Mentoring and its Significance in the Formation of Translators' Self-Efficacy Perceptions

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Self-efficacy is defined as the confidence in one's talents and capacity to carry out the tasks assigned to them as well as to address and resolve the issues in their personal and professional lives. On the other hand, the word 'mentor' is assumed to have roots in Greek mythology. The term "mentoring" refers to a caring, sharing, and supportive relationship in which one person invests time, knowledge, and effort into promoting the development of another person's skills, abilities, and knowledge. In this study, the role of mentoring in the formation of translator candidates' self-efficacy perception is examined. This study employs a qualitative research methodology to ascertain the translator candidates' opinions on the mentoring practice in the development of their perception of self-efficacy in their workplaces. In the findings, translator candidates state that practical training is important for them to gain self-efficacy in the field of profession. The results indicate that participants' professional experience is insufficient, they see themselves inadequate in the fields of application and they need mentor help in terms of methods to be used, self-confidence and guidance. They emphasize the value of mentoring in terms of obtaining personal and professional experience and share favourable views on this practice. The results show that the translation candidates' self-efficacy perspective is poor, but the mentoring practice may be helpful in gaining professional experience and developing a self-efficacy perception.

Introduction

Self-efficacy is expressed as the belief of the skills and ability of individuals to perform the tasks they are responsible for and to solve and complete the problems in their lives (Ng et al., 2008). Self-efficacy is expressed as one's confidence in one's own ability to perform these tasks, as well as judgment about oneself (Dutton et al., 2018). With this view s/he has about herself/himself, the individual tests her/his self-efficacy level by judging whether s/he can succeed in a task or not. Pioneering explanations and related concepts about self-efficacy were first used by William James (Deane et al., 2022). Self-efficacy was later defined by Albert Bandura within the framework of social cognitive theory (Bandura, 2001). According to the studies, the emotions, thoughts, motivations, and behavior patterns that an individual feels while performing a task are affected by the same individual's self-efficacy

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beliefs (Boat et al., 2019; Larose, 2013). According to Little et al. (2010), individuals with high self-efficacy levels are more capable of coping with problems and have higher levels of success in realizing their goals. Another study suggests that self-efficacy beliefs increase the well-being of individuals in the professional field, people become more successful in the goals they choose, the level of resilience of these individuals is higher, and these people make more efforts for their responsibilities (Köksal et al., 2015). Thus, the subjective well-being of the individual is positively affected, and the individual enriches her/his personal characteristics in many ways. Individuals with high levels of self-efficacy can motivate themselves again in unsuccessful situations and thus improve their ability to overcome difficulties. Such individuals can reduce their susceptibility to stress and depressive states that many people feel. In addition, self-efficacy belief can motivate individuals who doubt their own capacities and personal competences and enable them to struggle relentlessly in the face of difficulties. According to Raposa et al. (2016), self-efficacy beliefs affect the motivation and success level of individuals very significantly. Besides, self-efficacy and how it affects mentoring is frequently brought up in the literature on mentoring (Strapp et al., 2014). For a healthy self-efficacy development, the differences, personal characteristics and work areas of individuals should be well defined and necessary support should be provided by mentors or colleagues in the needed areas. But before deepening the relations between self-efficacy concept and mentoring, it may be beneficial to introduce brief information about mentoring as well.

"Mentor" can be regarded as one of the key concepts for improving self-efficacy. Greek mythology is the basis for the term 'mentor' (Dennis, 1993). Odysseus, the Ithaca King, has a dependable friend named Mentor who helps him get ready for battle, according to Homer's Odyssey. When Odysseus leaves for the war, he trusts Mentor with his son Telemachus. Telemachus is schooled and fostered by the king's wise friend Mentor for the twenty years prior to the king's return from the war. Since then, a distinctive name called "Mentor" has persisted. This incident has been regarded as the origin of the mentorship concept (Miller, 2002). Along with this, Shea (1994) defines mentoring as a concerned, sharing, and assisting relationship in which one person devotes time, expertise, and effort to fostering the development of another person's growth, knowledge, and abilities. In addition, the mentor reacts to the key needs of the mentee in a way that sets them up for future success or better productivity. Also known as a protégé, apprentice, student, or learner, a mentee is a person who lacks experience or knowledge and needs instruction from a mentor (Davis, 2005). And according to D'Abate and Eddy (2008), a mentor is a person with superior experience, knowledge, wisdom, influence, skills, and support who interacts with their mentee in order to encourage and improve the career development of that person.

While mentors typically function as facilitators and establish a conducive learning atmosphere, mentees are prepared to learn and are actively engaged in their learning processes. Mentoring is increasingly used by institutions as a technique to assist new hires in forming friendships, learning crucial new skills, and advancing their careers (Alcover et al., 2017; Wang et al., 2015). In one study, students who take part in the university mentorship program hope to meet knowledgeable people, obtain advice on making decisions, and receive answers to their academic and career-related issues (Conner, 2015). Another study on the reasons why student mentees join the program finds that while mentors help students on their professional paths, mentees have expectations that are specific to their job (Dollinger et al., 2019). Typically, mentoring is described as a relationship between two people, one more skilled in a particular area of their line of work (mentor) and the other less skilled (mentee). Here the aim is to teach and develop the less skilled (Haggard et al., 2011). Mentors transmit

personal knowledge to their mentees (Alcover et al., 2017; Wang et al., 2015). Working environments and conditions may differ for individuals with same status and titles. Each individual should be evaluated within the scope of her/his own capacity, workload and responsibility s/he can handle. In addition, mentoring support should be provided to these people when needed. A variety of positive effects for mentors and apprentices are produced for businesses as a result of mentoring, including better organizational performance and more competent, content, and devoted personnel (Ghosh & Reio, 2013).

On the other hand, negative behaviors such as interpersonal comparison, negative criticism, blame, judgment negatively affect the motivation of the individual and may cause loss of self-confidence. In such cases, individuals may exhibit negative behaviors even against the offered mentor assistance. The role of the mentor, as well as the family, peer group and school, is undeniably important in the acquisition of self-efficacy. Mentees who receive mentoring have higher levels of self-efficacy (DiRenzo et al., 2010). In addition to offering the mentees professional instruction, mentors also give them emotional support and protection from organizational politics (Kram & Isabella, 1985). Besides, mentoring should involve reciprocal learning and shared experiences, as well as interaction and development. By offering emotional support and expert advice, mentors should assist mentees in growing emotionally and professionally (Kram, 1985).

In particular, individuals who have just started working as translators may experience problems both professionally and socially during the process of getting used to the institutions. In many professional groups, the importance and positive effects of mentoring have been emphasized. For this reason, it can be said that mentoring is very important for translators as well since translation is a developing profession. According to the relevant literature, individuals belonging to different professional groups experience problems at the beginning of their professional life and career due to their lack of professional knowledge and experience (Azizli et al., 2015). Issues such as inability to adapt to the work environment, seeing herself inadequate, deficiencies in professional equipment, misunderstandings in the role and function of the work, time management, insufficient resource problems, high social and professional expectations may cause lack of self-efficacy for translators as in other professions (Byrne et al., 2008). It has been observed that the self-efficacy of the mentee and the mentor's interpersonal and leadership abilities may both be improved through a qualified and productive mentoring relationship (Ragins & Verbos, 2017). In addition to the typical face-to-face mentoring interactions, technology now allows for distance or e-mentoring, which has caught the interest of the institutions (Wilbanks, 2014).

For this reason, it has been observed that new translators need to learn the ways to be good translators or interpreters, to balance professional and social responsibilities, to act within the framework of ethical rules, and to reach the resources they need. In the first years of the profession, mentoring practice is important for translators in learning problem-solving methods, gaining professional experience, and most importantly, the formation of self-efficacy perception. Therefore, mentoring will both provide professional development to translators and help them to perform their tasks and duties better in their institutions. Mentoring is a practice that has been going on for many years in many western countries and in the USA. It is also a beneficial practice for all occupations, or all kind of fields. In adult and higher education contexts including education institutions, colleges, and universities, some research examines mentoring as a crucial source of learning for students and teachers (Crisp & Cruz, 2009; Nettles & Millet, 2006). Therefore, the mentoring program can bring great benefits both to the institution where the translator works and to the translator

herself/himself. However, mentoring is not done as a formal mechanism in Türkiye, especially for translators. The implementation of the mentoring model can contribute to the training of better translators. And also, guidance from experienced colleagues can be beneficial for the professional development of translators. According to the studies carried out in the field of education, academic mentoring provides significant contributions to new educators together with the academic environment and both mentees and mentors can use any learning practices in an active learning environment provided by mentoring (D'Abate & Eddy, 2008; Haggard et al., 2011; Ragins & Kram, 2007). Educators who receive mentoring assistance can be accepted more quickly in their institutions and experience less emotional and social problems. Besides, it has been emphasized that individuals who receive mentoring assistance have fewer communication problems with employees, gain professional identity faster, and have a high level of self-confidence and self-efficacy (Dougherty & Dreher, 2007).

There are difficulties and problems in training people in a professional sense. Due to these difficulties and problems, translators may face various professional issues. It can be said that mentoring practices contribute positively to educating qualified people and the need for mentoring practices is increasing day by day. Mentoring practice can be beneficial for translators as in other professions. Therefore, there is a need for mentoring practice in the field of translation as well. A limited number of studies have been conducted on mentoring practices in our country. However, there is no study investigating the role of mentoring practice in the formation of translator candidates' self-efficacy perceptions. The aim of this study is to examine the role of mentoring in the formation of translator candidates' self-efficacy perceptions and to provide new findings and information to the literature on this subject.

Methodology
Design of the study

The present study is an exploratory study and uses a qualitative, cross-sectional research approach. And participants are a sample of the population that is of interest, and the data are gathered at a single point in time. A purposive homogeneous sample of participants who have knowledge of the specific experience under study is used to choose respondents.

Qualitative research methodologies have also become more popular in recent years. In a quantitative study by disproving the untrue statements, a hypothesis can be shown to be false, and this may bring one step closer to the truth. In qualitative research, meaning, however, takes precedence over the truth. Besides, researchers using qualitative methodologies place more emphasis on experience quality than the causal correlations that are investigated by quantitative research (Pietkiewicz & Smith, 2014). Also, the researcher's perspective is significant throughout the process in qualitative research, and it emphasizes its reflexivity (Willig, 2008).

This study aims to determine the perspectives of the translator candidates about mentoring practice in the formation of the perception of self-efficacy in the places where they have their educational practice and uses a qualitative research method for this purpose. Measurement is not the focus of qualitative research; rather, it is rich, in-depth description, comprehension, and insight (Kent, 2007). A qualitative researcher inquires about people's perceptions of events, how they interpret the world, and the significance they assign to phenomena. In addition to being more accurate than quantitative research, qualitative research is also less contrived and superficial. It seeks to go deeper and go beyond the initial, logical response. It

usually pays attention to the larger context of the situation. As a result, it is adept at deciphering the intricacies and subtleties of reactions and meanings. Compared to quantitative research, it is less organized and more flexible. Additionally, it permits a less uniform approach, which can endanger reliability if there is no control. Exploratory and descriptive research questions as well as the study of complicated situations are particularly well suited to this research method. Semi-structured interview questions are asked to the participants and according to their answers the results are deduced. By focusing on each participant's information more deeply, qualitative research can accommodate uncertainty and variety with fewer participants (Potter & Wetherell, 1987). As it is aimed to develop an understanding of the role of mentoring in the formation of translator candidates' self-efficacy perceptions by disclosing their perceptions subjectively, qualitative research method is assumed as the most appropriate one.

The Sample

In the current study, a purposive sampling technique is used to establish a homogeneous sample. Purposive sampling is the most prevalent and significant qualitative research technique. (Welman & Kruger, 1999). In order to conduct successful phenomenological research in which participants will have first-hand experience of the phenomenon under study, the purposive sampling technique must be used (Pascal, 2010). Besides Creswell and Creswell (2017) suggest that this approach entails choosing each participant based on their ideal qualities for the study's objectives. The goal of purposeful sampling is to choose participants with a particular level of research related knowledge.

According to Morse (1995), saturation occurs more quickly when the sample is more constrained and precisely defined. The primary inclusion criterion for participants is determined as being a student in the translation and interpreting department. Participants are chosen for participation based on a variety of similar traits and characteristics. The study population's homogeneity should be ensured because homogeneity improves participants' sense of comfort around one another and encourages candid discussion of the subject at hand. Therefore, the present study's sample population consists of 7 students who study to be translators in an English Translation and Interpreting Department at a Turkish private university and participants' ages range from 22 to 25. This age range also provides homogeneity together with the fact that they are all senior students, and they are about to finish their studies and begin to work in translation field. Five participants are female, and two participants are male.

According to Morse (2000), fewer participants are required when each participant provides more useful data. Similarly, although there is no set guideline for sample size, it is recommended that phenomenology research should have a sample size between 5 and 25 (Creswell & Poth, 2016). Participants are found through invitations from the researcher, who also does a quick interview to make sure they are willing and able to participate. Inclusion in the sample is limited to individuals who consent to take part in the current investigation. And the participants are seven seniors of English Translation and Interpreting Department at a Turkish private university who have started their translation practice in fall semester of 2022-2023 academic year. None of them has worked as translators professionally before and they have only theoretical ideas about working in the translation field.

Data Collection Procedure

The purpose and methodology of the study were explained to each participant individually. Participation was completely voluntary. Participants may have withdrawn from the study at any time if they were uncomfortable and they were assured of their confidentiality. A pilot study was carried out in advance of the data gathering process to test the interview questions and evaluate whether they needed to be improved. A PhD candidate who had been also a translator for 9 years participated in the pilot study. The analysis of the pilot study revealed the anticipated themes. The participant claimed that the questions were clear and that she did not experience any awkwardness when responding to them. She added that she felt relaxed and that the questions helped her think through her issues. Thus, the present research's internal reliability was also ensured. Consequently, there were no significant changes made to the interview questions.

Seven seniors of English Translation and Interpreting Department at a Turkish private university accepted to participate to the study after detailed explanation about the procedure. Semi-structured interview forms were used to collect qualitative data at a Turkish private university. Participants were not asked about any other information such as gender, age, marital status, professional experience.

Semi-structured interview questions were used to obtain data. It was crucial that participants could freely express themselves, which was why the interviews contained a number of open-ended, general questions. Using semi-structured questions is a common data collection technique, while some studies also use alternative techniques including diaries and focus groups. Besides, rich and in-depth descriptions of events and phenomena that are the subject of research can be elicited through the use of semi-structured questions.

Participants are expected to allow the researcher inside their world and to provide them with a chance to communicate their own experiences in phenomenological research (Willig, 2008). Because of this, the interview's questions are designed to be open-ended and non-directive, allowing participants to freely express themselves and their worldview and enabling greater latitude in their responses. Besides, to collect demographic data, no specific, close-ended questions are posed. The four semi-structured questions are listed below:

(1) When did you first think of starting the translation profession? Do you consider yourself competent to be a translator?
(2) Have you undergone mentoring training in the translation profession? If not, would you like to be? For what reasons?
(3) Can you talk about the place and importance of mentoring in your own professional development?
(4) Why do you think the mentoring role is important?

Data analysis

In the current study, the data are obtained from semi-structured questions and these data are evaluated with descriptive analysis method. A thematic framework is formed for the descriptive analyses of the data. Afterwards, the data are processed within this thematic framework, and the findings are defined and interpreted.

First, all responses are accurately typed onto a Word document. After reviewing the transcriptions multiple times to get a comprehensive understanding of the participants, the

case examination process begins. Notes are then made on the transcripts. Emergent and recurrent themes are subsequently discovered and accordingly noted. The use of themes enabled the identification of the links and similarities. Four themes are revealed as a consequence of cross-case comparisons. Finally, the themes are then cross-compared, and a table is formed for the four recurring themes across the responses of the seven participants. Following all of these modifications, the themes are 'professional demand and inadequacy', 'lack of practice', 'the self-confidence' and 'the guidance'.

Findings of the study

There are four themes that emerge as a result of the descriptive analysis, and these are 'professional demand and inadequacy', 'lack of practice', 'the self-confidence' and 'the guidance'. The data obtained from the participants and the sample expressions they used are presented below. Participants state that they lack practice, experience, and knowledge in the professional field. And as a result, they state that they have deficiencies in self-confidence and self-efficacy. Participants argue that mentoring has a very important place in eliminating these deficiencies. At the same time, they believe that with the help of the mentor, they will learn more and gain more experiences. Sample expressions of the theme of 'professional demand and inadequacy' formed according to the data obtained from the participants are as follows:

T7: 'I heard about translation profession when I was 11. And this is the profession I want to do. However, I feel I need guidance after graduation, especially from a mentor for example, because of the inadequacy I feel about myself.'

T2: 'I was in language group in high school. I don't know exactly what to do when I begin working as a translator, because I see myself inadequate. It will be better if the missing parts of the school could be compensated by appointing a mentor at the place where I work.'

T3: 'I always wanted to see myself as a translator and I was in language group in high school. I thought about ELT or English Translation and Interpreting for a long time, and at last I decided on translation department because of working opportunities. I feel inadequate and this professional inadequacy both frightens and worries me. Also, I wonder whether I will be the only translator in my working place. This may be a problem again but if I have someone as a mentor, I hope I will be able to adapt myself better to my work.'

T5: 'I was in high school when I was introduced to translation and interpreting profession. My English teacher encouraged me to study translation. I feel that I have a lot to learn to qualify myself as a translator. And I believe that I can only overcome my professional inadequacy with the help of a mentor or another expert at my working place.'

The above answers of the participants under the theme of 'professional demand and inadequacy' suggest that all the participants study in English Translation and Interpretating on their own wishes and enthusiastically. However, participants feel themselves inadequate for their professional lives, although they complete their theoretical courses. Academicians and educators play a significant part in fostering professional competence. In addition to the academic courses that students receive during their university years, practical training and applications will be helpful for students to acquire confidence and experience the scenarios that translators may face in their working lives prior to graduation. The use of mentorship in translation practice will undoubtedly help translator candidates improve their knowledge gaps and gain experience in the field while also gaining professional experience.

The "lack of practice" theme, which is comprised of the participants' responses, can also be interpreted as a cause of professional inadequacy. In the interviews, they claim that because of

the shortcomings in practice, the students have a poor perception of self-confidence and self-efficacy.

Some of the participants responses are below:

T1: 'I don't really feel like a translator. As a translator, I don't know where to start my translation career because of this. Although I get answers from my friends and teachers when I ask questions, there is no one helping me as a mentor. I feel a mentor can facilitate my adaptation to work life as a translator.'

T4: 'Since we have very little opportunity to practice in the lessons at university, I feel inadequate and bad about practicing translation and applying my knowledge in my career.'

T6: 'Translation has its own characteristics like any other profession. Of course, learning is a lifelong process. And during this process, it is very important for us to improve our practice, to obtain information that will facilitate our work by using the tips given, and to be able to use this information. That's why I would like this kind of mentoring.'

T7: 'I have not had any mentoring, but I would like to because it can help my professional development.'

T3: 'I would like to have mentoring because I think mentoring may facilitate the adaptation process in working as a translator. Due to the low tolerance for errors in the profession, I believe it can be very beneficial to be guided by a knowledgeable person at the beginning of the profession. At the beginning, I think that mentoring is necessary in the process of getting used to the profession.'

The data obtained from the interviews show that translators who lack practical training and experience also feel a lack of self-confidence. Students may graduate as inadequate in practice due to reasons such as lack of training and laboratory practice. In addition, the lack of mentors or the lack of sufficient number of mentors in the institutions they work for when they start working may also negatively affect their development. Translator candidates state that these deficiencies in the application make them very uncomfortable both emotionally and psychologically, and they even start to feel alienated from the translation department they love to study. In addition, students state that they are afraid of losing their jobs due to their inadequacy in their profession. However, students express that they may have difficulty in sharing their professional and practical inadequacies with their colleagues in the future, and they argue that the best method to overcome this problem may be the mentoring program. In addition, translator candidates think that their professional development will increase as a result of mentoring, and that their psychological state and social life will also be positively affected.

Another prominent theme in the data from participants is 'the self-confidence'. Some of the participants have responded as the following:

T3: 'I think it is important for me to learn my profession from someone who knows it, both to increase my self-confidence in this profession and to fully understand the obligations of my profession.'

T4: 'I believe that my line of work is one that is practice and application specific. While practicing, I think we need someone to consult. That is why mentoring occupies a huge place in my profession.'

T5: 'As a future graduate, entering the sector by saying that I have knowledge about this subject, instead of entering only with theories, distinguishes me from other colleagues.

That is why it is important for a mentor to enlighten us by giving information about the sector.'

T6: 'It is possible to make some mistakes during written or oral translation and mentors can help prevent these mistakes. Since we do not have enough opportunity to practice in the lessons, I feel inadequate and bad about application of theoretical knowledge.'

T6: 'I think it is important to learn the profession from someone who masters it. I believe that the mentor can make us ready for the profession by transferring her/his knowledge and experience to us. I think I can feel more self-confident with the transfers of the person who has mastered the profession and I can fully understand the requirements of the job and master my job at the very beginning of the profession.'

The answers for this theme are in line with the previous theme. The participants all express their lack of self-confidence with their lack of practice. Sample expressions of the participants' lack of practice are given above. Participants state that they feel inadequate in the field of translation because of this deficiency. They believe the necessity of learning from an experienced mentor and that this will increase their confidence in translation. Besides confidence, mentor may help them about their professional responsibilities. Students also state the importance of practice for translation profession, and they believe mentoring may provide necessary consultation to increase their practice. Another point emphasized by students is that starting to work only with theories may hinder their progress in their professional lives and with the help mentors they may know the sector better and be more confident in their jobs. Mistakes are always a part of both written and oral translations. However, students indicate that with the help and directions of mentors they may prevent mistakes better. Also, they believe that lecturers transfer them knowledge, but mentors may transfer them their experiences and as a result of this, they may experience more self-confidence at their workplaces.

And the last theme in the data from participants is 'the guidance'. The answers related to this theme are as the followings:

T2: 'The mentoring role is very important when we want to consult someone about translation while working in a job. It is not possible to learn everything about the translation profession from the courses at university. That's why I think mentoring is far important for a translator.'

T3: 'I think mentoring is a role that should not be skipped in terms of guiding people who are new in the profession.'

T4: 'People always want to consult someone who knows better for things they don't know. This is why mentoring is so important in professional development.'

T5: 'The fact that experienced people transfer their experiences to inexperienced or less experienced people may enable these inexperienced people to make fewer mistakes. Fewer mistakes can also make people have more self-confidence. It is of great importance because the mentor knows these mistakes that the new graduates easily make.'

T5: 'I think mentoring is important because, although people feel competent, sometimes listening to the advice and lessons of experienced people can be extremely beneficial for us.'

T6: 'I think it is very useful for beginners. The mentor, who guides and teaches the requirements of the profession, becomes a very important role model for beginners. The mentor can teach the intricacies of translation as a profession in a short time. With the guidance of an experienced person, mistakes can be reduced.'

Again, all these statements are in line with previous themes. The participants express their need for guidance in their professional lives. Participants emphasize the importance of mentoring because of its guidance characteristics. Education at university prepares them theoretically, however, theory may not be useful at work unless it is supported by practice. Therefore, a master may facilitate new beginners' adaptation to the working environment, especially at the beginning of their profession. The necessity of practice is also emphasized by participants, and mentorship may boost their practice and professional development with proper advice. The fact that trying and failing could result in time loss is another point that translator candidates underline. Instead, experiences of mentors may shorten their time as translators to avoid mistakes and gain experience soon. They say less mistakes may mean more self-confidence. In other words, mistakes and self-confidence have opposite relationships. Participants also indicate the relation between mentorship and competence as guidance of a mentor may direct them correctly at work. And the last point indicated by participants is mentorship as a role model, since a mentor may guide a beginner and give necessary training and show the details of profession.

It can be said that the themes obtained from the answers given by the participants to the questions are interconnected and that the cause of one is the result of the other. The problems experienced by the participants, especially in the field of practice, may cause professional inadequacy and lack of self-confidence. In addition to the problems experienced in practice, not knowing the tools and methods in translation can also lead to problems at work. Participants express fear about not being able to do their work effectively, which could result in significant levels of stress and worry. Participants contend that the function of the mentor in their development is crucial and beneficial, and they also hold the view that acquiring professional competence through mentoring will enable them to give better services. They view teaching the techniques and tools used in translation as one of the crucial facets of the field. As a result, the participants believe that mentors should instruct them on the proper use of various tools and techniques, and they think this will solve many problems about their adaptation to work life. It is possible to infer that mentorship is crucial for guiding translators and enhancing their professional development.

Conclusion, Discussion and Recommendations

This study intends to investigate the role of mentorship on the development of translator candidates' self-efficacy perceptions qualitatively according to various variables. In this study, the role of mentoring in the formation of self-efficacy perception is examined. The opinions of translator candidates are gathered, and data on the value of mentoring in the professional experience are assessed accordingly. Translator candidates assert that the role of mentoring can significantly contribute to eradicating practice shortcomings and defining the most effective ways to be used while discussing the significance of mentoring in acquiring professional competence. A study on educators (Hampton et al., 2020) finds that mentoring boosts self-efficacy while also having a favourable impact on employee motivation, which leads to innovations in the professional world. Additionally, a study by Dybowski et al. (2017) has found that mentors help train qualified people by imparting their knowledge and experience, and employees feel more at ease using mentoring applications in the workplace.

It goes without saying how important the translation profession is. This study focuses in particular on the challenges that may be faced by translator candidates in the workplace and explores whether these challenges can be overcome via mentorship. However, there has not been any research on mentoring and translator candidates in the literature, despite many

studies on mentorship have been conducted both domestically and internationally. The study's findings suggest that practice, education, prior work experience, and mentor support that translator candidates can get at their first employment after graduation are all crucial. The value of mentoring is clear for translator candidates who want to feel more at ease, give more of themselves, and have stronger levels of self-efficacy in their careers. Additionally, mentoring highlights individual differences and gives participants the chance to work and do research in their areas of interest. Individuals with high levels of self-efficacy perform better in the workplace, claim Ayllón et al., (2019). Family, environment, personality, school, and experiences are among the variables that have an impact on how self-efficacy develops, according to Bandura (1997). Based on the study's findings, it is clear that translator candidates lack proficiency, particularly in terms of experience, but that this weakness can be remedied through mentoring. The knowledge and skills that translator candidates acquire through mentorship may help them enhance their sense of self-efficacy and make wholesome and beneficial contributions to their professional lives. This finding is also in line with Kram's (1985) that mentoring should involve interaction, mutual learning, and shared experiences and through psychological support and expert advice, mentors should aid mentees in developing both personally and professionally. People who have strong self-efficacy beliefs are more proactive and resilient in their approach to problem-solving and are less prone to be overcome by unfavourable emotions and thoughts. As a result, the services offered by the translators and the organizations they collaborate with might both be of greater quality.

No studies on the influence of mentorship on the development of translator candidates' self-efficacy perceptions have been discovered in the literature in our country. The results of this study could therefore be useful in directing future research. Universities can help their students gain professional experience by emphasizing training and practice in their translation and interpreting undergraduate programs.

Students may have the chance to put their theoretical knowledge into practice before graduating by taking part in internship, field study, or mentorship programs. Universities that do not already have a simultaneous translation lab for use in interpreting and listening classes ought to set up one. By practicing in these laboratories, students in the translation department can improve their oral translation and listening comprehension skills while learning about the resources, processes, and uses for translation. Universities can also work with the right organizations to enable translation department students to obtain experience there under the supervision of mentors. It is possible to undertake numerous research to determine the various ways that mentoring affects the translation field as a whole.

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