factors for participating in mentoring programs. Since, as you know, the responsibilities of teachers have been dramatically changed and increased over the past last decade. Therefore, extra time should be offered to both novice and experienced teachers for participating in mentoring programs (Participant 8, 2014, personal communication).

The responses of the participants clearly illustrate that availability of time to spend with mentor is important to the success of an induction program. This result is coherent with the findings of Carver and Katz (2004), Street (2004), Straus et al. (2009) and Eller et al. (2014) who found that unless mentor and mentee spend adequate time together, mentoring programs do not be helpful for novice teachers.

### **The Lack of Quality Mentor**

The researcher found that having high quality mentor is another important factor affecting

teachers' satisfaction in mentoring programs. For example, one of the teachers said that:

My mentor was not well educated on mentoring. The principal of my school selected the mentor according to the teacher's years of experience. However, having more experience in teaching does not mean that more experienced teachers are better mentors than less experienced teachers on mentoring. Unfortunately, my mentor seriously inhibited my personal desires in teaching (Participant 9, 2014, personal communication).

The perspective of another teacher is very similar to that of the above teacher. She pointed out that:

In my opinion, even though there are some severe issues on mentoring programs in Turkey, the quality of mentor should be seriously questioned. Since, the quality of mentor, as the mind of mentoring programs, is the most important factor that influencing teachers (our) satisfaction in mentoring programs (Participant 10, 2014, personal communication).

This result is consistent with the findings of Bullough and Draper (2004) and Carver and Katz (2004) who stressed the importance of providing high quality mentors if the mentoring process is to achieve its goal of effectively inculcating novice teachers into the profession. To this end, Moir and Gless (2001) have advised that mentors must be selected very carefully. Harrison et al. (2006) have articulated characteristics they find to be paramount in a quality mentor. They must be empathetic, a good listener, available, supportive, organized, flexible, positive, and a consistent source of help – both generally and as it relates to the subject being taught.

### **Biases of Novice Teachers regarding Mentoring**

The researcher found that the beliefs of new teachers about the necessity of mentoring program for their personal career development strongly impact the success of any induction program. It was interesting to discover that some novice teachers in the present study held negative biases regarding mentors and mentoring; and they pointed out that participation in mentoring programs was just a waste of time. For instance, one of the teachers pointed that:

I strongly believe that I know more than my mentor because I just graduated from the university last year and my knowledge is fresher

than my mentor's knowledge. In this situation, I cannot imagine that what my mentor can teach me or how my mentor can help me. So, participating in mentoring programs is just a waste of time for me (Participant 11, 2014, personal communication).

The perspective of another teacher is very similar to that of the above teacher. He pointed out that:

I took the Public Personnel Selection Exam (PPSE) in order to become a teacher and got very high score according to the results of this exam. Therefore, I personally believe that I have enough information for teaching and do not need anyone's help (Participant 12, 2014, personal communication).

The responses of the participants show that there are some negative biases of novice teachers about mentoring and this affects teachers' satisfaction with mentoring programs. This finding is consistent with the results of Williams (2000) and Thomas and Packer (2013) who declared that mentoring cannot be successful without support from all levels of the organization. This result shows that the biases of novice teachers against mentoring is one of the serious issues in mentoring programs' implementation and affects teachers' satisfaction with mentoring programs.

### **Organizational Issues related to Mentoring Programs**

The researcher found that issues related to the organization and logistics of the mentoring process negatively impact the mentoring experience. For instance, one of the teachers reported that:

Even though I was working in the village, my mentor was working in another school in the city center and the distance between my school in village and his school in the city center was 60 kilometers. Therefore, I could not meet with my mentor when I needed his help. So, in spite of the fact that I had a mentor on paper, I did not have one in reality (Participant 13, 2014, personal communication).

The perspective of another teacher is very similar to that of the above teacher. She pointed out that:

Actually, everything was great for me at the beginning of semester. Since, I had a really good relationship with my mentor. Whenever I needed

help, she was available. However, everything dramatically changed after three months. Since, my mentor moved to another city. After her, nobody had been assigned as my mentor and I could not get any help from anyone when I needed help (Participant 14, 2014, personal communication).

The responses of the participants illustrate that there are some organizational issues about mentoring programs. Unfortunately, these issues negatively affect teachers and their satisfaction with mentoring programs. This finding is coherent with the results of Inzer and Crawford (2005) and Hu et al. (2014) who emphasized the importance of not having any organizational issues related to mentoring programs.

### **Mismatching of Mentee with a Suitable Mentor**

Making suitable matches between mentor and mentee is another important piece of an effective mentoring program. However, the researcher found that there were some mismatching of mentee and mentor in mentoring programs in Turkey. For instance, one of the teachers stated that:

Even though my subject field is classroom teaching, my mentor's major was mathematics. So, when I asked him questions about how to teach Turkish effectively to 2<sup>nd</sup> grade students, he was unable to help because he responded that he had only taught mathematics to 7<sup>th</sup> and 8<sup>th</sup> graders. He was a very good person, but was unable to help me with the specifics of my teaching (Participant 15, 2014, personal communication).

This finding is consistent with the results of Hobson et al. (2009) who emphasized the importance of effective selection and preparation of mentors is one of the most important conditions for successful mentoring program.

## **DISCUSSION**

Based on the above findings, the researcher has come to know that mentoring in Turkish literature should be redefined. Because of the varying definitions of mentoring between the United States and Turkey, there are some serious issues in the application process of mentoring in the Turkish education system. Also, policymakers, educators, and researchers may be better served to agree that mentoring can be most effective as a type of in-service training program for novice

teachers, rather than solely focusing on a process that occurs prior to the start of a teacher's career. Also, they should emphasize the importance of formal mentoring programs for novice teachers.

Additionally, the researcher has known that there are no mostly formal mentoring programs for novice teachers in Turkey akin to those for American teachers. Therefore, the Ministry of National Education and policymakers should legislate more formal mentoring programs for novice teachers in the Turkish education system.

According to Whitaker et al. (2007), "... teachers find professional development more effective when they find it personally and professionally useful." (p.381). In this context, mentoring programs would be more effective if novice teachers are provided the opportunity to develop a relationship with a mentor who is both qualified and appropriately matched to their personal teaching needs. Until policymakers and educators in Turkey address the factors impacting mentoring programs, these programs will continue to fail and those in positions of authority will continue to doubt the necessity of them. Policymakers must make efforts to attract and train appropriate mentors for novice teachers across all subject areas so that these new teachers have access to advice from those with experience teaching similar subjects.

In addition to pairing novice teachers with an appropriately qualified and suited mentor, consideration needs to be given to providing ample time for the mentor and mentees to meet regularly, so that they are able to fully benefit from their assigned relationship. Unless mentor and mentee spend adequate time together, the induction program will not be helpful for novice teachers (Carver and Katz 2004; Straus et al. 2009; Eller et al. 2014). Policymakers might consider decreasing the workload of participating mentors and new teachers in an effort to encourage them to spend quality time together. By doing this, mentors might feel more comfortable and better equipped to help novice teachers throughout the induction program.

### CONCLUSION

The researcher has come to the conclusion that mentoring has been defined differently in Turkish literature; therefore, there are some severe issues in the application process of mentor-

ing in Turkey. In order to take away all these issues, mentoring should be redefined before anything else.

While analyzing the statements of the participants in this study, the researcher has identified some key factors that serve to negatively impact the satisfaction level of teachers in mentoring programs in Turkey. These factors include: (1) the relationship between the mentee and the mentor, (2) the lack of or limited time afforded the relationship to effectively nurture the relationship, (3) the lack of a quality mentor, (4) biases of novice teachers regarding their views on mentoring, (5) organizational issues related to mentoring programs, and (6) mismatching of mentee with a suitable mentor. These results clearly show that the Ministry of National Education, policymakers, educators, and researchers should assess the effectiveness of mentoring and give proper consideration to the satisfaction level of teachers in these mentoring programs. Further, they should seek solutions to address these issues in mentoring. By doing this, the Turkish education system may better provide an effective induction program to novice teachers. However, it is very clear that if educators fail to address these issues, the mentoring process will continue to fall short in meeting its aim to better support novice teachers and improve teacher retention.

### RECOMMENDATIONS

The literature is surprisingly clear in regards to the reasons for teacher turnover – lack of satisfaction and administrative support in their new careers lead to high rates of attrition among new teachers. With teacher satisfaction playing such a key role in new teacher retention, policymakers must strive to provide quality-mentoring programs to novice teachers. In addition, there must be a focus on communicating the importance and necessity of mentoring for the professional development of these new teachers; thus allowing these novice educators an understanding of the benefits associated with the mentoring process.

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