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Research Article / Araştırma Makalesi

# Electronic Mentorship with Mentee Perception[*]

Tuncay Yavuz Özdemir[1]

## Abstract

Mentorship applications are commonly implemented in many European countries and America. Parallel with the developments in technology, e-mentorship programs, along with conventional and face-to-face mentorship, have become widespread. In this study we tried to determine the provincial education supervisors' and their assistant supervisors' perceptions on their roles over mentorship/e-mentorship. With this respect, interview forms carrying the aims of the study were developed by revising the interview forms Cantimer (2008) and Clouse (2007) used. Participants stated that provincial education supervisors and their assistant supervisors had occupational assistance and guidance, inspection and investigation, leadership, counseling and researching roles in accordance with their mentorship/e-mentorship roles.

*Keywords: Mentorship, E-Mentorship, Educational Inspection, Provincial Education Supervisor*

# Menti Algıları ile Elektronik Mentorluk

## Öz

Mentorluk uygulamaları birçok Avrupa ülkesi ve Amerika'da yaygın bir şekilde kullanılmaktadır. Özellikle teknolojik alanda yaşanan gelişmelere paralel olarak geleneksel ya da yüz-yüze mentorluk programlarının yanı sıra e-mentorluk programları da yaygınlaşmaya başlamıştır. Bu çalışmada il eğitim denetmen ve yardımcılarının mentorluk/e-mentorluk rolleri üzerine algıları belirlenmeye çalışılmıştır. Bu amaçla Cantimer (2008)'in ve Clouse (2007)'nin kullandıkları görüşme formları araştırmanın amaçları doğrultusunda araştırmacılar tarafından revize edilerek geliştirilen görüşme formu kullanılmıştır. Katılımcılar il eğitim denetmen ve yardımcılarının mentorluk/e-mentorluk rollerine ilişkin mesleki yardım ve rehberlik, inceleme ve soruşturma, liderlik, danışmanlık ve araştırmacılık rollerinin olduğunu ifade etmişlerdir.

***Anahtar Sözcükler:*** *Mentorluk, E-mentorluk, Eğitim Denetimi, İl eğitim Denetmeni*

## Introduction

Mentor is defined as the person who, in between the work and responsibilities he has, helps commended novice workers reach their makings (Shea, 1992). A mentor is described as one who is decent, an effective consultant, an effective guide, one who has enhanced knowledge and skills, and as the one who uses his knowledge and skill to ennoble the mentees career (Ragins, Cotton & Miller, 2000).

Kathy E. Kram is said to have started her academic mentorship studies in 1980 and 1983 by publishing two articles. Kram (1983)'s mentorship titled study had traces on many publications and her conceptualization of mentorship steered many studies. (as cited in Bozeman & Feeney, 2008). A mentor is an experienced, willing, sharing and a trust building person. A mentor's primary function is, during personal development, being a crossing road between the mentor and mentee (Parsloe & Leedham, 2009). Mentorship consists of; training, coaching, counseling and working together. Mentor is the one who includes these constituents in his work with enthusiasm and encourages people (Clutterbuck, 1991).

Today, simple information transferring (memorizing) has become meaningless and throughout history, mentorship has been used as an approach to gain experience together with knowledge. (Clutterbuck, 1991; Miller, 2002; Murray, 2001; Rhodes, 2004; Sanders, 2009).

According to Spender (1995), the generation which is experiencing technological change, received education from books and notebooks and is now living in a virtual, electronic world. For this generation, books mean security against the electronic world they are in.

### E-Mentorship

Face-to-face mentorship done through the internet is called electronic mentorship or e-mentorship. E-mentorship is an expert system implemented to develop rapid, reactive and real time learning modes (Hezlett & Gibson, 2005).

Internet is being preferred because it removes time and place borders with tools like online discussions and e-mails. Thus the accessibility problem can be overcome by electronic

mentorship. Electronic mentorship provides some specialties that face-to-face mentorship doesn't have and e-mentorship implemented through online environments supplies new alternatives for individuals thanks to its accessibility. However, individuals who undergo electronic mentorship programs need to have the sufficient skills over the technology being used. Effective strategies need to be developed in electronic mentorship applications and regulations should fit online environments.

In e-mentorship programs, where all the activities are applied online, e-mails (Echavarria, Mitchell, Newsome, Peters & Wentz, 1995), online discussion groups, online texting and conversation (Stevens & Lundberg, 1998), notice boards (Miller & McDaniels, 2001) video conferencing, blogs and wikis (Lipscomb, 2010) are some of the commonly used tools.

Internet and computer mediated communication removes geographical position, time and place borders (O'Neill, Wagner & Gomez, 1996; Harris, Rotenberg & O'Bryan, 1997; Single, Muller & Carlsen, 2000; Ensher, Heun & Blanchard, 2003; Lewis, 2002; Packard, 2003; Russell & Perris, 2003). Unlike conventional mentorship, the mentor and mentees are able to access each other with no place and time boundaries in the e-mentorship process and this is an important opportunity for the mentees (Culnan & Markus, 1987; Sproull & Keisler, 1986). While the status difference of the mentor and mentees in conventional mentorship was more obvious, this difference is not in the foreground in e-mentorship (Sproull & Keisler, 1986).

Just like other organizations, educational organizations also need to train qualified workers, edify them and provide them with labor. For the education system to achieve its goals, the teachers and qualified training managers have to make an effort. That's why it is necessary for school managers and teachers to adapt to today's constantly changing world. This necessity increases the importance of bringing up qualified school staffs and provincial education supervisors. This also pushes the systems to find more productive techniques. Today, with computer and internet usage expanding, e-mentorship and face-to-face mentorship in education has become more popular. E-mentorship projects were implemented overseas in order to prepare trainee teachers for their jobs and successful results were obtained.

In this study we aimed at determining the perceptions of provincial education supervisors and their assistant supervisors over their e-mentorship and mentorship roles. Within this scope, following interview questions were asked:

1. What are the roles of education supervisors as mentors?
2. In which issues do teachers seek your help?
3. In which issues do provincial education supervisors and their assistants seek your help?
4. In which ways do you help teachers / provincial education supervisors and their assistant supervisors enhance their career development?

## Method

Phenomenological design was used in this study. Phenomenology is the design that focuses on matters we are aware of but not deeply and in detail (Yıldırım & Şimşek, 2008, p. 228). Individual and situation based approach was adopted in this study.

### Working Group

Interviews were done with 59 provincial education supervisors and their assistants who were on duty during the academic year 2011-2012 in Elazığ, Bingöl and Malatya. 21 provincial education supervisors and their assistant supervisors who stated they would spare time and share their opinions were selected and included in the working group. In other words the working group for qualitative analysis was formed under voluntary basis.

### Data Collection Tool

A working group for qualitative analysis was established and whether any changes in the perceptions of the working group towards e-mentorship had occurred was aimed at to be determined. For this purpose; interview forms used in similar studies were gathered from inland and overseas and then were examined. After the survey, interview forms used by

Cantimer (2008) and Clouse (2007) were taken as examples and interview forms developed by the researches were used

**Analysis of Data**

In this study, implemented through the qualitative research approach, "content analysis" was done. Data was analyzed in four steps:

1. Encoding data,
2. Determining the topics of the encoded data,
3. Arranging the codes and topics,
4. Defining and interpreting findings (Yıldırım & Şimşek, 2008: 228).

Participant opinions were evaluated based on questions and some opinions were cited in more than one category. Thus, the number of opinions in the categories was sometimes more than the number of participants. In analyzing opinions, grouping was made according to the similarities of statements. Participant opinions were coded as G1, G2,…,G21. The identical elements in statements were grouped and thematised suitable for the groups.

Participant opinions which were similar to each other went under a preliminary examination and a coding list was prepared. Assignment was provided for each code in the list and the code which best fitted the statement was preferred. Within the framework of code attribution, the models which contain relations between attributions and the following themes are important for the intelligibility of the analysis. There are arrows showing the direction of attributions between parent and child codes. The numbers on the arrows signify how many times attributions were done from the sources. Finally, links were established and findings were transformed. The concepts that showed up after this stage were modeled in order to reflect the relationships between them. For every theme, significant opinions of the participants were given by keeping loyal to their core meaning.

## Findings

Firstly, provincial education supervisors and their assistants were asked the question, "What are the roles of education supervisors as mentors?" Participant opinions were analyzed and given in Figure 1:
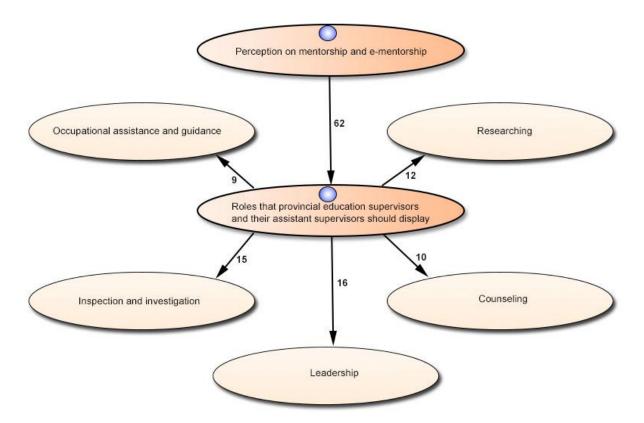


*Figure 1.* Roles that Provincial Education Supervisors and their Assistant Supervisors Should Display as Mentors

Participant opinions on what roles provincial education supervisors and their assistants play as mentors were examined. Participants stated that, as mentors, they should display the following five roles: **occupational assistance and guidance, inspection and investigation, leadership, counseling and researching**. For the interview question "as mentors, what are the roles of provincial education supervisors and their assistant supervisors?", 21 participants stated in five themes 62 different answers. Participants stated that provincial education supervisors and their assistants should primarily play the "Leader (n=16)" role. Some opinions in the leadership theme are as follows:

> *"As provincial education supervisors we need to inform teachers and the school staff with our knowledge and experiences and provide effective and on-time guidance." (G19)*

**Inspection and investigation** was accepted by 15 provincial education supervisor assistants as a role provincial education supervisor assistants should display as mentors. As we know provincial education supervisor assistants call visits which aim at guidance and supervision together with inspection and investigation. Some participant opinions which state that the inspection and investigation role should be objective and impartial in terms of legislation are listed below:

> *"Inspection and investigation files should be prosecuted legitimately and by avoiding all pressure groups and being free of any pressure from trade unions or non-governmental organizations, regardless of any political or local factors. Thus, favoritism can be prevented and it can also help gain occupational respect." (G16)*

Twelve participants stated that provincial education supervisors and their assistants who are also mentors should carry a **researcher** role in order to determine to what extent the new developments are being applied by teachers and school managers. The significant opinion on this issue is given below:

> *"Just like all other occupations provincial education supervisors should follow the developments involving their responsibilities and should seek an answer for the question, "how can I make this job better, more fruitful?" (G7)*

Participants stated that as mentors, provincial education supervisors and their assistants should display roles that teachers and school managers can gain information and seek consultancy concerning issues like renewed program, teaching principles and techniques, assessment and evaluation, laws and regulations. Participant opinions that can be summarized like this were cited under the **counseling** theme, some significant opinions are given below:

> *"Teachers are responsible for the students' both academic development and their personal and moral development. They need to spend time with students coming from different age and cultural backgrounds. Provincial education supervisors should provide experience based counseling to teachers in order to solve these kinds of problems." (G21)*

Participants pointed out that provincial education supervisors and their assistant supervisors should provide help to both provincial education supervisors and their assistants and teachers and school managers. Provincial education supervisors and their assistant supervisors should

have an **occupational assistance and guidance** role. It is interesting to see that only 9 participants stated this. Some of the opinions cited under occupational assistance and guidance are given below:

> *"Provincial education supervisors and their assistant supervisors' primary duty is guidance. After a satisfying guidance, inspection should be done. Teacher and school manager needs concerning training and administrating activities should be met." (G20)*

In order to determine provincial education supervisors' and their assistant supervisors' perceptions on mentorship and e-mentorship, participants were asked which issues teachers and provincial education supervisors and their assistants sought their help. This way the subjects which teachers and school managers felt they lacked information from were determined. The study aimed at shedding light on future in-service trainings and probable updates of teacher training programs. Participants stated that teachers seek help on **managerial issues** (n=20), **guidance** (n=18) and **educational change and developments** (n=12) while provincial education supervisors and their assistants sought help on **inspection and investigation** (n=20), **regulation issues** (n=19) and **time management** (n=7).

The analysis regarding issues the participants were asked help from and the display of themes is indicated below (Figure 2).
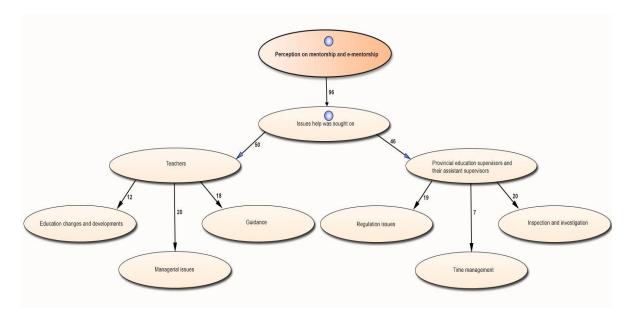


*Figure 2.* Issues that Provincial Education Supervisors and Assistant Supervisors were Asked Help From

Participants asserted with 50 different opinions that teachers sought help over 3 issues. Participants stated that teachers usually seek help on inspection and investigation cases, situations that can lead to inspection and investigation and on issues that concern their relations with the school management. This shows that teachers lack knowledge on administrative issues. The 21 members in the qualitative working group attributed 20 times on this subject, and this supports the findings of the study. Some of the participant opinions stating that teachers seek help on **managerial issues** are given below:

> *"During the regulation change period, help was demanded in order to solve problems that arose while adapting that changes to the applications and help was also demanded concerning the files that were going to be needed during inspection." (G12)*

Eighteen participants stated that teachers asked help from provincial education supervisors and their assistants concerning **counseling** issues. This helps teachers become aware that provincial education supervisors have inspection duties together with counseling roles. Such a large demand on this issue also displays how willing provincial education supervisors and their assistants are on counseling. Provincial education supervisors and their assistants express that they communicate with teachers so as not to prevent such demands. Important opinions on this issue are given below:

> *"Almost all new teachers ask me about their practices. They want my opinion when they are not sure of their knowledge. It is important that teacher needs are met rapidly and correctly." (G10)*

Twelve participants stated that teachers demand information from provincial education supervisors and their assistants concerning education changes and developments. According to these opinions, the FATIH project that Ministry of National Education (MEB) gave a start to, the education system that's being planned to be changed as 4+4+4, renewed curriculums and developments made in pedagogical formation are titles which teachers feel they lack knowledge. This proves that teachers are willing to learn, which is also an advantage for our education system. Opinions show that Information and Communication Technologies (ICT) focus on integrating with education and learning environments and this also shows that provincial education supervisors and their assistants are having trouble meeting this demand. We can say that participants and teachers are both a research man. The opinion which stated

that teachers seek help from provincial educations supervisors about **education changes and developments** is given below by keeping loyal to its original meaning:

> *"In today's rapid technology developing environment, teachers and school managers have achieved adapting to the rapid change. With regards to computer supported teaching materials being used in teaching strategies, we discuss the application examples which we have dropped behind pedagogically. We discuss the things that will change with the implementation of the FATİH project. (G3)*

Participants stated 46 different opinions on the question about which subjects provincial education supervisors and their assistant supervisors seek help from their colleagues. Participants stated that provincial education supervisors and their assistant supervisors asked for help on **inspection and investigation, regulation issues** and **time management.** Participants, who pointed out that provincial education supervisor assistants have increased their demands on these issues, also stated that there are demands from provincial education supervisors as well. This is important for our education system with regards to it showing occupational solidarity among provincial education supervisors.

The provincial education supervisors stated that as a result of the Organizational Law legislated by the Ministry, their assigned positions have expanded, many different institutions have been included in their field and thus they were assigned to a wider range of inspection and investigation cases. The provincial education supervisors and their assistant supervisors who are responsible for all the counseling and investigation processes connected to the organizations under the MEB throughout the province will need knowledge and documents for being on duty on such an expanded organizational area. Together with this, it is normal for novice provincial education supervisor assistants to feel they lack knowledge on inspection and investigation. Some participant opinions stating that provincial education supervisor assistants seek help on issues concerning **inspection and investigation** are stated below:

> *"With provincial education supervisor assistants we discuss issues that are open to question and have not been clearly stated in regulations and after necessary investigations and inspections we try to make the best decisions." (G11)*

Participants state that provincial education supervisors and their assistant supervisors ask for information on laws, regulations, directives, circulars, rules, procedures and principles. One of the opinions which were stated by 19 participants is given below:

Seven participants stated that provincial education supervisors and their assistant supervisors sought help on **time management** from them**.** Participants expressed that because their responsibility area is very large, provincial education supervisor assistants had trouble completing their tasks and asked for help concerning time management. Some of the participant opinions on this issue are as follows:

> *"According to the latest Public Services Commission, with limited numbers of them, provincial education supervisors and their assistants are assigned to the guidance, inspection, investigation and supervision work of all the organizations allied to the ministry. Although provincial education supervisors and their assistants are not work loaded, they have limited time. Novice provincial education supervisors and their assistant supervisors ask me how I manage to complete so much work in such a short time and how they can achieve this."* *(G20)*

Participants stated with 50 opinions that teachers and with 46 opinions that provincial education supervisors and their assistant supervisors asked their help and how this demand is met has gained importance. In order to gain attention, the researcher asked the participants, "In which ways do you help teachers/provincial education supervisors and their assistant supervisors enhance their career development?" Participants stated that they meet the help needs by interviewing (n=8), working together (n=6), motivating to research (n=5) and directing to in-service trainings (n=3 ). Participants added that in no way they want to reject help calls but they have to delay over a period of time to meet the needs.  In addition, they expressed their dissatisfaction of this handicap.  The opinions of participants concerning the calls for help from teachers and school managers were analyzed and given in Figure 3:
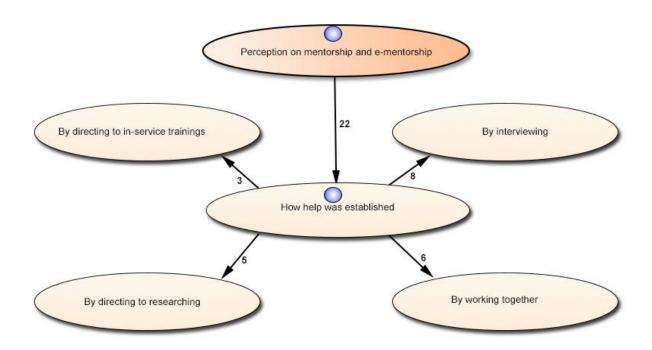
*Figure 3.* Ways that Provincial Education Supervisors and Assistant Supervisors Meet the Help Demands of Education Workers

With 8 different opinions the participants stated that they chose to interview with the demandants. Participants listened to teachers and school managers who came for help and tried to determine what they needed. They expressed that, because teachers and school managers saw that somebody was there to listen to them, they felt comfortable and cooperated in solving the problem. Together with this, some participants chose to share their occupational experiences and tried to meet the needs of teachers and school managers. Participant opinions which can be summarized like this were cited under the **interviewing** theme. Some of the participant opinions stating that they tried to meet the needs of teachers and school managers by interviewing are given below:

> *"I try to solve problems by coming together with teachers and school managers. I believe body language plays an important role in speaking and meeting the requests. By sparing time like this I believe I place value on teachers and school managers and I don't worry about the shortage of time. I feel that teacher and school managers' motivation and desire enhances like this." (G6)*

After the issue about a problem or lack of knowledge is analyzed, in order to find a solution, 6 participants stated that cooperation with teachers and school managers should be built. Their opinions were cited under the **working together** theme. Because provincial education supervisors and assistant supervisors tried to meet the needs by working together with

teachers and school managers, teachers' and school managers' desire and motivation increased and our education system benefitted mostly from this. We can say that provincial education supervisors prefer to learn together. One of the significant opinions stating that while meeting the needs of teachers and school managers all communication borders should be removed, value should be placed on the individual in front of you and within the regulation frameworks and time constraints, the solving problems together model should be adopted is given below:

> *"I sometimes don't know how to answer the questions asked by teachers. In such cases we discuss and try to find the solution together. Once teachers see my willingness to solve their problems, their respect for me and motivation for their profession increases." (G21)*

With 5 different opinions, participants stated that they try to meet the needs by giving the addressee necessary information and that they want to **direct the research.** A teacher who does research achieves learning by himself and this increases self confidence. Thus, it is important that provincial education supervisors don't provide information directly but drive teachers and school managers to do research. Provincial education supervisors state that time shortage resulting from workload plays a role in urging teachers and school managers to do research. Thus, provincial education supervisors and their assistant supervisors explain that they cannot spare much time for detailed analysis or different techniques in meeting teacher and school manager needs. One of the opinions that can be summarized like this is given below:

> *"We are always together with teachers. We spend much of our time interviewing them. When teachers consult to me with application problems, I tell what information they actually need and how they can access it. I believe that information they gain with their own effort is more valuable. Time shortage may be playing a role in me doing this." (G4)*

Participants who state that they cannot implement a detailed assessment on help and information demands from teachers and school managers because of time shortage, say that they direct teachers, school managers and their colleagues to in-service trainings done locally or nationally. One significant opinion on this issue is given below:

*"Teachers don't always come with questions that can be answered in a short interview. Some questions concern education matters or their employee personal rights. In such cases I suggest in-service trainings concerning the subject. (G7)*

## Conclusion and Suggestions

Provincial education supervisors and their assistant supervisors as mentors should play their occupational assistance and guidance, researching, inspection and investigation, counseling and leadership roles. It is significant that opinions cited under the occupational assistance and guidance theme, which is one of the primary responsibilities of provincial education supervisors and their assistant supervisors, received less emphasis. E-mentorship is accepted as one of the duties of provincial education supervisors and their assistants. This is important with regards to the indirect contributions made on teacher and school managers' career developments. Together with this, the statement made by 5 participants which claims that, due to technologic shortcomings e-mentorship is not one of the roles that provincial education supervisors and assistant supervisors should display is a matter that should be discussed.

From provincial education supervisors and their assistant supervisors, teachers and school managers asked for information on managerial issues, guidance, information education changes and developments; provincial education supervisors and assistant supervisors sought help on regulation issues, time management and inspection and investigation matters. This is important with regards to provincial education supervisors' and their assistant supervisors' displaying the titles they are to improve themselves. It is also important in showing that there is information sharing between provincial education supervisors and their assistant supervisors.

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## Genişletilmiş Öz

Mentor, kendi iş ve görevleri arasında kendilerine teslim edilen deneyimsiz işgöreni, kendi potansiyellerine ulaştırarak onlara yardım eden kimse olarak tanımlanmıştır (Shea, 1992). Bir mentor genellikle yüksek seviyeli, etkili bir danışman, etkili bir yol gösterici, gelişmiş bilgi ve beceriye sahip, bu bilgi ve becerisini mentenin kariyerini yükseltmek için kullanan bir kişi olarak tarif edilir (Ragins, Cotton ve Miller, 2000).

Yüz yüze yapılan mentorluğun internet ortamında yapılan formuna elektronik mentorluk ya da e-mentorluk denir. Yüz yüze mentorluk ya da geleneksel mentorluk, mentorluğun en fazla kullanılan formudur. Ama modern örgütlerdeki koşullar elektronik mentorluğu daha popüler hale getirmiştir. E-mentorluk hızlı, reaktif ve gerçek zamanlı öğrenme biçimlerini geliştirmek için uygulanan bir uzmanlık sistemidir (Hezlett ve Gibson, 2005).

Tüm etkinliklerin çevrimiçi ortamda gerçekleştiği e-mentorluk programlarında e-posta (Echavarria, Mitchell, Newsome, Peters, ve Wentz, 1995), çevrimiçi tartışma grupları, çevrimiçi mesajlaşma ve sohbet (Stevens ve Lundberg, 1998), ilan panoları (Miller ve McDaniels, 2001) video konferans, blog ve vikiler (Lipscomb 2010) yaygın olarak kullanılan e-mentorluk araçlarıdır.

Eğitim örgütleri de diğer örgütler gibi hayatlarını devam ettirmek için nitelikli işgörenleri yetiştirmek, geliştirmek ve istihdam etmek zorundadır. Eğitim sisteminin amaçlarına ulaşabilmesi büyük ölçüde iyi yetişmiş, donanımlı eğitim yöneticilerinin ve öğretmenlerin gayretlerine bağlıdır. Bu nedenle günümüzün sürekli değişen dünyasında okul yöneticilerinin ve öğretmenlerin değişen koşullara uygun biçimde yetiştirilmeleri kaçınılmaz bir zorunluluktur. Bu zorunluluk öğretmen ve okul yöneticileri ile il eğitim denetmen yardımcılarını iyi yetiştirmenin önemini artırmaktadır. Bununla birlikte sistemleri, daha verimli yöntemler bulma arayışına itmektedir. Bilgisayar ve internet kullanımının yaygınlaştığı günümüzde yüz yüze mentorluk ile birlikte e-mentorluğun eğitimde kullanılması önem kazanmaktadır. Yurt dışında özellikle stajyer öğretmenlerin mesleğe hazırlanmasında e-mentorluk projeleri uygulanmış ve başarılı sonuçlar alınmıştır.

Bu araştırma ile İl eğitim denetmen ve yardımcılarının e-mentorluk ve mentorluk rollerine ilişkin algıları belirlenmeye çalışılmıştır. Bu amaca yönelik olarak aşağıda yer alan görüşme soruları kullanılmıştır:

1. Bir mentor olarak eğitim müfettişlerinin rolleri nelerdir?
2. Öğretmenler sizden hangi konularda yardımcı olmanızı istiyorlar?
3. İl eğitim denetmen ve yardımcıları hangi konularda yardımcı olmanızı istiyorlar?
4. Öğretmenlerin/ il eğitim denetmen ve yardımcılarının mesleki gelişimlerini sağlamada onlara nasıl yardımcı oluyorsunuz?

Çalışmada olgu bilim deseni kullanılmıştır. Farkında olduğumuz ancak derinlemesine ve ayrıntılı bir anlayışa sahip olmadığımız olgulara odaklanılması olgu bilim (fenemenoloji) deseni olarak adlandırılmaktadır (Yıldırım ve Şimşek, 2008, s. 228). Bu araştırmada birey ve durum temelli bir yaklaşım benimsenmiştir.

2011-2012 eğitim-öğretim yılında Elazığ, Bingöl ve Malatya illerinde görevli 59 il eğitim denetmen ve yardımcıları ile yapılan görüşmelerde, zaman ayırabileceğini ve görüşlerini ifade etmekten çekinmeyeceğini belirten 21 il eğitim denetmen ve yardımcıları seçilerek, araştırmanın çalışma grubuna dahil edilmiştir.

Nitel analiz için çalışma grubu tespit edilerek, e-mentorluk sürecinde çalışma grubunun algılarına ilişkin bir değişikliğin olup olmadığının belirlenmesi amaçlanmıştır. Yapılan taramalar sonrasında Cantimer (2008)'in ve Clouse (2007)'nin kullandıkları görüşme formlarından esinlenerek, araştırmanın amaç ve yöntemi doğrultusunda, araştırmacılar tarafından geliştirilen görüşme formu kullanılmıştır.

Nitel araştırma yaklaşımı doğrultusunda tasarlanan bu araştırmada "içerik analizi" yapılmıştır. Veriler dört aşamada analiz edilmiştir:

1. Verilerin kodlanması,
2. Kodlanan verilerin temalarının belirlenmesi,
3. Kodların ve temaların düzenlenmesi,
4. Bulguların tanımlanması ve yorumlanması (Yıldırım ve Şimşek, 2008: 228).

Katılımcı görüşleri soru bazlı değerlendirilmiş olup, katılımcı görüşlerinden bazıları birden fazla kategoriye yerleştirilmiştir. Bu nedenle kategorilerdeki görüş sayısı, her bir soru bazında toplam katılımcı sayısından fazla olabilmektedir. Görüşlerin analizinde, ifadelerin benzerliğine göre gruplamalar yapılmıştır. Katılımcı görüşleri G1, G2,…,G21 şeklinde kodlanmıştır. İfadelerdeki benzer öğeler gruplandırılmış ve gruba uygun olarak temalandırılmıştır.

Taşıdığı anlam itibariyle benzer olan ya da birbirine yakın olan katılımcı görüşlerinin ön incelemesi yapılarak bir kod listesi oluşturulmuştur. Listedeki her bir koda atama yapılırken ağırlıklı olarak vurgulanan ifadeye en uygun düşen kod tercih edilmeye çalışılmıştır. Kodlara göre yapılan yüklemeler çerçevesinde, bu yüklemelerin bir üst tema ile bağlantılarını içeren modellemeler yapılan analiz işlemlerinin anlaşılabilirliği açısından önemlidir. Parent ve child kodlar arasında yüklemenin yönünü belirten oklar bulunmaktadır. Son olarak bağlantılar kurularak bulguların dönüşümü gerçekleştirilmiştir. Bu işlemin ardından ortaya çıkan bazı kavramlar, aralarındaki ilişkiyi yansıtacak biçimde modellenmiştir. Oluşturulan her tema için katılımcı görüşlerinden dikkat çekici olan görüş ya da görüşler özüne sadık kalınarak verilmiştir.

İl eğitim denetmen ve yardımcılarının bir mentor olarak mesleki yardım ve rehberlik, araştırmacılık, inceleme ve soruşturma, danışmanlık ve liderlik rollerini sergilemeleri gerektiği belirlenmiştir. İl eğitim denetmen ve yardımcılarının öncelikli görev ve sorumlulukları arasında bulunan mesleki yardım ve rehberlik temasına yerleştirilen görüşlerin daha az vurgulanmış olması dikkat çekicidir.

E-mentorluk, il eğitim denetmen ve yardımcılarının bir rolü olarak görülmüştür. Bu sonuç, öğretmen ve okul yöneticilerinin mesleki gelişimlerine dolaylı olarak sağlanacak katkı açısından önemlidir. Bununla birlikte sadece beş katılımcı tarafından, daha çok teknolojik imkanların yetersizliğinden kaynaklanan sebeplerden ötürü e-mentorluğu, il eğitim denetmen ve yardımcılarının sergilemeleri gereken bir rolü olarak görülmemiş olunması, üzerinde durulması gereken bir durumdur.

İl eğitim denetmen ve yardımcılarından; öğretmen ve okul yöneticilerinin daha çok yönetsel konular, rehberlik, eğitimde yenilik ve gelişmeler hakkında bilgi talepleri olmuşken, il eğitim denetmen ve yardımcılarının ise mevzuat konuları, zaman yönetimi, inceleme ve soruşturma konularında bilgi taleplerinin olduğu görülmüştür. Bu sonuç, il eğitim denetmen ve yardımcılarının, kendilerini geliştirmeleri gereken konu başlıklarının neler olduğunu göstermesi açısından önemlidir. Bir başka açıdan il eğitim denetmen ve yardımcıları arasında bilgi paylaşımlarının olduğunu göstermesi açısından da önemli görülmüştür.