The Relationship Between Mentorship Functions of Managers Working in Secondary Education Institutions and Teachers

Kemal MÜMTAZOĞLU[a], Behçet ÖZNACAR[b]

ABSTRACT

This study aimed to examine the relationship between the mentoring functions of administrators working in secondary education institutions and the organizational adjustment levels of teachers. For this purpose, data were collected from 500 lecturers working in secondary schools and high schools in the Turkish Republic of Northern Cyprus in the 2019-2020 academic year. The research was conducted using a mixed method. In the first part of the study, two data collection tools were used, namely the " Mentoring Functions Scale" and the "Organizational Adjustment Scale" to measure the perception of organizational compliance. These data were then analyzed with the help of the SPSS program using quantitative data analysis techniques. In the second part, the data obtained from the quantitative dimensionQualitative data were collected in the light of the progress. N according to the method NVIVO 12 Itel research program k ullanılarak analyzes were performed. When the findings were examined, it was determined that the mentoring functions of the administrators positively affect the organizational adaptation of the teachers, the individuals in the organizations expected their administrators to offer tasks and opportunities to improve themselves, as well as the positive relationship between organizational adjustment and mentoring.

Keywords*: Middle School, High School, Teacher, Organizational Support, Mentor, Mentee.

INTRODUCTION

The basis of organizational support is based on social interaction and reciprocity theories in most places in the literature. Kristof (1996) adaptation, which occurs in the relationship between the individual and the organization, may show different meanings according to the word harmony in the literature. In general terms, fit is a classifier, complementary and integral fit. It is seen that this point has been dealt with as a result of the most known studies on this subject (Meydan, 2019). In the interaction of the individual and the organization, meeting the expectations and needs of one on both sides with the other is called complementary adaptation (Yazıcı and Yürür, 2019). What stands out in this harmony is the level of meeting each other's deficiencies, needs or demands on both sides. (Venkataraman, Riordan,

and Olson, 2010). The support and roles of the managers are important for the individuals in the organization to improve themselves and contribute more to the organization together with the skills they have acquired and the perception of organizational support they feel. In the 21st century, the common goal of hundreds of studies and techniques applied in organizations is to increase productivity and thus to reach the quality. Mentoring is one of the techniques that support employees and stakeholders to be more successful in their fields at all levels of education, which has come to the fore in recent years among these studies and techniques. Mentoring, as Galileo said, is a technique that helps to reveal the potential within the person (Yıldırım, 2013).

The mentoring activity is based on the trust relationship between the manager and the individual. Mentoring is defined as a developmental relationship between a more experienced senior and an inexperienced young subordinate in order to help their personal, social and career development (Kram, 1983) and to strengthen existing relationships (Ragins and Scandura, 1997; Higgins

[a]*Near East University, Institute of Education Sciences, Education Management, Economy and Planning Department, Nicosia-Northern Cyprus, mumtazoglukemal@gmail.com*
[b]*Assoc. Prof. Dr., Near East University, Atatürk Education Faculty, Education Management, Economy and Planning Department, Nicosia-Northern Cyprus, oznacar.behcet@gmail.com*

and Kram, 2001). 3500 is an annual concept of mentoring senior by profession most general description and the person who experienced the knowing self transferring the person to information that is more inexperienced, his professional and personal development to systematically go to the top level it is the research process (Yıldırım, 2013). The educational manager is of great importance in achieving the school's targeted goals by combining the resources of the institution with the individuals in the environment. What is expected from education managers is not only to be an authority within the institution, but also to manage the institution in the best way by ensuring the balance and development in the institution (Hunt, 2012). The education manager should know how to manage the institution stronger. One of the main techniques that can help the manager in this regard is mentoring. A good manager has the strong and impressive knowledge and experience. In addition, they are volunteer mentors who are open to continuous development individually, intertwined with technology and love to give and receive information (Bakioğlu, Özcan, and Hacıfazlıoğlu, 2002).

Purpose Of The Research

The main purpose of the study is to determine the relationship between the orientation processes of teachers working in secondary education institutions in the TRNC in the 2019-2020 academic year and the mentoring functions of school administrators. In this regard, the following questions were sought.

Quantitative Questions

1. School administrators' mentoring functions and teachers' organizational adjustment scores; denominated in ton, educational attainment and work their sturdy me time varies according to the situation?
2. Is there a significant relationship between the mentoring functions of school administrators and the organizational adjustment levels of teachers?
3. Is there a significant relationship between the sub-dimensions of the mentoring functions of school administrators and the organizational adjustment levels of teachers?

Qualitative Questions Answered

1. Could you explain the perspective of the institution and the impact of your manager on your in your adaptation process to the organization?
2. What do you think is the importance of the support and responsibilities your manager gives

you as you strive to improve yourself professionally and personally?
3. How do you think the manager's taking on the mentoring role affects the individuals in the institution in terms of organizational harmony?

DATA AND METHODS
Research Model

This study was designed as a mixed method research (quantitative and qualitative- embedded design). Basically, it is a descriptive study based on the relational survey model (Yıldırım and Şimşek, 2016). Defines it as crosses. Embedded design was used in mixed method research. One of the qualitative or quantitative methods is more prominent than the other in embedded design studies. In other words, the study is mostly qualitative or quantitative, but there is a need for data collected by alternative methods to support, generalize or better interpret the collected data (Yıldırım & Şimşek, 2016). In this context, research questions are mostly associated with qualitative or quantitative methods.

Working Group

The study group of this research 2019-202 0 in education and training TRNC medium education in the institutions involved 500 teachers bring occur. The qualitative study group of this mixed method study, which is predominantly a quantitative study, consists of 16 teachers, 8 of whom are female and 8 of which are male.

Data Collection Tool

In the study, as quantitative data collection tools, a personal information form and two scales were used. Later, a qualitative data collection tool was used. In the first part of the quantitative data collection part, there is a personal information form that includes the participants' gender, educational status, professional experience, experience with the manager, field and educational level. In the second part of the data collection tool, the mentoring function scale developed by Noe (1988) was used. In the third part of the study, the 4 item scale developed by Netemeyer et al. (1997) was used for teachers' views on organizational adaptation.

In the qualitative research method part, the interview form, which is composed of standardized open-ended questions, was used. Some reassuring statements were included in the interview form in order to gain the trust of the participant teachers and administrators. Before the data collection tool was prepared, the data obtained in the quantitative

dimension were examined thoroughly and the points that were thought to be examined in more detail were determined and preparations were made for qualitative research. Opinions were obtained from 3 experts from the field regarding the suitability of the questions in the interview form to the purpose of the study, their openness and compliance with the expression. Opinion was received from a group of experts for the suitability of the questions in the form to the purpose of the increase, clarity and expressiveness. Experts were asked to examine the questions in terms of content and structure and to state their suggestions. As a result of the expert opinions received , it was determined that the interview form is suitable for use in the research. The questions were finalized by taking into account the suggestions of the experts.

Collection of Data

The first part of the data of the study was obtained as a result of the application of the scales to the teachers working in secondary education institutions in TRNC in the 2019-2020 academic year. Later, in the qualitative part of data collection, the data collected by interview method were obtained by conducting one-to-one interviews at times suitable for individuals.

Analysis of Data

The data obtained with the help of scales in the study were analyzed and interpreted using the SPSS program. The information collected with the interview form , on the other hand , was collected under themes by content analysis, and could be interpreted. The analysis of the data was carried out by collecting the answers given by the teachers to the questions under themes and sub-themes and expressing the number of teachers who gave the answers for each theme.

FINDINGS
Findings from the Quantitative Data
1. School administrators ' mentoring functions and teachers' organizational adjustment scores; Does it differ according to their gender, education level and working time?

The mean scores and standard deviations of the organizational fit and mentoring functions scale are shown in the table below. According to this;

Table 1. **SS and X Scores of the Relationship Between Mentoring Scale and Organizational Fit Scale**

	N	X	SS
Organizational Compliance	500	3,59	1,01
Mentoring Functions	500	3,69	,71

Considering the organizational fit average score, a result above the average was obtained with X = 3.59. Looking at the average score for Mentoring Functions, it was found as X=3.69. The organizational fit scores are close to each other according to the mentoring functions and both are above the average. Table administrators in schools when viewed mentoring properties, although it would be useful to have a professional system for the benefit of organizations felt evil manner it is seen that show.

According to the organizational cohesion and gender of the teachers surveyed me ntorluk function scores in Tables 2 and 3 are given.

Table 2. **Mann Whitney U Test Results of Organizational Fit Scale by Gender**

Gender	N	X	Ss
Woman	201	3,50	,78
Male	299	3,78	1,24
		U=20461,5	
		P=,000*	

By gender organizational consistency point

Mann Whitney When the test results are analyzed is analyzed, a significant association between two variables was determined difference. At this point, when the data are examined, it is seen that the organizational adjustment scores of the males within educational institutions are higher than the females.

Table 3. **Mann Whitney U Test Results of Mentoring Functions Scores by Gender**

Gender	N	X	Ss
Woman	201	3,57	,88
Male	299	3,78	,56
		U=27811,0	
		P=,152	

Gender difference seen in the previous table m entorluk functions which n is said not visible when viewed from this table. At this point, we can say that it is not about the gender of the individuals, but the support they perceive from them is important and that the issue of feeling support is equally progressed in both groups.

Research strict accordance with the state of man

teacher education organizational adaptation and me ntorluk functions Tables 4 and 5 points are given.

Table 4. **Mann Whitney U Test Results of Scores Regarding Organizational Adaptation According to Educational Status.**

Education Status	N	X	Ss
License	392	3,67	,99
Post Graduate	108	3,29	1,04
	U=17022,0		
	P=,001*		

When examining the scores for organizational adaptation according to education level, when the results of the Mann Whitney U Test are examined, a significant difference was found between education levels. According to this difference in the education of individuals with graduate level organizational alignment scores high degree to which individuals than was seen in the upper level.

Table 5. **Mann Whitney U Test Results of the Scores Regarding Mentoring Functions According to Education Level**

Education Status	N	X	Ss
License	392	3,78	,66
Post Graduate	108	3,37	,80
	U=14223,5		
	P=,000*		

According to the results of the Mann Whitney U Test, a significant difference was found between the scores of the mentoring functions according to the education level. According to this result, we can say that the perception scores of the individuals whose education level is undergraduate towards mentoring functions are higher than the individuals with a high language education level.

The scores of the organizational adaptation and mentoring functions perceptions of the teachers participating in the study according to the service period in the institution are given in Tables 6 and 7.

Table 6. **Whitney U Test Results of Perception Scores Towards Organizational Adaptation According to the Length of Service in the Institution**

Where the institution Service Time	N	X	Ss
Less than 1 year	72	3,61	1,05
More than 1 year	428	3,59	1,01
	U=15025,5		
	P=,729*		

When the results of the Whitney U test on perceptions towards organizational adaptation were examined, it was found that there was no difference between individuals who worked in institutions for less than 1 year and those who worked for more than 1 year. With this result, we can say that the length of service in the institution does not affect organizational adaptation.

Table 7. **Whitney U Test Results of Perception Scores for Mentoring Functions According to the Duration of Service in the Institution**

Where the institution Service Time	N	X	Ss
Less than 1 year	72	3,70	,65
More than 1 year	428	3,69	,72
	U=14341,5		
	P=,340		

Again, in analogy to a previous statement Does entorluk function y proposed before in the task of perception received according to length of service in the organization Whitney of the test results between the two when you look at a nlaml differences could be detected. At this point, it is important that individuals spend productive time in institutions rather than the time they spend in the institution.

2. Is there a significant relationship between the mentoring functions of school administrators and the organizational adjustment levels of teachers?

When we look at the relationship between the mentoring functions of school administrators and the organizational adjustment levels of teachers, and the analysis results, we see the results in Table 8. According to this;

The findings are a result of the teachers' level of compliance with organizational mentoring functions n for the perceptions can be predicted can say (p <.05). 52% of the variance in their

attitudes towards organizational adaptation can be explained by their perception of mentoring functions (r2 = .52).

Table 8. **Results of Regression Analysis Regarding Organizational Adaptation and Mentoring Functions**

Variable	R	ΔR^2	B	SH	P
Career Function	,724	,523	1,026	,724	,000

3. Is there a significant relationship between the sub-dimensions of the mentoring functions of school administrators and the organizational adjustment levels of teachers?

Mentoring functions and organizational adaptation of the reg on dimensions regretion analyze the relationship of Table 9 are given.

Table 9. **Regression Analysis Results on Organizational Adjustment and Mentoring Functions Sub-Dimensions**

Variable	R	ΔR^2	B	SH	P
Career Function	,718	,516	,330	,718	,000
Coaching	,733	,537	,725	,733	,000
Protection	,609	,370	2,203	,609	,000
Assign tasks that teach new skills	,646	,417	1,120	,646	,000
Developing new relationships	,629	,396	1,054	,629	,000
Psycho-social function	,738	,545	,266	,738	,000
Being A Role Model	,673	,453	,975	,673	,000
Consultancy	,758	,574	,621	,758	,000
Confirm Adoption	,689	,475	4,279	,689	,000
Friendship	,527	,277	,858	,527	,000

Teachers' organizational cohesion and mentoring functions can be predicted by their perceptions of sub-dimensions (p <, 05). For career function with organizational sleep variance 51.6% is for the coaching function of the variance of 53.7% is for the protection function of the variance of 37%, for the functionality to export duties confers new skills variance of 41.7%, the new 39.6% of the variance for the function of developing relationships, 54.5% of the variance for the psycho-social function, 45.3% of the variance for the role model function, 57.4% of the variance for the counseling function, adoption 47.5 % of the variance for the validation function and 27.7% of the variance for the friendship function can be explained.

Findings from Qualitative Data

1. Could you explain the point of view of the institution and the influence of your manager on you in your organizational adaptation process?

As a result of the interviews, most of the participants stated that the attitude of the managers towards them together with the perspective of the institution helped them to feel the organizational atmosphere positively. This number is 7 among male participants and 6 among female participants. As another common point, participant individuals stated their commitment to the organization. At this point, we can see that male participants are slightly higher than female participants. However, in both groups, we can see that the result of the positive effects on the organizational commitment and thus the performance emerged at a high level. 6 of the male participants and 5 of the female participants were mentioned about the commitment to the organization. A similar result has emerged in terms of positively affecting the performance. The views of the entrepreneurs are clearly shown in Table 10.

In Table 10, it can be seen that the percentage distribution of teachers working in secondary education institutions regarding the perspective of the institution and the influence of your administrator on them in your adaptation process to the organization is given.

Participants expressed opinions in a way that could be associated with honesty, perspective of people, justice and personal values from the items specified in the organizational compliance questionnaire. The perspectives of institutions viewpoints of individuals that there are similarities between similar principles and values they host, mean flow purposes and that the objectives, the participants declare positive ideas in this way better analysis to the organizational adaptation process is important in terms of d be able to. At this point, we see that the share of managers in organizational adaptation is at a very important and sensitive point. Therefore, the mentoring support that the

managers will apply to the individuals in the

institution is important in order to reach the desired points mutually.

Table 10. **The Perspective of the Institution and the Impact of the Manager in Your Organization Process**

Theme	Male		Yüzde	Woman		Total %
	Amount	Percent		Amount	Percent	
To knit Loyalty	6	%68.7		5	%62.5	%68.7
Positive	7	% 87.5		6	%75	%75
Atmosphere	6	%75		5	%62.5	%68.7
Performance						

Individuals have said the following about their commitment to the organization;

"The fact that our manager has a structure that embraces and supports honesty, protection and continuous development contributes to my motivation to increase, and to adopt and adapt to the organization with new friends (OEK3)"

"During my *adaptation process in the institution, I tried to learn the main rules of the institution as well as its point of view. During this process, when I shared the troubles I experienced from time to time with my manager, he made my situation easier with his statements appealing to my situation and experience. In this way, my view of the school and my performance within the school were positively affected. All of them love me more than my school work and motivation has caused failure (LKK1). "*

Individuals said the following about their performance;

"The fact that the organization is in line with my values and behavior at the beginning of my harmonization process with the institution made my job easier. Thanks to the same opinion with the institution, I was able to be in the working environment more comfortably and with high performance (LEK3). "

Individuals said the following about the positive atmosphere within the organization;

"I would like to get along well and work in a peaceful environment, regardless of the people I work with in the institution, whether this is a manager, a teacher, or whoever is in charge. We can only achieve this by helping each other by supporting each other. Our friends in executive positions show us this task in the best way (LKK4).

2. What do you think is the importance of the support and responsibilities your manager gives you as you strive to improve yourself professionally and personally?

As a result of the detailed consideration of the opinions expressed by the participants, we can see that many of the individuals stated that their self-

confidence increased as a result of the support given to them by their managers and thus, they were successful in their duties. All of the male participants and 6 of the female participants stated that the trust point is important. Individuals stated that another positive aspect they added to them during the self-development phase, thanks to their managers, was the increase in their belief that they could fulfill the duties and responsibilities assigned to them. 7 of the male participants and 5 of the female participants, and a total of 12 people expressed their opinions in this way. He stated that the attitude of their managers to them, together with the Greek perspective, helped them feel the organizational atmosphere positively. This number is 7 among male participants and 6 among female participants. Another point that has the lowest rate among the answers given to this question, but that more than half of the participants stated as a common opinion, is the point of increasing their motivation. 5 male participants and 6 female participants stated that their motivation increased thanks to the support shown by their managers. The views of the entrepreneurs are clearly shown in Table 11.

Table 11 Secondary Education institutions of the teachers working in them ideas about the support they receive from managers in the process of development of professional and personal sense, can be seen.

The teachers stated that the support of the administrator is important in general, the style and style of the manager against his subordinates plays a big role in their personal and professional development, and it is important to feel the belief and trust that the manager will give to his subordinates.Individuals who feel that they have a belief in themselves will work on issues that are within their authority and responsibility, feeling more motivated.In this way, both the organization and individuals will be able to achieve their goals. We see that the support and trust that the

managers will give to the people in the institution are important for individuals. Individuals will keep

their self-confidence high and concentrate better on their work as well as gaining self-confidence.

Table 11. **The Importance of the Support Provided by the Manager during Professional and Personal Development**

Theme	Male		Yüzde	Woman		Total %
	Amount	Percent		Amount	Percent	
Confidence	8	%100		6	%75	%87.5
That you can	7	%87.5		5	%62.5	%75
that faith	5	%62.5		6	%75	%68.7
Motivation						

Individuals have said about the support and confidence they will receive from their managers;

"People in the school need to support each other. We live in a world that develops and changes day by day. Every day a new technological development is emerging, we learn a new knowledge. These are things that affect our professional life. In this case, to support each other birbirmiz's very important to find the open rather than closed. Director and principal at the school in the assistants of the people to be informed and show support us in these matters is a chance for us (LEK1). "

Individuals have said the following about increasing their motivation and their belief that they can do tasks;

"During this process where I developed myself professionally and personally, my manager has shown me confidence and supported me in every subject, when I encountered problems, he always guided me about solutions and made me believe that I could overcome all these (LEK2)".

"His professional responsibilities have always taken me forward, although sometimes it is very difficult, the practitioner is a lesson and permanent. Support is always a positive situation that should be (OKK2)."

How do you think the manager's taking

on the mentoring role affects the individuals in the institution in terms of organizational harmony?

As a result of the research, it is stated that according to the participant individuals, the performance of the people directly involved in the organization increases if the mentoring functions are felt or the managers take the mentoring role. Regarding this, a total of 12 people, 7 of whom were male and 5 of female participants, expressed their views. Another view is that individuals' desire to work, produce and learn in every sense increases. Regarding this, 11 people in total stated their opinions, 8 out of male participants and 3 female participants. Another interesting and striking view is that individuals are progressive. Among the individuals, men and 4 women stated their opinions in this way. Finally, the participants stated that they have or could have a broad perspective if their managers behave in this way. On this issue, 13 people in total, 6 of the male participants and 6 of the female participants, gave opinions. Table 12 shows opinions on this issue.

Table 12. Secondary Education with the institution of managers working in the r mentor role the participants opinions on the effects found in institutions for individuals who undertake seen.

Table 12. **The Effects of Mentorship Role of Managers on Individuals in the Institution.**

Theme	Male		Yüzde	Woman		Total %
	Amount	Percent		Amount	Percent	
Performance Rise	7	%87.5		5	%62.5	%75
Claim	8	%100		3	%37.5	%68.7
Progressive	4	%50		4	%50	%50
Be Wide View Angle	7	%87.5		6	%75	%68.7

Based on the answers given by the individuals, they stated that the managers in the organization

will contribute to the formation of a positive atmosphere in the organization by undertaking the

mentoring roles consciously or unwittingly. Managers who assume mentoring roles will thus be able to contribute to the personal and professional development of individuals in the institution. Teachers, who will feel that their expectations are met in any way, are expected to develop positively in terms of adaptation to the institution and they have expressed this. Thanks to all these, individuals' perspectives will change and they will be able to continue their work in an open and willing manner. Having such an attitude on both sides will provide a positive environment for discussion within the organization. As a result, there will be people with high performance and willing to produce in the organization, and organizational harmony between individuals will be achieved. The opinions of the participants about the managers' assuming the mentoring role are as follows;

"Thanks to the manager who consults and presents ideas together with us, both our and his ideas and perspectives expand. In this case, it will create a positive result both for us and for the organization (LEK1). "

" I think that it is the direct manager who will provide this, if there is a good management in the institution, the time that teachers will devote to education will be more qualified, if the manager guides us as a nmentor , this directly affects our performance (OE3)."

The opinions of the participants regarding the managers' assuming the mentoring role are as follows;

"The manager assuming this role, consciously or not, will provide motivation within the organization, so our belief and willingness to work for the organization will be affected (OEK2)."

"In terms of the provision of professional development and satisfaction of individual mentoring role to take on the nude school administrator will make a positive reflection of teachers t (OEK1)."

The opinions of the participants regarding managers assuming the mentoring role are as follows regarding being progressive and broad perspective;

"Individuals themselves truly dinlendiğn of and by himself in even though the institution feel that he has promised commitment. Resarch to be increased. This will make us want to improve the institution and improve our conditions (OKK1).

"When individuals who are willing to develop and innovate come together with managers who have goals like themselves, they can think more differently and creatively when it comes to the beauty of the conversation (OKK3).

4. DISCUSSION AND CONCLUSION
Conclusion and Discussion

In this study, the relationship between the organizational adjustment levels of teachers working at secondary education level in KKT C and the mentoring functions of the administrators in their institutions was examined according to different variables. As a result of the analysis of the collected data, the following results were obtained;

Teachers working at high school and secondary school levels had a high level (3.69) of the average scoreof organizationaladjustment (3.59) and perceptions of mentoring functions . Similarly, when looking at the results of the research conducted by Yılmaz and Akgün (2019), the organizational adjustment scores of the teachers were found to be high. The results of the research conducted by İbrahimoğlu (2011) and Yıldırım (2013) support the results reached by this study. Considering the results of the research conducted by Gümüş (2015), the result that education administrators fulfill their mentoring roles at a high level with an average of 4.19 supports the results of this study. The fact that the scores between organizational adjustment and mentoring are above average shows us that the mentoring skills, which are displayed in organizations in an informal manner, in a completely non-professional manner, directly contribute to organizational harmony.

The average scores of the items of the organizational fit scale were calculated and, according to the results obtained, they have average scores between 3.76 and 3.44. Here, the highest score was obtained when personal values match the value of the institution. After that, the point of seeing the individual as having the same values with the institution regarding justice has taken. Based on this, we can say that the basic points for individuals to see themselves as having a place in the institution are their positive perspectives on the concepts of value and justice . However, the interaction between the two concepts, we examined by gender when compared to women of the male participants that have higher compliance scores, but mentone rluk functions gender by examining according to gender score mentoring effect on the function that is not in question has been concluded. In this context, we can see similar findings in gender dimension when we look at the results of the study conducted by Bozkurt (2016). However, as a result of this research, as a result of the examination of the sub-dimensions of the mentoring functions scale by gender, it was found that men had higher scores than women in the protection sub-dimension. By

examining the scores for organizational adaptation according to the education level, the organizational adjustment scores of the undergraduate students and the scores of the mentoring functions are higher than the graduate students. Özdemirci (2010) supports this result in the studies of Barutçu and Özbay (2013).

When the values obtained between the groups as a result of the analysis of the scores for organizational compliance and mentoring functions according to professional seniority, it was seen that the participants with 6-10 years of experience had higher organizational adjustment scores and mentoring function perception scores compared to the other groups. In addition, those with 1-5 years of experience have higher scores than those with 11-15 years of experience. Services in the organization of individuals taken into consideration when the time m entorluk the perception of function according to length of service in the institution where Whitney was not detected significant differences according to the test results. Service time in the institution does not affect mentoring functions. When the perceptions of individuals towards organizational adaptation were examined on the same point, a similar result was obtained. Based on these findings, it shows that the rate of efficient and meeting each other's expectations that individuals spend with their managers in that institution rather than the time they spend in institutions affects their adaptation to the institution. A highly significant positive correlation was found between individuals' perceived mentoring functions and organizational compliance levels. The results of the study conducted by Şerefhanoğlu (2014) support this point. It can be predicted by teachers' organizational cohesion and their perceptions of mentoring functions. When the relationship between the sub-dimensions of mentoring functions and teachers 'attitudes towards organizational adaptation was examined, it was seen that the relationship between career function, coaching, psycho- social function, counseling and teachers' organizational adaptation was positively high. The results of the study conducted by Yıldırım (2013) are similar to the results of this study.

During the research process, when the participants were asked about the perspective of the institution and the effects of its managers in the organizational adaptation process, individuals said that their organizational commitment increased. In another study conducted similarly, Tojari,F. et al. (2013) determined the positive effect of the mentoring- like behavior of managers on the

commitment of individuals in the organization to the organization. Other opinions obtained regarding this question are the positive atmosphere captured within the institution thanks to the influence of the managers and the organization. Individuals stated that their motivation was high due to the support they received in the organization and the good environment in the institution, and parallel to this, their performance was at a high level. Shahinian ' s (2011) shows similarities in the conclusions reached in the study. In the research, it is mentioned that the organizational culture affects the behaviors of the individuals in the organization, therefore the effect of the organizational culture on the performance of the individuals is not underestimated, and the importance of management processes and practices in points such as leadership, motivation and communication.

When the participants were asked about the perspective of the institution and the effects of its managers in the organizational adaptation process, individuals stated that their organizational commitment increased. In another study conducted similarly, Tojari, F. et al. (2013) determined the positive effect of the mentoring- like behavior of managers on the commitment of individuals in the organization to the organization. Other opinions obtained regarding this question are the positive atmosphere captured within the institution thanks to the influence of the managers and the organization. Individuals stated that their motivation was high due to the support they received in the organization and the good environment in the institution, and parallel to this, their performance was at a high level. Shahinian ' s (2011) shows similarities in the conclusions reached in the study. In the research, it is mentioned that the organizational culture affects the behaviors of the individuals in the organization, therefore the effect of the organizational culture on the performance of the individuals is not underestimated, and the importance of management processes and practices in points such as leadership, motivation and communication.

Finally, when the participants were asked what kind of gains the managers in their institutions would have by undertaking the mentoring functions, they stated positive opinions that their performance would increase, their desire for their jobs would increase, and they could be at a better point in terms of progressive and broad thinking. When we look at the literature, Yirci et al. (2018), similar to the findings of this study, we can see the conclusion that mentors can directly affect the imagination and thinking abilities of individuals, and

that individuals can be productive people by thinking more creatively than they really are. Similarly, Gümüş and Gök (2016) stated in their study that mentors in institutions would make positive contributions to the personal and professional development of individuals. It was created by Ragins and Cotton (199) in a study that supports these findings.

5. RECOMMENDATIONS

In line with the findings of the research, the following recommendations are presented. In order to determine the success level of the mentoring program to be created , a research can be made on the mentoring feedback program.Conducting more detailed analysis studies by adding different demographic characteristics to demographic characteristics such as gender, age and education level. Making studies to spread and prefer the mentoring system. Studies on giving necessary training to individuals regarding mentoring .

6. REFERENCES

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