Mentor-Mentee Relationship: Fifteen Career Saving Suggestions

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Abstract: A growing number of studies has been conducted on mentorship programs so far for their implications in educational institutions related to teacher training programs. Additionally, an increasing number of countries has invested much money and time on mentorship programs. Mentors can be regarded as the model for newly teacher candidates. In this study, the suggestions of 15 mentors who have worked overseas for long years were investigated through the interview by employing grounded theory method. This qualitative study lasted 5 weeks and the data were collected virtually. The results revealed insightful points for teacher candidates. The mentors expressed their genuine opinions under 15 headings to assist newly graduated teachers on the way of being a professional and experienced teacher. Analyzed data can have some implications for future studies on a global scale.

Keywords: Mentor, Mentee, Teacher Training

1. Introduction

Teacher quality has a paramount impact on students` success and failure rate, and it can affect the nations` ranking in terms of prosperity. Considering this phenomenon, a growing number of countries has invested much funds and time to ensure that teachers have been equipped with necessary skills to teach effectively (Lerman et al., 2008). The authorities of the countries have initiated different programs to increase the quality of the education with increased qualified teachers. To illustrate it, they may allow to construct more schools with modern laboratories. They may integrate technology into classes to enrich traditional education. They grant scholarship to study abroad. They may request educational companies to collaborate with schools, so they have turn theoretical knowledge into practical one. Additionally, senior students may get practical experience at schools before they graduate. Furthermore, conferences, symposiums and workshops can be held to increase the knowledge and the motivation of the teachers. It has been suggested that the schools` atmosphere changes positively if the teachers are competent, visionary and problem solvers. Moreover, a teacher has different responsibilities to undertake at a school which can be managing the lessons in an engaging way, helping them to develop academically and morally with the help of parents,

solving conflicts wisely, ensuring students` progress, grading their exams, making suggestions about their desired professions, organizing extra-curricular activities once needed.

It is quite clear that being a teacher is not an unchallenging profession, but it requires passion, motivation, sacrifice, dedication a positive mood (Celik & Yildiz, 2017). Although it is a tough profession, teaching can be a quite satisfying one if all stakeholders of education have common goals to achieve. Once ministers, headmasters, guidance counsellors, colleagues and parents assist each other for the betterment of the education each passing day, teachers` ambition can thrive throughout their careers, so finding common grounds to teach better should be the ultimate goal of the stakeholders of education.

Assigning mentors to increase the quality of education has gained more attention thanks to its numerous advantages. Mentors can be regarded as educators who have a solid experience to pass on their knowledge to novice teachers. In other words, a mentor and a mentee form a partnership in which the mentor, who is typically more experienced, works closely together with the mentee to achieve the goals of teaching, leading, encouraging, and assisting the mentee's professional growth and development (Milner & Bossers, 2005). Mentees can be student teachers, pre-service teachers or first year teachers. The rationale to assign mentors is that novice teachers will not repeat the same mistakes made by previous teachers. Also, novice teachers can learn the rules of teaching in an engaging classroom atmosphere. Additionally, nearly all modern approaches put emphasis on integrating technology into classes, so mentors can teach the novice teachers how to balance online learning materials with traditional ones (Celik et al., 2022). Furthermore, teachers are responsible for teaching in the lessons and completing official procedures related to their teaching. Mentors teach the mentees how to save attendance, create syllabus, complete monthly or yearly reports, follow procedures when there is a disciplinary case (Shaffer et al., 2012). Another important point to be emphasized by the mentors is that they coach the mentees for constant professional development. The mentors guide them to read necessary materials, register to online or traditional workshops about teaching, watch inspiring movies on education, encourage to study further for a master`s or a doctorate degree. Additionally, Bean et al. (2014) argue that mentors should inform the mentees appropriately about the mission and the culture of the educational institutions. Considering these expectations, a good mentor should have some qualities which are being visionary, disciplined, helpful, dedicated, understanding to change mentees` attitudes in a positive way, so the mentees will consider the mentors as the best model for them to get inspired.

Training mentees have a considerable impact on their future careers. Mentees can be basically defined as someone who needs guidance and training of the mentors (Bradbury, 2010). In other words, they need the expertise of the mentors to be more qualified. Although many demo lessons are observed at universities to train students, they do not take the place of the real experience in front of students, so mentees need to observe mentors` classes at first to learn how to manage the process wisely from beginning till the end. Once mentees have enough experience and confidence, they change the roles of teacher and the observer. Mentees teach in a classroom where they are being observed by the mentors. Once they have a good relationship with each other, they exchange their opinions and learn from each other. In some countries, mentees need to get approval from their mentors and administrators to be appointed as a full time teacher. Otherwise, they can be suspended from taking duties in the following year. A good mentee should have some prerequisites to benefit from the mentor as much as possible. To illustrate it, a good mentee should

be determined to succeed, know how to manage time, take initiative, be open-minded, understanding and reliable (Hudson, 2016). Otherwise, this period can turn into a troublesome period rather than being a fruitful period to improve their skills.

2. Literature Review

Mentorship programs have first emerged in 1970s in a formal format although its history goes back to the Odyssey which is one of the two prominent Ancient Greek poems (Sommer et al., 2013). A wealth of research has been conducted to measure the effects of mentor- mentee relationship since mentorship programs were introduced officially. They have found the evidence of benefits to mentees such as behaving more professionally, showing more commitments to teaching, having a greater job satisfaction, pursuing a longer career in education, getting promoted faster (Paul et al., 2002; Lumpkin, 2011). Additionally, Maria-Monica and Alina (2011) investigated numerous studies to assume the roles of mentors in detail. To illustrate it, a mentor should be a good communicator to earn the trust and admiration of the mentee. When the mentee has some problems, s/he should feel free to talk to the mentor and get valuable ideas from the mentor. Also, a mentor should be a counsellor to help mentees inquire novel information. Additionally, a good mentor should be a sponsor to advise mentee for future positions in different educational institutions to be hired. Moreover, a good mentor should be a model role in all aspects. The words he verbalized should be compatible with his actions. Otherwise, the mentee can lose all his trust towards the mentor.

Although mentorship program offers a lot of advantages, it does not necessarily mean that the results of the program will be satisfactory in each case. Kaplar-Kodacsy and Dorner (2020) conducted a study in Hungary which uncovered that the program failed due to not defining the roles and requirements of mentors and mentees clearly in advance.

A voluminous study has been conducted to measure the effects of mentorship programs on mentees` development. To name a few, Janikula carried out a study in the USA at a public middle and high school on 12 teachers in 6 weeks which revealed that mentor and mentee relationship was effective for their professional development and extrinsic motivation (Janikula, 2017). Another noticeable study was conducted by Lindgren (2005) in Sweden on 7 novice teachers who were teaching primary school students. The study uncovered that mentorship programs supported them not only professionally but also personally. They convened that their mentors showed them how to increase their knowledge, attract students` attention and have a positive attitude towards students and teaching in general. In addition to these studies, one more study was conducted in Iraq by Vickers et al. (2017) on the effects of foreign mentors on refugee students. 25 Australian mentors trained the mentees during the semester which revealed that the program enabled the mentees to develop their cross-cultural relationship, change their opinions about different nationalities positively and value collaborative learning under the guidance of the mentors.

A growing number of countries has allotted at least one year to train mentees under the guidance of mentors. Mentees are classified as teacher candidates until they get approval from relevant authorities including mentors. For instance, a teacher candidate must complete a 750-hour training program in a year to be appointed as a full time permanent teacher. Otherwise, they can lose their jobs in the following year. Likewise, mentorship programs have received much attention recently in UAE. Mentors and mentees have

been matched by considering the major and the experience of the mentor. The duration can vary according to the report created annually by authorized bodies. Another distinctive mentorship program has been introduced in Estonia. All stakeholders of education plan, organize and finalize mentorship programs to elevate the levels of mentees and reduce the resignation rate of the novice teachers. The duration of the program is planned according to the needs of mentees. Additionally, a special emphasis has been given on mentor- mentee relationship. Candidate teachers have been supported by mentors. This period continues until their competence has been approved by all authorities who are in charge of training candidate teachers. The rationale to advocate this process adamantly in the US is that one in three teacher resigns if no mentor has been assigned. On the other hand, only this figure increases to one in seven if a mentor has been assigned to train the mentees (Gray, 2015). It displays that teacher training can yield better results under the guidance of experienced teachers called mentors.

3. Methodology

3.1 Research Design

A qualitative research design was employed in this study which required the researcher to gather data through the interview by sticking to the steps of grounded theory method. Grounded theory was adopted as a qualitative study method to study about the main theme and make interpretations by following certain stages with multiple evaluations until reaching the saturation (Charmaz, 2008). The grounded theory is an inductive approach to uncover new interpretations from the collected data.

There are several steps of grounded theory method which are determining research questions, collecting data in a disciplined way as planned, converting the recorded version of the interview into a transcript, coding, classifying data based on common cases and analyzing the data until reaching theoretical saturation (Urquhart, 2017). It can be useful to clarify these steps in detail as these steps were followed in this study as well. In the initial step, the questions were set clearly. After that, the interview was recorded with pre-defined and spontaneous questions to gather interviewees` genuine opinions. In the next phase, the recorded version was transcribed into an editable format to be able to make necessary arrangements if new data were included with the help of MAXQDA software program. This software program allows the researchers to transcribe recorded data into words with different features such as auto text, foot pedal support and adjustment of the playback speed (Rädiker, 2020). Next step was about coding which included open, axial and selective coding to categorize the themes, so distinguishing qualities of each theme could be pinpointed with ease. Afterwards, transcribed data were classified to make interpretations based on common themes.

A semi-structured interview was held including 1 open ended question which was related to getting their ideas about their teaching experience. Additionally, the interviewer did not stick to this question if there was a chance to expand the topic with different questions. The primary question in the interview can be seen below:

- What is your suggestion for new teacher graduates? In other words, what is the best lesson you have learned throughout your career?

3.2 Research Process

This study was carried out in 6 phases, all of which can be clearly seen in Figure 1 and will be explained in detail in the following sections.
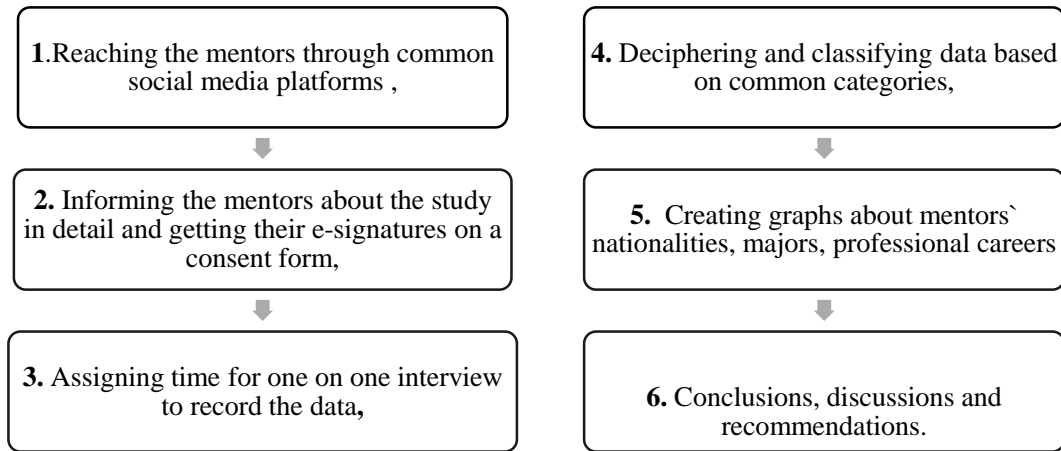
1.Reaching the mentors through common social media platforms ,	**4.** Deciphering and classifying data based on common categories,
2. Informing the mentors about the study in detail and getting their e-signatures on a consent form,	**5.** Creating graphs about mentors` nationalities, majors, professional careers
3. Assigning time for one on one interview to record the data**,**	**6.** Conclusions, discussions and recommendations.

Figure 1: Stages of the study

3.3 Setting, Participants, Sampling

In this study, there was no specific setting as the data were collected virtually through social media platforms and Zoom Videoconferencing Tool. The researcher was a member of a mentorship group on a social media platform. There were 200 members from around 10 countries in the same region, so they cemented good relationship with each other by sharing their ideas on a regular basis. Convenience sampling method was employed to select samples from the population in this study. It allowed the researcher to get quick confirmation messages of readily available 15 mentors out of 200 to be a part of the study, so data collection process started instantly.

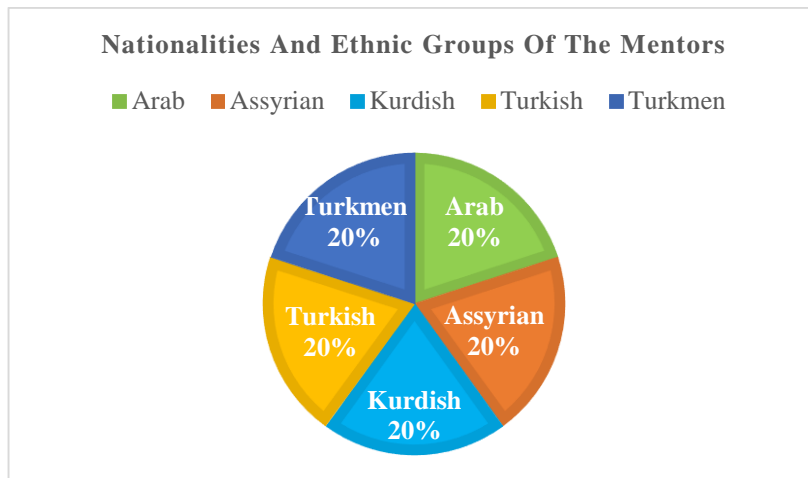Figure 2 illustrates the nationality of each mentor respectively.

Figure 2: Nationalities of the Mentors

Figure 2 clearly represents that 5 different nationalities and Ethnic groups were included in this study with equal numbers. 3 mentors represented each nationality which accounted for 20 percent.

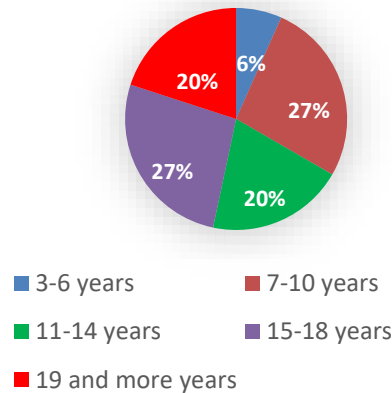Figure 3 depicts the number of years the mentors have worked so far.

Figure 3: Professional Careers of Mentors

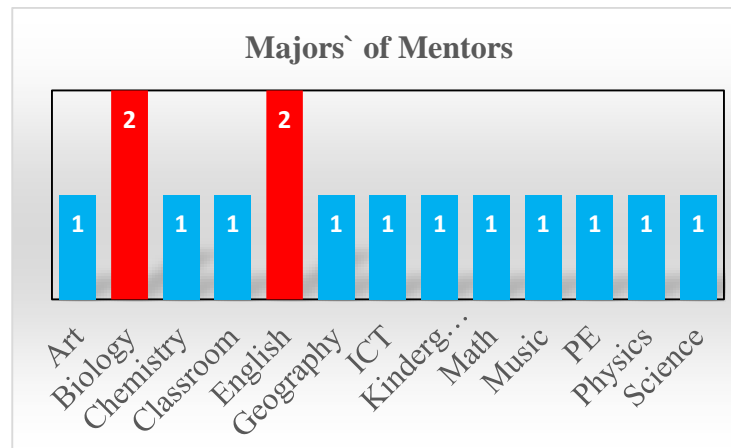Figure 4 illustrates the majors of mentors in detail.

Figure 4: Majors of Mentors

As can be noticed clearly in Figure 4, 2 biology and 2 English teachers joined the study, while other subjects were represented with 1 member.

3.4 Data Collection Procedure

The researcher planned the study in minute detail. The interview lasted between 15 minutes and 30 minutes considering the ideas of each mentor. Meanwhile, a second meeting was held with 7 mentors as they wanted to add more details to their previous opinions. The study lasted 5 weeks because the researcher and mentors had tight schedules to set aside time for the interview. Also, the researcher and the interviewees wanted to increase the number of valuable ideas in the interview by setting aside a specific time. Once the meeting was scheduled, the interview was held at the given time. Also, extending time helped the mentors to compose their ideas more elaborately because they needed to check their logs, annual reports, individual analysis related to their previous experience in mentorship programs. Collected data were analyzed in detail under 15 headings in findings section.

4. Findings

In this study, 15 mentors who have worked overseas were interviewed. Based on their genuine opinions, 15 categories were set and explained in detail below.

4.1 Welcoming All Students Equally

I have worked in 5 countries so far including the UK, South Africa and Argentina as a biology teacher, so I have had much experience about teaching. My suggestion is about welcoming all students equally in a classroom atmosphere. Once I was teaching to 9th graders, and there were some students who were struggling to learn. On the other hand, there were some brilliant students who were ambitious to learn further. As it was clear, it was the mixture of students with varying capabilities. During the year, I slowed down my teaching and did many revisions to ensure that all students were learning equally. On the other hand, I was 2 units behind the curriculum at the end of the semester which put me in trouble. One day, a group of students visited my office to tell their dissatisfactions. They told me that `` You ignored us during

the year by focusing on the students who were learning slowly. Also, these students were indifferent to learning because they did not revise or do their homework regularly. Did you feel any regret? We could have improved our critical thinking skills better if we had explored different aspects of the topics rather than revising the same topic at least 5 times. `` It was the day when I was shocked, so I have modified the way I have been teaching since I heard such constructive remarks. As of now, I am covering the topics as I am expected based on the pre- defined curriculum by the authorized committee. I have some extra activities to expand their learning and engage more students into activities. If there are some struggling students, I am sharing my recorded videos on my blog, so they can revise or keep their learning. Also, I reserved some days for these students to study in my office as one on one, so I embrace all students equally without ignoring brilliant or struggling ones. I hope my suggestions can be helpful for newly graduated teachers. (Mentor 1)

4.2 Printing the Decisions of Common Meeting

I have had a solid teaching experience in 7 different countries including Russia, Germany, Poland and the USA as an English teacher. My advice will be about printing one copy of meeting decisions to deliver for each teacher. I was teaching in a primary school, and we had some common standards such as catching up with the syllabus and integrating some extra activities to capture students` attention. I was the head of the English department at the school. We discussed a lot in the common meeting to complete given units and showing some videos or organizing some games related to the units. A month later, some conflicts arose about classroom atmosphere and covered units. Some students told that they were covering the lessons in a rush without grasping details well, while others told that there was no activity to break the monotony. They were just turning the pages in a monotonous way. That day was a turning point in my career. Starting that day, I required all members to take notes about common decisions, check their emails about signed decisions for each meeting and delivering a copy which includes all decisions. Being official and cautious with multiple instruments to inform teachers helped me a lot to follow the units equally in a trouble-free way, so no teacher would be held accountable about lagging behind other classes or teaching monotonously. (Mentor 2)

4.3 Making Preparations in Advance

I have worked in 4 different countries so far including Turkey, Iraq, Egypt and Lebanon as a chemistry teacher. My suggestion is about the value of making preparations in advance. I used to teach in a private high school. I divided my lessons into two parts which were lecturing in a class and doing experiments in a laboratory. I did not have any problems about lecturing in a class, however, there were serious problems in a laboratory. They were losing their interests after a while whenever we were in a laboratory. Later, I noticed that they needed to have further instructions in advance before getting inside the laboratory. I sent them the lesson plan to inform students about the outcome of the lesson. I also attached some videos of the same experiment taken by the other chemistry teachers during Covid 19 period. Once they were familiar with the experiment, their enthusiasm increased exponentially. I also assigned some students to join the experiments actively, so they learned by doing as a part of inquiry based learning. Since that time, I have enjoyed teaching in a laboratory a lot, as have my students. (Mentor 3)

4.4 The Degree of Being Friendly

I have worked in more than 10 countries so far including South Africa, Georgia, Japan and Germany as a physics teacher. My suggestion is about the degree of being friendly in a high school. When I was a student at a university, some of my lecturers told me that being friendly was the best policy at all times. Later, I employed this policy in my classes. I was so friendly with them, however, I encountered with some serious problems later. Being friendly destroyed my authority in class day by day, so students did not take my lessons seriously. After a while, I kept my professional distance to regain my authority, and I earned their respect after a while. I had a bitter experience about being so friendly. There is a room for being friendly in some cases, but it should not be exaggerated. Otherwise, teaching career can be short-lived. (Mentor 4)

4.5 Setting a Time Limit to Communicate

I have worked in 5 countries so far including Poland, Austria, Canada and South Korea as a maths teacher. My suggestion is about setting some limits about being called or texted. Once I was working at a primary school. I shared my phone number with the parents to communicate if needed. I told them that you could reach me whenever you want which was one of the gravest mistakes in my teaching career. Later, some parents called me at night for minor issues which could be solved during daytime. Also, some parents called me when it was off at the weekend. Later, I set some limits to be called and texted. I warned them kindly to call or text me until 4 p.m. each day, so I had time to spend time with my family and friends in a relaxed way. It was a precious lesson for me. (Mentor 5)

4.6 The Value of Collaboration at School to Solve Chronic Problems

I have worked in 11 countries so far including Nigeria, Spain, Italy and Portugal as a kindergarten teacher. My suggestion is about the value of collaboration at school to solve chronic problems. I had less experience when I started teaching for the first time. One year, I had many students who had some behavioral problems. They were so active to offend or insult other students. I tried to solve the problem myself without informing the relevant units at the school. I was also so exhausted mentally. On the other hand, I could not change any behaviors positively. One day, I informed the school principal, and he assigned 2 school guidance counsellor to have some tests with these students. The counsellors had some other sessions with the parents as well. Fortunately, the students` behaviors changed dramatically in a positive way. I realized that getting help from authorized bodies at the school was a great solution. (Mentor 6)

4.7 Being Cautious About What We Say

I have worked in 8 countries so far including Brazil, Portugal and Australia as a physical education teacher. My suggestion is about being cautious about what we say. During my early years of teaching career, I used to be so strict to see active students in my lesson. One day a student was only standing on his feet without moving backwards or forward. I yelled at him to be more active. Later, he told me that he had had some problems about his heart which caused some trouble in his life from time to time. I felt embarrassed at that time, and later my rule of thumb was to ask some clarifications if I have some problems in the class. As it is clear in this example, sometimes health issues can arise, so we need more tolerance to strengthen our relationship with our students. (Mentor 7)

4.8 Allowing Students to Copy Your Drawing Step by Step

I have worked in 4 countries so far including Peru, Argentina and Egypt as an art teacher. My suggestion is about allowing students to copy your drawing step by step. Once I used to draw my sample sketch within 5 minutes, and later asked the students to draw a similar one. On the other hand, I did not think that all students grasped the details on drawing accurately. One day some students told me that they could not improve their drawing skills at all because I did not show them some tips about the stages of drawing. I just drew and waited for a similar one. I got the message after that day. I started drawing step by step. I also made some clarifications for each step. I paused a lot and took a tour around the class whether they could imitate precisely or not. (Mentor 8)

4.9 Keeping the Balance between the Requirements of the Curriculum and Extra Teaching Materials

I have worked in 6 countries so far including Ethiopia, Russia and Turkmenistan as an English teacher. My suggestion is about keeping the balance between the requirements of the curriculum and extra teaching materials. When I started working for a high school after graduation, I wanted to integrate many videos, games, worksheets into my lessons, so I ignored the requirements of the curriculum related to covering the activities of the textbook. When my students took their final exams, they earned terrible marks and complained about my teaching in return. They told that we studied with unrelated materials a lot, so we could not learn much about the course book. As a result, they earned the lowest marks at school. I was investigated by the school and had much trouble during the year. This bitter experience taught me to set the limits between required materials and extra materials. As of now, I know how and when to integrate extra materials into my curriculum in harmony. (Mentor 9)

4.10 Merging Theoretical Knowledge with Practical One

I have worked in 10 countries so far including the UK, the USA and France as an Information and Communication Technology instructor. My suggestion is about merging theoretical knowledge with practical one. During my early years of teaching career, I just taught through the textbook and laptops in a laboratory. Additionally, the textbook was not an up to date one which was published 6 years ago at that time. On the other hand, my students were eager to learn basics of programming, video editing, 3D painting and Photoshop. One day, I decided to plan some visits to real computer stores or technology companies. I made some appointments with them to train my students with a first-hand experience. My students got so much pleasure while they were getting instructions from professionals. Later, some of my students were accepted to work for these companies. My plan worked flawlessly. I merged theoretical knowledge with practical knowledge which increased students` motivation and success accordingly. (Mentor 10)

4.11 The Importance of Parent Teacher Communication

I have worked in 5 countries so far including Iraq, Turkey and Georgia as a classroom teacher. My suggestion will be about the importance of parent teacher communication. One day two of my students fought with each other badly. One of them had some bruises on his body. I talked to each other with the school`s authorized counsellor, but we forgot to inform the parents about the case. When the students arrived at their houses, they told different stories, so their parents visited us to show their reactions agrily.

It took much time to calm them down and understand each other. If we had informed them about the case with a common sense, they would not have come with an angry face. Later, we followed all the regulations of school`s handbook in order not to have further conflicts in the future. (Mentor 11)

4.12 Taking Preventive Measures in Field Trips

I have worked in 10 countries so far including Germany, Chile and Macedonia as a geography teacher. My suggestion is about taking preventive measures in field trips. Once we visited a mountain to expand students` learning. On the other hand, I did not get help from other teachers or assistants. While we were climbing, a student fell down and she was injured so badly. Luckily, she recovered, but I blamed myself for her injury. She could have been uninjured if I had asked for help from other teachers to accompany my students during the trip. After that day, I informed the administrator to assign some helper for me in order not to have such bad incidents in the future again. (Mentor 12)

4.13 Being Cautious While Integrating Some News

I have worked in 7 countries so far including Norway, Finland and Sweden as a science teacher. My suggestion is about being cautious while integrating some news to enrich students` learning through authentic materials in science. Once I displayed some news about environmental problems in the region, but I did not notice that there was some criticism about the previous government representatives. I felt ashamed when I showed it because schools have been known to nurture science with politics-free expressions. After that day, I read the materials at least 3 times before employing them in my lessons. (Mentor 13)

4.14 Cementing a Good Relationship with Colleagues and Administrators

I have worked in 13 countries so far including the USA, Belgium and Romania as a music teacher. My suggestion is about cementing a good relationship with colleagues and administrators. My expressions in meetings were so blunt when I started working at a school for the first time. I did not step back anytime to criticize my administrators and colleagues regardless of having a minor or major problem. Later, I noticed that my colleagues and administrators were not willing to talk to me personally. I broke their hearts a lot for mostly minor cases. I could have expressed my opinions in a nicer way. After a while I changed my attitude. I told my expressions in a more constructive way. We also came up with some solutions together. Finally, I cemented lasting relationship with them. Watching our tone and being kinder are important considerations to lead a happy lifestyle at schools. (Mentor 14)

4.15 Knowing the Value of Being More Qualified for Self-Development

I have worked in 8 countries so far including Canada, Denmark and the Netherlands as a biology teacher. My suggestion is about knowing the value of being more qualified for self-development. Once I was just focusing on my career about biology. On the other hand, one of my colleagues improved herself about programming and online biology lessons. She also received some certificates from prestigious universities as a proof. One day, our school went bankrupt, and we were jobless. After a while, we applied to another school together. In the interview, they asked some questions about basic computer literacy and online tutoring. My friend was employed as he was eligible to meet these demands. On the other hand, they

rejected me kindly. It seems that being versatile with different qualifications will matter a lot each passing day to find a well-paid job. (Mentor 15)

5. Discussion, Conclusion and Recommendations

This qualitative study tried to welcome experienced teachers' ideas to guide newly graduated teachers in their field of study. It is essential to emphasize that all teachers had a solid experience about being a mentor to train mentees.

According to the revealed data, some interpretations can be made. The mentors have reiterated that it is of paramount importance to teach all students in an equal way. They emphasized that ignoring or prioritizing a group of students can pose many problems in class. Additionally, they argue that making preparations in advance can have positive impacts on students` engagement in class. Furthermore, they postulate that being friendly can be risky in some situations if the degree of difficulty cannot be balanced. In addition, they convene the idea that working and social life should be separated to be refreshed in the following day. If the limits are set in advance, further problems can be eliminated in most cases. Afterwards, they concede that teachers should know how to get help form other teachers, administrators, healthcare workers or counsellors if needed. They claim that taking initiative as a teacher is not enough all the time. Collaborative activities can yield better results. In addition to these suggestions, they recommend that being sensitive and understanding can be useful to learn their specific problems or health issues. Otherwise, we can lose our dignity on students` eyes. Afterwards, they argue that integrating numerous extra materials into the lesson cannot yield better results all the time. Teachers should know how to meet the requirements of the curriculum at first before employing many different materials which cannot be covered in the exams. Next, they postulate that combining theoretical knowledge with practical one can increase the learning rate of the learners, so they recommend it without any hesitation. Moreover, they express that regular teacher parent communication can have far-fetching effects when there is a case related to discipline. Furthermore, they argue that field trips can be dangerous in some cases, so assistants should be assigned before setting off the trip. Additionally, showing news can be authentic materials, but the content of it should be checked triple times before displaying in the lesson. Moreover, having a good relationship with colleagues and administrators can change teachers` moods positively and increase their dedication for the school. Finally, they postulate that developing professionally can offer many opportunities in teachers` lives, so it is highly recommended to be more qualified each passing day.

Considering this study, some recommendations can be made for the stakeholders of education and future studies. The opinions of the mentors can be examined by the committee whether they fit your institution or not and turned into a presentation to be displayed in workshops. Also, further studies can be carried out to get perceptions of mentors and mentees in different educational institutions globally. Moreover, more nationalities, mentors, mentees can be integrated into further studies to get results in a more comprehensive way. Finally, this study only included qualitative methods, quantitative or mixed method design can be employed in further studies to compare the results with each other.

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