Investigating the Mentoring of Collaborative Teachers and Academic Supervisors in Pre-Service Early Childhood Education Teachers' Teaching Experience

Okul Öncesi Öğretmen Adaylarının Uygulama Derslerinde İşbirlikçi Öğretmen ve Akademik Danışmanların Mentörlük Süreçlerinin İncelenmesi

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Abstract

The current study aims to investigate the effectiveness of the collaborative teacher and academic supervisor's mentoring in practicum classes in early childhood education. The study is designed as qualitative research, and an unstructured interview form is used. Twelve pre-service teachers from early childhood education department who participated in the school experience or practice teaching course are samples of the study. The results show that the guiding process is not efficient, especially for classroom management strategy. Additionally, inappropriate feedback of collaborative teachers and academic supervisors do not help to develop pre-service in the profession. In addition, incompatibility between collaborative teachers' and academic supervisors' request is a problem for pre-service teachers in the practicum process. The study recommends that collaborative teachers and academic supervisors could participate in a mentoring training program, and the collaborative teachers and academic supervisors could have a meeting before the teaching experience course.

Keywords: Mentoring, pre-service teachers, early childhood education

Öz

Bu çalışmanın amacı işbirlikçi öğretmenler ile akademik danışmanlarının okul öncesi öğretmenliği bölümü öğretmen adaylarının uygulama derslerindeki mentörlük süreçlerinin etkililiğinin incelenmesidir. Nitel çalışma deseninde tasarlanan bu çalışmanın verileri yapılandırılmamış görüşme formu kullanılarak toplanmıştır. Çalışmaya uygulama derslerine devam etmekte olan on iki okul öncesi öğretmen adayı katılmıştır. Elde edilen bulgulara göre işbirlikçi öğretmenler ve akademik danışmanların rehberlik süreçleri öğretmen adaylarının özellikle sınıf yönetimi bağlamında yetersiz kalmaktadır. Okul ve üniversite arasındaki uyumsuz çalışmanın da öğretmen adaylarının uygulama derslerindeki verimini olumsuz yönde etkilediğini göstermektedir. Ayrıca işbirlikçi öğretmen ve akademik danışmanların verdikleri geri dönütlerin çok fazla etkili olmadığı ortaya koyulmuştur. Bu çalışmaya dayanarak işbirlikçi öğretmenler ile akademik danışmanların mentörlük eğitimi almalarının ve uygulama dersleri başlamadan önce bir araya gelerek birbirlerini amaçlardan haberdar etmelerini uygulama derslerinin daha verimli geçirilmesi için önerilmektedir.

Anahtar Kelimeler: Mentörlük, öğretmen adayı, okul öncesi eğitimi

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Extended Abstract

Introduction: Teacher training is significance because pre-service teachers gaining practical experiences in the teacher training course before involving the real classroom environment. NAEYC (2009) reveals that classroom-based practicum give opportunity for pre-service teachers to mix both theoretical and practice knowledge before taking the whole responsibility. However, the teaching practicum should be under control and provided with an experienced teacher (NAEYC, 2009). The main aim of the teacher training is preparing teachers to understand teacher's roles, and learn to how they help to children to learn (Graham, 2006). Because the teacher training is important for pre-service teachers, there should be some criterion of good quality teacher training. These criteria can be exemplified as atmosphere, mentors and coherent of teacher education (Ulvik & Smith, 2011). Mentor teacher is one of the elements of good teacher training, the mentor teacher is a person who provides pre-service teachers professional skills by sharing their ideas about pre-service teachers' performance, instructional skills, and their teaching strategies (Liu, 2004).

Academic supervisor is important for an efficient teacher training. However, the academic supervisors do not give enough importance to teacher training. Beck and Kosnik (2002) explain the reason of the situation; time is the vital factor because they have another duties besides conducting the teacher training. In order to increase the efficiency of the teacher training in maximum level, the mentors should have person-oriented, practice-oriented and technique oriented skills. There are some problems while conducting the teacher training course in Turkey. Pre-service teachers state that collaborative teachers lack of knowledge about the teacher training content. Moreover, collaborative teachers have negative attitudes toward pre-service teachers. On the other hand, academic supervisors do not have enough knowledge about their responsibilities.

The aim of the study is understanding the effectiveness of the mentoring process of both school and university institutions in early childhood education teaching experience. In line with the aim the following question was asked during the study; How is early childhood education pre-service teachers' teaching experience affected regarding mentoring of school and university institutions?

Methods: This is a descriptive study; the study's data was gathered based on qualitative data. Case study research design can be explained as qualitative and empirical research model. The design is set to explain and analysis on one or more cases and it is interpreted within its own course (Yıldırım & Simsek, 2013). The case study is help to understanding the factor and factors of current situation.

12 early childhood pre-service teachers were participated in the study. The participants were chosen according to convenience sampling method. Therefore, accessible pre-service teachers were included in the study from Tokat and Ankara. The essential characteristics of the participants were attending at least school experience course. Therefore, both third and fourth grade pre-service teachers were included in the study. Participating the study is totally based on volunteering. Before meeting with these participants, the researcher took an appointment from them. The researcher gave information about the topic of the interview while taking appointments. In addition, the voice recording issue has reminded the participants and take their permission.

Unstructured interview form was used to gather data from the participants. 17 questions were asked to the pre-service teachers. The interview form was created firstly based on the literature by the researcher and developed through expert opinion. The interview form asked the pre-service teachers' school experience stories' and their logical memories, in the second category they were asked to evaluate their collaborative teachers, and in the last category, they were asked to evaluate their academic advisors. Each interview lasted for 20-25 minutes, after then all interviews were transcribed.

Findings and Discussions: The gathering data were analyzed according to content analysis method. The codes were decided before regarding to literature. Themes are created based on the codes. The themes are about giving feedback and guidance performance of collaborative teachers and academic supervisors. As a result of the study, collaborative teachers are categorized like supportive feedback, not supportive feedback and not giving feedback. The participants stated that the collaborative teachers give always positive feedback or they do not give feedbacks because they do not participate the pre-service teachers' activity time. The academic supervisors generally give feedback but it can be categorized as supportive and un-supportive feedback because the academic supervisors have not had teaching experiences, their feedback is not fitted with the classroom environment. Finally, for the guiding performance; the pre-service teachers said that collaborative teachers' guiding performance is not adequately especially in classroom management issue. For the academic advisors, they stated that they would like to observe them while conducting activity in a classroom. Recommendations concluded according to the results of the study. It can be said that both collaborative teachers and academic supervisors are not adequate some mentoring skills. In order to increase their competencies, a mentoring training program can be conducted both of them. Additionally, the collaborative teachers and academic supervisors should come together to inform each other about process. They should explain the requirements of the course and schools, therefore, they can take precautions before the problems occur.

1. Introduction

Teacher education means that training teachers and raising them as an excellent teacher who is professional to use specific technical skills (Stephens et al., 2004). Therefore, practicum experience is in the middle of some teacher training program like England. When the topic is narrowed down and looking at the early childhood education scope, the professional development contains supplying education, training and giving opportunities for working with young children and their parents in the education program (Harvard Family Research Project, 2004). In addition, the professional development opportunity should be provided with classroom experience, and the experience should be under control and supported by an experienced teacher. The classroom-based practicum provides combined practice and theoretical knowledge before taking the whole responsibility of a class (NAEYC, 2009).

The feature of proper practicum requirements is described such as atmosphere, mentors and coherent of teacher education (Ulvik & Smith, 2011). Dewey mentioned the importance of mentoring and stated two different models of practicum. The first one is apprenticed model. According to this model, the mentor is a role model to imitate, and they train teacher candidates instead of teaching. For this reason, experienced teachers are very crucial as mentors. In addition, more experienced professions' guidance is crucial for teacher candidates for self-actualizing (Penglington, 2008). The second one is the laboratory model. The experienced teachers' role is guidance in different ways, such as observation, interpretation, and analyses. In this way, they try to improve a teacher candidate's professional development (Dewey, 1904). Additionally, a mentor gives feedback, the feedback is given to inform about the right and wrong sides of the learners and the strengths and weakness of their work by an expert. The feedback recipients use them for their improvements (Nicol & Dick, 2007). Moreover, pre-service teachers feel themselves more satisfied with teaching efficacy if their mentor provides feedback about their role in the classroom, study together with practice and teaching skills (Johnson, Paro, & Crosy, 2017).

The aim of the practicum is that educating pre-service teachers in order to understand what teacher's roles, and how they help children to learn (Graham, 2006). A mentor teacher is a crucial factor in supporting pre-service teachers during the process and increasing the effectiveness of practicum (Liu, 2004). The role of mentor teachers is being pedagogical guidance, emotional supporter, role model and empathize (Liu, 2004). A mentor teacher needs to aware of the strategies of supporting mentee by considering the mentee's concerns and their available level of professional development (Hennissen et al., 2011). A mentor teacher can support pre-service teachers' professional development, by this way, a mentor teacher could share their ideas about pre-service teacher's instructional skills and their teaching strategies after the mentor teacher observes pre-service teacher's performance in the classroom (Liu, 2004).

Besides school teacher's mentoring, college staff mentoring is another factor of sufficient practicum experience of pre-service teachers. The disconnection between university coursework and practicum experience has seemed like a problematic (Hoy & Woolfolk, 1989). The teacher training mentoring is conducted by doctoral students, retired teachers, or retired professors in many education programs. These faculty staffs are supposed to visit the schools to observe practicum students to assign a practice grade (Slick, 1998). However, the main staff of college does not allow time for the job. The reasons for not including academic staff in practicum as a supervisor could be categorized. The first reason is time pressure. The academicians' workload like teaching, thesis supervisor, academic publishing, and so on takes too much time. The second reason is that the supervision of undergraduate student is not awarded as well as publishing and graduate study. The last one is that they believe the value of practicum supervision, but the academic staff thinks that research and theocratizing are more beneficial for schooling (Beck & Kosnik, 2002).

Calderhead and Shorrock describe five categories of orientations in teacher education;

- Academic oriented emphasizes the teachers' subject knowledge and subject expertise as their professional strength.

- Personal oriented highlights to the importance of interpersonal relations in classroom environment. Additionally, the orientation emphasizes personal development and offering a safe environment to encourage realizing and discovering of personal strengths.

- Practice oriented mentions that classroom techniques and artistry of a teacher. This orientation emphasize the importance of classroom experience and apprenticeship model.

- Technique oriented focus on the teachers' knowledge and behavioral skills which are necessary in classroom.

- Critical oriented is related with giving the ideas of democratic values and reducing social inequities. Additionally, the critical oriented promotes helping to teachers become critical, reflective change-agents.

Qualifications of Practicum Components in Finland

When analyzing the mentor's qualifications in Finland, it can be said that all teachers in Finland have a master's degree. The major subject of the primary-school teacher is "education" for a master's degree. The pre-service teachers combine their pedagogical content knowledge and their particular subject in a master program. Without the procedures, the teachers' cannot be graduated from the program. The education process takes five to seven and a half year (Darling-Hammand & Lieberman, 2017). Besides the academic coursework, the pre-service teachers have opportunities to apply their knowledge in practical experience by the guidance of teacher educator (Kessels & Korthagen, 2001). At the University of Helsinki, pre-service teachers spend most of their time in early childhood settings during three years of their education. Therefore, they do not give a long break before graduating as a teacher (Praktikumikäsikirja, 2004, 2009).

A high-quality supervisor is an essential element of field experience. Only a good supervisor can help the pre-service teachers to mix their theoretical knowledge and personal experiences in an educational environment (Korthagen, 2001). There is a doubled supervision model for early childhood educators' practicum in Finland (Onnismaa, Tahkokallio, & Kalliala, 2015). One of the supervisor is kindergarten teacher, the role of a kindergarten teacher (collaborative teachers) as a supervisor is supporting the pre-service teachers to plan and carry out the task. The other supervisor is university lecturer (academic supervisor). The responsibility of university lecturer as a supervisor is giving feedback on the students' written plan and the lecturer's observation (Onnismaa, Tahkokallio, & Kalliala, 2015). The collaborative teachers are invited to the University of Helsinki before starting the practicum process. The collaborative teachers are informed about field experience; in this way, the collaborative teachers' mentoring skills are strengthened. Besides, the academic supervisor and collaborative teacher set up a relationship (Onnismaa, Tahkokallio, & Kalliala, 2015). In Finland, all supervisors are highly qualified collaborative teachers, and they participate in an in-service teacher training program for supervisor (Onnismaa, Tahkokallio, & Kalliala, 2015).

Qualifications of Practicum Components in Turkey

In Turkey, the mentoring qualifications are described by the Ministry of National Education and the Council of Higher Education. The mentoring issue was described as being a volunteer to contribute teaching experience, open to developing themselves in the profession, having at least three years' experience, good at using teaching methods and role model with their attitudes and behaviors to pre-service teachers (YÖK, 1998). The responsibilities of a university academic supervisor are explained by MEB (2018) like that;

- Prepare pre-service teachers for practicing activities,

- Follow the pre-service teachers' practice with supervisor teacher,

- Attend every pre-service teachers' practicum session at least four times,

- Guide and advice to pre-service teachers during practicum,

- Grade pre-service teacher's practicum course.

The responsibilities of a collaborative teacher are like that;

- Suggest to pre-service teachers about their practice,

- Guide for a pre-service teacher's, and they follow and assess their practicum,

- Evaluate pre-service teacher application at least four times with the university supervisor

- Prepare grading document about pre-service teachers

There are some problems while conducting practicum in Turkey. According to the results of a study, pre-service teachers mentioned that collaborative teachers' lack of knowledge about the content of school experience, the collaborative teachers' negative attitudes toward pre-service teachers, low motivation during the practicum period, and academic supervisor's lack of knowledge about their responsibilities (Seçer, Çeliköz, & Kayılı, 2010). The other study pointed out that pre-service teachers have problems because collaborative teachers do not accept pre-service teachers as a teacher in the classroom so the pre-service teachers must deal with authority problems while conducting the activity. In addition, they said that collaborative teachers are not good at guidance (Avcı & Karasu, 2016). Another problem about the practicum is that pre-service teachers believe that academic supervisors are incapable of performing their duties and academic supervisors should guide for pre-service teachers during the practicum process (Yılmaz, 2011).

Studies about practicum are available in the literature; however, when narrow down these studies in the early childhood area, the number of studies the number of studies are not adequate. Teaching experience or practicum courses are vital because pre-service teachers are gaining experience in these courses. However, the literature mentions the problems of the practicum for the whole department in faculty of education. Increasing the number of these kinds of studies are essential to make changes in the implication. Notably, studying for a particular branch gives advantaes because every professional has unique problems as well as common problems with other professionals. Early childhood education branch is a newly developing area; for this reason, the number of academicians is not enough at all universities for conducting the practicum courses in Turkey. This situation could lead to some problems in the mentoring process because of the time limit, and the amount of other university duties. YÖK limits the number of pre-service teachers per an academician, for this reason some pre-service teachers have mentors out of the early childhood education department. Thus, the quality of the mentoring process is decreasing.

The purpose of the study is that understanding the effectiveness of the mentoring process of both school and university institutions in early childhood education teaching experience. In order to profoundly investigate the following research question was asked;

How is early childhood education pre-service teachers' teaching experience affected regarding mentoring of school and university institutions?

2. Method

The study is designed as a case study which is a method of a qualitative approach. Case study is suitable for understanding the factor or factors of the current situation. Moreover, case study research design can be explained as qualitative and empirical research model. The design is set to explain and analysis on one or more cases and it is interpreted within its own course (Yıldırım & Simsek, 2013). In the frame of the research question, 12 pre-service early childhood education teachers were participated in the study. The samples are from Ankara and Tokat. The study's data were gathered from pre-service teachers in the fall semester of 2018-2019. The participants were chosen according to convenience sampling method.

One of the advantages of the convenience sampling method is that providing an accessible population is a sample of the study. Therefore, the convenience sampling method makes it more manageable and more practical for a study. The essential characteristic of the participants was attending school experience course. Therefore, both third and fourth grade pre-service teachers were included in the study. The purpose of the study is that understanding the effectiveness of the mentoring process of both collaborative teachers and academic supervisors. The topic is analyzed under these two themes; guiding and giving feedback of both collaborative teachers and academic supervisors. The guiding theme focuses on the person, practice and technique oriented. The person-oriented refers to building trust and safety, the practice-oriented means sharing information about children and designing more exciting lessons and techniques oriented is that sharing information about classroom management and lesson plan technique. The giving feedback is referring to evaluation written plan and observation.

Unstructured interview form was used to gather data from these pre-service teachers. The interview questions were created firstly based on the literature by the researcher and developed through expert opinion. There are 17 questions in the form. It can be divided at three categories, in the first category, the pre-service teacher's school experience stories' and their logical memories were asked, in the second category they were asked to evaluate their collaborative teachers, and in the last category, they were asked to evaluate their academic advisors. The interviews have been conducted both face to face meetings and telephoning. Before meeting with these participants, the researcher took an appointment from them. They decided an available day together.

The researcher gave information about the topic of the interview while taking appointments. In addition, the voice recording issue has reminded the participants. Each interview lasted for 20-25 minutes. After the records listened, their response was transcribed to analyze. The descriptive analysis method was used to analyze the data set. The researcher decided the themes before conducting the interview. The researcher categorized the data set based on codes. The participants were given codes to protect the privacy and follow ethics rules. The codes are between P1 and P12.

3. Findings

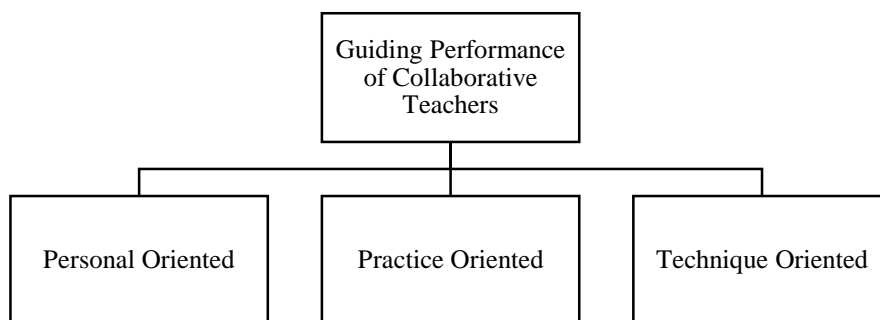**Giving Feedback of Collaborative Teachers**
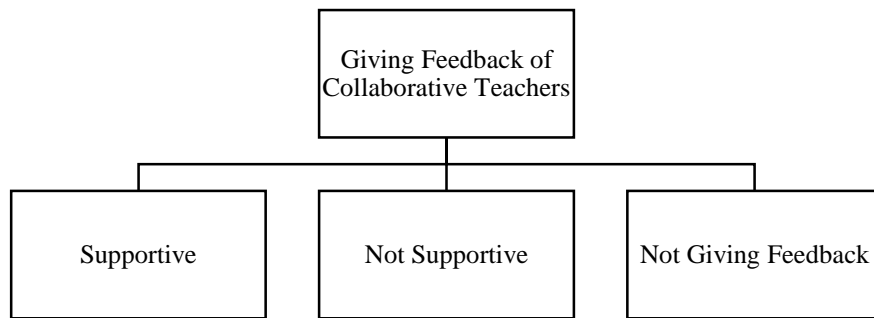
Figure 1. Giving Feedback of Collaborative Teachers

The collaborative teachers's feedback were analyzed in the study. The response of the pre-service teachers was categorized as giving supportive, not supportive feedback and not giving feedback. The pre-services mostly complained that the teachers were not in class or they were busy with their works, so they could not observe their performance while conducting their activities. P5 stated that "I cannot say that she is very interested in our activities, she generally busy with her works. Therefore, she does not observe my activity, and she does not give feedback."

Furthermore, some of the pre-services revealed that the collaborative teachers were always giving positive feedback even something was wrong with the classroom management. A pre-service (P6) reported that "She always gives feedback to the main idea of the activity rather than process. Moreover, the feedback is always positive, and she never says anything wrong or negative side of my job. Even my activity did not work; she said well done. Because she is interested in with the written part on the paper, not my performance." On the other hand, some pre-services stated that their teachers' feedbacks are constructive for the pre-service teachers. P10 mentioned that "We speak before the activity with my collaborative teacher, and even after the activity, she told the good and bad side of the activity. She is a very experienced teacher; therefore, she shares her previous experiences with us, and gives suggestions for the future."

Guiding Performance of Collaborative Teachers

Figure 2. Guiding Performance of Collaborative Teachers

Being guidance can be evaluated under these categorizes person, practice and technique oriented. These categories are created based on literature. For the personal oriented encouraging codes were used, for practice oriented sharing information about children and classroom rules codes were used. Finally, classroom management and planning lesson codes were used for techniques oriented. The pre-service teachers' responses demonstrated that the first day of the teaching experience is important. The collaborative teachers' attitudes toward the pre-services make them more quickly adapt or feel disappointed in the process. P1 gave an example from her experience, and she explained that "Last year my teacher had met me as a sister to children, but this year she identified me as a new teacher and added some days she will be with us. This introducing was good for me." Alternatively, as the P4 stated "The first day of my experience, the school advisor was shocked when she learned that we are coming from faculty of education, not from vocational high school. Therefore, she said that she did not talk appropriately with you. Then she sent us to a classroom. In the classroom, the teacher immediately directed me to a child who was crying without asking who I am, what I am doing on here. I just thought that what I am going to do." The person oriented guidance is vital to familiarize the pre-service teachers with the continued process.

Giving information about children and classroom rules are emphasized by the pre-service teachers as good guidance in terms of practice-oriented. A pre-service teacher (P9) stated that "She has not contributed to my professional development. I would like that she shared something at the beginning. For example, I did not know some rules. Therefore, I behaved not appropriately to the rules. Now, I try to fix myself; if I knew them at the beginning, I could arrange my behaviors." On the other hand, the P2 stated that telling the rules about children at the beginning makes easier the process "There were some children in the classroom, she warned me at the beginning of the practicum, she gave some suggestions about the children."

Most of the pre-service teachers shared their ideas about the collaborative teachers; the teachers were not sharing their experience with them. The pre-service teachers' responses show that if the collaborative teachers conducted more activity, they had a chance to observe the teachers' classroom management, creative ideas, and so forth. Thus, the practicum could be more beneficial in terms of professional development. For example, P4 reported that "I prefer that she conducts more activity than us; thus, I can observe her performance. Additionally, I wait that she invites us to her activities. For example, I would like to see her reading book activity, her method, and strategy to take children's attention and how she makes them curious." On the other hand, a pre-service teacher (P2) shared his experience which is a good example for him "She teaches the practical side of being a teacher. For instance, she taught how I could make a material with limited materials. She warned me when I spoke with an accent. In addition, she talked with me about some children, and she explained how I should behave them."

Classroom management topic is the hardest part of the teaching experience of the pre-service according to their quotations. The pre-services stated that they did not know classroom management strategies and their theoretical knowledge was not adequate to deal with the problem. P7 reported that "One day I was alone in a classroom with children, I started my activity, but children suddenly freaked out, one of the children was crying, the other one said that she wanted to her teacher. I was just shocked, and waited in a minute, then opened a song. With the song, I got children attention. However, this was terrible minutes for me. I wanted to go away from the environment." They also believe that their collaborative teachers can be a model or share their experience with classroom management. P5 emphasized that "I wish that I could observe her. I would like to see how she manages the classroom, how she directs the children while she is conducting the activity."

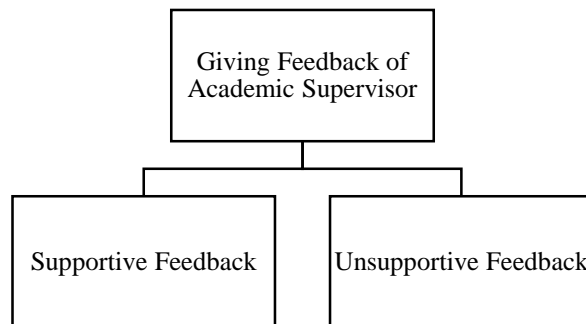**Giving Feedback of Academic Supervisor**

Figure 3. Giving Feedback of Academic Supervisor

Giving feedback can be categorized as giving supportive and unsupportive feedback. According to the response of the pre-service, all academic supervisors are giving feedback. If the feedback is on time, explanatory, complementary, and giving suggestion, the feedback is supportive. For instance, P11 shared her ideas about the topic like "My feedback is coming after I conduct my activity." The other participant (P7) told her opinion on the topic like "It helps to me very much. She writes too many things on my plan. Even she likes, she writes about why she likes. Likewise, she provides an alternative way even she likes the activity." However, a few of them think that the feedback is not beneficial; in other words, this feedback does not contribute to their professionalism because the academic supervisors have not had teaching experiences, their feedback is not fitted with the classroom environment. Further P6 stated "My academic supervisor has not given feedback yet, I want feedback because I realize that I am repeating myself. I am not creative in these days, so I need some suggestions. He can evaluate the learning process and meet with us individually,"

Guidance of Academic Supervisor
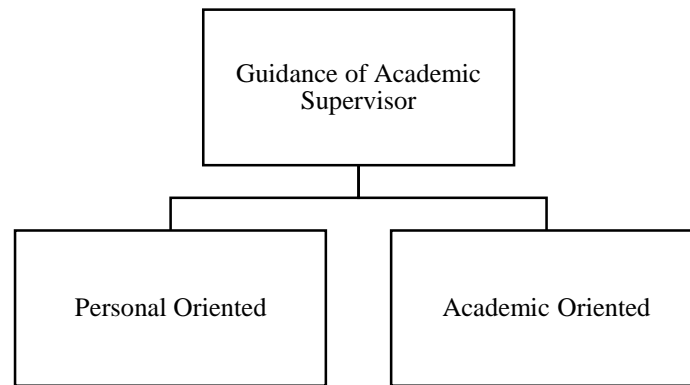
Figure 4. Guidance of Academic Supervisor

The guidance of the academic supervisor was categorized the personal oriented and academic oriented. The pre-service teachers believe that well-communication between school and university is important. They think that the university does not explain the details about the experience to school for arranging the conditions according to training. For instance, P8 reported that "The first day was perfect, the teacher was welcoming to us, and therefore, we could easily get used to. However, on the second day, they changed our classrooms because there were other internship groups. For this reason, they sent us to 3-4 years old, and now we are three people in a class."

The pre-service teachers expect more different things from their academic supervisor about their professional development as personal oriented category. They would like to hear more suggestion about conducting activity from their academic supervisor. The pre-service teachers want to provide the source and help them while writing activity from their academic supervisor. Participating in more observation, giving regular feedback, and sharing their experience are expected by pre-service teachers from their academic supervisors. Some participants pointed out that P12 "Academic supervisors can arrange seminars, in this seminar some experienced teachers can share their experiences in this way we can internalize in our professional life. In addition, the academic supervisor can suggest books." Academic supervisor's lack of guidance, P9 reported that "We can observe her in the classroom while conducting an activity or preparing an activity or material. We could start the process together than we can be separated."

The pre-service teachers evaluate their educational practice-oriented process. According to their response, it is not adequate because most of the pre-service teachers stated that they could not have a meeting with their academic supervisors. They would like to meet more often and talk about what they can do for next. On the other side, some of the pre-service teachers believe that their academic supervisor's practice-oriented is adequate because they are role model as an early childhood educator, and they are open to communication. P3 stated that "She shares her experiences with us. Our generation is close; therefore, our problems are already same with her problems. Her suggestions are more meaningful for us." Besides, the P5 reported that "I would like to see her more often because when I go to her room to consult something, I could not find her."

4. Discussion

In this study, teaching experience course in early childhood education was analyzed regarding the effectiveness of the collaborative teachers and academic supervisors' mentoring process. In this frame, collaborative teachers and academic supervisors' giving feedback and guiding process were investigated based on the interview with the pre-service teachers.

The pre-service teachers' responses indicate that collaborative teachers are not effective in giving feedback. The collaborative teachers are interested in their work, and they are not in class while a pre-service teacher is conducting their activities. The literature supports the result, Eraslan (2009) suggests that most of the collaborative teachers are not in the classroom when pre-service teachers in the classroom, therefore, they do not give feedback or give limited feedback to pre-service teachers. Although knowing the effectiveness of giving feedback in the improving professional development of pre-service teachers (Beck & Kosnik, 2002), collaborative teachers are not adequate in giving feedback. Also, when they give feedback, their comments are not instructive because the comments are generally positive. Dayı and Özyürek (2011) stated that giving feedback is an effective way to teach pre-service teachers about how they can provide the learning of children. However, the results show that collaborative teachers should be well-prepared in giving feedback issue. The pre-service teachers reported that academic supervisors generally give

feedback, while some of the feedback is supportive, some of them is not supportive. The result does not support the Saka (2019) study's result, according to her study, academic supervisors conduct meetings at the beginning and the end of the semester and they evaluate only the end term papers of the pre-service teachers. However, even the academic supervisors give feedback to pre-service teachers, Paker (2008) indicates that the feedback is not enough and strong for improving the pre-service teachers' professional development.

The pre-services comment about the collaborative teachers' guidance process is not adequate. Firstly, the study result's reveals that pre-service teachers are not considered as a teacher; the collaborative teachers can define the pre-service teachers as a sister or brother. Yılmaz (2011) supports the result; collaborative teachers behave pre-service teachers as a student instead of a teacher. One of the participants of the study explains the difference between when a collaborative teacher mentions as a sister and a teacher. The situation causes a problem for pre-service teachers, especially in classroom management process. A supportive collaborative teacher improves the pre-service teachers' professional skills by being role model, giving suggestion about the profession, sharing their ideas about the teaching profession, and teaching instructional skills (Liu, 2004). Similarly, with the literature, collaborative teachers might contribute to pre-service teacher's professional development by being a role model and giving suggestions about the profession. Pre-service teachers expect to help them to adopt school and classroom, giving feedback before and after conducting activities, guiding for time management from collaborative teachers. However, likewise, the current study result, the collaborative teachers are generally passive, interested in their jobs, or out of class (Altan, Ulutaş, & Demiriz, 2018). At this point, the teachers are not adequate because they do not involve in the process. Furthermore, another study which was conducted in Turkey result shows that the collaborative teachers' guidance skills are not supportive (Aydın, Selcuk, & Yeşilyurt, 2007).

The guidance of academic supervisors was analyzed in the current study. According to the results of the study, academic supervisors' guidance performance is not adequate, according to the study result. The pre-service teachers want to watch their academic supervisor while they are conducting the activity. However, as Saka (2019) indicates that the academic supervisors do not have enough classroom experience, if they gain more experience in classroom applications, they can be more beneficial to pre-service teachers in teaching experience. Additionally, the pre-service teachers believe that, academic supervisors might conduct more meeting with the collaborative teachers. The study result also indicates that academic supervisors are not adequate to support pre-service teachers' professional development with extra activities. The pre-service teachers expect more suggestions about the professional development, provide more source to broaden their horizons and help to pre-service while planning activity. The result could be supported another study in the literature, pre-service and collabrative teachers reveal that academic staff was not willing to conduct the school experience and they could not provide enough guidance to pre-service teachers (Seçer, Kayili, & Çeliköz, 2010).

Another duty of academic supervisor is that make clear the aim of the practicum of the pre-service, collaborative teachers and school administrators (New York University Steinhardt School of Education Department of Teaching and Learning guidance, 2006). A study result shows that there is a lack of communication between the academic supervisor and the practicum school (Şahin, 2003). The previous study's result is fitted with the current study, and the academic supervisors might not establish good communication between school and university. When they cannot establish good communication, the schools and university's desires are differing from each other. Thus, the pre-services get harder to meet both different desires. Saka (2019) study's result indicates that in-service teachers suggest that collaborative teachers and academic supervisors should study in an harmony and collaborative teachers should be chosen among teachers who have guidance skills and giving true information about the process.

5. Conclusion

The current study aims to investigate understanding the effectiveness of the mentoring process of both school and university institutions in early childhood education teaching experience. Seçer, Çeliköz, and Kayılı (2010) emphasized the problem of teaching experience in Turkey. These problems are still existing. Therefore, the main stakeholders of teaching experience such as collaborative teachers and academic supervisors could have more responsibility during the process. Academic supervisors are aware of their duties because they are the bridge between school and pre-service teachers. The academic supervisors' attitude also affects the collaborative teachers' attitudes toward the process. Yiğit, Alev, and Ekiz (2010) suggest that academic supervisors should be role model for collaborative teachers through having an active role. Therefore, academic supervisors can make a plan before the practicum start for conducting a meeting with collaborative teachers before and during the semester, and they can go together with pre-service teachers to school in the first day of the practicum to make the adaptation process easier.

The quality of the collaborative teachers and academic supervisors regarding mentoring skills is another issue of conducting an effective practicum. For example, when Turkey's mentor quality is compared with Finland's, mentor education is an important part of Finland practicum. The collaborative teachers have an education which is based on practice during their teacher training period. Additionally, the university and school institutions work together for practicum. They participate in training for improving their mentoring skills. On the other side, mentoring education is currently getting attention in Turkey. A study result mentions that collaborative teachers' criterion should be well-defined and the mentoring education should provide more practical application rather than theoretical knowledge. The education process is also followed (Saka, 2019).

According to the findings of the current study, the teacher candidates still face problems in guiding and feedback process in Turkey. The literature shows that giving feedback contributes in pre-service teachers' planning, classroom management, and teaching process skills (Yiğit, Alev, & Ekiz, 2010). As a suggestion, both mentor teachers and academicians could be trained for being as a mentor. In this way, both collaborative teachers and academic supervisors might contribute to pre-service teachers' professionalism by giving supportive feedback and appropriate guiding. In order to give more suitable feedback for practice areas, academic supervisors can develop themselves in practical applications to give more suitable feedback for classroom environments. Finally, to remove the dissonance between school and university, one of the implications of this possibility that mentor teachers and academicians could study in harmony via face to face meetings.

As all scientific research, there is a limitation for this study. The researcher mentioned the academic supervisors who are out of the professional area, however, in this study, any participants' academic supervisors are from the early childhood education professional area. In order to understand the effects of the academic supervisors out of professional, a qualitative study can be conduct as a future study. Additionally, MEB starts mentor training to collaborative teachers, however, all collaborative teachers have not attended the training yet. Therefore, a new study can be conducted to reveal the effect of the mentor training on collaborative teachers.

6. Kaynakça

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