

A STUDY ON NOVICE CLASSROOM TEACHERS' PROBLEMS  
WITH REGULAR AND ALTERNATIVE CERTIFICATES

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Approval of the Graduate School of Social Sciences.

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## **ABSTRACT**

### **A STUDY ON NOVICE CLASSROOM TEACHERS' PROBLEMS WITH REGULAR AND ALTERNATIVE CERTIFICATES**

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The purpose of the study was to explore the problems of first three-year classroom teachers who graduated from regular teacher education programs and alternative certificate programs. The study also aims at examining the problems in relation to the type of certification, gender, cities they work in, institutions they graduated from, age, graduation year, recruitment year, teaching practice, number of teachers in the schools, class size, and type of classroom they teach. The subjects of this study were elementary school classroom teachers, from Ordu, Samsun and Sinop. A total of 300 teachers in these cities were asked to fill out a questionnaire. Of the 300 teachers, 275 teachers (128 females, 147 males) completed and returned the questionnaires. The researcher for the purpose of data collection prepared a

questionnaire that consisted of a 19-item demographic data sheet, and 24-item five points Likert type questionnaire. The collected data was analyzed by using descriptive statistics such as frequencies, percentages, means and standard deviations, as well as t test, and ANOVA. The findings indicated that classroom teachers mostly face problems in teaching compound classes, applying, and understanding the body of current laws, rules and regulations, teaching the reading and writing to elementary school students, in developing supporting teaching materials and in getting students participate to the course. The findings also indicated that the alternative certification teachers experience more professional problems than the regular education teachers. It was observed that gender, city, teaching practice, number of teachers in the school, class size, and type of classroom they teach did not affect the problems experienced by the teachers.

Key Words: Professional Problems of Novice Classroom Teachers, Alternative Certification, Teacher Education.

## ÖZ

### ALANDAN VE ALANDIŞINDAN İLKÖĞRETİM SERTİFİKASI ALARAK ATANAN SINIF ÖĞRETMENLERİNİN MESLEKİ SORUNLARI

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Bu çalışmanın amacı Eğitim Fakültelerinin sınıf öğretmenliğinden mezun olan öğretmenlerle sınıf öğretmenliği dışından mezun olan ve öğretmenlik sertifikasına sahip sınıf öğretmenlerinin, mesleklerinin ilk üç yılında karşılaştıkları sorunları araştırmaktır. Bu çalışmada öğretmenlerin karşılaştıkları sorunlar, alandan ya da alan dışından olmaları, cinsiyet, çalıştıkları il, mezun oldukları kurum, yaş, mezuniyet yılı, atanma yılı, öğretmenlik yaptıkları süre, okuldaki öğretmen sayısı, sınıflarındaki öğrenci sayısı, okuttukları sınıf türü gibi değişkenler açısından da incelenmiştir.

Bu çalışmanın örneklemi Ordu, Samsun ve Sinop'ta görev yapan sınıf öğretmenleridir. Bu şehirlerde görev yapan 300 öğretmenden araştırma anketini doldurmaları istenmiştir. 300 öğretmenden 275'i (128 bayan, 147 erkek) anketi tamamlayıp göndermiştir. Toplanan veriler frekans, yüzde, aritmetik

ortalama, ve standart sapma gibi betimleyici istatistikler ile t-testi ve varyans analizi kullanılarak çözümlenmiştir.

Bulgular, sınıf öğretmenlerinin en çok birleştirilmiş sınıflarda eğitim, İlköğretim I. kademe ile ilgili yasa, tüzük, yönetmelik ve genelgesi anlama ve uygulama, ilk okuma yazma öğretimi ve öğretim etkinlikleriyle ilgili araç-gereçleri hazırlarken sorun yaşadıklarını diğer yandan öğrencilerin derse katılımını sağlamak ve diğer öğretmenler iletişim kurmakta sorun yaşamadıklarını göstermiştir.

Araştırma bulguları alan dışından öğretmenlik meslek sertifikası olarak atanan sınıf öğretmenlerinin, alandan atanlara göre daha çok sorunla karşılaştıklarını göstermektedir. Ayrıca, cinsiyet, öğretmenlikteki deneyim, okuldaki öğretmen sayısı, okuttukları öğrenci sayısı ve okutulan sınıf türünün karşılaştıkları sorunlar üzerinde etkisi olmadığı görülmüştür.

Anahtar Sözcükler: Yeni Başlayan Sınıf Öğretmenlerin Mesleki Sorunları, Öğretmenlik Meslek Sertifikası, Öğretmen Eğitimi.

This Thesis is dedicated to My Family



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## CHAPTER I

### INTRODUCTION

#### **1.1. Background of the Study**

Education is a regular and wide-ranging procedure by which individuals learn the traditional values of the society and adjust rapid changes in science and technology under the guidance of teachers. There are several reasons why societies seek more qualified education, and the significance of education changed swiftly in a course of time. Initially, educational institutions are preparing the new generation for their roles in transferring the culture and developing the future society (Summak, 1993). Moreover, economic development of a country is directly reliant on the education level of workforce. From this perspective, education considered as producer of human power, and should be well planned and qualified. In addition, education provides individuals and societies more respectful and comfortable life (Ok, 1992). In that sense, well-educated people have a chance to define their own future life, reach more comfortable living condition, know legal rights, and also have more job opportunities; the viewpoint to education was changed. Besides, every day lots of new technologies are discovered, and people desire more qualified education opportunities to meet the needs of the information age. Consequently, in order to make the future considerably different from present, countries need to educate

their new generations in accordance with tomorrow's needs.

The quality and the productivity of the education system directly rely on three major constituents —student, teacher and curriculum (Ersoy, 1997; Kaygas, 1999; Kiran, 1999; Sünbül et al, 2001). That is, the effectiveness of the education system might decrease when there is any misfit, weakness, mistake or inconsistency occurring in any of these constituents. Teachers' significance is much more than the other constituents, because societies give more responsibilities to the teachers enlarging the education quality, and standards (Türk, 1999). In order to increase the quality of education, teachers made gradual changes in society's life by teaching students, so they were considered single most important factor outside the home environment in affecting students' improvement (Brophy & Good, 1986). Thus, teachers and teacher preparation require a strong focus and high degree of interest if it is intended to improve education quality (Başaran, 1999; Güleç & Kara, 2000; Kavcar, 1999; Sezgin, 2002; Sünbül et al, 2001; Özdayı, 2000). Since teachers are primary constituent for educational excellence, the need to appoint and retain highly capable individuals to the teaching profession is clear (Holmes Group 1986, Carnegie Forum 1986, and National Governors Association 1986). Therefore, the teacher quality as the corner stone for education depends on the quality of initial teacher training programs. In other words, teaching profession requires specific initial training and supported by continuous teacher development.

The qualifications of teachers in relation to their quality and quantity problems and the working conditions are very important to the achievement of and the development of the education system since the beginning of the Turkish Republic. Many different teacher- training models have been implemented

in order to increase the teacher quality. In 1982, the teacher training responsibility was transferred from Ministry of National Education (MONE) to the universities. Since the duration of all two-year classroom teacher-training institutions was expanded four years, few classroom teachers were supplied for the next two years. Therefore, between 1991 and 1995 MONE recruited less classroom teachers than the need in schools, the existing teacher shortage steadily increased (Yıldırım & Ok, 2002). As a result, in 1996 graduates from different branches of university were employed regardless of having or not having teaching certificate for elementary classroom teaching, so the quality of education was affected negatively (Arslan, 2000).

Related to the teacher shortage there are some inconsistencies in the recruitment of classroom teachers in Turkey, and in other countries. There are several reasons why the teacher shortage appeared again and alternative certificate teachers were appointed as classroom teachers. First, as a result of the rapid changes and stimulating studies the education demands increased (Güven, 2001; Sezgin, 2002; Sönmez, 1982). For instance, in 1997, with the Law of 4306 the duration of compulsory education expanded from five to eight years, and the roles of classroom teachers changed. In order to meet the short- and long-term aims of the elementary education, the teacher training process in the education faculties has been restructured in cooperation with MONE and The Council of Higher Education (CHE) as a part of the National Education Development Project (NEDP). The requirements of teaching profession changed, and initial teacher-training curriculum of all education faculties were standardized by CHE in 1997-98 academic years. In recent times, with the National Education Development Project (NEDP), the barriers in front of schooling rate were

taken into consideration in all countries and in order to eliminate these handicaps various studies were initiated. Next, because there is no consistency in teacher education policies, many troubles encountered with regard to the teacher recruitment and distribution. The 15<sup>th</sup> National Education Convention declared that alternative certificate graduates should not be appointed as elementary classroom teacher, although this has been a trend and it spread in 1996-2002 academic years (Erçelebi, 1999). The current supply of qualified teachers is not sufficient to meet the national staffing requirements, nor is the number of the students entering the initial teacher-training programs enough to meet the projected demands. In addition, some politicians, with the purpose of getting by a large majority of the votes, followed inconsistent recruitment policies; they appointed thousands of graduates as elementary classroom teachers not considering their subject area (Ari, 2001).

Consequently, last decades a great teacher shortage emerged, especially at the elementary classroom teaching. Thus, throughout education history, in order to overcome the teacher shortage MONE attempted a temporary solution project; and recruited *the alternative certification teachers*, who graduated from either the faculty of education but not classroom teaching or Higher Education institutions, with or without teaching certificate. After recognizing that initial teacher education is crucially important, in 1997-1998 academic years MONE carried out a 33-credits/hour *alternative certification program*, called The Elementary School (Classroom) Teachers Certification Program, to prepare alternative certification graduates appropriate to the needs of schools; and in 1998-1999 academic year these programs have started in 34 education faculties. However, many researchers maintained that, in spite of certification courses and in-

service teacher training activities, great number of alternative certificate teachers experience a number of difficulties in teaching (Gürsoy, 2003; Kaygas, 1999). This approach to close the shortage brought large numbers of teaching quality problems together. Accordingly, the teacher shortage and the alternative certification programs to reduce the shortage have become a matter of question in terms of problems classroom teachers' experience.

The researches on beginning teachers have been of the various, however, the data was collected immediately after graduation, with little information on the first years of teaching. Thus, more research should be pertinent to and directed toward the professional problems of novice teachers. This study explored problems encountered by beginning teachers in the first years of teaching in relation to regular and alternative certificate and other variables.

## **1.2. Statement of the Problem**

This study was an attempt to understand the classroom teachers' problems related to their first three years of teaching, and to find out whether these problems differ according to being regular or alternative certification classroom teacher.

This study focused on the professional problems of classroom teachers who graduated from education faculties regular classroom teacher education programs and graduated from the faculty of education but not classroom teaching, and other areas with teaching certificate, in their first three years of teaching profession. The problems were also examined in relation to variables such as the

institutions teachers graduated from, gender, city they work in, age, graduation and recruitment year, teaching practice, number of teachers in the schools, class size, and type of classroom they teach.

With this purpose the following research questions were formulated

1. What problems do the novice teachers most frequently experience in their first three years of their teaching profession?
2. Are there any differences between the problems experienced by the regular and the alternative certification teachers in their first three years of teaching?
3. Are there any differences between male and female teachers' in relation to the problems they experience?
4. Do the problems that the novice teachers experience differ according to the city they work in?
5. Do the problems that the novice teachers experienced differ according to the type of the institutions they graduated from?
6. Do the problems novice teachers' experienced differ according to age, graduation year, recruitment year, teaching practice, number of teachers in the school, class size, and type of classroom they teach?

### **1.3. The Significance of the Study**

The significance of this study lies in the role of the elementary education and the classroom teachers in the whole education system. The role of the classroom teacher in the whole life of the students is critical (MEB, 1993). The shortage

and the distribution of the qualified classroom teachers and the lack of quality professional development have a negative impact on the elementary education. MONE (Ministry of National Education) search for alternative certification options that allow unlicensed people undertake a classroom with a minimal pedagogical background. Thus, it is important to bring some research evidence in relation to those classroom teachers' problems with regular and alternative certificates. That will bring some evidence in relation to alternative certification.

Regardless of the general opinion that both the regular and the alternative certificated classroom teachers, faced with many problems in their teaching profession in Turkey, the research conducted on this subject is not satisfying. It appears that little attention has been devoted to comparison of the regular and the alternative certificated novice classroom teachers' professional problems. There are studies mostly focusing on the general problems of all teachers. However, what remain unclear are the novice classroom teachers' problems. The first three years of teaching profession may be an indicator of the problems faced in the following years. This study may provide an insight into the professional problems of classroom teachers.

During the past years, documented research demonstrated that the problems of teachers at the first year(s) of teaching profession have a great impact on to leave or to remain in the profession. In order to keep the teachers in the profession it is important to investigate their first three-year professional problems, because the teacher shortage is a crucial problem in Turkey.

In the world, many research studies conducted in order to define the perceived problems of novice teachers. However, more research should be pertinent to and directed toward the novice classroom teachers' professional problems,

especially in their first years in teaching. Since the quality of teacher has a great impact on the quality of education, to investigate the professional problems of teachers in the world and in Turkey is essential.

If it is understood that both regular education and alternative certification classroom teachers' professional problems, and whether any difference between the two groups, it may provide generalizable results and a different point of view the teacher educators in Turkey. Unlike previous researches, this study looked directly at what was happening at the first three years of the teaching profession, and alternative certification.

#### **1.4. Description of Variables**

*Gender:* This variable is a designated as two categories variable: Female and Male.

*Age:* This variable is a continuous variable, ranged from 22 years old to 31 years old, but it is designated as three categories variable: between the ages 22 and 24, between the ages 25 and 27, and above 28.

*Graduation year:* This variable is a continuous variable, ranged from 1992 to 2002, but this variable is designated as two categories variable: 2000 and Before-2000 Graduates, and 2001-2002 Graduates.

*Recruitment year:* This variable is designated as three categories variable: Recruited 2000, Recruited 2001, and Recruited 2002.



*Teaching Practice:* This variable is a continuous variable, ranged from 10 months to 42 months, but it is designated as three categories variable: 10-12 Months, 13-15 Months, and 36-Months and more.

*Number of teachers in the schools:* This variable is designated as four categories variable: 1-Teacher, 2-Teachers, 3-Teachers, and 4 or more Teachers.

*Class size:* This variable is designated as three categories variable: 8-16 Students, 17- 34 Students, and 35 or more Students.

*Type of classroom:* This variable is a designated as two categories variable: Compound Classroom and Normal Classroom.

### **1.5. Definition of Terms**

*Alternative certificate classroom teachers:* The teachers who graduated from the faculty of education but not classroom teaching, and all others who attained their teaching certificate either during or after their undergraduate studies, or after they has been appointed as classroom teachers, but majoring in another area.

*Authorized Principal Teacher:* Being authorized principal teachers are those who are responsible for both teaching the students and the administration of the village schools.

*Novice teachers:* Teachers who are in their first, second, or third year of teaching and who did not have experience in classroom teaching before.

*Classroom teachers:* Individuals who teach grades 1-5.

*Compound Classroom:* This term refers to two or more grade of classrooms that are being taught in the same classroom or space.

*Elementary school:* The term used to refer to the school comprised of the grades 1-8.

*Educational background:* The institutions where participants of the present study received their undergraduate degrees.

*Regular classroom teachers:* Teachers who graduated from the classroom teaching programs of Faculty of Education.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter focuses on literature review of common professional problems of novice teachers, and the comparison of the professional problems of the alternative certification and the regular classroom teachers. In this chapter, researches on the regular (or initial) teacher education and the alternative certification, and the novice teachers' professional problems were reviewed with an emphasis on first three years in the teaching profession.

#### **2.1. Teacher Education**

As most researchers agree, teacher education is a key question of the whole education system and becoming a very important issue in the world (Başkan, 2001; Röhrs, 1999). The speedy economic, cultural, and technological developments that influence the entire world make the change compulsory. When human beings recognized the facts that education is essential to raise life quality and to achieve today's professions require well-educated human power, the importance of education, and of the characteristics of teachers increased progressively. In whole world, at least elementary education is compulsory.

Elementary education is very critical period of ones life; behaviors acquired during the elementary education have a significant impact on the whole life and academic success of students. For this reason, the classroom teachers' education is very critical (MEB, 1993).

In an attempt to prepare the classroom teachers capable to teach, lots of educators and researchers had spent their energy and time on teacher education and professional problems of teachers. In order to meet educational goals and become effective, teachers should have an understanding about child development and learning process, love and dedicate themselves to the profession, have a thought about organizing content and connecting related content areas, use lots of materials and resources when teaching their content, have an understanding about decision making in classroom, collaborate with their colleagues, parents of students, and principals, have to provide realistic opportunities to every student to be successful both at school and life, and they also teach students the way of being productive to contribute to the economic growth of society (Wiesman et al, 1999). Taking such responsibilities requires knowledge of the subjects to be taught, of the skills to be developed, and of the curriculum and materials, of methods for teaching, learner development, skills in understanding the diverse students' needs, and ability to employ such knowledge. In addition, the effective teachers should be well educated, and appropriate individuals should be appointed to the teaching profession. In this respect, many educators are curious about, whether all classroom teachers are competent enough to educate pupils according to requirements of life and elementary school curriculum, whether there are any criteria in the recruitment of individuals to the

teaching profession. In an attempt to answer these questions it might be essential to present some of the experimental research results regarding the regular teacher education, the alternative teacher education programs, and the teacher career cycles, especially initial (or preservice) and induction stages.

### **2.1.1. Regular Teacher Education**

There were some variations in way of teacher education because different countries have taken different approaches to teacher education. As a result of examining different applications to teacher education that were outlined in the literature, it was found that teacher training take charge of three dimensions: initial training, induction, and in-service training. Regular classroom teacher preparation starts with initial training at the Teacher Training Institutions. Generally, the initial teacher education programs that are offered by universities are aimed to educate candidates and equip them with professional skills by offering a curriculum including specific and real classroom experiences (Ersoy, 1997).

These programs generally last 4-years and include a core of general education and methods coursework and field experiences in actual classroom settings (Farris, 1996). Most of them require educational sociology and development psychology. Besides, programs must prepare teachers to their professional roles. In this respect, teacher-training programs require subject matter knowledge, knowledge of teaching profession general culture, and field practice (Karagözoğlu, 1996; Küçükahmet et al, 2000). These domains are very important for teacher candidates' to become ready to teach.

Subject knowledge (or knowledge of content) helps the teachers to adjust and organize the subjects according to the levels of both classes and of students. Teachers who were well trained feel self-confidence. As a result, they manage the classroom easily and their students likely to be successful (Tanrıöğen, 1996). Thus, both pedagogical content knowledge and subject knowledge are essential to the teacher education programs. Pedagogical preparations of teachers have a great impact on how they teach (Ök, 1997). The knowledge of teaching profession is another prerequisite of teaching profession. It includes the courses about learning and teaching and their implementation. The initial teacher education programs began with the introduction classes such as introduction to teaching profession, national history and culture, introduction to geography, and educational sociology, mother language. The remaining courses are ongoing and specific courses that related to methods and process of teaching, general culture and so on. Having, using, and developing this knowledge is essential requirement for being effective in teaching profession (YÖK, 1998, Appendix C). General culture courses help teacher candidates to become effective citizen and competent in the profession. Teachers who use mother language properly are likely to know their own culture and other cultures, aware of national and international social problems, follow new technologies, aware of requirements of globalization are able to successful in the profession (Küçükahmet, 2000; Tanrıöğen, 1996). Field practice courses help teachers to experience and learn real demands of teaching. In addition, these courses help teacher candidates to recognize both the characteristics of teaching profession and their own skills (Tanrıöğen, 1996).

### **2.1.2. Alternative Certification**

The alternative certification programs have been designed for individuals who need initial certification and in teaching. Alternative certification refers to program that intended for adding graduates of different majors into teaching by short courses prior to teaching. In other words, alternative certification programs refer to short-term preparation courses provided for graduates of the faculty of education but not classroom teaching, and other departments (Erjem, 1998). The goals of alternative certification programs are to overcome teacher shortage, offer alternative programs in order to train teachers, and stimulate professionals into teaching profession (Yıldırım & Ok, 2002). Alternative certification programs are assumed to provide opportunities to teacher candidates gain an understanding about classroom management, child development and learning, student assessment, lesson planning, and instruction methods, but not provide courses relevant counseling (YÖK, 1998).

The duration of alternative certification programs ranges from 3 months to 12 months or in some cases longer. The period that the courses and teaching practice are distributed may be different from one institution to another. Unlike regular teachers, alternative certificate teachers take little teaching practice before begin profession. On the other hand they are expected to take all teaching responsibilities although they have little teaching practice, usually less than two months.

In Turkey and the world alternative certification is not a new phenomenon; it has been put into practice for years to remove the teacher shortage (Erjem, 1998;

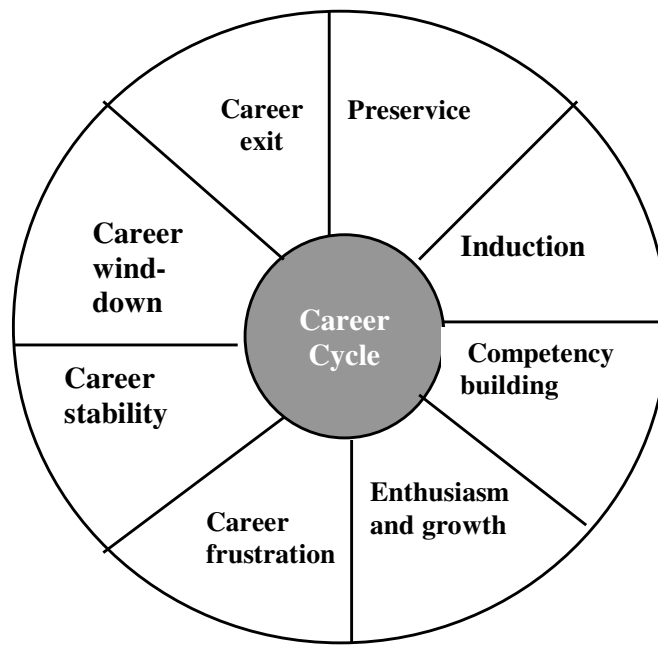
Küçükahmet, 2000). The number of classroom teachers who enter teaching profession through alternative certification programs very much in the whole world, because of vital teacher shortage. In 2000, approximately 19000 alternative certificate teachers recruited as classroom teachers (Yıldırım & Ok, 2002). The teacher shortage might be continuing as a result of high population growth. In order to overcome the teacher shortage, MONE need to find solutions to train more teachers. Consequently, the alternative certification programs are likely to put into practice for 4-5 more years, because regular teacher education programs will not close the gap between the supply and demand (Yıldırım & Ok, 2002).

## **2.2. Teacher Career Cycle**

Becoming a teacher as a lifelong process requires four-year initial education. However, completing initial teacher education program and recruited as a teacher is only the initial step in the profession. Becoming a teacher is a lifelong process and includes several stages (Wiesman et al, 1999). Just as life experiences cause one's become mature, classroom experiences lead to novice teachers' turn into professional.

Teachers gain lots of skills through purifying preservice and in-service experiences. Some researchers claimed that teachers have different thoughts, knowledge, abilities, and behaviors during their career (Lynn, 2002, Wiesman et al, 1999). For Fessler (1992) teachers go through eight different stages: pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind-down, and career exit (Figure 1).





**Figure 1. Model of the Teacher Career Cycle (Wiesman et al, 1999)**

These stages are not precise, only a supposition what an individual might experience during teaching career is emphasized. In order to give a sense about teacher education, preservice and induction stages are investigated in depth and the remaining are mentioned briefly.

### **2.2.1. Preservice**

The first stage of the teacher career cycle, called *preservice*, is the beginning period of preparation for a specific professional role. This professional preparation phase begins with deciding become a teacher and finishes with feeling ready to teach. This stage includes planned courses and field practice. In other words, teacher candidates attend courses on theory and have practice in real classroom settings during this stage (Lynn, 2002, Wiesman et al, 1999). These courses and practices help novices' become competent in using instructional

methods, gain an understanding about teaching process, instructional goals of curriculum, and learning styles, develop instructional strategies to handle the difficulties in the teaching, learn to share experiences with colleagues, and know the way of teaching the subject matter. This stage is an indicator of teacher candidates' readiness to transition from pre-service to professional practice. In other words, if this stage prepares the teacher candidates as competent as experienced teachers, the success level of teachers at the following career stages may increase and also the problems that they could experience in their first three years may decrease.

In spite of well preparation in initial training, teacher candidates may not feel comfortable in applying the theory to practice. Thus, they may need support when start teaching. This assistance may be provided by induction program that was explained in the following lines.

### **2.2.2. Induction**

Induction, as the first, second or third year of full-time teaching, is bridging the gap between initial training and later in-service training (Veenman, 1984). Induction, first year(s) in the teaching profession, aim at providing assistance to beginning teachers to make the transition from a student of teaching in a university to a full time teacher in a real classroom (Korukçu, 1996). It has commonly been identified as the most stressful, tiring, exciting and extremely challenging phase in teacher development (Gold 1996, Huling-Austin 1990; Keating, 2000, Lynn, 2002, Wiesman et al, 1999). The teachers in this stage try to find the appropriate position and circumstances where they feel comfortable.

They also strive to understand the purposes and goals of the profession, and to realize the organization structure, their own roles, and others' expectations of them (Eraut et al, 1997).

Gold (1996) claimed that the induction influences the personal and professional development of a teacher immensely. This stage provides a basis for continuous professional development by offering necessary skills, forms of knowledge, attitudes, and values in order to prepare novices in their professional role (Schlechty, 1985). During this stage, novice teachers not only try to learn how to handle classroom problems and educational issues, but also seek acceptance by students, colleagues, and principals, and understand the culture of the school and improve learning strategies for themselves, similar to experienced teachers (Huling-Austin, 1986). Although induction is in the simplest sense as an indisputable part of process of becoming a teacher, there is a teacher shortage in the world that prevents full implementation of induction program. In other words, speedy growth of population, developments in technology and economy cause societies' demand more from education. Great deals of the novice elementary classroom teachers are appointed to suburbs or village because of teacher shortage. Although induction and mentoring is a part of teacher education process, many studies show that most schools have not developed a systematic plan for the induction of beginning teachers. Therefore, lots of novice elementary classroom teachers feel isolated. They have little or no opportunities to interact with the colleagues or obtain support and assistance from the experienced teachers. They are abandoned their own, and do not receive feedback with regard to their teaching practices from experienced teachers and/or the school principals

(Yalçınkaya, 2002).

Consequently, when novice teachers experience a failure during their first year of teaching, the majority is inclined to leave the profession within their first three years (Scherer, 1999). In other words, teachers who received an appropriate induction support during their first or two year in profession, adapt to the profession easily. Induction programs are intended to increase the teaching effectiveness of novice teachers, to retain them in the profession, and to support those novice teachers who might get frustrated and abandon the profession. Thus, the implementation of this stage has been viewed necessary for successful first years of teaching (Bolam, 1995; Hargreaves & Fullan, 2000).

### **2.2.3. The Remaining Six Stages**

During the third stage, called *competency building*, teachers have an acceptance by students, colleagues, and principals, feel comfortable and secure in dealing with classroom problems and educational issues, attempt to develop their teaching skills and abilities by seeking out new materials, methods, and strategies, and attend workshops and conferences (Lynn, 2002, Wiesman et al, 1999).

At the fourth stage of the career cycle, called *enthusiasm and growth*, teachers are considered as competent in their profession but continue to progress. They begin to prepare many new occasions to help novices in their school (Wiesman et al, 1999).

In *career frustration* stage, teachers experience lack of job satisfaction, feel

frustration, suffer exhaustion, and they inquire his or her choice of entering the profession. Large classes, inadequate instruction materials, plenty of official procedure, and low salary are the stress sources that make the profession tiresome and frustrating (Lynn, 2002).

*Career stability stage* marks the point when the teachers become confident specialists in their profession, proud of their teaching, and enter into stabilization stage. In this stage, they understand their students, can productively manage the classroom, and developed appropriate strategies that make them comfortable. They feel that they are an essential part of curriculum development and administration (Lynn, 2002, Wiesman et al, 1999).

At *the career wind-down* the seventh stage of the model, teachers prepare to leave the profession. When teachers reach a certain age, they obtain new interest fields and feel that it is the time to retire or change their career. Although this stage is generally viewed as a sign of leaving the profession, a teacher may spend weeks, months, or even several years in this stage (Lynn, 2002).

The last stage, *career exit*, represents the period after the teacher leaves the profession. Teachers exit teaching profession with different reasons and manners such as retirement, to care for parents, raise children, or other necessity. This may also be a time of alternative career searching or of moving to a non-teaching position in education such as administration (Lynn, 2002, Wiesman et al, 1999).

### **2.3. Teacher Education in Turkey**

The teacher education is a critical issue in the development process of the Turkish education system. Many different models of teacher education have been

implemented since the declaration of the Turkish Republic. In order to educate new generation according to the needs and ideals of the republic teachers have undertake the most critical responsibilities (Kaygas, 1999). For this reason, selection, training and employing processes of teacher candidates is considered as a major research topic in October 1983 in Turkish Grand National Assembly (TBMM) (Tekiřik, 1994). Government and many educators intended to bring real and meaningful change in teacher education in Turkey. Therefore, a rapid restructuring movement has been started in the teacher education system, and the HEC restructured the teacher education programs in order to educate teachers corresponding to the new structure set up by the Basic Education Reform (řevik, 2002, Yıldırım & Ok, 2002). The teacher education programs' admission standards were raised, and new departments were opened in classroom teaching area (Yıldırım & Ok, 2002).

There were no general enforced standards for either licensing or accreditation till 1998. In order to answer the new demands of elementary schools, in 1998, the Council of Higher Education (CHE) revised all education faculties' initial teacher education programs (Saban, 2003). In addition, elementary classroom teacher programs' curricula were rearranged, and pedagogy courses were given greater emphasis, teaching compound classroom course was added, the amount of teaching practice courses were increased by adding School Experience I, II, and Teaching Practice courses.

At present, the initial teacher education programs require the gaining of knowledge and skills in the three principal domains—content area, general culture, and pedagogic content. Since elementary classroom teachers had been

teaching all courses during four years, they have traditionally majored in not a single area but all courses in elementary education first 5 years. The initial classroom teacher education programs started with the introduction courses—such as Basic Mathematics I, Introduction to Geography, History of Atatürk’s Principles and Revolutions, Turkish History and Culture, Science of Livings (Humanities), Turkish I: Written Exposition and so on (See Appendix C). Building on this theoretical knowledge, all candidates are involved in practice teaching, which takes place at the second semester of first year School Experience I and in the seventh semester School Experience II (Özbek & Aytekin, 2003). Today, there are 93 programs in 43 universities that educate classroom teachers in Turkey (See Appendix D). The initial teacher education programs provide teacher candidates knowledge about teaching and learning, through teaching profession courses (Table 1).

Table 1  
*The Distribution of Teaching Profession Courses*

Name of the Course	Theory	Practice	Credit	Semester
Introduction of Teacher Profession	3	0	3	1
Development and Learning Psychology	1	4	3	3
Instructional Planning and Evaluation	3	0	3	4
Instruction Technology and Development of Material	3	2	4	5
Classroom Management	2	2	3	6
Guidance	3	0	3	8
Teacher Practice	2	6	5	8
School Experience I	1	4	3	2
School Experience II	1	4	3	7
Total	19	22	31	

**Source: Küçükahmet et al, 2000( p.47).**

For graduation from classroom teacher program 152 credit/hours must be taken (Table 2).

Table 2.  
*The Distribution of Classroom Teacher Courses Credit/ Hours*

Semesters	1	2	3	4	5	6	7	8	Sum
Credit/Hours	20	20	22	21	20	20	15	14	152

**Source: Küçükahmet et al, 2000 (p. 24).**

On the other hand, there is a severe teacher shortage, especially, in classroom teaching. There are several reasons of classroom teacher shortage. First, in 1989-1990 academic years the two-year classroom teacher training programs were extended into four year, so the number of trained classroom teachers was automatically decreased in the next two years (Gürsoy, 2003, Yıldırım & Ok, 2002). Moreover, in 1990s the early retirement law encourages many teachers to retire. Besides, in 1997, the period of compulsory educations was extended from five years to eight years covering the primary grades (1-5) and previous lower secondary grades (6-8) (Saban, 2003).

Consequently, all these add the teacher shortage that existed since 1960s because of scattered settlement geographic features and rapid population growth (Arslan, 2000). On the other hand, collaboration between CHE, teacher education institutions, and MONE is not strong enough. Therefore, serious imbalances continue to exist within the profession: fields such as biology, economics, and agriculture overstocked in the number of the teachers available, while there were not enough elementary school classroom



teachers to overcome the shortage (Ari, 2001, Düzgün, 1998). There is growing awareness of the need to train more classroom teachers in order to reduce teacher shortage. Therefore, at present, the providers of elementary school classroom teachers are not only education faculties. A variety of approaches were attempted by MONE and government in order to overcome the existing teacher shortage. This covers short term training that range from forty-five days summer courses to one-year programs that combine university-based preparation with practice. In 1996, MONE was forced to appoint the majority of redundant university graduates from all academic majors as classroom teachers with or without teaching certificate. However, this action criticized by teacher training institutions, the society and the researchers. As a result, in 1998, the HEC and MONE designed a new alternative certificate program in order to educate classroom teachers (Table 3).

At present, three prerequisites are seen to be necessary for becoming elementary classroom teachers: graduation from any departments of a university, having a teaching certificate and passing Public Service Exam. For this reason, many graduates with short-term teacher certification course become classroom teachers. These alternative teacher certification programs provide teacher candidates, who graduated from university programs other than classroom teaching. They offer theoretical knowledge and teaching practices, in order to prepare them the needs of real school. However, the teaching profession courses' credit/hours are the same to the regular education, but teaching practice is less and shorter when compared to regular

teacher education programs (Table 3).

Table 3.

*The Courses offered in Alternative Certification Program*

Name of the Course	Theory	Practice	Credit
Introduction of Teacher Profession	3	0	3
Development and Learning Psychology	3	0	3
Instructional Planning and Evaluation	3	2	4
Reading and Writing Skills	2	2	3
Teaching of Life Studies and Social Studies	2	2	3
Teaching of Sciences	2	2	3
Mathematics Teaching	2	2	3
Teaching of Turkish	2	2	3
Teaching in Compound Classrooms	3	0	3
Teaching Practice	2	6	5
Total	24	18	33

**Source: YÖK [CHE] (1998).**

The results of many research studies conducted from 1960s to 2000s pointed out that many teachers entered into teaching through short-term certification courses. Most of them conclude that regular teachers generally face less problems and are more successful in teaching than alternative certification teachers (Arı, 2001; Çetin, 1997; Kaygas, 1999). For many researchers, recruitment of teachers with the alternative certificate as classroom teachers decreasing the quality of education. In other words, these programs are successful in responding to quantity problem, but not so effective in educate quality teachers (Ada, 1996; Güleç & Kara, 2000). The alternative certification novice teachers frequently experience less job satisfaction than the regular

education teachers, because they are assumed to be emotionally better prepared.

It was observed that there are two different opinions about employment of alternative certificate teachers. First, some researchers advocated that the alternative certification courses prepare teachers as well as regular education programs, so these programs should be put into practice when teacher shortage is crucial (Görgeç & Deniz, 2003, Erjem 1998, Katkat & Mızrak, 2003). Second, on the other hand, other researchers claimed that the alternative certification teachers should not be employed, because different problems emerge due to the diversity of classroom teacher preparation sources. It was maintained that short-term alternative certification programs lead teachers to encounter more professional problems. Teachers from regular education were much more satisfied with the amount and quality of preparation they received, and they reported fewer difficulties when they entered classroom teaching, and nearly all of them were planning to stay in the profession till they retire (Ari, 2001; Güleç & Kara, 2000). So it appears significant to review problems that regular and alternative certificate classroom teachers face. The following sections are dedicated to these problems.

#### **2.4. Problems of Novice Teachers**

In teaching, similar to other professions, lots of problems await the novices. If the teachers are not competent enough, they may experience lots of professional problems. Knowledge acquired in initial teacher education courses is often hardly put into practice, thus beginning teachers face various problems and their

teaching often become less effective. Competencies that are necessary to become an efficient and successful teacher were acquired through teacher profession courses during initial teacher education. According to Veenman (1984) teachers who believed that their initial education was sufficient experienced fewer problems. In this respect, teachers' professional problems were investigated in relation to the initial teacher education programs' courses under five separate sub-titles: organization of class work, dealing with individual differences, instructional planning and student assessment, material development and insufficient supplies, and classroom management.

#### **2.4.1. Problems Related to Organization of Class Work**

Teachers as individuals, when performing their roles, face various difficulties. These difficulties may arise from different sources such as insufficient knowledge about features and principles of teaching profession, classroom and school environment, the historical, social, psychological, and philosophical foundation of education, lack of latest information about teaching-learning process (Ok, 1986). If the teachers did not acquire instructional skills and sufficient knowledge about elementary school curricula during their initial education, it is inevitable that they experience professional problems. Generally, the knowledge about the body of laws, rules, and circulars about elementary education, and official writing rules are acquired after recruitment through in-service education seminars. Therefore, the beginning teachers have difficulties at the beginning of their career. Moreover, if they do not have an understanding

about organizing and summarizing content, and connecting the related content areas, the novice teachers feel themselves in difficulty. In addition, they should have an understanding about transmitting the subject to the students—such as mathematics, reading and writing. In other words, it is not enough to know the subject matter, a teacher also have to know the way of sharing message with the learners. This is overwhelming for new recruited teachers. Besides, compound classroom teaching is an immense problem nearly for all novice teachers. Where the class size is not so big, especially village schools, only one teacher is appointed to these schools in order to both educate students and administer the school, thus, teachers have to teach more than one grade in the same classroom as well as to administer the school. Generally the numbers of students in each classroom grade differ. Thus, the teachers have to prepare the lesson plans according to both the individual differences and classroom grades of pupils. It is very hard to the novice teachers to prepare compound classroom lesson plans, as well as teaching them at the same time in the same classroom, especially of they have no experience about compound classes.

#### **2.4.2. Problems Related to Dealing with Individual Differences**

Effective teachers are aware of the knowledge required for child development and learning process, thus they are accepting, and enjoying their students' individual differences. Insufficient knowledge about cognitive, affective, and psychomotor aspects, individual differences in learning, and students learning styles are also sources of professional problems. Beginning

teachers should develop the ability to use knowledge appropriately in different classroom situations while dealing with the lots of cognitive, affective, and psychomotor learning processes. Learning to manage individual differences and needs of all pupils in the classroom does not take place suddenly, automatically, or easily. These skills have to be developed during the initial training programs. In his book, Bullough (1989) maintained that throughout the novice teacher's first-year of teaching, the problem of dealing with individual differences among students continued to be confusing. Each classroom has its own variety by student ability. If the novice teachers could not recognize these individual differences at the beginning, later they become too overwhelming to deal with at an instructional level. Knowing each student has a different learning style that requires different methods of instruction (Dimililer, 1996) that directly depends on the initial education of the beginning teachers.

#### **2.4.3. Problems related to Instructional Planning and Student Assessment**

Most researchers agree that other common problems of novice teachers emerge because of insufficient knowledge about fundamental concepts and processes of curriculum development, development of annual, unit, and daily lesson plans, choosing and organizing of course content, instruction methods and strategies, features and selection of instructional materials, measurement and evaluation, assessment approaches, sorts of testing, development of achievement test, grading, difficulty in putting teaching-learning activities in practice (Calderhead & Lambert, 1992; Chiang, 1993; Dündar, 1996; Kaygas, 1999;

Öztürk, 1997; Veenman, 1984).

In other words, if initial teacher education programs could not provide the teachers with the abilities that are necessary in the classroom, teachers might encounter problems. Research results indicated that although teachers complain about making plans, they experience more problems when they enter the classroom without plans. Plans clarify the aims of course, give an understanding about subject matter, and curriculum, and help the teachers to motivate students and to use class time, consider learner differences and feel more confident.

In addition, assessing the students' success is an additional most important a problem of the majority of the beginning teachers (Bullough, 1989; Çetin, 1997; Kaygas, 1999). In order to make right decisions about students' success, each teacher should learn aspects of evaluation during their initial teacher education; creating a manageable evaluation system, avoiding bias when making judgments, and developing a workable and reasonable grading system (Bullough, 1989).

#### **2.4.4. Problems related to Material Development and Insufficient Supplies**

Insufficient knowledge about features and uses of instructional materials, role of materials in instruction process, development of materials and supporting resources maybe other source of professional problems that beginning teacher face especially in the first three years of the teaching profession. Novice teachers' experiences with the preparation and use instructional materials and supporting resources may not be adequate as. Therefore, if the opportunities of the schools that the novice teachers are appointed at are not inadequate the novices face

various problems (Arı, 2001; Dündar, 1996; Öztürk, 1997; Veenman, 1984).

#### **2.4.5. Problems related to Classroom Management**

Research findings indicated that after graduation and starting teaching, novice teachers experience great difficulty in their first-year of teaching, because of lack of knowledge and experience about classroom management. Classroom management is the most difficult part of the teaching profession (Baker et al, 2002), because it represents a significant aspect of the teacher' s pedagogical knowledge, and it is viewed as a condition for student learning. Classroom management includes knowledge about social and psychological factors that influence student behaviors, classroom environment and interaction of group, making and applying rules related to classroom management and discipline, organizing and using the classroom time, motivating students, communicating with parents, students, colleagues and administrators, and preventing classroom problems. Insufficient knowledge about classroom management brings about professional problems. For instance, adaptation to the work atmosphere, and not knowing the requirements of work and the desires of the administrator are some of those sources of trouble.

To teach students the rules, procedures, and routines of their classrooms, is the first important management task for the beginning teachers. Teachers as effective classroom managers always observe the students' behavior, aware of what happens in the classroom and express this awareness to their students. Therefore, teacher educators and researchers have suggested that before meeting with a real



classroom, novice teachers may need to reach a minimum level of competency skills in classroom management (Dimililer, 1996).

For beginning teachers to make lessons attractive for the pupils – how to motivate and enthuse children in many different ways—is a problem (Hardy, 1999). If the teachers are not skillful and enthusiastic about using different instructional methods, and additionally do not have students' respect and affection, it can be too hard to get their attention (Good & Brophy, 1994). If the teachers know the features of child development, and aware and accept the differences in learning styles, they can provide different opportunities to motivate each student. These are overwhelming tasks that require skillful observation, and integration of many different concepts and abilities that should be acquired during initial training.

The collaboration with colleagues, parents, and principals, is one of the prerequisites of being effective classroom managers. However, these relationships can be threatening for beginning teachers. Since, the majority of the parents, while well intentioned, have little interest in their children's schooling, and their cooperation with teacher is little. Not many parents made extra efforts to be involved in their children's learning and from time to time contacted the teacher to make certain the children are performing adequately (Bullough, 1989). For effective education, the collaboration between teachers and parents is essential. Especially, beginning teachers need feedback from parents in order to make decision about their own professional performance and progress, and learn the perception of families. Besides, relationships with administration can be a great concern for most of the novice teachers. Many teachers fear that

administrators will not understand what is going on in the classroom (Baker et al, 2002). Lack of administrative and uncompetitive support often removes the novices' enthusiasm (Woods & Weasmer, 2002). To have a successful first year, novice teachers need to create an open, truthful, and qualified relationship with their principal (Odell, 1986). On the other hand, the administration problems emerge in a different appearance, especially village schools. That is, the teachers who are appointed as *being authorized principal teacher* are responsible for the administration of the school, especially village schools. In other words, in one-teacher schools the teachers responsible of both teaching students and administrating the school. Since the majority of novice teachers do not have an understanding about the rules of official writing, directing school, and implementing rules, charters and regulations, they find themselves into trouble when they also have the administer role and responsibilities. Finally, relationships with colleagues are also revealed as a professional problem. The number of beginning teachers who face problems related to the relationships with colleagues is greater than experienced teachers (Johnson, 2001). In teaching profession the beginner is expected to be as successful as the experienced teachers. Thus, the novice teachers' adaptations of the school getting easy, when experienced teachers share their opinions or experiences, and answer any questions the novice may have (Geiger, 1995).

## **2.5. Review of Related Research Studies**

This section is dedicated to the presentation of research studies related to professional problems of teachers. The related literature pointed out that

throughout the education history teacher education and branch teachers' problems have seen investigation topics. On the other hand, the issue of professional problems of regular and alternative certification elementary classroom teachers required more investigation.

In his international literature review Veenman (1984) investigated 83 studies that were concerned with perceived problems of both elementary and secondary beginning teachers in their first, second and third years of teaching. He identified eight most serious problems: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, dealing with problems of individual students. He summarized all studies' results and ranked teachers' problems in several areas: 78.6 percent of the elementary school beginning teachers encountered problems with classroom managements. In addition to this, 53.6 percent of them have difficulties in dealing with individual differences of the students, and 39.3 percent of them regard themselves insufficient in motivating students. 39.3 percent of the respondents have difficulties in relationship with parents and 21.4 percent of them relationships with colleagues. 32.1 percent of them stated that they have difficulties in assessing students.

Ryan (1986) discussed six problems that were common for most of the beginning teachers. The first problem was *the shock of reality*. The fact is that although they accustomed to education surroundings the first teaching experience is very challenging for novices. The second problem was *discipline* in the classroom, usually puts the first year teacher into the most stressful situations.

Third problem was that novice teachers frequently faced dealing with parents. This problem comes out because of teachers' lack of communication skills. The majority of beginning teachers complain lack of parents' support, when teaching students. Administrators were the fourth source of problems for the new teachers. Some new teachers have a problem with authority due to insufficient opinion about what their administrators expect them. The fifth problem of novice teachers was the relationship with colleagues. Most of the time, novice teachers are welcomed by their colleagues, but then become ignored and forgotten, because of heavy teaching loads of teachers. The last general area of problems for beginning teachers was related to lack of knowledge about teaching profession. Depending on the type of teacher preparation program, teachers may or may not have had the occasion to learn lesson planning, implementing those lessons, and assessing the students.

In his informal survey of beginning teachers, Johnson (2001), claimed that teaching the classes that even experienced teachers do not want to teach because of discipline problems and troublesome students, having the most difficult duties outside of class, and lack of professional help and monitoring from the colleagues in their first years discourage new teachers and cause them to leave the profession. Similarly, Chan (2003) claimed that the majority of teacher candidates commented that teaching was highly stressful after they had their first teaching practice and their actual classroom experience.

In their research Calderhead and Lambert (1992) found that new teachers' difficulties tend to fall into four categories: developing appropriate classroom skills, uncertainty over the curriculum and planning, adjusting to the school

culture, and personal/professional difficulties. Chiang's (1993) study supported these findings. For him certain areas cause beginning teachers a great deal of stress; discipline and classroom management, curriculum design and lesson planning, parent conferencing, and accommodation of individual differences in students (Farris, 1996).

Cruickshank et al (1999) dealt with problems that teachers faced in the act of teaching. They found that teachers perceived sixty common problems that fall into five larger categories: (a) *Affiliation* refers a need that includes establishing and maintaining good relationships with education stakeholder such as—students, faculty colleagues, staff, and administrators. This problem is bothersome to many teachers that incapable to act together others in the school efficiently. (b) *Control*: Teachers prefer a controlled classroom that is; they expect students to behave truthful, respectful, quiet, tidy and polite. Generally, younger, female, and less experienced teachers troubled by control problems. They do not know how to respond to offensive behaviors, controlling aggressive behaviors, enforcing considerate treatment of property, getting to use leisure time well, maintaining students' attention, implementing values, eliminating students who are sources of irritation, and teaching self discipline. (c) *Parent relationships*: Since the conditions are students' homes impact on their school success, teachers should have good relationships with parents. However, many teachers find it difficult to have good relationships with parents and to realize about and have a positive effect on home conditions. (d) *Student success*: Teachers want to help learners achieve both academically and socially. The student success problems emerge owing to teachers' lack of knowledge on

planning, teaching, and assessing the learning. That is, teachers who reported the student success problems have trouble planning, instruction, creating student interest, providing for individual differences, using different instructional alternatives, assessing learning, promoting students' self-assessment, and extending learning beyond the classroom. (e) *Time*: Time management is also represents a serious problem for teachers. Many inexperienced teachers reported that they do not have enough time to prepare for classes, complete the planned work, and diagnose and evaluate learning due to the amount of work they must take home (Cruickshank et al, 1999, p. 409.).

In his study Bolhuis (2002), investigated the alternative routes to teaching in secondary education. The participants were 96 teacher candidates from three alternative routes. He claimed that, teacher shortages force the educational field and the government to search for different solutions. For him, the developments of alternative certification programs offer opportunities to enter teaching, and reproduce new approaches in thinking about education, learning and working. He asked the student teachers what was their main problem in teaching, based on their experience in the trainee year. The results showed that both students in the regular teacher education programs and alternative certification programs stated keeping order in class (47.9%) and activating students (25%) as the main difficulties.

Sokal et al (2003) investigated the alternative certification teachers' attitudes toward classroom management. They claimed that, experiences acquired during initial education affect teachers' attitudes toward classroom management. The alternative certification teachers' attitudes toward classroom management were

significantly different from traditional education teachers, because there were significant distinctions between traditional education and alternative certification programs. In other words, their research showed that alternative certification teachers have more difficulties learning to teach than the regular education teachers. Besides, the age of teachers also influence the type and level of experienced classroom management problems.

## **2.6. Review of Related Research Studies in Turkey**

In Turkey, several studies have been conducted in order to determine and reduce the professional problems of teachers. The following studies were revised as examples of such studies conducted in Turkey:

In his study Şahin (1995), investigated the professional competence levels of branch teachers who are working as classroom teachers in elementary schools. His research pointed out that the subject knowledge of branch teachers' who employed as classroom teachers was different from the regular education classroom teachers. He also found that the experienced branch teachers' professional knowledge level more than trainee teachers.

In the study with a sample of 175 classroom teachers, Dündar (1996) investigated the level of competencies of first year branch teachers employed as classroom teachers. Data were collected through 30 items three point Likert type scale ranging from "1" insufficient, to "3" good. Data were analyzed through descriptive statistics and ANOVA. The results showed that teachers ranked their own insufficient in several areas: 80% of the teachers ranked as "insufficient" in

teaching compound classes. In addition to this, 58.9 percent of the teachers believed that they are insufficient in teaching writing and reading skills, and 49.7 percent of them regard themselves insufficient in teaching mathematics. More than half of the teachers (59.4%) believed that their knowledge about the charters, rules, law and circulars about elementary education, and nearly half of them stated that their knowledge level of Elementary Education curriculum was not sufficient (44.6%). Planning, student assessment, communication with parents, time management, selecting instructional materials, and individual differences of students were also sources of problem for beginning teacher.

As maintained by Adem (1996), with the understanding that '*just knowing is enough to teach*' everyone gaining competence in any fields such as, physics, chemistry, history, mathematics and so on, are able to teach. However, cognitive, affective, and psychomotor developments of children had not been considered. The short-term and wrong policies caused the teaching profession to be filled with unemployed individuals. Ataünal mentioned (1994) that lately the quality of teachers not considered because of the efforts to reduce the illiterate rate and make elementary education widespread. As a result, almost all unemployed graduates from various departments became teachers.

In her dissertation Korukçu (1996), investigated problems of beginning teachers, and she found that teaching methods, classroom management, lesson planning and motivation of students were the most problematic areas. For her, beginning teachers need further training on in an induction program before and during their first year of experience. She claimed that, induction programs should provide beginning teachers with information mainly on different teaching



methods, classroom management, lesson planning, and motivation of students.

The study conducted on indoor and outdoor instructional problems of alternative certification classroom teachers in Ankara by Öztürk (1997). There were 100 alternative certificate classroom teachers who were asked to complete a questionnaire. The instrument consisted of 37 questions divided into four sections. The first section involved demographic information items, and other three involve items related to instruction plans, teacher practice, and instructional materials. Frequencies and percentages were computed to determine the level of difficulties that alternative teachers experienced.

It was found out that the teachers have difficulties in planning the lesson, managing the classroom, and assessing the students, and using appropriate materials. She revealed that the alternative certification teachers' problems were much more than regular education classroom teachers. 81% of the teachers have difficulties in meeting the level of students, and 76% of them in considering individual differences of students, 66% in preparing the instructional materials, 67% in motivating students, 67% in completing daily lesson plan at the right time, and 62% in using instruction methods appropriate to the subject and aim of the course (Öztürk, 1997).

The research carried out by Çetin (1997) provided similar information about professional problems of branch teachers appointed as classroom teachers. The participants of this study were from the central cities of Ankara. 200 teachers were chosen from 40 different elementary public schools. The data were gathered through a questionnaire that consisted of 37 questions divided into four sections—problems related to instruction activities, students, administrators, and

inspectors. She reported that at least 65% of teachers have difficulties in summarizing and connecting the preceding courses to the new subject, and in assessing student success. 60% of teachers have difficulties in motivating students, and at least 80% of them have difficulties in putting into practice their instruction activities, in developing appropriate teaching methods, and planning.

Based on the results gained from the research the branch teachers rated professional problems related to instruction activities, students, administrators, and inspectors. It was concluded that there should be enough in-service seminars in order to response the needs of the teachers, and the novice teachers should appointed central schools at least till at the end of their induction year.

Kaygas (1999) tried to identify problems of branch teachers recruited as classroom teachers because of teacher shortage. The sample was formed of 200 classroom teachers who graduated as branch teachers. The data collection instrument consisted of 35 five-point Likert items and a 6-item information data sheet to get demographic data such as gender, branch, and teaching experience. The data was analyzed descriptively to determine professional problems of teachers. One-way ANOVA procedure was used to compare differences of the problems related to the length of teaching and the branch that they graduate from.

He identified a set of problems including classroom management, evaluations of students, and relationships with parents. Kaygas' study pointed out that branch teachers' initial teacher training was different from regular education classroom teachers, so, their knowledge about classroom teacher profession was not sufficient to deal with the requirements of the profession. These teachers had lots of difficulties in teaching and organizing the subject matter, lesson planning,

student assessment, meet the level of students, and classroom management. The results displayed that nearly all branch teachers declared that they encountered difficulties in teaching compound classes, in teaching the reading and writing to elementary school pupils, and in considering students' level of learning .

It was recommended at this study that in order to increase the productivity of branch teachers' who recruited as classroom teachers, and to make them knowledgeable about requirements of teaching profession in-service education programs prepared with the collaboration of universities. The branch teachers should not appointed village schools with compound classrooms.

The study of Yalçinkaya (2000) showed that there is a strong relationship between the teachers' job satisfaction and success in the profession. If the factors preventing job satisfaction are removed, the teachers will be more successful in their profession. Job satisfaction decreased if the burden of profession was actually high. On the other hand, teachers are more satisfied when they have sufficient autonomy in teaching, and participate in decision-making process. It is difficult to claim that alternative certificate teachers gained enough pedagogical knowledge and subject field to teach. For this reason, their teacher roles were affected negatively, and they would not satisfy the profession. Many of the conflicts appear between new teacher and administrator, parents, and colleagues.

Arı (2001) compared the qualities of classroom teachers who graduated from faculties of regular teacher education programs and alternative certificate teacher education programs. In order to find out differences both school principals' and elementary school inspectors' point of views about the competencies of regular education and alternative certification teachers were investigated.

To realize the above-mentioned purpose, first, a questionnaire was conducted to 25 principals, and 31 elementary school inspectors in Balıkesir. Participants rated 25 questions, and it was found that there were significant differences between the two groups of teachers with regard to the characteristics that a teacher should possess. Second, 38 classroom teachers (19 of them regular classroom teachers, and others alternative certification teachers) were observed by elementary school inspectors and observation forms were filled.

In the lights of these findings, Arı (2001) stated that the regular classroom teachers have less problems than the alternative certification teachers in the following issues: to trust their own competencies that are necessary to become effective in the profession, to follow the body of current laws that relevant to teaching, to get well relationships with parents, to know subject knowledge and teaching methods, to make annual, unit and daily plans, to connect the new subjects to the previous content, to motivate students, to use visual and auditory instruction materials, to choose appropriate instructional methods, and to use the classroom time effectively. He recommended that, to remove these deficiencies, the beginning alternative certification teachers should be appointed central schools with more than one experienced cooperating teachers. In order to help novice to adapt work atmosphere, more functional in-service courses should be arranged.

For Aslan (2001), teachers coming from different sources could not have an agreement on education owing to differences of graduation majors. If teachers entered the classroom without mastering the essentials of education, it could be damaging to society's future. These latecomers, who graduated different majors

of universities, brought various points of views and professional problems related to deficiencies in teaching (Aslan, 2001). In that sense, even though only graduates of Medicine Faculty conduct profession of a doctor and only graduates of the Law Faculty perform profession of a barrister there is no specialization in the teaching profession. In other words, almost all majors' graduates could be appointed, if applied, on the condition of taking teaching certificate. Consequently, as most researchers agree, the classroom teaching profession filled lots of alternative certification teachers. Since the alternative certification teachers have inadequate knowledge about elementary school curriculum and few experiences with students, the quality of both the education and the teaching profession was affected negatively (Adem, 1996; Aslan, 2001; Ataunal 1994).

Similarly, Gürsoy (2003) maintained that, alternative certification programs offered imperfect certificates to the individuals who did not take the specific courses of regular education. Utilizing alternative certificate teacher education programs causes many problems in the teaching profession. As a result of these programs, at the present, many unqualified graduates are employed.

For him, although teaching profession has an important position in the whole education system, the opportunities to train qualified teachers are not enough. To cause the profession to meet the standards of the developed countries is only possible to decrease the problems at a minimum level or putting away.

## **2.7. Summary**

There are many research studies relating to teacher training in the literature, the admission standards of teacher education programs, and teachers' problems.

However, there are no relevant studies about regular education and alternative certification classroom teachers' professional problems; in consequence, the results of this research will provide information about regular and alternative teacher education programs competencies.

This study is an analysis of a research on problems experienced by regular and alternative novice teachers who have just completed at least one year in teaching. Findings from many articles and thesis were categorized according to the initial teacher education programs' teaching profession courses that are aimed at to prepare teachers requirements of the profession.

As mentioned earlier, researches on beginning teachers shown that they encounter lots of difficulties with classroom discipline, motivating pupils, dealing with individual differences between students, assessing students' work and relations with parents (Brock & Grady, 1998; Veenman, 1984). The problems encountered during the first three years of teaching have been found to discourage many beginning teachers and they attempt to leave the profession (Colbert & Wolff, 1992; Odell & Ferraro, 1992; Weiss, 1999).

The aforementioned thesis, Kaygas (1999) and Öztürk (1997), have important researches on the elementary school classroom teachers who graduate as a branch teacher. However, they only focused on the alternative certificate classroom teachers' professional problems.

Arı (2001) pointed out that there are some problems between regular and alternative certification teachers in regarding to experienced problems. For him alternative certificate teacher face more problems than the regular ones.

In summarizing the literature on professional problems of teachers,

researchers (Ari ,2001; Çetin, 1997; Gürsoy, 2003; Kaygas, 1999) reported that subject matter preparation; information about child development and learning were some sources of problems novice teachers' encounter.

For some researchers, the most important problem of teachers is coming into the teaching profession from different departments. Therefore, the teaching profession should not be filled with alternative certification teachers who do not have enough knowledge about the child development, learning process and elementary first 5-year curricula. Contrary, other researchers advocated that initial teacher education do not have great impact on teaching effectiveness and experienced teachers problems.

By 2000, in Turkey, there is still a teacher shortage in elementary school classroom teaching, because the numbers of graduated teachers are not enough to meet the demand. The critical shortage of elementary school classroom teachers might continue for many years, and alternative certification teachers will be employed as classroom teachers, if realistic solutions are not discovered.

These discussions indicate a clear need more investigation about regular education and alternative certification teacher education programs, and teachers' problems.

## CHAPTER III

### METHOD

This chapter focuses on the presentation of procedures used in this study. The main headlines are the overall design of the study, the participants, the data collection instruments, the data collection procedures, the data analysis procedures, delimitations, and assumptions of the study.

#### **3.1. Overall Design of the Study**

This study was designed to investigate the problems of the novice regular education classroom teachers and the alternative certification classroom teachers. The sample of this study consisted of the Public Elementary Schools Classroom Teachers from the Black Sea region districts of Ordu, Samsun and Sinop. The researcher used a five points Likert type questionnaire and data sheet as the main data collection instrument. The content related validity evidence and internal consistency reliability evidence were the major qualities check for the instrument. The procedures were expert opinion, review of relevant literature and Cronbach's Alfa respectively. The data was collected during 2003-2004 academic year by the researcher. The data gathered were subject to descriptive and inferential statistical analysis procedures.



### **3.2. Participants**

In order to select the participants of the study, first a list of public elementary schools in Ordu, Samsun and Sinop were obtained from the regional office of the District Directorate of Ministry of National Education. Then, the participants are randomly selected from central districts of Ordu, Samsun and Sinop among novice Public Elementary School classroom teachers. There were two reasons for selecting these three cities. First, the teachers of the indicated cities were expected to be recruited in the last three years. Second, the researcher herself was an elementary classroom teacher in Samsun. The close cities of Sinop and Ordu were deliberately selected.

As a result 275 classroom teachers participated to the study. Participants were grouped as science, social sciences and classroom teaching. Science covers graduates of Physics, Chemistry and Biology. Social sciences cover teachers who graduated from Geography, Philosophy, Sociology, Religion, History and Educational Sciences (Measurement and Evaluation, Curriculum and Instruction). Those who graduated from regular education classroom teaching were classroom teacher. 30.5 percent of the respondents were Classroom Teachers, and 70 percent of them were alternative certificate classroom teachers (31 percent of them graduated from Science and the remaining from Social Sciences, 38.5%).

Approximately 46,5 percent of the participants were female, and the remaining participants were male (53,5%), although general profile is in favor of female teachers, in this study number of male teachers exceeded the number of females (Table 4). All of the participants work at village schools of the three cities (See

Appendix B).

Table 4  
*Gender, City Teachers Work in, and Departments of Teachers*

City	Gender	Department							
		Classroom teachers		Science		Social Sciences		Total	
		f	%	f	%	f	%	f	%
Ordu	Female	5	1.8	5	1.8	0	0.0	10	3.6
	Male	6	2.2	8	2.9	12	4.4	26	9.5
	Total	11	4.0	13	4.7	12	4.4	36	13.1
Samsun	Female	33	12.0	40	14.6	37	13.5	110	35.7
	Male	30	10.9	23	8.4	45	16.4	98	35.7
	Total	63	22.9	63	22.9	82	29.8	208	75.6
Sinop	Female	3	1.1	2	0.7	3	1.1	8	2.9
	Male	7	2.5	7	2.5	9	3.3	23	8.4
	Total	10	3.6	9	3.3	12	4.4	31	11.3
Grand Total		84	30.5	85	30.9	106	38.5	275	100

61.8 percent of the respondents were between 25 and 27 years old, 22.9 percent of them between 22 and 24 years old and the remaining 15.3% were above 28 years old. The distribution of teachers who responded the questionnaire according to gender, age and departments is summarized in Table 5.

Table 5.  
*Gender, Age, and Departments of Teachers*

		Department							
		Classroom teachers		Science		Social Sciences		Total	
Age	Gender	f	%	f	%	f	%	f	%
	Female	19	6.9	16	5.8	6	2.2	41	14.9
22-24	Male	21	7.6	20	7.3	2	0.7	43	15.6
	Total	40	14.5	36	13.3	8	2.9	84	30.5
	Female	5	1.8	39	14.2	3	1.1	47	17.1
25-27	Male	6	2.2	28	10.2	4	1.5	38	13.9
	Total	11	4.0	67	24.4	7	2.6	85	31.0
	Female	2	0.7	28	10.2	10	3.6	40	14.5
28+	Male	10	3.6	39	14.2	17	6.2	66	24.0
	Total	12	4.4	67	24.4	27	9.8	106	38.6
Grand Total		63	22.9	170	61.8	42	15.3	275	100

The classroom teachers have at least four year undergraduate degree, and more than half of them were recruited 2000 and after 2000, that is they were graduates of new teacher education programs revised and restructured in 1997 (58.5 %), and the remaining graduated 1999 and before 1999. They are graduates of old program (41.5%) and were in the first three years of their teaching.

Most of the alternative certification teachers got their teaching certificate during university education from their own universities (59.7%), while 11% got it after graduation and finally 29.3% from other universities. The length of courses varies from 3 months to 24 months. More than half of the alternative certificate teachers

(56.4 %) joined teaching practice, and 13.1% percent of them did not joined it at all.

As maintained in this study nearly half of the novice teachers appointed to the village schools alone (48%), while 26.9% works at two-teacher schools, and remaining 25.2% works three or more teacher-schools. According to the results of questionnaire it was claimed that the village school classrooms were not crowded. 84.4 % of the teachers have 34 or fewer students in their classroom, and only 15.6 % of them have 35 or more students. Nearly half of the teachers (43.6%) rated that they were responsible for administration of school. 78.2 % of them teach compound classes and only 21.8% of then teach normal classes.

### **3.3. Data Collection Instrument**

As a data collection tool, the researcher developed an instrument consisting of two parts. First part consisted of 19 questions related to demographics, personal, and professional aspects. The second part included a 24 item five point Likert type questionnaire. In order to develop this questionnaire, items from similar studies were collected in an item pool. Some examples were Kaygas (1999), Taşdemir (1996), Çetin (1997), and Öztürk (1997). Then, so as to represent “professional problems of novice teachers” a total 5 categories were derived through the literature review. In preparing the data collection instrument these five categories were taken into consideration. These categories include: organization of class work, dealing with individual differences among students, instructional planning and student assessment, development of instructional materials, and insufficient supplies, and classroom management. To establish content validity, first the questionnaire was

checked through an analysis of relevant literature, and then several representatives from each of the four expert groups—six classroom teachers, one specialist in educational administration instructors, two specialists in measurement and evaluation instructors, and seven specialists in curriculum and instruction instructors — reviewed the questionnaire. Based on the suggestions of these sixteen judges the questionnaire was refined and the language clarified where necessary.

The first draft of the questionnaire covered 51 items derived from the literature, and related to both professional and general problems of teachers. Before pilot testing the questionnaire was given to six elementary classroom teachers and the members of educational sciences department to check the items in terms of clarity and content. Based on these comments of the teachers and the faculty, some items were revised or changed in order to make them clear and comprehensible, or eliminated. To assess the reliability of the questionnaire it was administered to a group of 57 classroom teachers who were not included in the sample. These teachers rated the items on a five-point scale ranging from “1” strongly disagree, to “5” strongly agree. The reliability coefficient was estimated as .84. The final questionnaire consisted of 24 items five points Likert type scale. While the total score were calculated the positive items 6, 8, 11, 13, 15, 17, and 18 were inversed.

The five points Likert scale was subjected to factor analysis. The scree plot indicated that our initial hypothesis on unidimensionality was incorrect. Consequently, three factors were rotated using a Varimax rotation procedure. The rotated solutions, as shown in Table 6, yielded three interpretable factors. The factor 1 –the problems concerning initial education, and instruction skills—accounted for 16,2% of the total variance, the factor 2—the problems of teachers concerning both

classroom management, and students—accounted for 16,1 %, of the total variance and the factor 3—the problems related to colleagues, adaptation to work environment, teaching mathematics, and compound classes—accounted for 6.7 % of the total variance.

The first part was a nineteen-item information data sheet, where teachers were expected to record their gender, age, graduation institution, the last graduation level, graduation and recruitment year, reason of becoming teacher, teaching practice, the institution that they get the teaching certificate, type of classroom they teach, class size, and number of teacher in the school. A cover page that included instruction the purpose and the procedure about how to response to the questionnaire was also included.

Table 6.

*Three interpretable factors*

Items	Loads
<i>Initial education, and instruction skills</i>	
1. I have difficulty in applying the charters, rules, law and circulars.	.82
2. I have difficulty in understanding the charters, rules, law and circulars.	.83
3. Since my knowledge level of Elementary curriculum is not sufficient I have problems.	.66
4. Since my knowledge level of Classroom Teacher Profession is not sufficient I have problems.	.63
5. I have problems in summarizing and connecting preceding courses to the new subject.	.60
6. I have no problem planning indoor and outdoor instruction activities.	.48
7. I have problems in choosing supported teaching materials.	.52
23. I have no difficulty in communicating with parents.	.20
24. I have difficulty because the in-service training activities are not sufficient.	.26
<i>Classroom management</i>	
8. I have no problems putting into practice my instruction activities.	.40
9. I have problems in preparing measurement and evaluation materials to assess student success.	.46
10. I have problems in developing teaching materials.	.55
11. I have no problems in completing daily lesson plan at the right time.	.66
12. I have difficulties in choosing instruction methods appropriate to the subject and aim of the course.	.60
13. I have no difficulty in maintaining discipline classroom.	.50
14. I have difficulties in preparing instruction-surroundings appropriate to the students' development features.	.58
15. I have no difficulty in considering students' individually interests and needs while arranging instruction surrounding.	.52
16. I have difficulty in teaching the reading and writing to elementary school pupils.	.55
17. I have no difficulty in getting students to participate in the course.	.36
22. I have difficulty in communicating with students.	.31
<i>Work atmosphere</i>	
18. I have no difficulty in adapting to the working environment at school.	.61
19. I have difficulty in communicating with other teachers.	.52
20. I have difficulty in teaching compound classes.	.51
21. I have difficulty in teaching mathematics.	.45

### **3.4. Data Collection Procedures**

The data for the study was gathered from Public Elementary School Classroom Teachers in Ordu, Samsun and Sinop. The questionnaires were distributed to the participants in 2003-2004 academic years. The data collection process was completed in several successive steps. First of all, to obtain a permission for administering the questionnaire to the classroom teachers the Governorships of three cities were sent a fax message that include information about the aim of study and a sample questionnaire form.

Next, the regional offices of the District Directorate of National Education were called and the purpose of the study and all details of the procedure were explained to the principal of the departments. After getting permission the researcher went to these three cities to administer the questionnaires. The teachers completed the questionnaires in approximately thirty minutes. All participants completed the questionnaires in two months period between February and March 2004.

### **3.5. Analysis of Data**

The data collected was analyzed through quantitative techniques. Descriptive statistics were used in order to analyze the data collected.

In order to summarize the demographic characteristics descriptive statistics were used. Independent samples t test was used to compare differences of the problems in according to certification of teachers, gender, graduation year, and type of classroom they teach.



Also, Univariate Analysis of Variance procedure was used to compare differences of the problems in according to city teachers' work, institutions they graduate from, age, recruitment year, teaching practice, number of teachers in the schools, and class size.

### **3.6. Delimitations**

The extent of this research was limited the data collected from the three cities—Ordu, Samsun, and Sinop. Moreover, this study was limited to the data collected from 275 novice teachers working at public elementary schools Black Sea Region. For this reason, it can be said that the study is limited to a small group of novice teachers, which makes it hard to generalize the results in different groups of teachers in other cities.

Since the purpose of this present study was examining professional problems of novice teachers, some general problems of teachers such as financial, administrative, communication, isolation etc. was excluded.

Finally, the results of the current study were derived from the quantitative data collected from participants through questionnaires. Interviews with respondents and observations of education stakeholders (principals, parents, students, and inspectors) might have been conducted to gather more detailed information.

### **3.7. Assumptions**

This study is based on the following assumptions; all of the subjects were sincere and truthful in their responses, and any items which were not responded to showed that the subject was not familiar with the concept(s) in the item.

## CHAPTER IV

### RESULTS

This chapter covers the results of the study. Results are presented in line with the research questions. First, the overall problems of novice teachers are introduced, and then the problems are examined in relation institutions teachers graduated from, gender, cities, age, graduation and recruitment year, teaching practice, number of teachers in the schools, class size, and type of classroom they teach. Mainly, this chapter included two distinct parts: first, the professional problems of teachers, and second comparisons in relation to mentioned variables.

#### **4.1. Professional Problems of the Novice Classroom Teachers**

The first research question of this study was aimed at exploring the most frequently faced professional problems of classroom teachers in their first three years of the teaching profession. To find an answer the first research question the data were analyzed descriptively by using SPSS. That is, descriptive statistics such as frequencies, percentages, means and standard deviations. As it is showed in Appendix E the mean scores ranged from 4.54 to 2.54 (out of 5).

In addition, as it was reported in Chapter III factor analysis results reveal that the items of the questionnaire could be grouped into three problem areas: the

problems concerning initial education, and instruction; the problems of teachers concerning both classroom management, and students; and other problems such as—compound classes, teaching mathematics, adaptation to the working environment, and communicating with other teachers. Results related each of the problem areas are presented under separate sub-titles; problems related to initial education, and instruction; problems related to classroom management; and problems related with work atmosphere.

#### **4.1.1. Problems related to Initial Education, and Instruction**

There were nine items in the part related to the initial education, and instruction. Results revealed that classroom teachers in their first three years most frequently experience problems in relation to applying (90.2 %) and understanding (89.5 %) the body of current laws (rules and regulations), knowledge of elementary first 5 years curriculum (65.5%), knowledge of classroom teaching (64.7%), summarizing and connecting the preceding courses to the new subject (57.8%), and choosing supporting materials (62.5%), inservice training (46.1%), and planning indoor and outdoor activities (49.4%). Teachers disagree that they have problems about communicating with parents (38.9%). Close examination of Table 7 indicated that 26.5% classroom teachers were undecided about the effectiveness the in-service training.

Table 7.  
*The Percentages and Frequencies of problems related to initial education, and instruction*

ITEMS	<i>M</i>	<i>SD</i>	Agree & Strongly Agree		Undecided		Disagree & Strongly Disagree	
			f	%	f	%	f	%
1. I have problems in applying the charters, rules, law and circulars about elementary education.	3.97	0.79	248	90.2	6	2.2	21	7.6
2. I have difficulty in understanding the charters, rules, law and circulars about elementary education.	3.95	0.8	246	89.5	5	1.8	24	8.7
3. Since my knowledge level of Elementary Education curriculum is not sufficient I have problems.	3.53	1.36	180	65.5	10	3.6	78	30.9
4. Since my knowledge level of Classroom Teacher Profession is not sufficient I have problems.	3.46	1.47	178	64.7	13	4.7	84	30.6
7. I have problems in choosing supported teaching materials.	3.42	1.12	172	62.5	28	10.2	75	27.3
5. I have problems in summarizing and connecting the preceding courses to the new subject.	3.42	1.15	159	57.8	43	15.6	73	26.6
6. I have no problem planning indoor and outdoor instruction activities.	3.2	1.17	136	49.4	51	18.5	88	32
24. I have difficulty because the in- service training activities are not sufficient.	3.24	1	127	46.1	13	26.5	75	27.3
23. I have difficulty in communicating with parents.	2.94	1.16	107	38.9	50	18.2	118	42.9

#### **4.1.2. Problems related to Classroom Management**

There were eleven items in the part related to classroom management (Table 8). Results revealed that classroom teachers in their first three years most frequently experience problems in relation to teaching reading and writing to elementary school pupils (64%), developing supporting teaching materials (66.2%), choosing instructional methods appropriate to the subject and aim of the course (59.6%), preparing instruction-environment appropriate to the students' characteristics (58.6%), preparing measurement and evaluation materials to assess student success (63.7%), considering students' individual interests and needs while arranging learning environment (49.1%), putting into practice their instruction activities (35.6%), completing daily lesson plan at the right time (36%), communicating with students (35.3%), maintaining discipline in classroom (28%), and getting students to participate in the course (28.8%). The classroom teachers disagree that they have problems about putting into practice their instruction activities (46.9%), completing daily lesson plan at the right time (47.6%), communicating with students (54.2%), maintaining discipline in classroom (59%), and getting students to participate in the course (59%). The results also showed that 17.5 % of the teachers were undecided about whether putting into practice their instruction activities was a problem or not. These findings presented in Table 8.

Table 8.

*The Percentages and Frequencies of the problems of teachers concerning both**classroom management*

ITEMS	<i>M</i>	<i>SD</i>	Agree & Strongly Agree		Undecided		Disagree & Strongly Disagree	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
16. I have difficulty in teaching the reading and writing to elementary school pupils.	3.67	1.21	176	64	37	13.5	62	22.5
10. I have problems in developing supported teaching materials.	3.52	1.1	182	66.2	24	8.7	69	25.1
12. I have difficulties in choosing instructional methods appropriate to the subject and aim of the course.	3.51	1.19	164	59.6	41	14.9	70	27.5
14. I have difficulties in preparing instruction environment appropriate to the students' development features.	3.47	1.18	161	58.6	35	12.7	79	28.7
9. I have problems in preparing measurement and evaluation materials to assess student success.	3.43	1.11	175	63.7	22	8	78	28.4
15. I have difficulty in considering students' individually interests and needs while arranging learning environment.	3.13	1.27	135	49.1	36	13.1	104	37.8
8. I have problems putting into practice my instruction activities.	2.83	1.15	98	35.6	48	17.5	129	46.9
11. I have problems in completing daily lesson plan at the right time.	2.81	1.16	99	36	45	16.4	131	47.6
22. I have difficulty in communicating with students.	2.76	1.16	97	35.3	29	10.5	149	54.2
13. I have difficulty in maintaining discipline in classroom.	2.59	1.1	77	28	36	13.1	162	59
17. I have difficulty in getting students to participate in the course.	2.58	1.07	79	28.8	34	12.4	162	59

### 4.1.3. Problems Related with Work Atmosphere

There were four items in the part the problems of teachers concerning both classroom management, and students (Table 9). Results revealed that classroom teachers in their first three years most frequently experience problems in relation to teaching compound classes (96.8%), and teaching mathematics (57.8%). It was found that the classroom teachers disagree about having difficulty in adapting to the working environment at school (55.7%) and communicating with other teachers (58.9%).

Table 9.

*The Percentages and Frequencies of the problems related with work atmosphere*

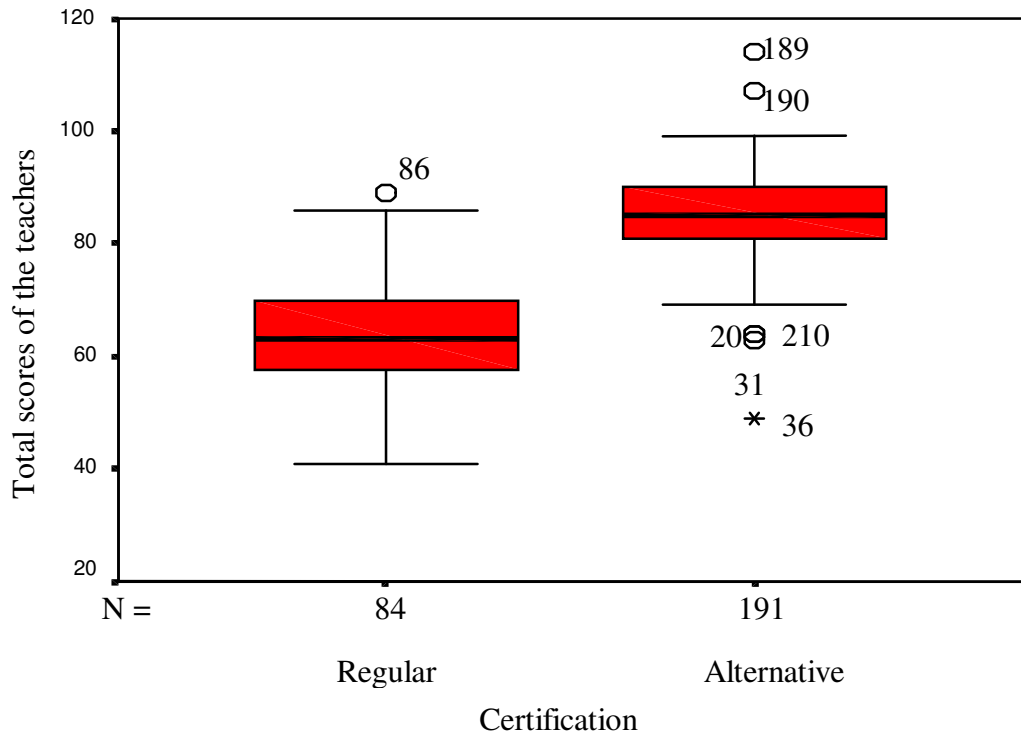
ITEMS	M	SD	Agree & Strongly Agree		Undecided		Disagree & Strongly Disagree	
			f	%	f	%	f	%
20. I have difficulty in teaching compound classes	4.54	.59	123	96.8	7	2.5	2	0.7
21. I have difficulty in teaching mathematics	3.35	1.26	159	57.8	22	8.0	94	34.2
18. I have difficulty in adapting to the working environment at school.	2.72	1.14	83	30.2	39	14.2	153	55.7
19. I have difficulty in communicating with other teachers.	2.54	1.12	67	24.3	46	16.7	162	58.9

### 4.2. Problems of Regular and Alternative Certification Classroom Teachers

The second research question of this study was stated as: “Are there any differences between the problems experienced by the regular and the alternative

certification teachers in the first three years of teaching?” First of all, scores on five-point scale were computed by using SPSS for each participant. Next, the teachers were grouped as regular and alternative certificate according to their graduation departments/ programs: The teachers who graduated from Physics, Chemistry, Biology, Geography, Philosophy, Sociology, Theology, History, Measurement and Evaluation, Curriculum and Instruction were grouped as Alternative Certification teachers, and the teachers who graduated from education faculty classroom teaching were grouped as Regular. An independent-samples *t* test was conducted to evaluate differences between the problems of the regular and alternative certification novice teachers in their first three years in the profession. The test was significant,  $t(273) = 19.7, p < .001$ . The teachers graduated from regular education ( $M = 63.30, SD = 10$ ) on the average experienced less problems than those graduated from alternative certification ( $M = 85.23, SD = 7.77$ ). Figure 2 shows the distribution of the two groups.





**Figure 2. Boxplot for the total scores of the problems of the teachers for each graduation group.**

It was observed that alternative certification teachers agree that their knowledge level about Elementary Education first 5-year curriculum ( $M = 4.27$ ,  $SD = .74$ ) and Classroom Teaching Profession ( $M = 4.26$ ,  $SD = .77$ ) was not sufficient. On the other hand, regular education teachers agree that their knowledge level about Elementary Education first 5-year curriculum ( $M = 1.85$ ,  $SD = .86$ ) and Classroom Teaching Profession ( $M = 1.62$ ,  $SD = .97$ ) was sufficient. Finding also indicated that the mean scores of alternative certification and regular education teachers were very close to each other related to the teaching compound classroom. The alternative certification ( $M = 4.59$ ,  $SD = 0.55$ ) and regular education teachers ( $M = 4.40$ ,  $SD = .64$ ) experience problems in teaching compound classroom to the same degree (Appendix F).

### 4.3. Problems of Female and Male Teachers

The third research question of this study was stated as: “Are there any differences between male and female teachers’ in relation to the problems they experience?” An independent-samples  $t$  test was conducted to evaluate differences between the problems of male and female teachers in their first three years in the profession. The test was not significant,  $t(273) = .58, p = .57$ . There was no difference in problems between teachers’ experience regarding to gender. Table 10 indicates that the mean scores of female and male were very close to each other. The female teachers ( $M = 78.04, SD = 13.2$ ) and male teachers ( $M = 78.96, SD = 13.2$ ) experience problems to the same degree.

Table 10.

*Gender and Professional Problems*

<b>Gender of teachers</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>n</i></b>
Female	78.04	13.21	128
Male	78.96	13.23	147

$t = .58, p = .57$

### 4.4. Problems Experienced by Novice Teachers and City They Work in

The fourth research question of this study was stated as: “Do the problems that the novice teachers experienced differ according to the city they work in?” A one-way analysis of variance was conducted to evaluate the relationship between

the city that teachers work in, and problems teachers' experience. The independent variables was the city the teachers work in included three cities: Ordu, Samsun, and Sinop. The dependent variable was the total score on the questionnaire. The ANOVA was not significant,  $F(2, 272) = .056, p = .95$ . There were no differences in problems teachers' experience regarding the cities they work in. Table 11 indicates that the mean scores for each city were very close to each other. Teachers in these three cities experience problems to the same degree. Because the ANOVA test was not significant, no Multiple Comparison test was run.

Table 11.

*The City and Professional Problems*

City the Teachers Work in	<i>M</i>	<i>SD</i>	<i>n</i>
Ordu	79.19	16.19	36
Samsun	78.46	11.98	208
Sinop	78.22	17.17	31

$F = .056, p = .95$

**4.5. The Institutions teachers graduated from and the Professional Problems**

The fifth research question of this study was stated as: "Do the problems that the novice teachers experienced in the first three years of teaching differ according to the type of the institutions they graduated from?" A one-way analysis of

variance was conducted to evaluate the relationship between the teachers' institution and the problems teachers' experience. The independent variable, the institution teachers graduated from, included three groups: Classroom Teaching Graduates, Science Graduates, and Social Sciences Graduates. The ANOVA was significant,  $F(2, 272) = 193.2, p < .001$ . Because ANOVA test was significant Multiple Comparison test was run. Results of Multiple Comparison test indicated that there were significant differences in the mean score between the Classroom Teaching Graduates and Science Graduates, and Classroom Teaching Graduates and Social Sciences Graduates, but no significant differences between Science Graduates and Social Sciences Graduates. Science and Social Sciences graduates appear to have more professional problems when compared to Classroom Teaching Graduates. The results of these tests, as well as the means and standard deviations are reported in Table 12.

Table 12.

*Institution and Professional Problems*

The institution teachers graduated from	<i>M</i>	<i>SD</i>	<i>n</i>	Science	Social Sciences
Classroom Teaching	63.31	10.0	84	*	*
Science	84.76	8.85	85		NS
Social Sciences	85.59	6.80	106	NS	

F = 193.2, p < .001

Note: NS = Non-significant differences between pairs of means, while asterisk (\*) = significant difference. Based on Dunnett's C procedure

#### **4. 6. Problems Experienced by Teachers in relation age, graduation year, recruitment year, teaching practice, number of teachers in the school, class size, and type of classroom they teach**

The sixth research question of this study was stated as: ‘Do the problems novice teachers’ experienced differ according to age, graduation year, recruitment year, teaching experience, number of teachers in the schools, class size, and type of classroom they teach?’ Results related each of the variables are presented under separate sub-titles:

##### **4.6.1. Age and the Problems Teachers’ Experience**

A one-way ANOVA was conducted to evaluate the relationships between age and the problems teachers’ experience. The independent variable, age included three levels: teachers between the ages 22-24, teachers between the ages 25-27, and teachers above 28. The dependent variable was the problems teachers’ experience. The results of ANOVA indicated a significant relationships between age and the problems teachers’ experience,  $F(2, 272) = 22.51, p < .001$ . Because ANOVA test was significant Multiple Comparison test was run. Results of Multiple Comparison test indicated that there were significant differences between the pairs. Teachers age 22-24 ( $M = 69.6, SD = 14.4$ ) have fewer mean scores when compared to teacher of age 25-27 ( $M = 81.7, SD = 11.4$ ), and teachers of age 28 and above ( $M = 79.1, SD = 12.2$ ). That is teachers of age 24 and below experience less problems compared to older ones. The differences in

groups' size (Table 13) should be considered as well.

Table 13.

*Age and Professional Problems*

Age of Teachers	<i>M</i>	<i>SD</i>	<i>n</i>	25-27	28+
22-24	69.57	14.39	63	*	*
25-27	81.71	11.42	173		NS
28+	79.09	12.23	42	NS	

**4.6.2. Graduation Year and the Problems Teachers' Experience**

An independent-samples *t* test was conducted to evaluate the differences between the problems of the novice teacher who graduated 1999 and before 1999 and those graduated between 2000-2002. The test was significant,  $t(273) = 5.34$ ,  $p < .001$ . The teachers who graduated between 2000-2002 ( $M = 75.1$ ,  $SD = 13.7$ ) on the average experienced less problems than those graduated 1999 and before 1999 ( $M = 83.4$ ,  $SD = 10.8$ ) (Table 14). It could be said that new graduates knowledge and motivation may be higher compared to older ones. Graduates 1999 and before 1999 may be from programs other than classroom teaching.

Table 14.

*Graduation years of teachers and Professional Problems*

Graduation year	<i>M</i>	<i>SD</i>	<i>n</i>
1999 and before 1999	83.35	10.79	114
Between 2000-2002	75.12	13.71	161

$t = 5.34, p < .001$

**4.6.3. Recruitment Year and the Problems Teachers' Experience**

A one-way ANOVA was conducted to evaluate the relationships between recruitment years of teachers, and the problems teachers' experience. The independent variable recruitment years of teachers included three levels: 2000, 2001, and 2002. The dependent variable was the problems teachers' experience. The results of ANOVA indicates a significant relationships between recruitment years of teachers, and the problems teachers' experience,  $F(2, 272) = 4.4, p = .014$ . Because ANOVA test was significant Multiple Comparison test was run. The Dunnett's C test indicated that there was a difference between teachers recruited in the year 2001 ( $M = 75.60, SD = 1.64$ ) and teachers recruited in the year 2002 ( $M = 80.57, SD = 1.50$ ) (Table 15). Results revealed that teachers who were recruited in year 2002 experienced more professional problems than those in 2000 and 2001. The differences could be related to length of time they teach and/or groups' size.

Table 15.

*Recruitment years of teachers and Professional Problems*

Recruitment Year	<i>M</i>	<i>SD</i>	<i>n</i>	2001	2002
2000	76.23	14.46	57	NS	NS
2001	75.60	14.65	63		*
2002	80.57	11.75	155	*	

F = 4.36, p = .014

Note: NS = Non-significant differences between pairs of means, while asterisk (\*) = significant difference based on Dunnett's C procedure

**4.6.4. The Amount of Teaching Practice and the Problems Teachers'**

**Experience**

A one-way ANOVA was conducted to evaluate the relationships between the teaching practice of teachers, and the problems teachers' experience. The independent variable, the amount of teaching practice of teachers included three levels: 10-12 months, 13-35 months, and 36 months and more. The dependent variable was the problems teachers' experience. The results of ANOVA indicated not significant relationships between the amount of teaching practice of teachers, and the problems teachers' experience,  $F(2, 272) = 1.56, p = .212$ . This result also supported that there was no difference among the professional problems (Table16).



Table 16.

*Amount of teaching practice and Professional Problems*

Teaching practice	<i>M</i>	<i>SD</i>	<i>n</i>
10-12 months	80.86	10.12	73
13-35 months	77.64	14.2	170
36 months and more	77.94	13.7	32

$F = 1.56, p = .212$

**4.6.5. Number of Teachers in the School and the Problems Teachers’**

**Experience**

A one-way ANOVA was conducted to evaluate the relationships between number of teachers in the school, and the problems teachers’ experience. The independent variable, number of teachers in the school included four levels: 1 teacher, 2 teachers, 3 teachers, and 4 and more teachers. The dependent variable was the problems teachers’ experience. The results of ANOVA indicated not significant relationships between number of teachers in the school, and the problems teachers’ experience,  $F(3, 271) = 2.35, p = .073$ . The results of these tests, as well as the means and standard deviations for the teacher identification, are reported in Table 17. Mean values indicate that increasing number of teachers to 4 or more may reduce the problems.

Table 17.

*Number of teachers in the school and Professional Problems*

# of teachers in the school	<i>M</i>	<i>SD</i>	<i>n</i>
1 teacher	73.33	12.50	132
2 teachers	79.11	13.65	74
3 teachers	79.79	10.46	34
4 and more teachers	73.10	16.20	35

$F = 2.35, p = .073$

**4.6.6. Class Size and the Problems Teachers' Experience**

A one-way ANOVA was conducted to evaluate the relationships between class size, and the problems teachers' experience. The independent variable, class size included three levels: 7-17 students, 18-29 students, and 30 and more students. The dependent variable was the problems teachers' experience. The results of ANOVA indicated not significant relationships between class size, and the problems teachers' experience,  $F(2, 272) = 1.87, p = .157$ . The results of these tests, as well as the means and standard deviations for the class size, are reported in Table 18.

Table 18.

*Class size and Professional Problems*

Class size	<i>M</i>	<i>SD</i>	<i>n</i>
7-17 students	73.72	12.72	25
18-29 students	78.86	12.41	169
30 and more students	78.53	14.74	81

$F = 1.87, p = .157$

**4.6.7. Type of Classroom and the Problems Teachers' Experience**

An independent-samples *t* test was conducted to evaluate the differences between the problems of the novice teacher who teach compound classroom and normal classroom in their first three years in the profession. The test was not significant,  $t(273) = 1.74, p = .083$ . The teachers who teach compound classroom ( $M = 79.26, SD = 12.75$ ) on the average have similar problems those teach normal classroom ( $M = 75.91, SD = 14.56$ ). The results of these tests, as well as the means and standard deviations for the teacher identification, are reported in Table 19.

Table 19.

*Type of classroom they teach and Professional Problems*

Type of Classroom	<i>M</i>	<i>SD</i>	<i>n</i>
Compound	79.26	12.75	215
Normal	75.91	14.56	60

$t = 1.74, p = .083$

## CHAPTER V

### DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the discussion and conclusions of the results that were reported in the previous chapter, the implications for practice, and outlines areas for the future researches.

#### **5.1. Discussion and Conclusions**

No matter how perfect the initial teacher education they have, if the teachers are not equipped with the competencies that teaching profession require they face difficulties. In teaching like other professions various problems are waiting for beginners. There is an obvious teacher shortage because of speedy growth of population, inconsistent policies in recruitment process, and increasing education demands. To reduce the teacher shortage MONE have been recruiting alternative certificate teachers who graduated from the faculty of education but not classroom teaching, and all other departments.

The purpose of the present study was to determine beginning teachers' professional problems in their first three years of teaching, as well as to compare whether alternative certification elementary teachers' professional problems

differ from the teachers who were educated as classroom teaching departments. In this section, discussion and conclusions of the study are presented corresponding to the research questions. The conclusions on what problems do the novice teachers most frequently experience in the first three years of their teaching profession; whether the problems that the novice teachers experienced differ according to type of certification, gender, city they work in, the type of the institutions they graduated from, age, graduation year, recruitment year, teaching experience, number of teachers in the schools, class size, and type of classroom they teach will be discussed first.

Specifically, the present study indicated that the professional problems of teachers designated in this study were presented under three separate sub-titles: problems related to initial education, and instruction; problems related to classroom management; and problems related with work atmosphere. These findings of the present study seem to be consistent with the studies in the literature. The professional problems of teachers are well documented in the appointment of alternative certification and branch teachers' literature (Arı, 2001; Çetin, 1997; Dündar, 1996; Güleç & Kara, 2000; Kaygas, 1999; Öztürk, 1997 and Şahin, 1995) and are also evident in the literature on classroom teachers' problems (Arslan, 2000; Ataünal, 1994; Baloğlu, 2002; Gökçe, 2003; Güven, 1997).

Findings of this study related to initial education and instruction includes nine items. It was noticed that findings obtained in response to first research question showed that teachers experience more problems in relation to applying and understanding the body of current laws, rules and regulations, knowledge of

elementary first five years curriculum, knowledge of classroom teaching, choosing supporting materials.

Similar to the findings of the present study, Arı (2001), Çetin (1997), Dündar (1996), Şahin (1995) and Yalçınkaya (2002) demonstrated that teachers' knowledge level about the body of current laws, rules and regulations and curriculum of elementary first five years education were significantly related to their initial teacher education programs. These researchers also maintained that more than half of the inexperienced teachers in their studies encounter problems about how to follow the body of current law relevant to teaching.

Besides, Dündar (1996), Arı (2001), Ryan (1986) and Yalçınkaya, (2002) reported similar findings regarding elementary classroom teachers knowledge of curriculum and the profession itself. For their studies the majority of the novice teachers who considered themselves less knowledgeable in teaching profession and elementary education curriculum reported a higher level of problems than those who reported higher self-confidence.

Furthermore, the findings of the current study identified that classroom teachers also face problems in summarizing and connecting the preceding courses to the new subject (57.8%) and to choosing supporting teaching materials (62.5%). Arı (2001) and Cetin (1997), supported this finding that in their studies most of the teachers reported difficulties in summarizing and connecting the preceding courses to the new subject.

The results of the current study indicated that classroom teachers disagree that they have difficulties about inservice training ( $M = 3.24$ ), planning indoor and outdoor activities ( $M = 3.20$ ), and communicating with parents ( $M = 2.94$ ). Arı

(2002) and Dündar (1996) found similar results that more than half of the teachers have good relationships with parents. The teachers rated themselves sufficient in collaboration with parents. These results are inconsistent with the studies of Arslan (2000), Öztürk (1997), Ryan (1986) and Veenman (1984). They mentioned that dealing with parents, inservice training opportunities, and lack of teaching practice are problems that the majority beginning frequently face.

The difference among the findings of the current study and Arslan (2000), Öztürk (1997), Ryan (1986) and Veenman (1984) could be related to cities the data was collected from and teaching practice. In other words, participants in the present study were working cities where parents are mainly villager and rarely contact with schoolteachers. In such rural areas teachers are still the figure of authority and the sources of knowledge, parents trust teachers. Thus, teachers disagree that they have difficulties about communicating with parents. In addition, the participants in the present study were novice teachers. Namely, more than half of the teachers recruited in 2002 (56.4%). Novice teachers were provided an internships program in their first three years of teaching. The program consists of three consecutive inservice seminars: Basic Education, Preparatory Education, and Practical Education. Since they just completed their inservice seminars, it is likely that they not feel an absence of inservice education.

The second group of problems was related to classroom management that consisted of eleven items. It was observed that classroom teachers experienced mostly problems in teaching reading and writing to elementary school pupils ( $M=$

3.67) and in developing supporting teaching materials ( $M= 3.52$ ).

Çetin and Çetin (2000), Dündar (1996), and Kaygas (1999) reported similar results concerning difficulties in teaching writing and reading to pupils. Since their initial teacher training is not sufficient the alternative certificate and branch teachers faced lots of problems related to instructional activities, and assessment of students' success.

Results also revealed that classroom teachers in their first three years most commonly encounter problems in relation to choosing instruction methods appropriate to the subject and aim of the course (59.6%), and preparing instruction-surroundings appropriate to the student characteristics (58.6%). Çetin (1997), Dündar (1996), Kuzu and Yıldırım (2000) and Öztürk (1997) found similar problems about preparing and selecting instructional materials, and developing and using different instructional methods appropriate to the subject and aim of the course. Arı (2001), Dündar (1996), Öztürk (1997), and Veenman (1984) indicated similar findings that most of the novice teachers have problems about considering individual differences of students, and meeting the level of students.

Besides, results of the study exposed that student assessment and preparation of measurement and evaluation material was another problem that novice teachers encounter in their first three years of teaching (63.7%). These results were generally similar to the findings obtained in literature (Arı, 2001; Gürsoy, 1996; Öztürk, 1997; Veenman, 1984). They maintained that student assessment was a significant problem because teachers do not gain adequate knowledge about evaluation student success during their initial education. This finding could



be explained by written regulations about elementary education. In other words, classroom teachers were not allowed to make examinations in order to assess students' success at the first three grade of elementary school (Regulation of 25212- Item 35, 2003). As a result, teachers have to develop different assessment methods such as observation, homework, and project. To develop and use of evaluation materials requires more knowledge. It was observed that initial teacher education programs involve Planning and Evaluation Course only 3 credits (See Appendix C). It could be said that teachers' competencies in student assessment gained during initial education were not enough to develop evaluation materials.

Findings indicated that the classroom teachers disagree that they have problems about putting into practice their instruction activities (46.9%), completing daily lesson plan at the right time (47.6%), communicating with students (54.2%), maintaining discipline in classroom (59%), and getting students to participate in the course (59%). Arı (2001), Baloğlu (2002), Çakmak, (2001), Dündar (1996), and Öztürk (1997) indicated different findings in their studies. They stated that most of the beginning teachers encounter difficulties in completing daily lesson plan at the right time, using classroom time effectively, getting students to participate in the course, deal with some disorders, communicating with students, motivating students, keeping discipline and having authority in the classroom, and maintaining classroom order (Arı, 2001; Baloğlu, 2002; Dündar 1996; Johnson 2001; Kaygas 1999; Öztürk, 1997; Veenman, 1984). The results could be related to class size and working conditions. 84.4 % of the teachers in the present study were working village schools with 34 and less student classrooms, while only 15.6% of them have 35 and more students.

Therefore, they have opportunities to communicate with each student individually, get and maintain students' participation easily.

The last problem area included four items related to work atmosphere. In the present study the majority of the beginning classroom teachers stated that teaching compound classroom ( $M = 4.54$ ) and mathematics ( $M = 3.35$ ) was extremely difficult when they had their first three years of teaching and their real classroom experience. These findings are consistent with the findings of several studies (Dündar, 1996; Gürsoy, 2003, Kaygas, 1999). They supported the idea that teachers' knowledge level about teaching compound classrooms is insufficient. Besides, they claimed that most of the novice teachers perceive themselves inadequate in teaching mathematics. Even though initial teacher education programs provide teacher candidates necessary knowledge about teaching mathematics, the competencies of teachers insufficient. This finding could be related to institutions teachers graduated from. 38.5% of the teachers in the present study graduated from Social Sciences. Since they get mainly verbal score on the university entry exam, their numerical competencies were not well to teach mathematics.

The results indicated that more than half of the teachers disagree that they have problems in communicating with colleagues (58.9%). Veenman's study supported that novice teachers disagree that they have difficulty in communicating with other teachers.

On contrary, Ryan (1986) and Johnson (2001) stated that most of the novice teachers experience problems related to the relationship with colleagues. They explained the reason by lack of professional help and monitoring from the

colleagues in their first years discourage new teachers and cause them to leave the profession.

This inconsistency between the present study and literature could be related to the number of teachers in the school. In the present study nearly half of the teachers reported that they work in one-teacher schools (48%), while only 12.7% of them work four and more teacher schools. In other words, teachers experience no difficulties about relationship with colleagues, because there are no more teachers to communicate, and the relationships among teachers were more sincere.

The results pointed out that more than half of the teachers disagree that they have difficulties in adapting to the work environment (55.7%). However, Calderhead and Lambert (1992), Güven (1997), and Yalçinkaya (2000) found different findings. For their studies novice teachers faced difficulties in adjusting the school culture. It is difficult for beginning teachers who have had little or no experience working in village schools, to deal with the demands of these schools. This inconsistency between the present study and literature could be related to recruitment policies in Turkey. In other words, teacher candidates are aware that they would be placed in the most difficult schools, especially villages with the highest rates of teacher turnover, when they graduated university (Yalçinkaya, 2000). Therefore, they could not have more problems about adapting to the work environment.

In the second research question, it was mainly inspected whether there are any differences between the problems faced by the regular education and the alternative certification teachers in their first three years of teaching. The results

of the current study indicated that the teachers graduated from regular education classroom teaching ( $M = 63.3$ ,  $SD = 10$ ) on the average experienced fewer problems in their first three years of teaching than those with alternative certification ( $M = 85.2$ ,  $SD = 7.8$ ). It was observed that alternative certification teachers face difficulties than the regular ones especially the problems related to preservice education and instruction. The alternative certification teachers agree that they have problems because their knowledge level of Elementary Education first 5-year curriculum (91.1%) and Classroom Teaching Profession (90%) was not sufficient. Conversely, only 7.2% of the regular education teachers agree that their knowledge level about Elementary Education first 5-year curriculum and Classroom Teaching Profession (7.2%) was insufficient (See Appendix F).

In their study Sokal et al (2003), found that there are significant differences between regular education and alternative certification programs. Kaygas (1999), Şahin and Macaroğlu (1999) supported this claim that since the alternative certification programs' different from regular ones, alternative certification teachers and branch teachers' knowledge levels and competencies in elementary school curriculum and classroom teaching were less than regular classroom teachers. For many researchers these results could be related to initial teacher education programs (Arı, 2001; Çetin, 1997; Dağlı, 1999; Grossman, 1990; Gökçe, 2003; Ryan, 1986). Teachers without regular teacher preparation are likely to experience problems in transforming the subject matter to the students, in assessing the success of students and so on. In other words, whether the teachers may or may not learn how to plan lessons, to implement plans in the lessons, and to assess the student success, depends on their initial teacher

education program. The initial teacher education programs and the length of teaching practice have a considerable impact on the first year(s) professional problems of teachers. Teacher education programs help teacher candidates become aware of learning processes. During the initial education teacher candidates develop cognitive structures and affective characteristics related to teaching profession. Adaptation to the profession requires understanding of classroom experiences in terms of existing cognitive structure and changing the cognitive structure to fit of the environment. Similarly, Wiesman et al, 1999 claimed that the success level of teachers in the teaching profession directly depends on their initial education. If the initial education trains the teachers well enough to teach students, their achievement level at the following years in the profession possibly will rise. In addition, the problems the novice teachers could face in their first years may decrease. On the other hand, the number of courses, and the credit/hours experience of alternative certification programs fewer than regular teacher education programs (Yıldırım & Ok, 2002). Therefore, alternative certification teachers have problems about curriculum development, pedagogical content knowledge, classroom management, and students' motivation (Grossman, 1989; Lenk, 1989; Mitchell, 1987 cited in Yıldırım & Ok, 2002).

The third research question aimed to explore differences between the problems of male and female teachers. The results indicated that there were no differences between problems of teachers experience regarding to gender. This result could be related to teachers' competencies that have great impact on problems faced by teachers. Results of Güven's (1997) study support this finding that competencies in instruction principles and methods, classroom management,

using instructional materials, and measurement and evaluation were similar both female and male teachers.

The fourth research question aimed to find whether there are any differences professional problems of the novice teachers in relation to the city they work in. The findings of the present study indicated that there are not significant differences in the means among the groups. The result consistent with Güven's (1997) study that claimed there are no significant differences experienced problems of teachers in relation to cities they work in. In the present study despite they graduated different institutions, teachers in these three cities experience problems to the same degree. In other words, teachers in the present study were working under similar conditions.

The fifth research question of this study was intended to determine whether there are any differences among the professional problems of the novice teachers in relation to the type of the institutions they graduate from. The results of the current study pointed out that there were significant differences in the means among the groups. In other words, it is possible to say that the two groups that graduated from alternative certification departments—Science and Social Sciences—experienced more professional problems in comparison to the Classroom Teaching Graduates. This finding can be explained by differences between the initial teacher education programs and alternative certificate teachers took. Similarly, Arı (2001), Çetin (1997), Gökçe (2003), and Güven (1997) claimed that teacher who graduated from out of the classroom teaching department encounter more problems than the regular ones. Şahin and Macaroğlu (1999) also claimed that all of the teachers who graduated departments of science

rated themselves not sufficient to work as classroom teachers. In addition, Oral (2000) found that 70% of the alternative certification teachers have problems in adapting classroom teaching and want to pass their own branches.

The sixth research question of this study was aimed at finding whether there are any differences in professional problems of the novice teachers in relation to age, graduation year, recruitment year, teaching experience, number of teachers in the schools, class size, and type of classroom they teach.

The results indicated that there are differences among teachers' professional problems relating to their ages. The teachers between 25-27 years old, and above 28 had more professional problems in comparison to the teachers between 22-24 years old. This result also indicated that younger teachers who graduated between 2000-2002, and were trained with new teacher education program faced fewer problems than others who graduated 1999 and before 1999. Sokal et al (2003) found similar results that the ages of teachers influence the experienced classroom management problems.

The results pointed out that more than half of the teachers graduated between 2000 and 2002 (58.5%) and the remaining 1999 and before 1999 (41.5 %). The results indicated that mean score of the teachers who graduated 1999 and before 1999 was significantly greater than the mean score of those teachers who graduated between 2000 and 2002. As a result, it is likely to say that the first three-years professional problems of the teachers who graduated 1999 and before 1999 are higher than the teachers who graduated between 2000 and 2002. This finding can be explained by the restructuring of teacher education programs and consequently the programs of classroom teaching. It was known that according to

restructuring of educational faculties the initial classroom teacher training programs were standardized, in 1998. The first graduates of the new program were recruited in 2000-2001 academic year. As a result, it can be said that the graduates of the former program, and alternative certification experience more problems than the graduates of new program. In other words, it could be said that the new program prepares the classroom teachers better than the former program, and alternative certification.

The results indicated that there are significant differences in the means between the groups that were recruited in 2001 and 2002, but no significant differences between those recruited in 2000 and 2001, and 2000 and 2002. The teachers who recruited at 2002 experienced more professional problems in comparison to the teachers who were recruited in 2000 (20.7%) and 2001 (22.9%). It might be said that new-recruited teachers who recruited 2002 faced more problems than others who recruited before 2002. In other words, more experienced teachers faced little problems. The reason of the difference might be explained by groups' size. In other words, more than half of the teachers recruited in 2002 (56.4%).

The results indicated that more than half of the teachers have been teaching at least one year. In other words, 61.8% of the teachers work as a teacher for about 13 to 35 months (See Appendix B). There are not significant relationships between teaching practice of teachers, and the problems. The results of the current study support the assumption that the problems experienced in the first three years in teaching are not significantly different each other. Since, the first, second, and third year in the profession classified as induction (Veenman, 1984),



it was possible to say that there are no differences among the professional problems of the first three years in the teaching profession.

The results indicated that the number of teachers in the school did not affect their professional problems that experienced in the first three years of teaching profession. It was observed that more than half of the classroom teachers work two or more teacher schools (52%) where there are no or no more than one experienced teachers. As a result, novices learn teaching through their own experiences. Thus, the number of teachers did not affect the problems experienced teachers.

The results also indicated that there are not significant relationships between the class size and the problem teachers' experience. Consequently, it is possible to say that the number of students in their classroom did not affect problems teachers experienced in the first three years of teaching profession. This finding could be explained by the place that teachers work in. In other words, the results of the current study pointed out that new teachers usually are appointed to the village schools (100%) where the number of students respectively. It was observed that 77.1% of the classroom teachers have 17 to 34 students in their classrooms (See Appendix B).

The results indicated that mean score of the teachers who teach compound classroom (78. 2%) was not significantly different than the mean score of those teachers who teach normal classroom (21.8%). Consequently, it is possible to say that the teachers who teach compound classroom have similar problems those teach normal classroom; the type of classroom did not affect their professional problems that experienced in the first three years of teaching profession.

## **5.2. Implications and Recommendations for Teacher Training Programs**

Regarding the professional problems of novice teachers to be effective in actual classroom and to increase the quality of education, this study focused on both regular and alternative teacher education models. Researches have shown that successful training in initial teacher education programs can decrease novice teachers' professional problems (Ada, 1996; Kara, 1996). The following are recommended for improving quality and reducing the problems.

Teaching reading and writing and compound classroom have been revealed to be the most common problem of both regular and alternative certification teachers. Although they already take courses about this subject, the time and experiences are limited, especially in alternative certification programs. The clearest implication from this study is that initial teacher education programs must provide teacher candidates with further knowledge about and experience with teaching compound classroom, and reading and writing. The problems of both of regular education and alternative certification teachers are arising from in their lack of ability to productively educate and deal with a varied class level of students. The teacher education programs should educate the teacher candidates about teaching compound classrooms, teaching the reading and writing to elementary school pupils.

A second implication from this study is that teacher education institutes should provide an efficient support system for beginning teachers. Internship is very curial time in teachers' career, so a genuine effort should be made to introduce to the features and working conditions of schools and to help them

understand the complexities school environment. The more problems beginning teachers encountered in their induction year, the more they incompetent in teaching (Veenman, 1984). Therefore, mentoring and induction programs are very important to the novice teachers especially first year of teaching profession. Moreover, internship period of teachers should be well organized and they should be appointed to well-equipped central schools with mentor teachers, instead of poor equipped village schools.

A third implication from this study is that inservice training programs should be planned annually, arranged according to the needs of teachers, and made systematically and continuous.

Based on the findings of this present study, it is likely to say that teacher education institutions could consider contemporary instruction methods and features of student development when preparing, reorganizing and re-planning their teacher education programs. Alternatively, MONE should move to another model so that teacher should not work in with compound classes.

In the present the questionnaire was used in order to collect data about problems of teacher, because this procedure is economical and take little time. However, the procedure does not provide information about which problems differ, and for what reason they emerged. Future research on the beginning teachers' problems and comparison of alternative and regular teacher education programs graduate should be given priority on description of problems and reasons of them. Besides, the analysis of the open-ended item in the questionnaire indicated that there should be items related to inspectors, administrators, school environment, individual features of beginning teachers,

and living in village, if it is intended to seek solutions to these problems. The problems experienced in the first three years of teaching profession may be a starting point for restructuring the teacher education programs. Especially, those themes village schools and teaching compound classes.

Besides, the sample of current study included only three cities from Black Sea Region of Turkey. More comprehensive and widespread investigations about the problems of teachers in their first three years in the profession could provide better clues for initiation solutions.

Finally, the sample of current study consisted of only village teachers due to the fact that beginning teachers are mainly appointed to the villages. It was needed a comparative analysis of the problems of beginning teachers in different settlements. It would be provide different point of views to the teacher education institutions.

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## APPENDIXES

### APPENDIX A

#### SINIF ÖĞRETMENLERİNİN MESLEKİ SORUNLARI ANKET FORMU

Değerli Meslektaşım,

Sınıf öğretmenliğine yeni atanan öğretmenlerin karşılaştıkları mesleki sorunların neler olduğunun belirlenmesi amacıyla bir çalışma sürdürmekteyim. Bu amaçla size sunulan ve iki bölümden oluşan veri toplama aracı ekte verilmektedir. I. Bölümde Kişisel Bilgiler yer almaktadır (19 soru), II. Bölümde ise, yeni atanan sınıf öğretmenlerinin karşılaştıkları sorunlarla ilgili ifadeler verilmektedir. 25 maddeden oluşan bu bölümde her maddeyi inceleyerek görüşünüzü verilen beşli ölçek üzerinde ilgili maddeyi işaretleyerek belirtmeniz istenmektedir. Sorulara doğru veya yanlış cevap vermek söz konusu değildir. Cevapsız soru bırakmamanız çalışmanın sağlıklı tamamlanması bakımından önemlidir. Anketteki sorulara vereceğiniz içten yanıtlar, bu çalışmanın sağlıklı sonuçlandırılması için önem taşımaktadır.

Adınızı veya soyadınızı yazmanız gerekmemektedir. Anketteki sorulara vereceğiniz yanıtlar, bilginiz dışında başka bir amaçla kullanılmayacaktır.

Katkılarınızdan dolayı teşekkür ederim.

Pervin Oya TANERİ

ODTÜ Eğitim Bilimleri Bölümü Y.lisans Öğrencisi

İ.Ö.O. Sınıf Öğretmeni

## BİLGİ FORMU

### I. BÖLÜM

Aşağıdaki 19 soruyu okuyarak size uyan seçeneği işaretleyiniz veya yazarak cevaplayınız.

1. Cinsiyetiniz:  Kadın  Erkek
2. Yaşınız(Lütfen yazınız).....
3. Hangi bölümden mezun olduğunuzu açık olarak yazınız lütfen.  
.....
4. En son hangi eğitim kademesini tamamladınız?  
 Ön lisans  Lisans  Yüksek lisans  Doktora
5. Hangi yıl mezun oldunuz (Lütfen yıl olarak yazınız).  
.....
6. Öğretmenlik görevine hangi yılda atandınız(Yıl olarak yazınız).....
7. Öğretmenliği neden seçtiniz? (Lütfen kısaca yazınız).  
.....
8. Kaç yıldır öğretmenlik yapıyorsunuz (Lütfen dershanedeki çalışma süreleri dışında ay ve yıl olarak yazınız).  
.....

### Sınıf Öğretmenliği Bölümü/Programı mezunuysanız 12. soruya geçiniz

9. Öğretmenlik Meslek Formasyonunuzu ne zaman ve nereden aldınız?  
 Lisans eğitimim sırasında kendi üniversitemden.  
 Lisans eğitimim sırasında başka bir üniversiteden.  
 Lisans eğitimimden sonra kendi üniversitemden.  
 Lisans eğitimimden sonra başka bir üniversiteden.
10. Öğretmenlik Meslek Formasyonu kursu ne kadar sürdü? (Lütfen ay olarak yazınız).  
.....
11. Öğretmenlik Meslek Formasyonu kursu sırasında okulda öğretmenlik uygulamasına katıldınız mı?  
 Evet  Hayır

12. Ne tür bir yerleşim biriminde görev yapıyorsunuz?

- Köy                       İlçe                       İl Merkezi

13. Hangi ilde görev yapıyorsunuz?

- Ordu                       Samsun                       Sinop

14. Hangi ilçede görev yapıyorsunuz? (Lütfen yazınız) .....

15. Okulunuzda sizinle birlikte kaç öğretmen görev yapmaktadır?(Lütfen yazınız) .....

16. Sınıfınızdaki öğrenci sayısını yazınız lütfen .....

17. Sınıfınızın türü nedir?

- Birleştirilmiş                       Müstakil

18. Okulda en çok hangi alanda karar alma sürecine katılıyorsunuz?

- Eğitsel kol çalışmaları.  
 Sosyal etkinlikler düzenleme (piknik, tiyatro, gezi... vs.).  
 Okul-aile birliği ile ilgili kararlar.  
 Öğretmenler kurulu.  
 Okul yönetimi.  
 Öğretimin planlanması (yıllık ders planlarını hazırlama...).  
 Diğer (Lütfen yazınız).....

19. Sınıf öğretmenliğinde kalmayı düşündüğünüz süre nedir?

- Stajyerliğim kalkana kadar.  
 Branşıma geçene kadar.  
 Başka bir iş bulana kadar.  
 Emekli olana kadar.  
 Diğer (Lütfen yazınız).....



## II. BÖLÜM

Aşağıda mesleğinizi gerçekleştirirken karşılaştığınız sorunlarla ilgili ifadeler verilmektedir. Her maddeyi inceleyerek görüşünüzü beşli skala üzerindeki ilgili kutucuğa ✓ işareti koyarak belirtiniz. Cevapsız maddeler değerlendirmeye alınamayacağından cevapsız madde bırakmamaya özen gösteriniz.

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. İlköğretim I. kademe ile ilgili yasa, tüzük, yönetmelik ve genelgeleri uygularken <b><u>zorlanıyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. İlköğretim I. kademe ile ilgili yasa, tüzük, yönetmelik ve genelgeleri anlamakta <b><u>zorlanıyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. İlköğretim I. Kademe (1-5 sınıflar) programı hakkındaki bilgi düzeyim yeterli olmadığı için <b><u>zorlanıyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sınıf öğretmenliği mesleği ile ilgili bilgim yeterli olmadığı için <b><u>zorlanıyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Daha önce yaptığım dersleri özetleyip yeni konuyla bağlantı kurmada <b><u>zorlanıyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sınıf içi ve dışı öğretim etkinliklerini planlarken zorluk çekmiyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Planladığım öğretim etkinlikleriyle ilgili araç-gereçleri seçerken <b><u>zorluk çekiyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Planladığım öğretim etkinliklerini uygulamakta zorluk çekmiyorum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Öğrenci başarısını değerlendirmek için gerekli ölçme ve değerlendirme araçları hazırlamakta <b><u>zorluk çekiyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Planladığım öğretim etkinlikleriyle ilgili araç-gereçleri hazırlarken <b><u>zorluk çekiyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Günlük ders planını zamanında bitirmekte zorluk çekmiyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Dersin amacına ve konusuna uygun öğretim yöntem(lerini) seçerken <b><u>zorlanıyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sınıf içinde disiplini sağlamakta zorlanmıyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Öğrencilerin gelişim özelliklerine uygun öğrenme-öğretme ortamı hazırlamakta <b><u>zorluk çekiyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
15. Öğretim ortamını düzenlerken öğrencilerin bireysel ilgi ve ihtiyaçlarını göz önünde tutmakta zorlanmıyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. İlk okuma ve yazma öğretiminde <b><u>zorlanıyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Öğrencilerin derse katılımını sağlamakta zorlanmıyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Okulda çalışma ortamına uyum sağlamakta zorluk çekmiyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Diğer öğretmenlerle iletişim kurmakta <b><u>zorluk çekiyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Birleştirilmiş sınıflarda ders işlerken <b><u>zorluk çekiyorum</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Matematik öğretiminde <b><u>zorlanıyorum</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Öğrencilerle iletişim kurmakta <b><u>zorluk çekiyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Velilerle iletişim kurmakta zorluk çekmiyorum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Hizmet-içi eğitim etkinlikleri yeterli olmadığı için <b><u>zorluk çekiyorum.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Yukarıda verilen durumların dışında zorluk çektiğiniz durumlar varsa lütfen yazınız. ..... ..... ..... .....					

## **THE QUESTIONNAIRE OF PROFESSIONAL PROBLEMS OF TEACHER**

My dear colleague,

I am investigating the professional problems of beginning classroom teachers. In order to realize this purpose you are presented a questionnaire. There are 19 items in Part I examines demographic information, and in Part II includes a total of 25 statements that related to the professional problems you may experience while you are teaching. You are expected to read and mark each item that best suits you on the five-point scale. There are no right or wrong answers for the statements given. In order to get reliable and valid results, please do not leave unanswered items. Your sincere answers each questions have a great importance on the reliability of this study.

It is not necessary to write your name. The data gathered from Information Form and the Scale will not be used except from the aims of the study and your permission.

I thank you for your contributions.

Pervin Oya TANERİ

METU Departments of Educational Sciences Master Student

Elementary School Classroom Teacher

## TEACHER INFORMATION FORM

### PART I

Please the following 19 questions and mark that suits you, or write the necessary information briefly.

1. Gender:         Female         Male
  
2. How old are you? (Please write).....
  
3. Which university/faculty/department you graduated from? (Please specify)  
.....
  
4. The last level you graduated?  
 Undergraduate    License         Master         Doctorate
  
5. When did you graduated? (Please write in year). .....
  
6. When did you recruit in teaching profession? (Please write in year).....
  
7. Why did you choose teaching as a career? (Please write briefly).  
.....
  
8. How many years do you work as a teacher? (Please write in month and year, except from private courses).....

**If you are regular education graduate go on 12th question.**

9. Where and when did you get the alternative teaching certificate?  
 From my university during my university education.  
 From other university during my university education.  
 From my university after my university education.  
 From other university after my university education.
  
10. How much time did it take your Alternative Certification Program?  
(Please write as month).....
  
11. Did you join teaching practice during your Alternative Certification Program?  
 Yes                       No

12. What sort of settlement do you work?

- Village       District       City center

13. Which city do you work?

- Ordu       Samsun       Sinop

14. Which district do you work? (Please write) .....

15. How many teachers do you work in your school (with you)? (Please write).....

16. How many students are there in your classroom, write please .....

17. What kind of classroom do you teach?

- Compound       Normal

18. Which theme **the most** do you contribute the decision making process in the school?

- Educational branches.  
 Social activities (picnic, theatre, trip etc.)  
 The Association of School-Family.  
 Teacher Council  
 School Administration.  
 Instruction planning  
 Other (except for these, please write).....

19. How much time do you plan to remain the profession?

- By the end of induction.  
 Till pass my branch.  
 Till find another job.  
 Till retire.  
 Other (Please write).....

**PART II**

The following are the statements related to the professional problems you may experience while you are teaching. Please read each item carefully and mark (✓) the box that best suits you on the five point scale .

Please do not leave unanswered items, because they will not evaluate.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I <b><u>have problems</u></b> in applying the charters, rules, law and circulars about elementary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I <b><u>have difficulty</u></b> in understanding the charters, rules, law and circulars about elementary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Since my knowledge level of Elementary Education curriculum is not sufficient I <b><u>have problems</u></b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Since my knowledge level of Classroom Teacher Profession is not sufficient I <b><u>have problems</u></b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I <b><u>have problems</u></b> in summarizing and connecting the preceding courses to the new subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have no problem planning indoor and outdoor instruction activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I <b><u>have problems</u></b> in choosing supportive teaching materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have no problems putting into practice my instruction activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I <b><u>have problems</u></b> in preparing measurement and evaluation materials to assest student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I <b><u>have problems</u></b> in developing supportive teaching materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have no problems in completing daily lesson plan at the right time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I <b><u>have difficulties</u></b> in choosing instruction methods appropriate to the subject and aim of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have no difficulty in maintaining discipline in classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I <b><u>have difficulties</u></b> in preparing instruction-surroundings appropriate to the students' development features.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. I have no difficulty in considering students' individually interests and needs while arranging instruction surrounding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I <b>have difficulty</b> in teaching the reading and writing to elementary school pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I have no difficulty in getting students to participate in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I have no difficulty in adapting to the working environment at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I <b>have difficulty</b> in communicating with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I <b>have difficulty</b> in teaching compound classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I <b>have difficulty</b> in teaching mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I <b>have difficulty</b> in communicating with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I have no difficulty in communicating with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I <b>have difficulty</b> because the in-service training activities are not sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. If there are any problems other than the above please write.					
.....					
.....					
.....					
.....					

## APPENDIX B

### Demographic information about the participants (*n* = 275)

<b>Characteristics</b>	<b><i>n</i></b>	<b>%</b>
<i>Gender</i>		
Male	128	46.5
Female	147	53.5
<i>Age</i>		
22-24	63	22.9
25-27	170	61.8
28 and above	42	15.3
<i>Where the teacher graduate from?</i>		
Classroom Teachers	84	30.5
Science	85	30.9
Social Science	106	38.5
<i>Level of Education</i>		
Licence	275	100.0
<i>Graduation Year</i>		
1999 and before 1999	114	41.5
Between 2000-2002	161	58.5
<i>Recruitment Year</i>		
2000	57	20.7
2001	63	22.9
2002	155	56.4
<i>Reasons of Chosing Teaching as a Career</i>		
Economic reasons	69	25.1
The Love of the Profession	90	32.5
Job Opportunity	53	19.3
Job Security	13	4.7
The Love of Sharing the Knowledge	23	8.4
Favorableness of the Profession	7	2.5
Easiness of the Profession	11	4.0
The Influence of the Family	5	1.8
Other (the hope of passing their own branches, coincidence)	4	1.5



(Table continued)

<b>Characteristics</b>	<b><i>n</i></b>	<b><i>%</i></b>	
<i>Teaching Experience</i>			
10 to 12 months	73	25.5	
13 to 35 months	170	61.8	
36 months and more	32	11.6	
<i>Where they got the teaching formation?</i>			
From my university during my university education	114	41.5	
From other university during my university education	35	12.7	
From my university after my university education	21	7.6	
From other university after my university education	21	7.6	
Missing (Classroom Teachers)	84	30.5	
<i>How much does the teaching formation course last?</i>			
3 months	3	1.1	
4 months	16	5.8	
5 months	2	0.7	
6 months	49	17.8	
7 months	33	12.0	
8 months	62	22.5	
12 months	21	7.6	
24 months	5	1.8	
Missing (Classroom Teachers)	84	30.5	
<i>Whether teachers join the practice or not</i>			
Yes	155	56.4	
No	36	13.1	
Missing (Classroom Teachers)	84	30.5	
<i>Place of teachers work</i>			
Village	100	100.0	
<i>Province they work in</i>			
Ordu	Merkez	14	5.1
	Persembe	9	3.3
	Ünye	13	4.7
	Total	36	13.1
Samsun	Asarcık	9	3.3
	Ayvacic	25	9.1
	Bafra	9	3.3
	Çarsamba	31	11.3
	Havza	21	7.6
	Kavak	6	2.2
	Sali Pazarı	12	4.4
Merkez	7	2.5	

(Table continued)			
<b>Characteristics</b>		<b><i>n</i></b>	<b><i>%</i></b>
Samsun	Tekkeköy	3	1.1
	Terme	20	7.3
	Vezir Köprü	42	15.3
	Yakakent	8	2.9
	Total	208	75.6
Sinop	Ayancık	1	.4
	Boyabat	4	1.5
	Dikmen	3	1.1
	Durağan	7	2.5
	Erfelek	3	1.1
	Gerze	2	0.7
	Sarayüzü	1	.4
	Merkez	6	2.2
	Türkeli	4	1.5
	Total	31	11.3
<i># of teachers in the school</i>			
	1 teacher	132	48.0
	2 teachers	74	26.9
	3 teachers	34	12.4
	4 to more teachers	35	12.7
<i># of students in their classroom</i>			
	7 to 17students	25	9.09
	18 to 29 students	169	61.5
	30 and more students	81	29.5
<i>Type of Classroom they teach</i>			
	Compound	215	78.2
	Normal	60	21.8
<i>Responsibilities the teachers have</i>			
	Educational branches	5	1.8
	Social activities (picnic, theatre, trip...etc.)	18	6.5
	The Association of School-Family	12	4.4
	Teacher Council	13	4.7
	School Administration	120	43.6
	Instruction planning	56	20.4
	Other (except for these)	51	18.5
<i>Time to remain the profession</i>			
	By the end of induction	8	2.9
	Till pass my branch	88	32.2
	Till find another job	29	10.5
	Till retire	150	54.5

*n*= Number of participants, *%* = Percentage of participants

## APPENDIX C

### The Initial Classroom Teacher Education Program in Turkish Universities

#### Semester I

Name of the Course	Theory	Practice	Credit
Basic Mathematics-I	2	0	2
Science of Livings	3	0	3
Turkish History and Culture	3	0	3
Introduction to Geography	2	0	2
Turkish I: Written Exposition	2	0	2
Atatürk's Principles and Revolutions (Annual)	2	0	2
Sociology of Education	3	0	3
Introduction to Teaching Profession	3	0	3
Introduction to Computer I (Selective)	3	0	3

#### Semester II

Name of the Course	T	P	C
Basic Mathematics -II	2	0	2
General Chemistry	3	0	3
History of Civilization	2	0	2
Turkey's Geography and Geopolitics	3	0	3
Turkish II: Verbal Exposition	2	0	2
Sociology of Leisure	3	0	3
School Experience I	1	4	3
Introduction to Computer I (Selective)	3	0	3

#### Semester III

Name of the Course	T	P	C
General Physics	3	0	3
Turkish Language I: Voice and Figure Knowledge	2	0	2
Countries Geography	2	0	2
Republic Period Turkish Literature	3	0	3
Theory and Methods of Art Education	2	0	2
Name of the Course	T	P	C
General Physics	3	0	3
Turkish Language I: Voice and Figure Knowledge	2	0	2
Countries Geography	2	0	2

**Semester IV**

Name of the Course	T	P	C
Ecology	2	0	2
Turkish Language II: Sentence and Text Knowledge	2	0	2
Child Literature	3	0	3
Picture-Handwork Education	2	0	2
Music II	2	0	2
Physical Education II	2	0	2
Science Lab	1	2	2
Methods and Instruction of Handwriting	1	2	2
Planning and Evaluation of Education	3	2	4

**Semester V**

Name of the Course	T	P	C
Music Education	2	2	3
Science Education I	2	2	3
Reading and Writing Education	2	2	3
Teaching of Life Studies and Social Studies I	2	2	3
Mathematics Education I	2	2	3
Instruction technology and Material Development	2	2	3
Professional Foreign Language-I	2	0	2
Social Change and Education (Selective-I)	2	0	2
Child Psychology (Selective-I)	2	0	2

**Semester VI**

Name of the Course	T	P	C
Physical Education and Game Education	2	2	3
Science Education II	2	2	3
Turkish Education	2	2	3
Teaching of Life Studies and Social Studies II	2	2	3
Mathematics Education II	2	2	3
Classroom Administration	2	2	3
Professional Foreign Language -II	2	0	2
Public Education (Selective-I)	2	0	2
Parents Education (Selective-II)	2	0	2

**Semester VII**

Name of the Course	T	P	C
Book Review	2	2	3
Citizenship Knowledge	2	0	2
Culture of Religion and Ethics Knowledge	2	0	2
Drama in Elementary School	2	2	3
School Experience II	1	4	3
Education of Inharmonious Child (Selective-III)	2	0	2
Education of Special Needs Students (Selective-III)	2	0	2

**Semester VIII**

Name of the Course	T	P	C
Teaching in Compound Classrooms	2	0	2
Health and Traffic Education	2	0	2
Counselling	3	0	3
Teaching Practice	2	6	5
Development of Reading And Writing Skills (Selective-IV)	2	0	2
Applied School Administration (Selective-IV)	2	0	2

\* T: Theory P: Practice C: Credits

Source: YÖK (1998).

## APPENDIX D

### Classroom Teacher Training Faculties in Turkey

Name of Universities	# of Universities
1. ABANT İZZET BAYSAL	2
2. ADNAN MENDERES	2
3. AFYON KOCATEPE	3
4. AKDENİZ	1
5. ANADOLU	1
6. ANKARA	1
7. ATATÜRK	6
8. BALIKESİR	2
9. BAŞKENT	1
10. CELAL BAYAR	2
11. CUMHURİYET	2
12. ÇANAKKALE	2
13. ÇUKUROVA	2
14. DİCLE	4
15. DOKUZ EYLÜL	2
16. EGE	1
17. ERCİYES	1
18. FIRAT	2
19. GAZİ	6
20. GAZİANTEP	3
21. GAZİOSMANPAŞA	1
22. HACETTEPE	1
23. İNÖNÜ	2
24. İSTANBUL	1
25. KAFKAS	2
26. KARADENİZ TEKNİK	4
27. KIRIKKALE	2
28. KOCAELİ	2
29. MARMARA	1
30. MERSİN	2
31. MUĞLA	2
32. MUSTAFA KEMAL	2
33. NİĞDE	2
34. ONDOKUZ MAYIS	5
35. OSMANGAZİ	2
36. PAMUKKALE	2
37. SAKARYA	2
38. SELÇUK	2
39. SÜLEYMAN DEMİREL	2
40. TRAKYA	2
41. ULUDAĞ	2
42. YÜZÜNCÜ YIL	2
43. ZONGULDAK KARAEMLAS	2
<b>SUM</b>	<b>93</b>

SOURCE: YÖK (2002). Quta guide.

APPENDIX E

The Common Professional Problems of Classroom Teachers

ITEM	<i>M</i>	<i>SD</i>	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
20. I have difficulty in teaching compound classes.	4.54	0.59	57.5	39.3	2.5	0.7	0
1. I have difficulty in applying the charters, rules, law and circulars.	3.97	0.79	17.1	73.1	2.2	5.1	2.5
2. I have difficulty in understanding the charters, rules, law, and circulars.	3.95	0.8	16	73.5	1.8	6.5	2.2
16. I have difficulty in teaching the reading and writing to elementary school pupils.	3.67	1.21	30.2	33.8	13.5	17.8	4.7
3. Since my knowledge level of Elementary Education curriculum is not sufficient I have problems.	3.53	1.36	28.4	37.1	3.6	20.7	10.2
10. I have problems in developing supportive teaching materials.	3.52	1.1	14.9	51.3	8.7	21.5	3.6
12. I have difficulties in choosing instruction methods appropriate to the subject and aim of the course.	3.51	1.19	21.8	37.8	14.9	20	5.5
14. I have difficulties in preparing instruction-surroundings appropriate to the students' development features.	3.47	1.18	20.4	38.2	12.7	25.1	3.6
4. Since my knowledge level of Classroom Teacher profession is not sufficient I have problems.	3.46	1.47	29.1	35.6	4.7	12.4	18.2
9. I have problems in preparing measurement and evaluation materials to assess student success.	3.43	1.11	12.4	51.3	8	24	4.4
5. I have problems in summarizing and connecting the preceding courses to the new subject.	3.42	1.15	16	41.8	15.6	21.1	5.5

(Table Continued)

ITEM	<i>M</i>	<i>SD</i>	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
7. I have problems in choosing supportive teaching materials.	3.42	1.12	11.6	50.9	10.2	21.8	5.5
21. I have difficulty in teaching mathematics.	3.35	1.26	18.9	38.9	8	26.9	7.3
24. I have difficulty because the in-service training activities are not sufficient.	3.24	1	7.6	38.5	26.5	24.4	2.9
6. I have problem planning indoor and outdoor instruction activities.	3.2	1.17	10.9	38.5	18.5	23.3	8.7
15. I have difficulty in considering students' individually interests and needs while arranging instruction surrounding.	3.13	1.27	13.1	36	13.1	26.2	11.6
23. I have difficulty in communicating with parents.	2.94	1.16	7.6	31.3	18.2	32.7	10.2
8. I have problems putting into practice my instruction activities	2.83	1.15	5.8	29.8	17.5	35.3	11.6
11. I have problems in completing daily lesson plan at the right time.	2.81	1.16	5.5	30.5	16.4	34.9	12.7
22. I have difficulty in communicating with students	2.76	1.16	6.2	29.1	10.5	43.3	10.9
18. I have difficulty in adapting to the working environment at school.	2.72	1.14	7.3	22.9	14.2	45.5	10.2
13. I have difficulty in maintaining discipline in classroom.	2.59	1.1	3.3	24.7	13.1	45.5	13.5
17. I have difficulty in getting students to participate in the course.	2.58	1.07	1.5	27.3	12.4	45.5	13.5
19. I have difficulty in communicating with other teachers	2.54	1.12	4.7	19.6	16.7	42.5	16.4



**APPENDIX F**  
**The Distrubution of Professional Problems in Relation to Type of Certification**

Type of Certification	Regular Education							Alternative Certification						
	M	Sd	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	M	Sd	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
1. I have difficulty in applying the charters. rules. law and circulars.	3.46	1.08	6.0	65.5	6.0	14.3	8.3	4.19	0.48	22.0	74.6	.5	1.0	0.0
2. I have difficulty in understanding the charters. rules. law and circulars.	3.48	1.06	6.0	66.7	2.4	19.0	6.0	4.15	0.54	20.4	76.4	1.6	1.0	.5
3 .Since my knowledge level of Elementary Education first 5-year curriculum is not sufficient I have problems	1.85	.86	2.4	4.8	1.2	58.3	33.3	4.27	0.74	39.8	51.3	4.7	4.2	0.0
4. Since my knowledge level of Classroom Teacher Profession is not sufficient I have problems	1.62	.97	3.6	3.6	2.4	32.1	58.3	4.26	0.77	40.3	49.7	5.8	3.7	.5
5. I have problems in summarizing and connecting the preceding courses to the new subject	2.68	1.15	4.8	25.0	19.0	35.7	15.5	3.74	0.99	20.9	49.2	14.1	14.7	1.0
6. I have problems planning indoor and outdoor instruction activities	2.33	1.17	6.0	15.5	7.1	48.8	22.6	3.58	0.95	13.1	48.7	23.6	12.0	2.6
7. I have problems in choosing supportive teaching materials	2.67	1.09	1.2	32.1	10.7	44.0	11.9	3.74	0.96	16.2	59.2	9.9	12.0	2.6
8. I have problems putting into practice my instruction activities	2.15	.88	0.0	10.7	15.5	52.4	21.4	3.13	1.13	8.4	38.2	18.3	27.7	7.3

Type of Certification ITEM	Regular Education							Alternative Certification						
	M	Sd	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	M	Sd	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
9. I have problems in preparing measurement and evaluation materials to assess student success.	2.88	1.20	9.5	28.6	10.7	42.9	8.3	3.68	0.98	13.6	61.3	6.8	15.7	2.6
10. I have problems in developing supported teaching materials.	3.07	1.15	6.0	44.0	8.3	34.5	7.1	3.72	1.01	18.8	54.5	8.9	15.7	2.1
11. I have problems in completing daily lesson plan at the right time.	2.37	1.12	2.4	21.4	8.3	46.4	21.4	3.01	1.13	6.8	34.6	19.9	29.8	8.9
12. I have difficulties in choosing instruction methods appropriate to the subject and aim of the course.	2.81	1.09	2.4	34.5	14.3	39.3	9.5	3.81	1.10	30.4	39.3	15.2	11.5	3.7
13. I have difficulty in maintaining discipline in classroom.	2.25	1.02	2.4	13.1	13.1	50.0	21.4	2.74	1.10	3.7	29.8	13.1	43.5	9.9
14. I have difficulties in preparing instruction-surroundings appropriate to the students' development features.	2.61	1.12	7.1	19.0	10.7	53.6	9.5	3.84	0.99	26.2	46.6	13.6	12.6	1.0
15. I have difficulties in considering students' individually interests and needs while arranging instruction surrounding.	2.18	1.08	3.6	11.9	10.7	46.4	27.4	3.54	1.11	17.3	46.6	14.1	17.3	4.7
16. I have difficulties in teaching the reading and writing to elementary school pupils.	3.12	1.30	16.7	31.0	9.5	33.3	9.5	3.91	1.09	36.1	35.1	15.2	11.0	2.6
17. I have difficulties in getting students to participate in the course.	1.88	.73	0.0	3.6	10.7	56.0	29.8	2.88	1.05	2.1	37.7	13.1	40.8	6.3

Type of Certification ITEM	Regular Education							Alternative Certification						
	M	Sd	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	M	Sd	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
18. I have difficulties in adapting to the working environment at school.	2.52	1.07	2.4	25.0	7.1	53.6	11.9	2.80	1.17	9.4	22.0	17.3	41.9	9.4
19. I have difficulty in communicating with other teachers	2.31	1.02	3.6	9.5	21.4	45.2	20.2	2.64	1.15	5.2	24.1	14.7	41.4	14.7
20. I have difficulty in teaching compound classes.	4.40	.64	46.4	50.0	1.2	2.4	0.0	4.59	0.55	62.3	34.6	3.1	0.0	0.0
21. I have difficulty in teaching mathematics	2.63	1.17	4.8	27.4	8.3	45.2	14.3	3.67	1.17	25.1	44.0	7.9	18.8	4.2
22. I have difficulty in communicating with students	2.42	1.18	6.0	19.0	6.0	48.8	20.2	2.92	1.13	6.3	33.5	12.6	40.8	6.8
23. I have difficulty in communicating with parents.	2.76	1.13	6.0	23.8	22.6	35.7	11.9	3.01	1.17	8.4	34.6	16.2	31.4	9.4
24. I have difficulty because the in-service training activities are not sufficient	2.86	.97	1.2	31.0	26.2	35.7	6.0	3.40	0.97	10.5	41.9	26.7	19.4	1.6