

Mentoring for Professional Development of Teachers of a Government College

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Abstract:

Educational scholars and reformers have been looking at the challenges that new teachers face in teaching. Traditionally teaching does not have support, guidance, orientation, induction etc. With the advice and support of a relatively experienced mentor, it is easier for them to cope with new situations, adapt to the organization's environment, and improve their skills.

1.0 Introduction

Mentoring is a process where support, assistance, guidance is provided for new teachers in educational institutions. This requires time and communication. Mentoring is considered more than an induction and facilitates the self-reliance of the new teacher (Head, Reiman, & Thies-Sprinthall, 1992). New teachers mentoring programs for support have been on the rise since the 1980s. Most of the literature on this subject mentions what mentors should believe and mentions the professional benefits of new teachers through mentoring (Odell & Huling, 2004). The appointment of mentors in Continuous Professional Development Programs (CPDs) ensures more effective participant participation and makes CPD easier to implement. CPDs include learning activities aimed at developing the skills of professionals and enhancing their current capabilities by adopting multidimensional approaches to long-term career development (Friedman & Phillips, 2002).

For many years, educational scholars and reformers have been looking at the challenges that new teachers face in teaching. Traditionally teaching does not have support, guidance, orientation, induction etc. It is a feature of traditional professions (Hiiffman & Leak, 1986). There is also a need for intensive teacher interaction with students in education. All the work of teachers is usually done alone from isolation from other senior teachers. This isolation has been described by the scholars as extremely difficult for new teachers (Birkeland, Johnson, & Schmidt, 1998). Education is a profession that has a high level of attrition among newcomers. All organizations and professions lose some newcomers. Newcomers may change jobs voluntarily or the authorities may not consider them suitable for the job. Also the amount of turnover in education is much higher than other professions like engineering, nursing, law professions (Ingersoll & Smith, 2004). And this turnover is usually higher in the first year of education. Many studies have shown that 40% to 50% of turnover occurs in the first year of entry into the profession (Grissmer & Kirby, 1984). Recent research has shown that this type of turnover creates a shortage of teachers in educational institutions and creates a number of related problems. Studies have shown that the reason for the turnover of teachers is the inability to adapt to the profession and the lack of support from the administration and colleagues of the organization (T. M. Smith & Ingersoll, 2004a). That is why in recent years, the number of new teachers being added to the program, such as induction,

mentoring, orientation, etc. has increased. Through which the professional skills of the new teachers are enhanced and they can adapt themselves to the new profession. With the advice and support of a relatively experienced mentor, it is easier for them to cope with new situations, adapt to the organization's environment, and improve their skills (David, 2000).

1.1 Status of Mentoring in Mathbaria Government College

Mathbaria Government College is located in Mathbaria sub-district of Mathbaria' district in the southern part of Bangladesh. There are 32 posts of teachers for about 2000 students. As it is a government college, every year 10/12 teachers are transferred and 5/6 teachers come here and 5/6 new teachers are provided through new recruitment. Those who come here through transfer process they also face a new environment. And those who make a new contribution face a new environment as well as a lack of professional knowledge and skills in the new profession.

There is no vocational training or informal mentoring for newcomers. Officially, the government organizes a 4-month foundation training which is not suitable for professional life and it takes 3/4 years for a novice teacher to get this training.

In order to overcome this situation, if mentoring of newcomers can be arranged by the relatively experienced colleagues of the college, then the number of teachers will increase and the students will also benefit. At the same time, the rate of turnover and turnover of new teachers will also decrease.

2.0 Literature Review

This section discusses mentoring keys, the relationship between mentoring and CPD, the functioning of mentoring and the use of CPD.

2.1 Mentoring

The process of giving advice in education is not always clearly understood. Researchers are slowly becoming more curious about its complexity. It is faith that installs the heart and soul of teachers, and attitudes toward learning serve as a beacon for teachers of the next generation (Head et al., 1992). The mentoring process not only encourages and supports professional guidance and the inclusion of new teachers, but extends far beyond that. (Koki, 1989) states that mentoring comes from the teacher's commitment to education, future hopes and respect for those who enter his or her profession. There are numerous explanations for this in the literature. In this regard, everyone agrees that the process discusses various developmental aspects, the dynamics of the mentor's relationship, and the application of various cognitive theories (Bey & Holmes, 1992). Mentoring is a complex process of guiding, assisting, influencing, encouraging and supporting a beginner or new teacher in education. Here usually a mentor teacher guides, leads a relatively junior teacher from his or her own experience and these situations are characterized by mutual trust and confidence (Koki, 1989). Mentoring is a process of associating new teachers with teachers who have an idea about the organization's policies, regulations, sharing methods and teaching materials, resources etc. Veteran teachers also assist newcomers in tutoring learning, helping to solve personal and professional problems (Feiman-Nemser, 1996). The terms mentoring, modelling and coaching are often used interchangeably. However, there are differences in the concept of these three. Modelling is where a teacher serves herself as a model. A model is a mortal symbol of an idea or ideal. The main job of a mentor is to be a role model first and foremost (Koki, 1989).

Gay 1995 referred to the mentor as a person who accelerates the development of others. The mentor must be a model because has to present himself as a model as he serves the messages and suggestions to the new teacher. In this case, the mentor must be able to play the role of a teacher. It also includes

cognitive coaching. To be more effective, a mentor needs to be able to demonstrate a variety of training skills. To further improve teaching-learning, mentors need to have careful questioning, paraphrasing data collection and usage skills for image-sitting. That's why a mentor has more responsibilities than modelling and coaching. That is why Head et al. (1992) called mentoring a relatively complex process. The importance of mentoring beginners' teachers has spread widely in the Pacific. There were plans to develop a mentoring program in Kesri, Federated States of Micronesia. In 1993, the Office of Personal Services of the State Department of Education in Hawaii published some guidelines for mentoring teachers (Koki, 1989).

Mentor has to be a career professional because he accelerates the development and learning of new teachers. According to the Hawaiian guidelines of the Mentor Teacher Program, Mentor has to acquire the standards and skills of teaching professionalism in order to share with new teacher (*Hawaii Teacher Induction Program Standards*, 2011). Mentors' tasks are also important in this case. Mentor is not a helper or supervisor but a model of professionalism (Koki, 1989).

Hawaii consultants point out some of the important qualities of a mentor, including interpersonal skills to adapt to different professional situations, students need to have extensive knowledge of teaching styles that affect achievement, teaching methods, alternative teaching methods, and teaching styles. Beginner teachers need to have a good knowledge of coaching processes for the purpose of increasing self-responsibility and self-direction. In addition, to facilitate the development of new employees, new employees need to have effective communication skills to meet the needs of the social and cognitive needs of new employees. Adults also need to understand teaching techniques and levels of teacher development (*Hawaii Teacher Induction Program Standards*, 2011).

The development of new staff is very important to build a successful mentor relationship (Hagler & Rhodes, 2016). While mentoring serves as a potential developer of human potential, most mentors are not real mentors (Dufour, 2003).

At present, it is the teachers who want to leave the teaching profession. Hence the need for improved support structures and mentors to recruit new teachers and retain new teachers in the current profession (Combined & Black, 1990). According to Hughes, (2004) a good quality mentoring program is needed to retain and encourage newcomers. This requires choosing the right mentor and setting goals and expectations for the program.

2.2 Relationship between Mentoring and CPD

Continuous professional development is an integral part of the development and support of new teachers (Timperley, Annan, & Robinson, 2008). It provides challenges and opportunities for teachers to increase their teaching knowledge and efficiency (Bradshaw, Hoyle, & John, 1996). Newell says teachers should be lifelong apprentices and all teachers need CPD at different stages of their careers (Kruger, Davies, & Eckersley, 2009). Recent models of CPD have recognized the importance of teachers becoming skilled investigators (Laurie H. Rubel & Anders J. Stachelek, 2018). Teachers are benefitted greatly when they engage themselves in self-selected and self-directed learning and engage themselves in professional development. Harlow & Cobb (2014) stated that the key to the success of CPD is the ability of teachers to reflect, to have a common vision of the organization and to have strong leadership. This statement has been supported by many studies (Kennedy, 2005; Timperley et al., 2008). There is no such thing as a teacher's learning that should always be formal, it can be informal. The mentoring and practice model highlights that teachers work collectively and share common perspectives to support CPD. Both models highlight the importance of CPD and suggest that teachers should share conversations with colleagues

and engage in a community of learning (Kennedy, 2005). Training, mentoring and collaborative work are essential for teacher development (Bolam & Weindling, 2006). According to Bell & Treleaven (2011), positive peer-to-peer relationships are very helpful in CPD connectivity. Bell & Treleaven (2011) emphasizes the importance of considering the phenomenon of teaching and learning in a socio-cultural context. The same melody is echoed in the face of Fraser, Kennedy, Reid, & McKinney (2007) but he also talks about collaborative and collective decision-making.

Many school leaders spoke of the need for adaptive culture for the professional development of teachers. Timperley et al. (2008) acknowledged the strong influence of schools in this regard. According to Fullan & Hargreaves (2012), some teachers must also lead the change and encourage new teachers to work collaboratively so that they can gain CPD experience.

Mentoring is one of the two different types of CPD practice. The feature of this model is designed to support CPD (Kennedy, 2005). Mentoring relationships can be collegiate or classified. Here every new teacher is guaranteed to get a supporter. The key to this model is that sharing conversations can take place in the context of professional education schools. In contrast to the infant / experienced teacher-counsellor relationship, M. E. Smith, Hinckley, & Volk (1991) presented the "clinical supervision" model which was collegiate in nature. The main basis of these two ideas is on the proposal of the consultant. In the Apprentice / Experienced Teacher model, an experienced teacher adapts the new teacher to the profession. By which the new teacher can be informed about the cultural norms and required skills of the institution. Robbins calls mentoring a confidential process where two or more colleagues work together to reflect current practice. They share ideas in the workplace, teach each other, conduct action research, solve problems and expand skills, refine and create new skills (Kennedy, 2005). Since mentoring is mutually supportive and the role of challenging interpersonal engagement is very important (Bey & Holmes, 1992).

So, this kind of mentoring will be very helpful for professional development of new teachers of Mathbaria Government College. As a result, teachers of Mathbaria Government College will be lifelong apprentice for professional development through mentoring programme as Newell suggested (Kruger et al., 2009).

2.3 Effectiveness of Mentoring

Organizing teacher training is not as regular as it should be in developing countries. As a result, there is no sustainable and optimal training for their skills development (Stewart, 1978). As a result, teachers are deprived of proper training, teaching methods, educational skills, and use of educational technology. A teacher gains teaching experience through interpersonal engagement with his/her supervisor. Mentoring helps to develop the culture of the organization and the development of out-of-school professionals (Moir, Barlin, Gless, & Miles, 2009). The role of the mentor teacher depends on the needs of the mentor. Mentoring is an activity that does not have to wait for government or administration policy (Amin, Muhammad & Bakhsh, Allah & Bashir, 2012). A mentor in mentoring assists the teacher in two cases. The counsellor guides the teacher to address the administration and guardians on pedagogical and non-pedagogical matters. Counsellors also help new teachers adopt new educational strategies (Tochterman, Cooner, & Lehmann, 2005). Mentors have considerable influence on Mentee's mind set in terms of newly introduced learning environments, new learning technologies, grade levels and curriculum support. Counsellors also receive adequate training for new teacher careers and professional advancement (Amin, Muhammad & Bakhsh, Allah & Bashir, 2012). Most people find mentoring to be very helpful in formulating students' learning outcomes (Wong, Britton, & Ganser, 2005). Similar results

have been found in studies conducted in France, Japan, New Zealand, China, and Russia, similar to those conducted by (Wong et al., 2005). These studies also show that new teachers lack knowledge and professional skills. Research has shown that not only survival of the fittest but also full understanding of professional skills, meeting the needs of students, understanding the environment of the organization, etc. are helpful in acquiring relatives (Amin, Muhammad & Bakhsh, Allah & Bashir, 2012).

Successful educational institutions are always looking for best practices for sharing and looking for innovative thinking. This process of knowledge and experience sharing has become the focal point of success and professionalism in the teaching profession. Through coaching and mentoring, many teachers can effectively improve their practice (Rhodes & Beneicke, 2002).

2.4 CPD Guidelines for Effective Mentoring

Mentoring is needed for continuous professional development (CPD) (David, 2000). Mentoring programme will run according to the professional needs of the teacher. Any organization issues some guidelines for the professional development of its personnel. Some organize certificate programs to promote professional advancement. An example of such a formal recognition is the Australian Library and Information Association, Academy of Health Information Professionals of the Medical Library Association and Chartered Institute of Registration Program Library and Information Professionals. Various professions, government agencies and institutions of higher learning are working to develop guidelines to improve the quality of continuing education (Filipe, Silva, Stulting, & Golnik, 2014). When the reputation of a profession comes to a standstill, its qualifications and the performance of practitioners become a cause for concern (Houle, 1980). In order for CPD to be effective, the organization should address the learning needs. Program activities should include training and mentoring that will form partnerships, strengthen governance. There should also be online platforms and impact evaluation arrangements between mentors and mentees (Filipe et al., 2014). Those who meet the standards of the organization can play a role in facilitating professional discussions. In addition, they can find out the gaps in skills through research and provide information accordingly (Filipe et al., 2014). Coordination of efforts, information dissemination, sponsorship of learning resources and advocacy of policy are also needed for successful CPD (Filipe et al., 2014). The CPD must be helpful for external evaluation (Filipe et al., 2014). The CPD is transparent, demonstrable and accountable. CPD assessment is easier if these assessments are consistently planned and recorded. For the success of CPD, there should be a formal examination and credit system to enhance its effectiveness (Filipe et al., 2014).

3.0 Case Studies

Two case studies related to mentoring have been discussed in this chapter.

3.1 Case Study 1: Mentoring and the development of others

The first case study will analyse the article "Teacher Mentoring - Benefits All Around" by Tom David, published in the Kappa Delta Records Journal in 2000. This case study has been selected to highlight the issue of enhancing professional skills and attractiveness of teaching profession through mentoring of teachers.

Concerned about the high attrition rate in the first three years of teaching for beginner teachers, a rural Illinois school district realizes the need to provide instructional support and assistance to young teachers in their first year of teaching (Little, 1990). Huling called the first year of teaching 'Sink or Swim' year (Huling, 2001).

The experienced, veteran, and skilled teachers at the Illinois School served as coaches, confidants, role models, and friends for beginners. They developed the professional competency of new teachers, teaching approach and preparation for going to class. In this way, new teachers get inspiration and emotional support. At the same time the mentor's personal satisfaction, professional perfection and self-esteem would increase. Positive relationships between mentors and novice teachers increase productivity and increase instructional performance in schools and reduce turnover.

The name of the program was “Mattoon Beginning Teacher Mentoring Program”. The program began when two novice teachers made a mistake in a classroom management trial because they were not sufficiently prepared to facilitate learning and to learn daily lessons. As a result, they were forced to resign.

In the ten years before the program began, Mattoon School District hired 209 new teachers. Of these, 118 (55.6%) were newcomers. Of these newcomers, 16 (9.4%) were given an unfavorable rating during their training or were asked to resign. Another 57 (27.7%) teachers resigned for personal or professional reasons. This high level of turnover of teachers gives rise to the need for mentoring programs for teachers.

The Mattoon Beginning Teacher Mentoring Program is a collaborative staff development project at nearby Eastern Illinois University that included mentoring and support seminars for new teachers. All teachers in the district are included in the program.

The Mattoon Model program is based on effective practice from various studies so that novice teachers can feel valued and contributed by employees. Objectives of the program are- accelerating the learning of new instructional abilities and lessening the pressure of progress, improving instructional execution through demonstrating by a top entertainer, drawing in new staff individuals in a serious enlisting condition, affirming the worker's choice to join the association, advancing the socialization of new staff individuals into the school's qualities and customs, changing the way of life and norms of the school by making a community oriented subculture.

Teachers generally think of their colleagues at the beginning of their careers as empathetic experiences, important sources of practical ideas and facts, helpful counselors and effective assessors of job-related problems (Holly, 1982). It was from this idea that the experienced teachers were invited to mentor new teachers as a result of working closely with the local teachers’ union. Local political realities were a bit of a hindrance for mentors and new teachers to make the best match. The match-ups were made on the basis of reasons not related to the evaluation of teachers by convincing the union leaders. The Mattoon program did not match new teachers based on grade level and subject area alignment.

Mentors were organized in an in-service cohort and were released from their teaching for half-day training with the coordinator of the University of Eastern Illinois Primary Education Program. Many of these trained counselors were paired with new teachers a week or so before school started. The main topics of mentor training were observation procedures, feedback sessions and conferencing process with beginner teachers. The purpose of training mentors was to create a workable set of rules for mentoring, to organize materials and space, and to ensure accountability.

An orientation program was organized in August to introduce each mentor and new teacher. In elementary level orientation, mentors had ample time to talk with their dependents about setting up classrooms for new teachers, collecting books and materials, reviewing procedures, and so on. Here a new teacher does not feel alone in the new environment but gets the opportunity to equip himself in the new environment.

3.2 Case Study 2: Leading Community Engagement Office (ASU)

This case study is taken from Horiya Mohamed Ahmed Aldeeb & Adel Mahmoud Al Samman's article "MENTORING & LEADERSHIP IN HIGHER EDUCATION: CASE STUDIES FROM BAHRAIN" published in the International Journal of Humanities and Social Sciences (IJHSS) in 2019. Horiya Mohamed Ahmed Aldeeb & Adel Mahmoud Al Samman both worked as Assistant Professors in the Academic Staff Development Unit of ASU (University of Applied Sciences), College of Administrative Sciences, Bahrain. One of the authors was involved in the case study.

At ASU, authority appointed one of the authors as the director of Community engagement office for three years (2013-2016). The method of working collaboratively to pursue the same objectives and the same priorities is named 'Community Engagement (CE)' (Bandewar, Kimani, & Lavery, 2010).

The Carnegie Foundation calls the sharing of knowledge, resources, partnership context, reciprocity, etc. between higher education institutions and their larger communities a community engagement. The purpose of community engagement is public and private sector partnerships with university knowledge and resources to enhance scholarships, research, creative work, curriculum and teaching learning, and to promote educated civic, democratic values.

The role of Mr. Horiya Mohamed Ahmed Aldeeb, Assistant Professor at the University of Applied Science, Bahrain and his Community Engagement Team in accomplishing defined university goals, mission and policies. Their overall objective was to support and enhance the scientific material and human resources of the university, for the benefit of the local community. Through careful handling of instructional educational, labour and environmental effects, engagement with the university group is encouraged, as a result of interactive conversations (Chen, Nasongkhla, & Donaldson, 2015).

The case study describes their leadership, teamwork and partnership with the group including staff and peers in reaching their objectives and priorities. They considered themselves as situational leaders and leadership are essential to achieving group objectives in higher education because the three core competencies of circumstance leaders are "diagnosis, resilience and collaboration". Flexibility in leadership style is essential if the condition requires and demands productivity of high-level leadership.

An organizational style has strengthened the confidence of the participants of a team because they have shared in all actions surrounding civic engagement events. This inspired them to perform more research that allows them to meet the office's objectives. Teamwork is defined by Tarricone & Luca (2002) as "a cooperative process that allows ordinary people to earn extraordinary results." further illustrate that a team has a common objective or objective in which team members can create strong interpersonal relationships to obtain team goals (Tarricone & Luca, 2002).

In order to realize the goals of community involvement in ASU, the goal is to engage the community. They carried out field studies on the Bahraini population to assess the need for socio-economic education and seek to identify technology obstacles, then consider remedies for them. They published the findings of work in the area of business and provide services for ministries, government agencies and individuals for study and counselling, organized workshops, seminars and conferences for the purposes of the offices. They also prepared and sent the bureau's draft estimate, identify and provide staff and students with the volunteer opportunities and social participants, issue patrol/electronic messages of the office and its operations and prepared an annual activity and success report.

It had to collaborate with various partners such as graduates, faculty members and employees, employers and ASU's top management. A wide range of knowledge, perspectives, skills and experiences, combining quick, flexible and innovative responses to problems and challenges are provided by the

team. It encourages performance and improves the satisfaction of team builders (Rico, Alcover de la Hera, & Tabernero Urbieto, 2011).

Leaders held numerous meetings and interesting sessions with their team to achieve the goals of community engagement, to manage the challenges faced by team members, to reduce workloads, and to overcome academic limitations. They listened attentively to the inputs of the members and guided the members towards the goals and objectives of the team. Team members were encouraged to comment on decisions made, their opinions were respected and everyone was treated equally.

They took detailed notes of each meeting and analysed the outcome of the meeting in detail. Here the team members had to be flexible enough to adapt themselves to the collaborative work environment. Because the goal was achieved through social interdependence and collaboration rather than personal competition (Scarnati, 2001).

The team was coordinated by them to do different tasks and organized different workshops to provide support to the people. One or two members of each team were assigned responsibilities according to the work schedule and skill. For advisory clients they have used seminars and conferences conducted at ASU. Get their opinions and perspectives on various activities related to students, principals and staff. Their primary objectives have been achieved; through the Community Action Office Program at ASU, they have guided the squad. Since guiding the CE team, we have gained wider appreciation of other leadership qualities within the QAA Higher Education Qualification Framework, other standards of relevant topics, and leadership qualities.

Their task was to guide the Community Engagement team to accomplish clear objectives according to the vision, mandate and policies of the universities. Their overall objective was to support and improve the scientific, material and human resources of the university for the benefit of the local community.

Mathbaria Government College can run their mentoring and professional development programme through teamwork and sharing to gain better leadership skill and to achieve the objectives set by the college authority.

4.0 Implementing Mentoring in Mathbaria Government College

4.1 How Mathbaria Government College can benefit from

New teachers do not know how to address parents and administration on pedagogical and non-pedagogical issues. Counselling and mentoring can help them (Tochterman et al., 2005). Through mentoring new teachers can get sustainable and optimal training related to their profession (Filipe et al., 2014). New teachers will also be acquainted with learning environment, new learning technology and will get curriculum support (Serpell, Bozeman, & Washington, 1999).

4.2 Implementation in Mathbaria Government College

Mathbaria Government College has 32 teaching posts. About 15 of them have more than 15 years of teaching experience. But novice teachers do not have professional experience. That's why the Illinois School District realized the importance of mentoring for first-year teachers (Little, 1990). The new teachers of the government colleges in question are no exception. Also the first year of teaching is considered as "Sink or Swim Year" so mentoring is not an option for professional development (Odell & Huling, 2004). Since new teachers lack professional experience, following the "Mattoon Beginning Teacher Mentoring Program" discussed in the first case study, an experienced teacher can be hired as their mentor in addition to their professional development. Who will give new teachers ideas about different teaching skills, professional knowledge, organization environment. It will also inform new

teachers about the introduction of new technologies in education and changes in the curriculum. Officially the principal of the college will appoint these counselors. Following the first case study, arrangements can be made to introduce mentors and new teachers at the beginning of the year. Counselors will give a variety of advice to new teachers at least once a week. There will be both formal and informal assessments to make the counselling effective. Counselors will track the progress of new teachers and keep a record of it. This record will be reviewed by a higher authority. After reviewing the record, the higher authority will change the counsellor for the new teacher or appoint more counselors if necessary.

If this plan is implemented, the benefits like "Mattoon Beginning Teacher Mentoring Program" can be found that the attrition rate in the program has come down a lot (David, 2000).

4.3 Strengths of implementation in Mathbaria Government College

All the senior teachers who will be recruited as mentors have passed the competitive examination. All of them have passed the competitive examination of Bangladesh Civil Service. In addition to four months of basic training, all these mentors have received various trainings at different times of their lives. They also have the use of technology in education, ideas about curriculum and ample pedagogical knowledge. Acquired knowledge and acquired skills they can share with others very well. There is also a good mentoring environment for new teachers. The infrastructural facilities of the college are also good. There are also rich libraries and seminars. There is also a favourable environment for a good relationship between mentors and mentees. The administration and principal of the college are also positive about mentoring.

4.4 Anticipated challenges and possible solutions

There are some challenges related to mentoring in Mathbaria Government College. One challenge is finding the right number of mentors. The quality of the mentor is also important. Inferior people give birth to inferior offspring and, thus, propagate their inferiority. This is why choosing the right mentor at the beginning of the program is very important (Rhodes & Beneicke, 2002). Mentors will have to spend extra time for mentoring. They can demand some extra economic benefit which is very hard to introduce and there is no legal framework in this regard. Selecting effective pair is another challenge. There are some popular mentors whose mentoring is very expected by new teachers.

Mentors should be appointed for new teachers as soon as they join. In this case, the method of case study can be followed to determine the appropriate mentor. The case study method to be followed in case of knowledge sharing, assessment etc. should also be followed. The issue of economic benefits to mentors can be addressed by innovating the legal framework. Continuous counselling is needed to solve mental problems.

5.0 Conclusion

Mentoring can have many purposes (Head et al., 1992). The main purpose of mentoring in the college in question is to introduce new teachers to the new profession so that the teachers can adapt quickly to the new environment and new profession (T. M. Smith & Ingersoll, 2004b). If mentoring is successful, the tendency of new teachers to change jobs will decrease. And the fact that the trend of turnover is higher among new teachers has been proved by many researches (Ingersoll & Smith, 2003). So mentoring is essential here for professional development. New problems in professional life that may be related to technology and those related to the profession can be solved immediately if mentoring is on. And it is beneficial for both the professional life of the teacher and the educational life of the students. For this

reason David (2000) says, through mentoring, the young teacher does not feel alone at the beginning of his / her professional life but gets the opportunity to organize himself / herself with the help of the experienced and feels himself / herself as a valuable contributor. That's why the "Mattoon Beginning Teacher Mentoring Program" project implementer called the time and money spent on mentoring profitable (David, 2000). Thus, it can be said that mentors, teachers and students all benefit in the process of staff development through mentoring which is conducive to the overall improvement of the organization (Huling, 2001).

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