INDUCTION INTO TEACHING: A MULTIPLE-CASE STUDY OF THE FIRST YEAR
TEACHERS' EXPERIENCES AT SCHOOLS


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Approval of the Graduate School of Social Sciences

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# ABSTRACT

## INDUCTION INTO TEACHING: A MULTIPLE-CASE STUDY OF THE FIRST YEAR TEACHERS' EXPERIENCES AT SCHOOLS

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The aim of this study was to examine the first year of four novice teachers in the teaching profession with regard to their perceptions and experiences about the classroom processes they undergo, professional development, relationships with students and colleagues, teaching performance, mentorship, personal life and the pre-service teacher education in addition to their mentors' perceptions regarding the induction process. The study adopted a qualitative multiple-case study design and data were collected from four novice teachers and three mentors through semi-structured interviews. Additionally, 28-hour classroom observations were conducted and documents such as teachers' materials, exam papers and group teachers' meetings reports were analyzed to supplement the interview findings.

The results of the study suggested that novice teachers suffered from the challenges of the first year in terms of classroom management, struggling with problematic student behaviors, relationships with colleagues, school principals and parents, using appropriate teaching learning methods and techniques, motivating students, consultancy issues and workload as well as the pressure of working in small towns. Moreover, the deficiency of effective mentoring and inadequacies of the pre-service teacher education turned out to be challenging to them. The results indicated that mentors were aware of the difficulties faced in the first year and shared the same perceptions about the inadequacies of the pre-service teacher education. Nevertheless, despite all the difficulties, it was noted that the participating teachers

underwent a professional development process in many respects in their first year and they loved teaching and being with their students.

# ÖZ

## ÖĞRETMENLİĞE GİRİŞ: MESLEĞİNİN İLK YILINDAKİ ÖĞRETMENLERİN OKULLARDAKİ DENEYİMLERİNE İLİŞKİN ÇOKLU DURUM ÇALIŞMASI

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Bu çalışmanın amacı, mesleğe yeni başlayan dört öğretmenin, sınıf içi süreçler, mesleki gelişim, öğrenciler ve meslektaşlarla ilişkiler, öğretme performansı, mentörlük, kişisel yaşam ve meslek öncesi öğretmenlik eğitimine ilişkin ilk yılki görüşleri ve deneyimleri ile mentörlerinin mesleğe giriş sürecine ilişkin fikirlerini incelemektir. Çalışmada nitel çoklu durum çalışması deseni kullanılmış ve dört öğretmen ve üç mentörden yarı yapılandırılmış görüşmeler ile veri toplanmıştır. Ayrıca 28 saat sınıf gözlemi yapılmış ve öğretmenlerden toplanan öğretim materyali, sınav kağıdı ve zümre tutanakları görüşme verilerini desteklemek amacıyla incelenmiştir.

Araştırma sonuçlarına göre, öğretmenler meslekteki ilk yıllarında, sınıf yönetimi, sorunlu öğrenci davranışlarıyla baş etme, meslektaşlar, okul müdürleri ve ebeveynlerle olan ilişkiler, uygun öğretme öğrenme yöntem ve tekniklerini kullanma, öğrencileri motive etme, rehberlik konuları, iş yükü ve küçük bir yerde çalışmanın baskısı ile mücadele etmektedirler. Bunlara ek olarak, etkili bir mentörlük sürecinin olmaması ve meslek öncesi öğretmenlik eğitiminin yetersizlikleri öğretmenler için zorlayıcı olmuştur. Araştırma sonuçlarına göre, mentörler de ilk yıl yaşanan zorlukların farkındadır ve meslek öncesi öğretmenlik eğitiminin yetersizliklerine ilişkin aynı görüşleri paylaşmaktadırlar. Ancak sonuçlar göstermektedir ki, yaşadıkları tüm zorluklara rağmen, öğretmenler ilk yıl pek çok açıdan mesleki gelişim göstermekte, öğretmenliği ve öğrencileriyle olmayı sevmektedirler.

**Anahtar kelimeler:** Öğretmenlik Mesleğine Giriş, Mesleğe Yeni Başlayan Öğretmenler, Meslek Öncesi Öğretmenlik Eğitimi, Mentörlük, Durum Çalışması.

*To my dear family…*

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# LIST OF ABBREVIATIONS

CRC        Counseling and Research Center

DPB        Turkish Republic Prime Ministry State Personnel Presidency

MONE      Ministry of National Education

ÖSYM      Student Selection and Placement Center

UEAM      Applied Ethics Research Center

# CHAPTER I

# INTRODUCTION

This chapter presents a background to the study through a discussion, novice teacher training and evaluation process in Turkey, and the research on novice teachers along with the purpose and significance of the study and definitions of critical terms.

## 1.1. Background to the Study

The question of quality in education is an issue being quested not only in Turkey but also all around the world and thus, lots of research is being done to improve the qualities of teachers (Gündoğdu, Çimen & Turan, 2008). The most significant component of quality education has been discussed for years among educators and stakeholders and "effective teacher" has been agreed to be the key point in delivering education of the highest quality. Therefore, the focus on quality education has shifted to teacher training issue, which is the main indicator of how the teacher comes to be a professional in the field.

Many countries who try to improve their education systems are investing in teacher learning as a serious enginein students' academic success (Wei, Andree & Darling-Hammond, 2009) and as there is a high attrition rate of novice teachers, there has been anincreasing interest in this group in many western countries (OECD, 2005). Teaching is such a profession that depends upon some definite behaviors which indicate teacher's wisdom, wish to improve, professionalism and teaching as a severe concern and that praises service above personal interests (Goodings et.al., 1995), comprising human nurturance, connectivity and love (Hargreaves, 1994; as cited in Hussain, et al., 2011). However, teaching is thought to be a difficult profession for a number of reasons. One reason can be that teachers come acrosssomechallenging situations especially when they begin teaching at schools, as

a result of which they begin to feel lonely and isolated in the society. This mightresult in a negative attitude towards the teaching profession. Attitude has an important role in the teaching profession; therefore, negative attitudes toward the profession might have a negative influence on a teacher's teaching (Hussain, et al., 2011). Darling-Hammond (2000) also acknowledges that a number of teacher experiences and characteristics may be contributing to teachers'impact on student learning.

Induction programs are common in many countries, such as Australia, France, Greece, Israel, Italy Japan, Korea, New Zealand, and Switzerland to provide new teachers with a successful start to the profession. Most of these programs contain release time for new teachers, mentors who take part in the induction process and training for the mentors (Wei, Andree & Darling-Hammond, 2009). In Turkey, teacher candidates who complete their pre-service education at university level, are appointed to schools based on their performance in the recruitment exam called "KPSS" and are placed in an induction program where they take in-service training to be oriented to the teaching profession.

There has recently been an increased interest on induction of teacher candidates into the teaching profession. Teacher induction is a period of time in which novices will be working as a teacher, with all the attendant roles and responsibilities, while also demonstrating that they can achieve certain standards that have been set for new teachers (Holmes, 2006) and it plays a significant role in ensuring that novice teachers will stay in the profession and develop in professional terms (Cochran-Smith, 2004). Teacher induction is mostlyseen as "the support and guidance provided to novice teachers in the early years of their teaching careers" but isreally illusory to define specifically (Bartlett, Johnson, Lopez, Sugarman& Wilson, 2005, p. 5; Duncan-Poitier, 2005; Renard, 2003; as cited in Cherubini, 2007). According to Rolley (2001), induction is aprocesswhere the matter of quality teaching can be touched upon in the most primary and functional way to keepnovice teachers from leaving the teaching profession or "stumbling forward without any feedback as to whether their practice is effective or not" (p. 40).

Most teacher education programs require student teachers to get a practicum course, to provide them with actual teaching experience at a school for a predetermined period of time during the last year of pre-service education. This course is carried out under the supervision of a teacher,education faculty and a

mentor teacher in school; however, the experience they undergocan be overwhelming for the student teachersas this may well be the first time they see the real implementation of theory and knowledge in a real world of practice. This feeling may still be strong when novice teachers begin teaching in areal classroom environment (Gün, Üstünlüoğlu & Yürekli, 2010).According to Eraut (2004), transfer from initial teacher education to school as a workplace setting, is much more complicated than usually perceived.This process involves five steps:

1) the extraction of potentially relevant knowledge from the context(s) of its acquisition and previous use;
2) understanding the new situation-a process that often depends on informal social learning;
3) recognizing what knowledge and skills are relevant;
4) transforming them to fit the new situation;
5) integrating them with other knowledge and skills in order to think/act/communicate in the new situation (p.256).

Bartell (2005) mentions that induction programs should be conscientious to novice teachers' "instructional, professional, cultural, and political needs" and in a similar vein, Fox and Singletary (1986) underline the need for support at the beginning of the teaching profession so that novice teachers could become flexible, self-evaluative, competent, and confident enough to face any problems in the classroom or at school.

The transfer from being a student teacher to serving as a regular teacher takes place in rather unclear ways in Turkey. Novice teachers assigned by the MONE to public schools in variousregions ofthe countryhad to take part in an induction and mentoring program called Novice Teacher Training (NTT) Programfrom 1995 until 2015. The orientation courses in this program weregiven by provincial NEDs (National Education Directorates) at the weekends, in the evenings or during the semester break. According to the law, each novice teacher compulsorily had to attend this program during the first year in teaching profession and if they were found to be successful at the end of the program, their trial period ended (MEB, 2006).The program used to start two or three months after the teachers were appointed and lastedbetween 3 and half months and 10 months. The program involved *a) basic education, b) preparatoryeducation,* and *c) applied education.* Briefly, the purpose of the basic education program wasto inform novice teachers about topics such as the principles of Mustafa Kemal Atatürk, constitution of the Turkish Republic, civil

service, current law regardingcivil servants in the Turkish Republic, use of Turkish language, officialcorrespondence, saving state propertywhile thepurpose of the preparatory education program wasto inform novice teachersabout the structure of the Turkish Educational System, the employee rights of civil servants, the organizational structure of the MONE and training of the educational staff. Lastly, the purpose of the applied education program wasto inform novices about topics such as the rules for official correspondence and filing systems, human relations, reform and development, securitymeasures and civil defense, and there was also an applied program regardingplanning, instruction, course materials, testing and assessment, learning and environment, schoolorganization, and guidance. If the novice teachers failed in any of these stages, that stage was repeated for only once and they could go on with the next stage only when they were successful. Accordingly, the trial period could not be less than one year and more than two years.

However, a comprehensive change took place in this system in 2014, when Ministry of National Education General Directorate of Teacher Training and Education informed provincial NEDs that they cancelled all stages of education regarding novice teachers. In line with the change made in Article 43 Item 6 of the Basic Law of National Education No.1739 in 2014, novice teachers are required to work for at least one year and be successful according to the performance evaluation system so that they will have the right to take the written exam or written and oral exam. According to the information submitted in the Official Gazette No. 29329 (2015), novice teachers are to be evaluated once in the first term and twice in the second term by evaluators. The evaluators are the inspector, the school principal and the mentor teacher. The first and second evaluationsare supposed to be done by the school principal and the mentor individually. The third evaluation is supposed to be done together by the inspector, school principal and the mentor through filling separate forms individually. Those who do not get the right to take the written exam at the end of the probation period and those who fail the exam twice are not allowed to continue teaching in schools. Furthermore, the written exam to be taken following the performance evaluation covers topics such as current law regarding civil servants in the Turkish Republic, the organizational structure of MONE, classroom management, teaching methods and techniques and student assessment. If the novice teacher is required to take an oral exam following the written exam, the oral exam covers topics such as comprehension and summary of a subject, communication

skills, self-confidence, persuasive skill, inclination to technological and scientific developments and teaching qualities.

There are two institutions in Turkey that areresponsible for teachers' education and these are faculties of education and Ministry of National Education. While the former institution is responsible for pre-service education of teachers, the latter is responsible for the in-service training of novice teachers. Although this might suggest that there is a unity or cooperation between these two institutions, in practice it seems that is not quite the case. This leads to a discrepancy between the applications of these institutions and it is usually novice teachers who undergo a difficult experience after graduation due to this gap of communication and continuity.

Another point that should be considered is that in Turkey, novice teachers can be appointed to any school in any province and region after graduation. Moreover, these regions, provinces and schools also differ in themselves as life conditions are not the same in the city, county or village. However, a graduate teacher can be appointed to anywhere based on the scores they receive from a central national examination called KPSS. The question is how these graduate teachers, although having received the same kind of education which is just based upon subject matter and pedagogical knowledge,can be appointed toany city, county or village in any of the seven regions, each of which has a different structure in all respects. It is for sure that, in addition to the professional difficulties, these graduates will experience lots of hardship in terms of social and physical characteristics of the places they are appointed to. Moreover, whether the curriculum used at education faculties or by MONE during the induction process is comprehensive enough to prepare novice teachers for real classroom and school conditions is another question to be answered as it is certain that the theoretical courses given to student teachers are not supported adequately through practice.

The induction process is accepted to be a very important stage in a teacher's professional life as teachers establish their professional identity and usually decide whether to stay in or leave the teaching profession (Feiman-Nemser, 2001). Studying such a critical question may require comprehensive longitudinal studies where participants are observed and interviewed periodically. Although the literature provides many quantitative and qualitative studies, longitudinal research on beginning teachers' induction process does not seem sufficient to identify the depth

of the problems they encounter and how these problems influence their concept of teaching and progress in the profession. Furthermore, in Turkey, the real atmosphere of classrooms, activities, flow of the lessons or the interactions among teachers and students have not been adequately explored yet. While the number of qualitative studies is really low, there are not multiple-case studies conducted with regard to the induction process of novice teachers, which is the research design of this study. In some of the qualitative studies conducted in Turkish context (e.g. Gömleksiz et al., 2010; Gergin, 2010; Yılmaz and Tepebaşı, 2011), the interviews were realized once, instead of following the participants in longer periods of time. Compared to the qualitative studies, the number of quantitative studies where data were gathered through questionnaires or scales is higher (e.g. Battal, Yurdakul & Şahan, 1998; Korkmaz, 1999; Korkmaz, Şaban & Akbaşlı, 2004; Öztürk, 2008; Toker, 2001). Nonetheless, using surveys to gather data may not be adequate enough to reach in-depth and rich data about the induction issue and it is interesting to notice that there are no studies supported by observations by the researchers. It is owing to the fact that the number of such comprehensive studies is low, which makes it difficult to draw sound inferences from the current situation and applications and take reasonable precautions for a better future in education. As there is not enough research done on novice teachers' induction into the teaching profession in Turkey,this current study, in terms of the aforementioned points, will shed light to the field of the induction process of novice teachers and reveal the realities of the practice world exploring those characteristics through interviews and observations and drawing conclusions and implications regarding the first year of teachers in the profession.

Another aspect contributing to the importance of this current study is that it will provide the international literature with a perspective from the Turkish culture to better understand the induction process teachers go through all around the world. Although it is only since the 1980s - 1990s that teacher induction has received serious attention in international research and literature (Kessels, 2010), there can be found many research studies conducted regarding the induction of novice teachersinto the teaching profession in different countries, such as the United States (e.g. Fletcher, Strong, & Villar 2005; Ingersoll 2004), Scotland (e.g. Rippon & Martin, 2006), Australia (e.g. Hartsuyker, 2007; Hudson, Beutel & Hudson, 2009), Canada (e.g. Gill, 2004) or New Zealand (e.g. Grudnoff, 2012; Main, 2008), just to

name a few, while there are not enough comprehensive studies to shed light and provide examples from the Turkish context to the international literature. Furthermore, many of these aforementioned studies seek for ways to enlarge and strengthen the induction practice in these countries and so an internationally collaborative approach might be very beneficial to understand novice teachers and improve the induction process in order for them to make a better start to the profession in their first year.

## 1.2. Purpose of the Study

This study aims to explore teachers' induction process into the teaching profession through their perceptions about the pre-service teacher education they received, the experiences they undergo regarding classroom processes, professional development, relationships with colleagues or students, teaching performance, mentoring and personal life as well as their mentors' perceptions regarding the induction process of the teachers. In light of this overall purpose, this study attempts to answer the following research questions:

1. What do teachers experience in their first year at schools in relation to
   a) classroom processes,
   b) mentorship,
   c) collegial relationships?

2. What reflections do the first year experiences have on teachers'
   a) professional development,
   b) teaching performance,
   c) personal life (in social and psychological terms)?

3. How do teachers perceive the pre-service teacher education in terms of preparing them for the initial year in teaching?

4. What are the mentors' opinions regarding
   a) the experiences of teachers in their first year,
   b) first year teachers' professional development,

c) the pre-service teacher education in terms of preparing them for the initial year in teaching?

## 1.3. Significance of the Study

The significance of the study mainly stems from the need to understand the processes and stages teachers go through in their first year in the teaching profession as an important stage in their professional career. Induction process is a bridge between pre-service teacher education and the actual teaching practice; therefore, understanding this process in depth will help develop strategies to equip novice teachers with necessary tools and assistance to cope with the challenges of the teaching profession. Furthermore, the process data this study will provide can help us better understand the interactive relations among the challenges teachers face, solutions they produce and the progress they make in the profession. While typical studies in the literature mostly provide one-shot understanding of these issues, the interactive relations among these processes need to be understood to have a better insight into this process as these relations tend to change with the changes occurring in teachers' attitudes, actions or beliefs in time.

The limited number of longitudinal research studies on the first year of beginning teachers in the teaching profession is another area where the significance of this study could be discussed. The studies in the current literature were mostly carried out through either survey or one-time interview method, thereby are not sufficient to provide us with an in-depth understanding of this process. Within this respect, this study will add depth and insight to the field involving a number of participants with different backgrounds in order to provide in-depth data, which will be collected in multiple phases throughout one year and be interpreted in a way to show all the changes in their professional life along with the similarities and differences among different cases.Therefore, conducting a longitudinal study seems really necessary when the changing nature of teachers' experiences including their relationships, knowledge regarding school systems, teaching practice or any challenges they face and the solutions they use for these is considered.

Another significance area could be the perspective this study might provide from the Turkish context to the international teacher induction research. Although induction process is a widely studied field in the international literature, with examples from various countries, the literature lacks comprehensive studies

reflectingthe Turkish context with regard to novice teachers and the induction process they go through in their first year. Despite the fact that there may be common points and similarities, every country tends to have a unique educational context with regard to the components of education from student profiles to teachers and school environments and so it is significant to reflect the induction process teachers go through in the Turkish context along with these distinctive and unique characteristics.

Last but not the least, this study might provide implications regarding the pre-service teacher education from the eyes of the novice teachers with regard to the extent it prepared them for the challenges and realities of the first year. Therefore, if taken into consideration, the results can reveal the discrepancies between the theory taught at faculties and the realities of the teaching profession within the framework of the induction year and some substantial changes can occur in the system of faculties of education.

## 1.4. Definitions of Terms

The definitions of the key terms needing clarification can be listed as:

- **Induction Period:**The first year of a teacher in the teaching profession**.**
- **In-Service Training:**The training provided for novice teachers in the induction period so that they can deal with professional problems in an effective way and undergo a professional development.
- **Mentor:**An experienced teacher assigned to assist novice teachers in their induction period by guiding, evaluating and providing feedback.
- **Mentoring:**A process in which a mentor assists and guides a novice teacher in the induction period.
- **Novice Teacher:**A new teacher who has just graduated from university and started to teach in a school, namely a beginning teacher or new teacher in his/her first year in the teaching profession.
- **Pre-Service Teacher Education:**The training period student teachers undergo so that they can be ready to teach in schools.

- **Professional Support:**The support novice teachers receive in the induction process from their mentors or principals with regard to their problems about classroom processes, teaching issues, etc.

# CHAPTER II


# REVIEW OF LITERATURE


This chapter provides a review of the literature regarding the induction process of novice teachers. It revolves around the topics of teacher appointment system in Turkey, novice teachers' experiences during the induction process, dropout of novice teachers and factors related to novice teacher attrition and retention. Furthermore, the problems encountered by novice teachers are presented under related subtitles. The chapter ends with brief information about the research studies conducted abroad and in Turkey regarding novice teachers and a summary of the literature review.

## 2.1. Appointment of Novice Teachers in Turkey

According to the "General Regulations on the Exams for Those to be Appointed to Public Duties for the First Time" published on 03.05.2002 in the Official Gazette, it was decided to conduct a central exam called "Public Personnel Selection Examination-KPSS" to all those who would be appointed to public duties for the first time, including teachers, and to define the content and weights of the exam by the Turkish Republic Prime Ministry State Personnel Presidency (DPB) and Student Selection and Placement Center (ÖSYM) and to apply the exam by ÖSYM (Official Gazette, 2002). All candidates who would like to be appointed to public schools have to take this exam after a four-year university education (ÖSYM, 2005). In KPSS, which is held in four sessions, pre-service teachers go through two different sessions that include"General Culture" and "General Competency", as well as "Educational Sciences" and "Teaching Content Knowledge".

Semerci and Özer (2005) state thatvarious types of exams to appoint teachers are also implemented in Germany, Austria, France, Spain, Luxemburg and in some states in the USA. These exams may either be paper-pencil tests or include interviews as it is seen in Belgium, Greece, Holland and Portugal. In these exams,

candidates are mostly evaluated through a written exam assessing their subject matter knowledge, a presentation assessing their teaching and communication skills and an interview assessing their interests and attitudes towards the profession and those that pass the exam are appointed as trainee teachers(Demir & Gür, 2000).

Eraslan (2004) puts forward that KPSS can be better achieved by those who know test techniques and have a rote-learning logic and that it just serves the cognitive domain and is not objective. In his study, the teacher candidates think that it is not adequate to assess just knowledge to be selected for the teaching profession. Accordingly, a qualified teacher is the one who has communication, problem solving, creativity, criticizing, interpretation, freedom, responsibility and management skills and the exam to be held for teacher appointment must be adequate to assess these qualities. However, instead of assessing the qualified teacher, this exam is found to be a significant source of stress for participants (Can, 2011). Furthermore, research shows that most student teachers think KPSSwears them out and more than half of them state that preparing for this exam has a negative impact on their school success, economic situation and participation in social activities. Just few of them think that KPSS is a good system to select teachers and passing this exam is adequate to be a teacher(Gündoğdu, Çimen & Turan, 2008).

In Turkey, teacher candidates have to take KPSS to be appointed due to the fact that the number of those applying for appointment is much higher than the number to be appointed (Sezgin & Duran, 2011; Yüksel, 2004).According to Sezgin and Duran (2011), appointing thousands of teachers does not seem possible if it is supposed that a similar number of teachers will be appointed every year and it may be optimistic to mention these data will not drive teacher candidates to despair.Similarly, Baştürk (2007) states that especially in the last years, there is an accumulation of teacher candidates waiting to be appointed and in some fields, even less than 1 % of those taking KPSS have a chance to be appointed.

## 2.2. Induction Process of Novice Teachers in Turkey

In Turkey, teacher training and education programs consist of several stages which are selecting the candidates, educating them within the scope of a program in a certain period of time (pre-service teacher education), appointing teacher candidates as civil servants and training them on-the-job through an in-service program (Akdemir, 2013). According to the change made in Article 43 Item 6 of the Basic

Law of National Education No. 1739 in 2014 with an attempt to improve the induction process of teachers, candidate teachers are subject to a training process in the first six months of their career. The training process is to be applied in the school where the teacher is appointed and under the responsibility of the school management and mentors within the framework of the Training Program determined by the MONE (MEB, 2016). The school principal is to allocate a mentor for the candidate teacher in this process and the mentor is to contribute to the professional development of the candidate teacher through the principal's control and planning (MEB, 1995).

The Training Program developed by MONE consists of in-class and in-school observation activities, teaching practice, out-of-school activities and in-service training activities including the exam subjects mentioned in the Articles 20 and 21 of the Ministry of National Education Teacher Appointment and Displacement Regulation (MEB, 2016). Furthermore, mentors of the novice teachers should be selected among those with at least ten years of experience and who have been assigned as coordinators, supervisor or participant teachers in national or international projects, who participate in social and cultural activities, with strong communication and representation skills and who are from the same subject area with the novice teachers. If there is not a teacher with more than ten years of experience, the mentor is to be selected among those with less experience and if there is not a teacher from the same subject area, the mentor is to be selected from a different subject area (MEB, 2016).

The candidate teacher has a responsibility to observe the mentor in the training process; however, in Turkey, many novice teachers are given a class because of the teacher shortage (Duran, Sezgin & Çoban, 2011), as a result of which the induction process may not reach its purpose. Furthermore, the guidance support principals provide novice teachers with is found to be really inadequate; which indicates that school principals need to be trained in terms of on-the-job training of novice teachers and instructional leadership roles particularly during the induction process (Ekinci, 2010). The limited number of studies conducted on the effectiveness of the induction process, namely, the in-service training of candidate teachers in Turkey, yield similar results on the deficiencies of the process. Accordingly, the induction program for candidate teachers was found to be inadequate in practical terms by the primary school inspectors and they mostly thought induction programs

should be conducted by experienced teachers or academicians. Additionally, primary school principals believed the existing program failed in contributing to novice teachers' qualifications (Çimen, 2010). In a similar vein, Özonay (2004) found that the induction program for candidate teachers in Turkey was inadequate in meeting novice teachers' needs with regard to practice issues. Furthermore, it was noted that although novice teachers could get some help from their mentors, they did not participate in their lessons regularly and that the inspectors did not provide novice teachers with adequate assistance and guidance. Likewise, Ayvaz Düzyol (2012) highlighted that there was inconformity between the aims of the induction program and the needs of the candidate teachers and that the methods and techniques applied in the program were not adequate. Therefore, it might be concluded that the induction process novice teachers undergo in Turkey is weak and it seems that novice teachers do not undergo a structured and strong induction process with adequate guidance and assistance from more experienced teachers and mentors.

The Turkish Education Association (2009), in its report on "Teacher Qualifications" mentions that the induction process in Turkey should be restructured as it is an important milestone in teacher qualifications. In the report, it is noted that most of the candidate teachers in Turkey work in remote towns, lacking of a functional guidance and mentoring during their induction process. Accordingly, some of the suggestions made in the report are the appointment of novice teachers to smaller towns only after they complete the induction process in a central school under the guidance of an experienced teacher and building an efficient mentoring process for stronger professional development of novice teachers as well as defining the mentor's duty as weekly workload, namely five hours a week. In a similar vein, Yıldırım and Yılmaz (2013) mention that mentoring should be made more efficient and be applied more frequently in order to train staff and ensure their professional development and that school managements should also participate in this process, should develop their leadership skills and play their mentorship roles efficiently to make schools effective and successful institutions.

## 2.3. Novice Teachers' Experiences during Induction Years

In recent years, the induction process ofnovice teachers into the challenges of the teaching profession have increasingly become a source of interest in international terms (i.e. Ingvarson et al. 2007; Villar & Strong 2005; Williams, et al. 2001). The

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first year in theprofessionis thought to have an enormousinfluence on a teacher's personal and professional life. Thesefirst experiences are imprinted, planting ideas and behaviors regarding the teaching profession, students, the school context and their role as a teacher (Gold, 1996). Research shows that novice teachers usually define the first year in the teaching profession as challenging and report that they are in need ofprecisetypes of assistance (Danielson, 1999; Gilbert, 2005; Kauffman et al., 2002; Wayne, Youngs, & Fleischmann, 2005). In a similar manner, Kellough (2005) defines the first year in the profession as "full of highs and lows, with few days in-between or neutral" (p. 1), which Hebert and Worthy (2001) also refer to as the "frustration, anxiety, isolation and self-doubt" (p. 896) experienced by beginning teachers.

According to Smethem (2007), novice teachers are more liable to the kind of experiences they go through than more experienced teachers (as cited inUlvik, Smith & Helleve, 2009), and they establish their personal identity as teachers through such experiences. Likewise, Cochran-Smith (2004) puts forwards that teachers' initial experiences affect the quality of their teaching and have an influence on whether and for how long a teacher will stay in the teaching profession. In the early years of the profession, context, culture and biographical factors are significantfacts thatbuild professional identity and inclination towards work and career (Ulvik, Smith & Helleve, 2009; Watson, 2007) and Rots et al. (2007) goes further arguing that experiences related to the first few months of teaching have the greatest impact on retention, and emphasizing the importance of providing novices with a positive start to teaching. In fact, "few experiences in life have such a tremendous impact on the personal and professional life of a teacher as does the first year of teaching" (Gold, 1996; p. 548). However, the first year usually turns out to be an especially lonely and challenging time for many new teachers, because of "false expectations, shattered dreams, and serious attacks on one's competence and self worth" (Rogers & Babinski, 2002; p. 1). In a similar vein, with regard to the first year in the teaching profession, Rolley (2001) states:

> The general experience for the beginning teacher is one of being 'thrown in' to the life of a school with a sink or swim philosophy—often with cavalier advice to 'forget all you've learnt at uni', whilst being given the school or department's kit of survival strategies. These early years for a new teacher can

be exceptionally difficult and professional survival is often based on inner resources rather than systemic, supportive structures (p. 40).

It is for this reason essential that novice teachers undergo positive experiences at school because good experiences establish resilience upon facing difficult situations and complicated dilemmas as part of their professional work in the future (Ulvik, Smith & Helleve, 2009).Thompson (2007) depends on the teacher himself to survive in the first year and recommends that one of the most useful ways, to not just "survive" but "thrive" in the first year, is to develop professional expertise, which means having the skills and the attitudes of a competent educator. However, Wayne, Youngsand Fleischman (2005) assert that "[u]nfortunately, schools do not operate like hospital emergency rooms, where experienced personnel routinely watch novices work, spot their mistakes, give advice, and model new techniques" (p. 76). It is therefore not surprising that a majority ofnovice teachers state that they feel unable to cope with challenges and feel isolated (Stanulis et al., 2007) at the beginning of the profession.Feelingsof frustration, demoralization and feeling bewildered about the demands of the teaching profession during the induction period are also common among novice teachers (Kane & Mallon, 2006).

### 2.3.1. Transition from being Student Teacher to School Teacher with a Reality Shock

Induction, namely the "transition to teacherhood" (McNally 2002, p. 65), is accepted to be a critical aspect in the life of a teacher. When they are transferred to their work place, beginning teachers facesome challenges and responsibilities that are new to them, and have to find a professional place within the school culture (Herbert & Worthy, 2001); therefore, the process of transition into teaching involves conflict and shock for many beginning teachers (Beijaard et al., 2005; Flores, 2006; Veenman, 1984).Many studies in the literature (i.e. Le Maistre & Pare, 2010) reportvarious challenges confronting beginning teachers and draw attention to the shock novice teachers experience when they move from pre-service teacher preparation to working as teachers.When novice teachers come into the classroom, they encounter a harsh reality as they had unrealistic expectations of the teaching profession before arriving in the classroom (Lundeen, 2004). This is a crucial process of transition, with the earlier period of teaching that is generally referred to as 'reality

shock' (Gaede, 1978; Veenman, 1984), which happens exactly when novices discover the harsh reality of everyday classroom life as so different from what they had experienced during the initial teacher preparation or teaching practice.

According to Murshidi, Konting, Elias, and Fooi (2006), "when beginning teachers enter the teaching force, they often encounter a reality shock as they confront the complexity of the teaching task. The reality of the actual teaching situation sometimes differs so much from what the beginners were expecting" (p. 266). There are a great many studies showing the disparities between teachers' expectations and the realities of the teaching practice. For example, a study conducted by Cherubini (2007) on the novice teachers' critical perceptions regarding their professional induction process showed participants accepted that workload was far greater than they expected, the job of teaching was far more challenging than they considered and the unexpected and continuous pressure from students' parents, feeling disrespected as a professional, and being told by the principal to cover all bases with parents were really challenging. Similarly, Ferfolija (2008) argues that the 'shock' encountered by novice teachers is definitely acute since teaching is one of the very few professions in which novice practitioners suddenlyundertake many of the same responsibilities as their more experienced colleagues and therefore, "beginning teachers actually learn how to teach when they enter the classroom in their first year" (Wideen et al., 1998; p. 158), rather than during their pre-service teacher education.

Regarding the induction process of novice teachers, the European Educational Council ETUCE (2008) indicates that the smooth transition of student teachers from faculties to the teaching profession as a novice turns out to be a severe phase for their continuing professional development and their commitment to the profession, as well as for gaining positive attitudes towards the profession and problems of the first year of teaching. During teacher preparation, while novice teachers are placed within a culture of support and collaboration, it sounds ironic for the culture to shift so dramatically during the first year of teaching (Stanulis, Fallona & Pearson, 2010) as when they are student teachers, they join faculties where there are already established friendships and social groups (Ryan, 1986) whereasthere are unfamiliar cultural norms and shared history at the school they work (Brock & Grady, 1995; Corcoran, 1981).According to Ingersoll and Kralik (2004), such experiences can be really harsh "for new entrants who, upon accepting a teaching position in a school, are often left

on their own to succeed or fail within the confines of their own classrooms" (p. 2). Even though other professions provide their new members with transitional assistance (e.g., residents in medicine, interns in architecture and associates in law), throughout history, the education profession has generally ignored the support needs of its new members and thus, has been described as "the profession that eats its young" (Halford, 1998; as cited in Renard, 1999, p. 227).Manuel (2003) is of the same opinion as he mentions that teachingis one of the few careers expecting that a newly appointed person is ready for the requirements of his/her job such as workload and diversity of a new occupation, and which includes little, if any, well-structured on-site training.In a similar vein, Darling-Hammond et al. (1999) reports that while in other professions novices go on to "hone their knowledge and skills under the watchful eyes of more knowledgeable and experienced practitioners…, the normative conditions of teaching are far from this utopian model" (p. 216). It is owing to this fact that "No other profession takes newly certified graduates, places them in the same situation as seasoned veterans and gives them no organized support" (Le Maistre & Pare, 2010; p. 560).

The reality shock experienced during the transition from being a student teacher to school teacher may be due to the fact that teacher training fails to prepare new teachers adequately for the demands of full-time teaching (Carre, 1993) and initial teacher education does not provide right balance between theory and practice (Allen, 2009), which are defined by Russell (1988) as "two independent domains linked by a tenuous act of faith" (p. 33). Therefore, pre-service teacher education programs are often criticized for being irrelevant to the real practice of teaching (Awender & Harte, 1986). In a study conducted by Barrett Kutcy and Schulz (2006) on novice elementary school teachers, it was reported that novice teachers experienced discontent in going on to teach as there was a disparity between their pre-service teacher education programs and the real world of teaching. This was due to the fact that the pre-service teacher preparation programs did not prepare novice teachers for such differences, as a result of which, novice teachers were not equipped enough to teach effectively in their first year. In a similar vein, Hargreaves and Jacka (1995) also highlighted an incompatibility between student teachers' experiences on pre-service teacher education programs and the experiences of novice teachers in their first year in teaching profession. With regard to the shock novice teachers experience when they encounter the real world of practice in the teaching profession,

Flores (2004) goes further claiming that this shock can both challenge their individual beliefs and idealistic expectations regarding teaching and can cause them to 'unlearn' what seem to be the 'unreal' theories gained through their pre-service teacher education and replace them by pragmatic survival techniques, even though these may be against their deeper instincts.

Depending on the incompatibility between theory and practice, while a common criticism of pre-service teacher education is that it does not adequately prepare the novice teachers for the reality of teaching, there is also the argument that teacher preparation will never be sufficient as the requirements and expectations of teachers are continuously changing (OECD, 2011).Martinez (2004) also asserts that 'even the very best of teacher education programs will only ever be able to prepare graduates to begin teaching' (p. 99).From a similar point of view, Hagger et al. (2008) claims that it is not possible for pre-service teacher education to provide student teachers with an environment which is really similar to the reality of full-time teaching, given the complexities of teaching. San (1999) makes another claim in his study on Japanese beginning teachers' conceptions of their preparation and professional development and mentions that collaboration between universities and schools is confined to arrangements for student teaching, which shows that schools and universities are not formally related to each other for the ongoing professional training of student teachers. Finally, he suggests the need for cooperation between teacher training institutions and schools in improving the earlier training of prospective teachers so that they will be able to meet the challenges in school and the society when they start the profession. Nevertheless, while there is disagreement about the adequacy of initial teacher education programs in preparing the beginning teachers for the profession, there is an agreement that novice teachers are in need of support to help them to meet the challenges of full-time teaching successfully (Moir, 2009).

In summary, Lortie (1975) described the initial years in the teaching profession as a question of "sinking or swimming" and in the teacher career sequences model developed by Huberman (1989), the first year to the third year of teaching was defined as 'career entry' or 'survival and discovery' phase. In the first year, novice teachers experience a 'reality shock' at the realities of the practice world and complexity of professional work, but in time they are more capable of coping with day-to-day survival through learning and gaining interest in teaching since

dealing with the challenges of the first year and developing an identity as a teacher also involve the negotiation of meanings in the teaching context (Bullough & Stakes, 1994). The general teaching methods beginning teachers learned during initial teacher education need to be adapted to the specific needs of the school setting (Ryan, 1986). Accordingly, in order for beginning teachers to adapt to the realities of the profession, a mentor should be assigned, observation of (and by) experienced colleagues should be arranged, and the potential for critical self-reflection should be improved. This process of enculturation should also involveassistingbeginning teachers inbuildinga safe classroom climate and to work with parents efficiently (Feiman-Nemser, 2003). A case could therefore be made for claiming that the purpose of initial teacher education is to lay the groundwork for succeeding learning and improvement as a teacher (Hagger et al., 2008).

### 2.3.2. Relations between Mentor Teachers and Novice Teachers

Mentorship is a companion system that provides novice teachers with support in the earliest days of their career as a teacher (Stanulis, Burrill & Ames, 2007) and it is a critical aspect for a novice teacher's development (Darling-Hammond, 2010; Ingersoll &Smith,2004). Research on mentoring has reported several important and positive benefits related to mentoring, such as novices' sense of well-being, greater work attitude, career advancements, job satisfaction, higher productivity, commitment to work and job performance (Darling-Hammond, 1999; Murray 2001; Ragins & Kram 2007; Strong, 2009) and positive effects on retention of the beginning teachers (Ingersoll & Smith, 2004; Wang & Odell, 2002). Many research studies supports that a mentor in the initial years of a teaching career increases teacher retention anddevelops pedagogical practice (Little, 1990; Villar, Strong, & Fletcher, 2005). Likewise, McIntyre and Hagger (1996) define the advantages of mentoring as "reduced feelings of isolation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem-solving capacities" for beginning teachers (as cited in Hobson et al. 2009, p.209).

Furthermore, novice teachers who have gone through mentoring process can become more effective teachers in their early years as they do not have to depend only on trial and error to improve their teaching performance but enjoy the advantages of guided practice and support of an expert (Holloway, 2001).The Program Handbook developed by the Alberta Teachers' Association on Mentoring

Beginning Teachers (2001) yields similar results regarding the benefits of mentoring and presents the following list:

> For the beginning teacher, mentoring means, a) access to the knowledge, experience and support of a mentor teacher, b) enhanced personal and professional well-being because of reduced stress during the transition, c) increased job success, self-confidence and self-esteem, d) reduced trial-and-error learning and accelerated professional growth, e) support for successful induction into the teaching career… For the profession, it means, a) retention of the best, most creative teachers, b) retention of experienced teachers who find a new challenge and opportunity forgrowth by serving as mentors, c) increased continuity of traditions and positive cultural norms for behavior, d) establishment of professional norms of openness to learning from others, new ideas and instructional practices, continual improvement, collaboration, collegiality and experimentation (p. 13-14).

In their study conducted on beginning teachers in the Chicago Public Schools, Kapadia and her colleagues (2007) found that novice elementary teachers who received "strong" mentoring "were much more likely to report a good experience, intend to continue teaching, and plan to remain in the same school" (p. 28), where strong mentoring meant help with classroom management, teaching and assessment strategies, school policies and procedures, observation and discussion of teaching as well as communication with parents. Meanwhile, novices who received average levels of mentoring experienced most types of help and found them partially or really helpful. However, teachers who received weak mentoring, no mentoring or took part in some mentoring activities found them somewhat helpful (Kapadia et al., 2007). In a similar vein, Davis and Waite (2006) reached parallel results in their 10-year follow-up study of beginning teachers' experiences. Accordingly, many teachers going through mentoring processemphasized thattheir mentors were beneficial in helping them to understand district- and school-specific system details, guiding them with regard to organizing a classroom effectively, and helping them learn how to work with parents and families. The writers reported that some participants used the terms "life saver" and "safety net" to describe their mentors. Wang and Odell's (2002) study yielded similar results as they concluded that mentoring supported the socialization of novice teachers by helping them to adjust to workplace standards and expectations.

Research shows that an important issue in mentoring is the subject area the mentor and mentee teaches. Johnson and his colleagues (2005) report that, in the

U.S.A, mentoring seemed most effective when novice teachers taught the same subject as their mentor.In a similar vein, Carter and Francis (2001) draw attention to the advantages of using school expertise through mentors that teach in the same grade or subject areasince this can help beginning teachers understand contextual aspects regarding the teaching profession such as classroom management, meeting student needs and suitable programming.In their study, Smith and Ingersoll (2003) found out novice teachers who wereallocated mentors from the same subject area and who participated in collective induction activities, such as planning and cooperation with their colleagues, were less likely to move to other schools and leave the teaching profession after their first year of teaching. In more details, while having an out-of-field mentor decreased the risk of novice teachers leaving at the end of the first year by 18%, having a mentor in the same field decreased the risk of leaving by about 30% (Bartlett & Johnson, 2010). Algozzine and his colleagues (2007) drew similar results in their study reporting that matching novice teachers with mentors teaching in the same subject area is likely to yield very positive resultsin terms of staying in the teaching profession.

There is also evidence that mentoring can promote novice teachers' sense of well-being and job satisfaction (Strong, 2009). However, Yusko and Feiman-Nemser (2008) also argue that mentoring must be accepted as a form of professional development for novice teachers and that mentors must see themselves as being responsible for helping novices to develop their teaching practice. The Training and Development Agency for Schools (TDA) (2007) also asserts that induction programs must provide novice teachers with an opportunity to "develop the knowledge and skills gained during initial teacher training" and must provide them with a "framework for continuing professional development" and "will help [novice teachers] meet the core standards and become an effective teacher" (p. 2, as cited in Haggarty et al., 2011). In a similar vein, Marable and Raimondi (2007) reported that, in addition to its other benefits, mentoring mightbe an efficient way of supporting the professional learning of novice teachers. However, in order to develop the full potential of mentoring for professional development, experienced and novice teachers both should view mentoring processes as being supportive and educative (Langdon, 2011). The study conducted by Williams and Prestage (2000) on the induction processes in the UK supported this view and concluded that informal support and professional development mechanisms should be given top priority by

both novice teachers and mentors. Apparently, mentoring has a crucial role in the professional development of novice teachers and quality professional development of a teacher definitely has a positive effect on studentlearning (Hodkinson & Hodkinson, 2005).

## 2.4. Dropout during the Induction Years

A large body of evidence shows that teachers lacking adequate initial preparation are more likely to drop out of the profession of teaching (Darling-Hammond, 2003) and if novice teachers' entrance to the profession is too demanding, they are likely to become more traditional, continue the job with less motivation or leave it (Flores & Day, 2006). Indeed, research on teacher attrition has found out a high rate of attrition among novice teachers (Achinstein, 2006; Darling-Hammond, 1999; Ingersoll, 2003; Johnson & Birkeland, 2003 Ulvik, Smith&Helleve, 2009) and 25 to 50% of novice teachers leave the education profession within the first five years, which is the period of time they would be experts if they do not leave the profession. This might be because of the fact that when newly qualified teachers enter the teaching arena, they often come across with a reality shock as they realize the complicity of teaching. The reality of the actual act of teaching can sometimes differ so much from what the novice teachers are expecting.

Besides, teaching is already among the occupations in today's world whose members experience the strongest stress related to job issues and burnout (Skaalvik & Skaalvik, 2010). Moreover, when novice teachers are left on their own in the induction process, this adds to their stress and as a result, many novice teachers leave the profession, which has an important impact on schools(Harris & Farrell, 2007; Ingersoll, 2001). Novice teachers' early dropout results in such a low number of teachers with more than three years of experience in a school that there are no efficient role models to help the induction of beginning teachers in their schools (Darling-Hammond, 2000). Thus, while teacher shortages are somewhatbecause of the increasing numbers of teachers who retire, they are even more so because of the large numbers of novice teachers who choose to leave the profession during their first years in the profession (Ingersoll, 2001).

When the high number of novice teachers leaving the profession in their first years is thought, the critical importance of supporting them at the start of the

profession can be understood. Therefore, in order to prepare and strengthen novice teachers for the realities and actual practices of the teaching profession and to prepare them for an ongoing professional development process from their first year in the profession, it is of high importance to understand more about their first experiences and the factors that might affect their decision or likelihood to quit or go on teaching.

### 2.4.1. Factors Related to Novice Teacher Attrition

A large body of literature reports teacher attrition in the first 5 years to be 30% or greater (Darling-Hammond, 2000; Henke, Chen, & Geis, 2000; Murnane, et al., 1991). In the United States, the rates of teacher attrition encountered in the first five years range from 30–50% (Darling-Hammond & Sclan, 1996) owing to lack of support and structured induction and the percentage is similar in England where "of those who become teachers, about 40 per cent are no longer teaching five years later" (Kyriacou et al., 2003; p.256). High rates of attrition were alarming (Darling-Hammond & Sclan, 1996; Ingersoll 2001; Kronowitz, 1999), due to which education specialists put forward that high-quality preparation, induction, and mentoring programs were urgently needed to keep teachers in the profession (Berry & Hirsch, 2005; Darling-Hammond, 1997; Ingersoll & Smith, 2003; Johnson & Birkeland, 2003) as Wynn et al. (2007) suggest "that the transition into the teaching profession can be eased through induction and mentoring programs" (p. 212).The OECD report (2005) also highlighted the importance of the early years of teaching stating,"quality of the professional experience in the early years of teaching is now seen as a crucial influence on the likelihood of leaving the profession" (p. 117) and it is now widely recognized that high quality professional support is most likely to decrease the attrition rate among novice teachers (Loughranet al., 2001).

Castro, Kelly and Shih (2010) report that novice teachers in most of the European countries are appointed to high-needs areas, urban or rural,which havespecific student and family characteristics, such as multicultural backgrounds as well as low-income and diverse language abilities. However, many novice teachersdo not feel prepared enough to meet the cultural, personal, and academic needs of their students (Byrnes & Kiger, 1996). In addition, Achinstein (2006) emphasizes how novice teachers are vulnerable in their school environments with the mostundesirable classroom conditions or students, inadeqaute supplies and untenured

positions that are insecure. These teachers are usually placed in hard-to-staff-schools and are continuously examined and inspected by their administrators, colleagues, parents and students (as cited in Rizza, 2011) although what they actually need is some help with classroom management, school procedures, content knowledge and child development stages of a specific grade, building effective communication with parents, and learning how to work in isolating conditions (Boreen et al., 2000).

Research shows that teachers mainly leave the profession because of insufficient support to keep teachers in the profession and heavy workloadas well as poor working conditions that novice teachers encounter when they start the profession (e.g. Achinstein, 2006; Ulvik, Smith, & Helleve, 2009). The Becoming a Teacher(BaT) study, a longitudinal research project conducted between 2003 and 2008 to explore novice teachers' experiences of initial teacher training, induction and early professional development in England, found four factors associated with "lows" of the first year in the post by novice teachers. Accordingly, these were heavy workload, poor student behaviors, poor relationships with colleagues, poor relationships with students' parents or carers (Hobson, et al., 2009). Likewise, a study conducted by Smithers and Robinson (2003) on teachers leaving schools in England during 2002 have defined five main reasons influencing teachers' decisions to leave the profession, which were found out to be workload, new challenge, the school situation, salary and personal circumstances. Among these, workload was by far the most important, and salary the least for the participants of this study. Similarly, Smethem and Adey (2005) reported that, while induction has brought about some improvements in the experiences of the newly qualified teachers, "it is the workload which is the primary cause of attrition" (p.198).  These findings are supported by Wilkins and Head (2002), who conducted a qualitative study based on case studies of 18 teachers. Accordingly, they found that heavy workload, poor working relationships with a superior and being out of tune with the thrust of recent policy thinking in education were among the most common causes of dissatisfaction. Purcell and his colleagues(2005) reached similar results in their study on the early career paths of a number of UK graduates, and emphasized that the most frequently cited factors by those who choose to leave the teaching profession were 'workload and working hours'.

Johnson's (2004) study on rising attrition rates amongst first and second year teachers in the US found a number of factors that can affect teachers' decision to

leave or stay in the profession, or to work in a different school. Among these factors are a sense of weakness to help students,usually a result of a lack of support; sense of isolation, which can often be caused by the cold attitude of more experienced teachers who are accustomed to a tradition of workingfreelyin their classrooms; and feeling undervalued, sometimes related to some concerns about social status and low pay. The isolation matter was restated in the study conducted by Carroll and Fulton (2004) where they indicated that about 540.000 teachers moved to other schools or left the teaching profession in the year 2000 and many of whom due to feelings of isolation. In a similar vein, a study conducted by Karsenti and Collin (2013) on new teachers leaving the profession in Canada showed that reducing isolation through more communication and collaboration with colleagues and other school actors was a frequently mentioned need by the participants of the study so it is not surprising to find that a lack of cooperation is one of the reasonsnovice teachers give for not staying in the profession (Scherff, 2008). In their study, Andrews, Gilbert, and Martin (2006) also found that novice teachers highly valued the opportunities to work collaboratively with their colleagues.

A number of studies underline the disconnection between novice teachers' expectations and the realities of the teaching profession as a factor contributing to novice teacher attrition as the education profession is a much more complex field than new teachers realize (Cookson, 2005). From the same point of view, Kyriacou and his colleagues(2003) suggest that one of the reasons why novice teachers might leave the profession within their first few years is that the expectations which inspired them to follow a teaching career at first may not match up with thereality of teaching. Inman and Marlow (2004) are of the same opinion as they report that when novice teachers enter the classroom, they face the gap between their expectations of their role as a teacher and the actual realities they face during their first year at schools. It is for this reason Purcell and his colleagues(2005) underline "the importance of having a realistic perception of the job of teacher prior to entering the occupation" (p.3) for novice teachers. In a study on novice elementary school teachers, the participants felt dissatisfaction in continuing the teaching profession as "there was a disparity between their teacher education programs and the real teaching world" (BarrettKutcy & Schulz, 2006, p. 78), as a result of which the authors found that teacher preparation programs did not prepare new teachers for thedifferences and new teachers were not equipped enough to teach in their first classrooms.The study

conducted by Ewart (2009) on new teachers in minority French and French immersion programs reached similar results regarding the "retention" dimension of this issue. They concluded that the high retention rate among the participants of the study was mainly a result of the pre-service teacher education program they received as it was closely connected with the school practices where they would be hired.

### 2.4.2. Factors Related to Novice Teacher Retention

When the high attrition rates in the teaching profession are thought, the importance of retention, keeping teachers on the job, becomes prominent.In the six-year longitudinal study, Becoming a Teacher (BaT), six factors were associated with "highs" of the first year in the profession by novice teachers. Accordingly, these were good relationship with students, their part in fostering student learning and development, good relationship with colleagues, an improving sense of autonomy, being trusted andrecognized as established teachers, and surviving the first year (Hobson et al., 2009). Furthermore, broader research on retention of teachers suggests that mentorship, collaboration with other teachers, and administrative support have a really favorable impact on the retention and commitment of new teachers (Johnson et al. 2004; Rosenholtz, 1989; Smith & Ingersoll, 2004).In their review of the literature, Guarino, Santibañez, and Daley (2006), in a similar manner, found that mentoring and induction programs (collegial support) and a more administrative support were closely related with higher rates of retention of beginning teachers.

Mentoring is such an indispensible part of induction programs that mentoring and induction are terms often used synonymously (Ingersoll & Smith, 2004). Research mentions that a strong induction program can result in a significant difference in the retention and quality of teachers (Fideler & Haselkorn, 1999). In their study on novice elementary teachers (grades K-8), Kapadia and his colleagues (2007) found that teachers receiving "strong mentoring were much more likely to report a good experience, intend to continue teaching, and plan to remain in the same school" (p. 28). Similar results were repeated in another study by Smith and Ingersoll (2004) where they concluded that in the 1999-2000 Schools and Staffing Survey (SASS), more than 75% of the first teachers reported being allocated a mentor and taking part in induction activities show that effective, within-field mentoring is associated with higher levels of retention. Wang and Odell (2002) agreed to the

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aforementioned results reporting in their review of literature on mentoring that mentoring can exactly promote the retention of novice teachers. A study conducted by Schlichte, Yssel, and Merbler (2005) on beginning special educators noted that mentoring may help to alleviate beginning teacher burnout, which might lead new teachers to attrition in a short time.

Recent research has noted the positive effects of collaboration with colleagues and principal leadership on new teacher commitment and retention (Day et al., 2006; Grossman & Thompson, 2004; Kapadia et al., 2007; Smith & Ingersoll, 2004; Youngs, 2007). Smith and Ingersoll (2004) found that collaboration with colleagues reduced the likelihood that first-year teachers would leave the profession at the end of the year by 43%.In a study conducted by Barton (2004) on retention of teachers, most of the newly qualified teachers favored the idea of meeting with other novices to share their opinions and experiences.Day and his colleagues (2006) noted that throughout the first three years in the teaching profession, "the impact of combined support from the school/departmental leadership and colleagues can be highly significant in helping to build their confidence and self-efficacy" (p.91).In fact, in a study conducted by Brock and Grady (1998) on the role of the principal on induction process, beginning teachers identified the school principal as a key figure of support and guidance. Furthermore, the expectations of the beginning teachers demonstrated that principals are fundamental to the successful socialization and the first year induction of beginning teachers.In a similar vein, Huberman with Marti (1993) comment that "the initial reception in the school building, on the part of more experienced colleagues, is so important that it can offset initial difficulties" (p. 200). Most of the participants in the study conducted by Oberski and his colleagues(1999) showed appreciation of the immediate and concerned support received from their colleagues while the participants working in more unsupportive settings regretted the lack of such support.The conclusions drawn by Flores and Day (2006) are similar as they reported that in the early years of teaching profession, teaching and teacher-student relationships are among the factors novice teachers find most satisfying in addition to experiencing a supportive atmosphere at school. Most novice teachers in the Bat study (Hobson et al., 2009) were also positive about informal and easily accessible support thathelped them to cope with some specific problems and met their emotional as well as practical needs. Relating mentoring with colleague support and collaboration, Stanulis and his colleagues (2002) go further commenting that "if

the difficult nature of the first year of teaching is to change, beginning teachers must be provided with greater levels of mentoring support from peers in schools and from university teacher educators" (p. 79).

In fact, the conclusions and recommendations of the study conducted by Barton (2004) on beginning teacher retention synthesized the aforementioned factors related to novice teacher retention. Accordingly, she suggested that a retention strategy could usefully embody such measures as, a) providingnovice teachers with more non-contact time, b) making sure that novice teachers receive equality of treatment from their principals, c) a reduction in paperwork, d) warrantingsuitable opportunities for continuing professional development ande) providing a beneficial and well-structured induction program. Lastly, Ingersoll's (2001, 2003) study on teacher turnover is importantin terms of its emphasis on organizational factors, such as administrative support, well-established student discipline, and faculty input into decision making and demonstrates that these are in close relationship with teacher retention.

## 2.5. Problems Encountered by Novice Teachers

For teacher education in Turkey and around the world, it is a known fact that novice teachers experience a conflict between what they learned during pre-service education process and the new school environment (Yalçınkaya, 2002) and most of the studies conducted regardingnovice teachers highlight the sudden and sometimes dramatic experience of the transition from student to teacher (Flores & Day, 2006). Indeed, determining and understanding the challenge areas from whichnovice teachers suffer and their support needs in terms of these challenge areas is a major issue for policy development and for addressing quality issues faced by many educational systems (Rizza, 2011).However, even the induction programs seem to fail in meeting novice teachers' professional needs as Öztürk (2008) found that novice teachers thought the in-service training they took in their induction period was inadequate or slightly adequate in assessing student achievement; making teaching more appealing for the students; instructional planning; classroom management; guiding and counseling for the students; instructional implementation; providing resources for professional development; working out adaptation problems about the profession; assisting the current induction process; and establishing an identity as a teacher.

In their study, Gordon and Maxey (2000) reported certain problems experienced by novice teachers upon starting the teaching profession and some of them are adaptation to the reality of school conditions, difficulty of planning teaching materials in addition toapplying the appropriate methods of teaching, and lack of experience in dealing with some classroom situations. According to Flores and Day (2006), the literature shows that the most quoted difficulty experienced by novice teachers is the practice shock; in other words, the difference between teacher education contentand the reality of the first classroom experience, which is often due to a lack of relevance between the two. Furthermore, five major concerns for novice teachersas demonstrated in research studies area) workload, time management, and fatigue; b) content and curriculum knowledge; c) relationship with students, parents, colleagues, and supervisors; d) evaluation and grading; and e) autonomy and control (Jarvis & Algozzine, 2006; as cited in Öztürk, 2008). In a similar vein, Yalçınkaya (2002) reported that the early problems of novice teachers area) inexperience, b) conflicts between pre-service teacher education and in-service applications; c) pressures on new teachers; d) effort to be able to finish more tasks; e) fear of inspection and f) adaptation to school and environment.Veenman (1984), in an old study, reflected similar problems faced by novice teachers in especially the first three years in the profession and these area) negative relationships with students; b) inadequate support from the mentor teacher; c)auto critical, bureaucratic and hierarchical relationships; d) failure in maintaining class discipline; e) problems in maintaining student motivation; f) differences among students and students' individualproblems; and g) deficiencies in family-student-teacher relationships.

Although there exist some studies in the literature dealing with problems experienced by novice teachers, the difficulties novice teachers still go through during their first years in the profession and their early departure from the profession should be investigated furthersoas to better understand the challenges they have to face as well as the support or the education and training they need (Rizza, 2011).

### 2.5.1. Problems in Relation to Teaching and Learning Processes

When the problems experienced by novice teachers are taken into consideration, what usually come to mind first may be problems in relation to teaching and learning processes, which can include pedagogical difficulties, instructional problems, deficiency in subject matter knowledge and workload

challenges. Research shows that the first year of teaching include many difficulties for novice teachers as they must achieve various tasks at the same time; such as establishing a productive learning climate, planning instructional units, assessing student learning, addressing individual and cultural differences of students as well as learning school, district, and state policies (Feiman-Nemser, 2001; Wideen, Mayer-Smith, & Moon, 1998).

Accordingly, in her study about novice teachers, Gergin (2010) found that classroom management and maintenance of motivation in students were among the most common pedagogical problems faced by novice teachers. The study conducted by Gün, Üstünlüoğlu & Yürekli (2010) supports this finding as novices thought that students were difficult to motivate and that it was difficult to manage the whole class. Moreover, Rizza (2011) found that among the participants of her study, one third complained about losing time during class owing to students interrupting the lessons and waiting quite a long time for students to be silent when the lesson starts. In the same study, the areas considered by novice teachers as having a high levelof development need were student discipline and behavior problems, students with special needs, classroom management and instructional practices in teachers' main subject.Likewise, Meister and Melnick (2003), in their study regarding the experiencesnovice teachers go through in the USA, reported managing student behavior as one of the most important challenges for the first years on the job. In fact, managing student behavior has been cited as the single most challenging area for novice teachersas it isthe heaviest burden on them (Corbell, Booth,& Reiman, 2010; Donaldson, 2009).In a similar manner, the study conducted by Dowding (1998) indicated that classroom management, curriculum planning, difficult classes, crowded classesas well as meeting the needs of and motivating all students in their classes are regularly cited problems faced by beginning teachers. These findings are supported by Herztog (2002) as she reported that novice teachersexperienced the most frequent problemsregarding classroom management, behavior management and curriculum planning.

Brown and Wynn (2007), in their study, pointed to another dimension of student misbehavior issue and found out thatschools with fewer student discipline problems have higher levels of teacher retention. This is not surprising as the literature indicates that disturbing and aggressive studentbehaviormakes novice teachers feel guilty, desperate and unhappy if theysee that they can do little or

nothing about such problems (Eisenschmidt, Heikkinen & Klages, 2008; Webb et al., 2004).Dowding (1998) also reported that novice teachers suffered from feelings of fear, anxiety, inadequacy and stress at the start of the profession.White and Moss's (2003)words are like a summary of the issue as they defined the experience for many novice teachers as an area "where a silent rage exists. While grappling with issues of professional identity, these teachers have been astounded at both the complexity of teaching and the lack of professionalism within the profession" (p. 8).

In the study conducted with novice teachers by Hagger and his colleagues (2011), coping withvarious tasks and organizing their time effectively inorder to do so were regularly cited significant challenges by the participants. Similarly, Gün, Üstünlüoğlu and Yürekli (2010) found that novice teachersreflected their problems resulting from their busy schedule, leaving little time for different learning activities. The participants stated that they could perform better with more preparation time, less teaching hours and less additional duties.Likewise, Öztürk (2008) found that almost half of the novice teachers had problems regarding workload challenges usually or always by: experiencing difficulties in completing administrative paperwork, and preparing official correspondence and reports; finding non-instructional tasksexhausting (45.4%); experiencing difficulties in getting everything done due toexcessive workload (43%); and having to spend time at home to assess papers and students' writing (41.5%).Similarly, in Meister and Melnick's (2003) study, dealing with heavy workloads and time constraints were rated highly by new teachers as the first year challenges on the job. Nahal (2010) also found that novice teachers suffered from the heavy workload and being given the most difficult teaching assignments. Naturally, such excessive workload makes feelings of stress inevitable (Hayhoe, 2004) for novice teachers.In addition to workload challenges related to school work, in Hanssen, Raaen, and Ostrem's (2010) study, novice teachers reported an overload of duties and demands not directly related to teaching such as planning and organization of eating breaks, deadlines for national tests, meetings with other staff members and security responsibility for students during breaks.

What's more, Gömleksiz and his colleagues (2010) found that novice teachers and teacher candidates reported concerns abouttheir subject matter knowledge in addition to professional knowledge and asserted that they had a feeling of inadequateness in these areas.Especially student assessment is a challenging issue for

most novice teachers (Darling-Hammond, et al., 2002; Kane, et al., 2012).It was found in a study on Manitoba French immersion programs that the most common problem of novice teachers was student assessment as well as classroom management despite the total attrition rates of novice teachers was found to be very low (Ewart, 2009). In an older study, Veenman (1984) also found that assessing students was an area of serious difficulty for novice teachers including many other problems. The main reason reported for this situation is that during initial teacher education, student teachers do not have adequate opportunities to practice the reality of applying an assessment procedure from design through implementation with students, to evaluating and announcing to students and/or parents (Kane, et al., 2012).In fact, as the cause of the lack of the knowledge and skills necessary in all steps of the teaching profession, novice teachers complain that pre-service teacher education had not prepared them for actual teaching, and that they lack sufficient knowledge and skills, and therefore suffer from the results of this situation (Brock & Grady, 1997).

### 2.5.2. Problems in Relation to School

Researchshows that physical resources including the quality of school facilities and availability of materials like course books and school climate-related factors such as teachers' conceptions of their effecton school processes, the level of support provided by the school principal, the level of safety and order in school and teachers' relationships with students' parents as well as their colleagues, have a significant effect on teachers' retention decisions (Boyd et al., 2009; Feng, 2006; Ingersoll, 2001; Johnson & Birkeland, 2003; Loeb, Darling-Hammond& Luczak, 2005). Research also indicates that a positive school culture and a positive school climate make a strong and beneficial contribution to the smooth induction of novice teachers and to their professional development (Fullan, 2001; Ingersoll, 2002).

The studies conducted in Turkey unfortunately demonstrate that most schools lack adequate physical conditions to provide students with the most effective instruction and education opportunities and not only novice teachers but also experienced teachers complain about this in most studies in the literature. For example, Gün, Üstünlüoğlu and Yürekli (2010) found that teachers believed the physical conditions of the classrooms such as classroom size, seating layout, etc. interfere a lot with their teaching and thus become a concern for them. Similarly,

Gömleksiz and his colleagues (2010) found that novice teachers complained about the lackof laboratories (especially science and computer laboratories), frequent power cuts, absence of instructional materials, technological tools, environmental planning of the school, impracticability of school environment and failure in making use of the existing opportunities. Akar (2010), in her study conducted about challenges for schools in communities with internal migration flows, reported similar findings where teachers reported a number of challenges related to the schools, among which the most frequently cited was the problem of large classroom size, followed by a lack of educational resources, poor infrastructure and poorly maintained buildings. Similarly, in the study conducted by Brock and Grady (1997), novice teachers reported suffering from the poor conditions in schools, such as the lack of course materials and textbooks. Another study on the induction experiences of novice teachers within a New South Wales context conducted by McCormack and Thomas (2003) drew similar results where the authors found that the novices had concernsregarding "resourcing and financial constraints placed on schools such as lack of classroom resources, teaching outside their specialization, and lack of relief funding to allow training and development" (p. 135). Furthermore, they had problems such as large and difficult classes, a wide range of extra-curricular tasks as well as administrative responsibilities, "which caused them tension and the feeling of merely 'surviving' during their first year of teaching" (McCormack &Thomas 2003, p.135).

In addition to problems reported about the physical conditions in schools, problems experienced about the administrative issues at schoolsare another dimension expressed by novice teachers in the literature. In the study conducted by Gergin (2010), the participants mentioned that they would like the administration of the school to treat everyone fairly, support novice teachers in their instructional activities and give them less responsibilities due to the difficulties of the first year and the induction process. It was also found that novice teachers felt desperate in events mostly related to their relationships with the administration. In another study, regarding new teachers' perceptions of what happens in their school, almost onethird of them disagreed that teachers in that local communitywere respected (Rizza, 2011).The study conducted by McCormack and his colleagues (2006) on beginning teachers yielded similar results as it reported that "many came to the end of their first year of teaching questioningtheir position in the school and their success as a teacher,

still needing and wanting someform of feedback and confirmation as to their value within the school" (p.110).In a similar vein, Ramsey (2000) reported that novice teachers were frequently given the most difficult schools and classes by the administration, and that they were usually required to teach outside their specialization with little encouragement, feedback and guidance. He states that these expectations are inappropriate and claims that "the tradition is that as a beginner you cope; not a tradition any profession should accept" (Ramsey, 2000, p. 65). In fact, when noviceteachers feel that school administration and their colleagues value their contribution to school work and encourage them, they can become engaged in the school culture and teaching profession more easily, which will definitely make a good contribution to student learning and pedagogy (Dawley et al., 2008).

The attitudes of the school administration, school policy or customs might causenovice teachers to be torn between their own ideas or values and the school culture. In fact, novice teachers are usually faced with school policies, formal or informal rules, various procedures and customs (Brock & Grady, 1997). Lacey (1977), in an old study, describednovice teachers in school as fitting in their wayamong the pressures of the new institution, trying to adopt to the new values andpractices, complying with some that they might not believe in to gain acceptancewithin the school culture. Likewise, Smagorinsky and his colleagues (2003) indicated that when novice teachers became subject to the norms, values and beliefs of their first school, their way of practice could change accordingly. Where the school's pedagogic approach was in contrast with that promoted at university, the novice teacher might react with consent, unwilling accommodation or resistance, but in each case these feelings were accompanied by frustration. Therefore, Khamis (2000) put forward thatnovice teachers might experience aconflict with school culture or structures, while they are stillin needofreconciling with between their beliefs and the pedagogical training they received, and the prevalent culture of the school and supervisor. According to Calderhead and Sharrock (1997), research regarding the socialization of novice teachers in school has revealed the complicated interactions between an individual'svalues and beliefs, and those of the school and underlined the significance of the novice teacher's ability to confer with and adopt within a strong ideological context.Considering all the aforementioned issues regarding school context and administration, Wynn and his colleagues(2007) highlight the critical importance of the school administration and reports that the

decision of a novice teacher to go on in the teaching profession is most strongly related to school climate and principal leadership. Likewise, Scherff (2008) claims that support from administrators and a sense of belonging to a professional community at school are defined as key factors in retaining teachers. Principals need to understand the problems of novice teachers and the critical importance of their role in solvingnovice teachers' problems so that they can provide these teachers with adequate support and guidance (Lee, 1993; Sergiovanni, 1995).

### 2.5.3. Societal Problems

In Turkey, after taking the KPSS exam and getting a high score, novice teachers are appointed to a school in any city in any region of Turkey. However, these regions have such diverse cultural, social and economic structures that teachers experience a great many problems during their induction years. In the study of Gömleksiz and his colleagues (2010), teacher candidates define these society-related problems as language problems, cultural differences, life style differences, unrecognization by the local community and security problems. Likely, Akar (2010) reported similar results and found that poor language skills, followed by problems of adaptation to the school context for teachers were the most frequently emphasized intercultural challenges. Moreover, poor communication skills that result from poor language skills were also highlighted as a critical challenge.

Another issue related to society during the induction years is relationship with parents. Jarvis and Algozzine (2006) defined three types of parents, those who love teachers and try to help them, who are never seen by the teachersandthose whose children can do no wrong and defend their child in every situation, even through undermining the teachers' authority based on experience, age or stories made up by their children about the teachers (as cited in Öztürk, 2008) and while dealing with students is not an easy task for most novice teachers, dealing with their parents cannot be easy, either. In fact, a large body of literature shows that dealing with parents is a frequently cited problem about which novice teachers are concerned in their first year in the teaching profession. Accordingly, in Menon's (2011) study regarding the problems faced by novice teachers in Cyprus,dealing with parents' concerns was revealed as an important problem by the participants. Similarly, Avalos and Aylwin (2007) found that relationships with parents was among the important concerns for young teachers in Chile. The study conducted by Fantilli and

McDougall (2009) in Canada reached similar results as the novice teachers reported that they faced various major challenges in their first year including effective communication with parents. Furthermore, lack of support from or dealing with parents turned out to be problematic for novice teachers in the study conducted by McCormack and Thomas (2003).

Akar (2010), in Turkish context, mentioned that the most frequently stated issue by teachers in her study was families' lack of interest in their children's learning and development, which teachers connected to other household issues, such as financial problems, poverty and lack of education on the part of students' parents. Therefore, society-related problems seem to be a real challenge for teachers.In contrast, Öztürk (2008), in the part regarding the relationships with parents, found that the challenges were rare, because most of the novice teachers were able to develop a positive relationship with students' parents and never or rarely felt uncomfortable in parent meetings; were capableof coping with negative approach of parents; andnever or rarely felt inadequate in managing school-parent relationship. However, most research shows that dealing with parents and the negative attitudes of the community to the teaching profession are issues that make the first year for beginning teachers a bigger challenge increasing the lack of self efficacy and tension experienced (Khamis, 2000).

### 2.5.4. Professional Support Problems

Research indicates that novice teachers believe they receive inadequate guidance regarding what to teach and how to teach it (Grossman & Thompson 2004; Kauffman 2004) and this lack of support is a frequently cited major reason for novice teacher attrition (Dawley, et al., 2008; Hobson, et al., 2009). Indeed, professional support is one of the most significant areas of need for novice teachers and the OECD (2005) reportabout 25 countries found a reliance on mentoring practice, whose purpose is to provide on-the-job support for novice teachers, and diagnose deficiencies in subject matter knowledge, classroom management and other pedagogical areasrelated to teaching.However, the support of head teachers and experienced colleagues is often reported to beinsufficient for novice teachers, who often turn to their peers to find the support they need (Ulvik, et al., 2009).

Undoubtedly, novice teachers need opportunities to cooperate with their colleagues, observe other teachers'classes and be observed by their mentors, think

about their own practice, and contact with other novice teachers (Darling-Hammond &Sclan, 1996; Huling-Austin, 1992). However, there are many studies reporting opposite results with regard to teachers' such needs. For example, in Menon's (2011) study on the problems faced by novice teachers in Cyprus, a number of the teachersasserted that their colleagues and/or headteachers had not been friendly and supportive to them and that making collaboration wasnot easy in school. Furthermore, they often depicted their colleagues as antagonistic, and sometimes, even disrespectful to novice teachers. Likely, in the six-year longitudinal study, the Bat, Hobson and his colleagues (2009) reported that while most of the novice teachers reported positive opinions regarding the availability of support, 41 out of 73 interviewees told about some instances when they found the supportinsufficient and that was often from heads of the department, heads of the year and/or their induction tutors or mentors. The lack of support issue is supported by the Alliance for Excellence in Education Report (2005), where it was found that "new teachers are given little professional support, feedback, or demonstration of what it takes to help their students succeed." (p. 2). The results of the study conducted by Ewing and Smith (2003) on the retention of quality novice teachers indicated that principal leadership and executive staff, even though they are supposed to be the most responsible factors for the induction of novice teachers, did not fulfill their responsibilities and so, 70% of the participants were found to be left to find informal support.

In his study, Martinez (1994) highlighted the unfavorable results of lack of support and found that when novice teachers were not provided with adequate supervision and feedback, tension arose since they questioned how their teaching could be assessed accurately. Similarly, as reportedby Hobson, Ashby, Malderez and Tomlinson (2009), "the lack of social and psychological support experienced by some trainee and early career teachers has actually been acontributory factor in their decisions to withdraw from their ITP courses or leave the profession" (p. 211).According to Kyriacou and Kunc (2007), one of the factors contributing to teacher retention and devotion to teaching is the extent to which senior staff is seensupportive and helpful by novice teachers.Stockard and Lehman (2004),in a study regarding the influences of professional support on the satisfaction and retention of first-year teachers in the USA, stated that factorsrelated to the work environment (support received, mentoring process, effectiveness in the classroom)

were found to be moresignificant than demographic variables as factors that affect teacher job satisfaction.However, despite the importance given by novice teachers to professional support, majority of novice teachers in Rizza's (2011) study declared never having received praise or feedback about their work from the principal of their school, their colleagues or external individual/body.

According to Ulvik and his colleagues (2009), whereas there should be a lot of opportunities supporting individual needs, novice teachers should also be given responsibility. They are in need of some collaboration regarding difficult tasks like student assessment and want to feel they are a part of the culture for sharing and also there should be opportunities for informal supervision in addition to observation of colleagues. In her study, Gergin (2010) found that, for the in-service training to be more effective, novice teachers wanted the training subjects to be prepared with regard to teacher needs and wanted those subjects to be put in an order regarding priority of needs, the courses to be taught by more equipped experts and the course to be given at the weekend. Similarly, in an old study, Gibson (1979) suggested that in line with ecological perceptual theory, guidance about which information is relevant and where it can be found might be one key to helping novice teachers cope with the first period of their professional career.

All in all, Johnson and Birkeland (2003) reported that it was more likely for novice teachers to stay in the profession and besatisfied with their jobs on the condition that they were part of an integrated professional culture that encouraged all its members to cooperate in a collegial atmosphere. Eldar and his colleagues (2003) also supported emotional and social support at schoolsputting forward that "it is our duty to create a comfortable and supportive professional, social and emotional environment for novice teachers in which preconceptions can be modified and emotional stress can be shared" (p. 43).In addition to its benefits for novice teachers, building a positive climate among the school's staff is a severe factor in making a school effective (Panteli, 2011). By all means, establishing positive relationships with school staff will help create anallianceproviding emotional support and affect teacher retention in the first year as well as job satisfaction and effective teaching (Anhorn, 2008).

## 2.6. Research on Novice Teachers

This section presents a review of research studies on novice teachers internationally and locally.

### 2.6.1. International Research Studies

The general trend in the presented research studies regarding novice teachers is investigating the challenges and difficulties they experienceby collecting data via surveys and interviews. Some studies also focus on the qualities of the mentoring process, namely the professional support, these teachers go through and the effects of this application on novice teachers' professional development and survival as well as feelings in the first years in the teaching profession.Furthermore, novice teachers in these studies are defined as new teachers, newly qualified teachers, novice teachers or beginning teachers. Most of the studies below were carried out during the last ten years.

To begin with studies investigating the experiences, difficulties and reflections of novice teachers, Greenlee and Ogletree (1993) conducted a study about the problems faced by newly qualified teachers and they found that 82% of respondents indicated that teachers needed more skills and training in handling misbehaviors in the classroom, and 78% indicated that stress related to classroom management was the most influential factor in failure among novice teachers. Moreover, disrespect for fellow students, disinterest in school, lack of attention, and excessive talking during class were among the most common misbehaviors, the causes of which were set as violence in media, broken families, drugs, and alcohol.

In a similar vein, McCormack and Thomas (2003) attempted to identify and monitor a sample of novice teachers' experiences, support, problems and reflections experienced during the first year of their induction into teaching through a survey and interviews. Accordingly, as implementation of induction is suggested and not mandated, most participants were generally left to work through the written sources individually. Moreover, most beginning teachers, particularly secondary level other than primary level teachers, rated the induction received from the principal and executive to be of lowest value. Although 49% of participants were given mentors, often these were found to be inadequately trained or aware of their own responsibilities. They also reported the value of informal interactions with colleagues to support them in teaching processes and socialization. Teachers satisfied with their

current teaching position reported high levels of support and opportunities for professional development and they built good communication with their pupils and colleagues. Teachers with low levels of satisfaction expressed concerns regarding teaching processes such as classroom management, programming and meeting the needs of all students. Beginning teachers also suffered from the uncertainty and lack of support in professional development expectations of the school.

In Cherubini's study (2007) regarding teacher induction in Ontario, even though most of the participants found the induction year encouraging, they also suffered from some common concerns of novice teachers. Accordingly, a majority of the novice teachers underlined how much they learned during the induction year and while some teachers described it as a process of ongoing learning; some were concerned with their professional survival. The teachers were also found to enjoy working in such a professional culture. However, majority of the teachers found the workload heavier than expected and felt under stress. Furthermore, the participants were found to experience unexpected pressure from parents and being disrespected as professionals. Some teachers reported a disconnection between the in-service training and the professional development they needed, which, they thought, increased the stress of the profession.

In order to determine and help novice teachers to deal with the difficulties and uncertainties of the first year, Stanulis, Fallona and Pearson (2002)carried out a study including three first-year teachers, who were very successful during their university teacher preparation. Accordingly, these participants coped with three main issues during their first year of teaching. Firstly, they suffered from theisolation of teaching and the isolating nature of teaching and the lack of cooperation at schooladded to their feelings of being left on their own.Secondly, the novices started to sacrifice their philosophies of education and the practices they learnt at university since they were left on their own to learn how to manage their classrooms and struggle with difficulties. Thirdly, they suffered from the lack of an efficient mentoring process as there were situations where they had mentors from different grade levels, who were not in close proximity and whose roles were not clearly identified.

From a similar perspective, Dickson and his colleagues (2014) carried out a qualitative study on the challenges of six novice teachers, who were in their first year in primary schools located in Abu Dhabi as Emirati English medium teachers, working in the vast minority alongside Western EMTs. Data were collected through

participant interviews. The challenging areas for the novice teachers in the study were found to be classroom management, applying the curriculum to classes with diversitiesthrough the medium of English with a perceived lack of resources to do this, administrative demands and a perception of a lack of support to deal with these, relationships with colleagues, dealing with parents of students and balancing home and family life.

Nahal (2010) conducted a phenomenological study to explore problems of novice teachers and the results underlined the inadequacy of the pre-service teacher education in preparing novice teachers for the realities of the teaching profession. Accordingly, the researcher found that the participants (100%) thought there was a disparity between expectations regarding the teaching profession and the actual realities in the classroom during the first year. Moreover, participants (100%) mentioned that they had faulty perceptions about the profession owing to the insufficiency of preparation programs in preparing novice teachers for the classroom realities. Participants (100%) found teacher preparation program theoretical courses irrelevant with regard to classroom teaching in the first year and did not make a connection between theory and practice. All participantsthought classroom management courses are necessary in preparation programs. Additionally, participants (90%) wished curricular content in pre-service programs provided student teachers with practical activities that were in connection with classroom teaching. Participants believed there are high attrition rates among novice teachers because beginning teachers are usually given the most difficult teaching assignments, receive little support, are expected to undergo extra-curricular activities, are assigned to disadvantaged schools, and have more classes than experienced teachers. Participants thoughtthere is a direct correlation between motivation and job satisfaction.

From a similar perspective, Schwartz (1996) carried out a study regarding novice teachers and suggested ways to deal with problems stemming from the differences of pre-service teacher education and the actual realities of the classroom. Accordingly, about one of every five new teachers (18.5%) would leave the New York City public school system after one year and about one of three (31%) would leave after three years and it was because of the characteristics of student teaching in colleges, in which professors arrange placements of student teaching in schools which are "exemplary" offering candidate teachers favorable environments in which

they can learn from successful teachers and work in one or two classrooms under the supervision of excellent teachers that, of course, does not reflect the real circumstances. For this problem, three solutions were suggested: 1) placing student teachers in a "model school" rather than in a model classroom, many of which exits in typical schools as a valuable preparatory experience, where they would learn fine teaching practices while learning to cope with less than desirable surroundings; (2) a "dual school" experience, with the first being in a model school (fall semester) and the second (spring semester) in a more typical setting; and (3) assigning student teachers in teams of two, three, or four, in exemplary or average classrooms.

In a way to emphasize the differences between theory and practice, and determining the difficulties faced by novice teachers, Hagger and his colleagues (2011) conducted a study on novice teachers' expectations and the realities of the first year. Accordingly, the teachers' concerns about pressure of work proved to be well founded and most novice teachers highlighted a need to learn about 'behavior management', which, according to the writers, perhaps calls into question the claim that they were neither shocked by the challenges they encountered, nor prompted to seek tighter control over the students. Moreover, for some, relationships tended not to work as anticipated as some of the participants mentioned they hoped 'to be welcomed, to be given responsibility, to be allowed to take decisions, to have a free hand with the class, to be trusted'; however, in reality, they found the attitude of some colleagues a constraint on their professional learning.

Jeanlouis (2004) was also engaged in a research study on the high attrition rate among first year public elementary school teachers in the states of Texas and Louisiana in the USA. A questionnaire was administered to seventy-one novice teachers so as to determine the factors leading to attrition among teachers. The results indicated that most of the participants believed their pre-service teacher education did not prepare them to teach in a culturally diverse classroom and they did not believe the teaching profession was in line with their expectations. Furthermore, the first year teachers enjoyed working with children and had positive relationships with their colleagues. The most significant reason why first-year teachers left the profession was low salary. Other significant reasons included heavy workload, a lack of administrative support and inadequate attention to student discipline. With regard to administration, the participants of the study reported that

school administrators did not provide adequate feedback and assigned too many extra-curricular tasks and responsibilities unrelated to classroom teaching.

Apart from the studies conducted on problems, perceptions and experiences of novice teachers, some studies reported findings regarding the mentoring process novice teachers went through. With this regard, Grudnoff (2012) carried out a study regarding 12 first-year New Zealand primary teachers' perceptions about their induction and mentoring experiences in their first six months of teaching and semi-structured interviews were the main data collection tool. Accordingly, all the participants stated that when they started teaching, they were released from classroom teaching on a weekly basis, which is called 0.2 time allowance. However, in time, half of them added their principals started using this time allowance to cover for absent other teachers. Despite this, the teachers believed that this time allowance was significant to them no matter whether or not they would receive it constantly throughout the year. Furthermore, the novices reported that building a positive relationship with their mentor was important to them and majority of them had positive feelings regarding this process, even finding the formal meetings they held with their mentors useful. Most of the teachers found mentors' observations and comments useful. Lastly, there was some variability in the induction experiences of teachers which affected their professional learning and development opportunities. It was reported that this difference was because of the differences in mentor behaviors and approaches of schools towards induction process.

From a different perspective towards the mentoring process, Morris and Morris (2013) conducted a study on the roles principals must play in high quality induction and mentoring programs for novice teachers in their schools and its effect on improving the achievement of African American students. Accordingly, the valuable aspects of the support program were found to be "emotional support, accessibility of mentors to meet their needs, encouragement and the provision of professional expertise" (p.26). On the other hand, the novice teachers reported that "their students were unruly, disrespectful and little assistance was offered by school administrators and veteran teachers (in their building) to change this condition" (p.26) and that there was a lack of necessary materials or equipment, all of which interfered with novice teachers' ability to provide high quality academic programs for their students.

Haggarty and his colleagues (2011) examined the developing thinking and practice of a group of novice teachers in England and the influence of their mentors in the workplace context of the school. Accordingly, theyfound out that although they saw examples of expansive school working environments where novice teachers were encouraged to share their ideas and join in cooperative and exploratory activities, theirstrong need to 'fit in' inevitably limited their learning and indeed drew attention to the extent to which the school culture defined the limits of what learning could take place. Therefore, the study showed that no matter how qualified mentoring was provided to the novice teachers, their need to adapt to the school culture affected the extent of their learning.

In an attempt to reveal the experiences of two novice teachers and the professional development process they went through referring to the results of this for their professional developer, Barrett and his colleagues (2002) conducted a study examining the classroom practice and beliefs of two novice mathematics teachers during their first year of teaching and the first year of a professional development program that was implemented by their school district. From a wide perspective, Anne's classroom teaching reflected that of a novice teacher as there were particular goals not carried through, frequent confusion resulting from mis-sent signals, struggles to listen to students' thinking, disparity between beliefs and practice, and lack of confidence in her own mathematics. These two novice teachers believed the challenges and difficultieswith regard to the professional development program were continuing and challenging. Nonetheless, Rachel's classroom teaching tended to reflect that of a veteran teacher since many of her actions were in consistence with the veteran teachers' literature such as clearly defined goals, detailed agenda and routines that were well established, little student confusion regarding what was required of them and beliefs that were compatible with practice. As a result, even though Anne and Rachel were both novice teachers, they brought very different beliefs and actions to instruction, and these differences proved to be a continuing challenge for the professional developer.

The aforementioned studies generally reveal the realities of the teaching profession for the novice teachers with regard to their experiences, challenges and perspectives in their first year in the teaching profession. They all shed light to the induction process of novice teachers providing an international insight into this field and show that novice teachers all around the world go through a challenging and

difficult process in their first year as most of them are not well equipped for the realities of classrooms and schools. Moreover, it is clear that continuing research on induction of novice teachers is still needed both locally and internationally.

### 2.6.2. Research Studies in Turkey

The research studies conducted in the Turkish context regarding the induction process and novice teachers generally focus on the perceptions and problems of novices at the beginning of their teaching career. Most of the studies are quantitative while some are qualitative; however, these qualitative studies are not longitudinal as data were mostly collected through one-time interviews.

To begin with the quantitative studies, Battal, Yurdakul and Şahan (1998) conducted a quantitative study on teachers' opinions about the teaching profession and the problems they meet while performing their profession. The sample of this study consisted of 178 classroom teachers who participated in "Pedagogic Formation Course" in Balıkesir. Questionnaire forms were used to collect data and the results indicated that most of the participants liked their job and had good relationships with their principals, colleagues, students and parents and it had no negative effects that they graduated from different departments. They mentioned they received adequate support when they had any problems. The most important problems faced by the participants were physical conditions and inadequacy in their professional knowledge.

Korkmaz (1999) also carried out a quantitative study on the novice teachers' problems in induction years and the data were collected through a scale; however, his aim was also to compare the problems of male and female novices as well as those graduated from faculties of education and those graduated from other faculties. The results showed that there was not a significant difference between male and female novice teachers in their perceptions of adaptation problems.However, it was found that there was a significant difference between the teachers who were graduates of Faculties of Educationand the others since the graduates of other faculties facedmuch more problems than the graduates of Faculties of Education. Additionally, a significant mean difference was found in the perceptions of the novice teachersin terms of the place they work and the number of the teachers in their schools. Moreover, the novice teachers who work in villages had more problems than those who work in towns or cities. The number of the teachers in the school also had a

significant influence on the adaptation levels of novice teachers as the teachers teaching in schools with only 3 to 5 teachers faced more problems than those working in schools with higher numbers of teachers.

In a similar vein, Toker (2001) conducted a quantitative study on the problems and perceptions of classroom teachers that were certified through alternative teacher training programs; however, his sample included also the principals and inspectors. Three surveys were administered to the participants as data collection instruments and the study was conducted with participant alternative certified teachers (ACTs), primary school principals, and primary school inspectors. The results revealed that ACTs could not adapt to classroom teaching due to their problems about classroom management, instructional activities, and communication with principals and inspectors. According to the principals, most of the ACTs had problems in planning, applying instructional activities and teaching in accordance with student level. Not surprisingly, ACTs working in the Aegean and Black Sea regions were more pleased with teaching than those working in the other regions.

Another quantitative study was conducted by Korkmaz, Şaban and Akbaşlı (2004) on the professional challenges of the first-year classroom teachers. The participants were 247 classroom teachers who started teaching in the cities of Ağrı, Diyarbakır, Konya, Muş and Şanlıurfa during the 2002-2003 academic year. Data were gathered through the administration of a survey and the results showed that a great proportion of beginning classroom teachers encountered challenges regarding their adaptation to the teaching profession and their successful fulfillment of the teaching roles and duties. Accordingly, beginning teachers had problems with regard to conducting formal work, like official correspondence, adaptation to teaching profession, fulfillment of the teaching role, classroom management, adaptation to school and environment and teaching various lessons.

Öztürk (2008) carried out a comprehensive quantitative study regarding the problems of novice teachers through the administration of a questionnaire and put the results into sub-categories. The results indicated that, under work-related challenges, having difficulty in completing administrative paperwork, preparing official correspondence and reports, and getting everything all done because of overwhelming workload; and spending time at home by assessing papers and students' writing were the most frequently experienced work-related challenges.

Under social status and identity challenges, the results indicated that the participants needed an emotional support for the profession; they felt a great pressure of teaching profession on them; they were unable to see themselves as professional educators; they felt their idealism regarding the profession faded; and they had difficulty when revealing their personality in class and in school. Under supervisor challenges, the findings indicated that more than half of the novice teachers had worries about satisfying the expectations of principals or supervisor; had principals who did not nurture an environment encouraging new teachers; did not have proactive supervisors in providing feedback or sympathetic listeners trying to understand them; and claimed that supervisors require too much work from them. Under classroom management challenges, some of the challenges occurring were that the novice teachers' perceived classroom management as the most challenging part of the profession and found it difficult to manage unruly classes with discipline problems. Some of the challenges occurring in relationship with students were the difficulties in helping the ones with behavioral problems, guiding students and giving advice, and perceiving individual differences. In the open-ended part, it was seen that the novice teachers were not happy with the support and mentoring system provided to them and they expressed opinions about the insufficiency and impracticality of teacher training activities; the gap between PRESET and real teaching.

Another quantitative study was conducted by Sarı and Altun (2015) on the problems of novice classroom teachers in their first year. Data were gathered through questionnaires from 529 novice teachers from İstanbul, Şanlıurfa, Van and their districts. The results of the study showed that school administrators did not adequately support them and similarly, city and district administrators did not support teachers' creative opinions and suggestions. In terms of the relationships with other teachers, it was reported that the most significant problem faced by novice teachers was that mentors in schools did not show adequate interest in novice teachers about their professional development. Additionally, the authors found that novice teachers in the study did not know how to enhance their students' motivation. , In relationship with students it was determined that the most significant problem faced by beginning teachers was that beginning teachers do not know how to enhance students' motivation. The authors also reported that the problems of the novices did not differ significantly according to the cities they worked. However, the

novice teachers working in Şanlıurfa and Van reported that their mentors did not get interested in their problems while those in Istanbul did not perceive it as a problem.

As for the qualitative studies, Şat Yılmaz (2004) carried out a qualitative study regarding self efficacy of novice language teachers teaching in Turkish primary schools in two phases. The first phase was regarding the problems of novice teachers and the second phase was regarding the development and delivery of a Novice Teacher Efficacy Program based on teachers' needs. Data collection tools were reflection sheets, repertory grids applied at the beginning and end of the program and interviews conducted at the end of the program. Accordingly, the problems encountered by novice teachers can be summarized as a reality shock upon starting the profession, inadequate conditions at school, being disrespected as a professional, disparity between theory and practice, difficulty in adopting to the sociological system of the school, lack of feedback, workload, unfriendly colleagues, problematic parents, boring routines of teaching, students assessment and maintaining discipline.

Another qualitative case study was carried out by Gömleksizand his colleagues (2010) and their aim was also to compare the views of student teachers and novice teachers about the difficulties in teaching profession.The data were collected by using a structured interview form. Both student and novice teachers pointed out social, environmental, administrative and professional problems as well as the problems that are faced at school and may be faced during pre-service education. In terms of social problems, the most frequently mentioned problems by prospective teachers are language problems, cultural differences and vital differences, while assistant teachers mentioned cultural differences, language problems and adaptation problems. In terms of environmental problems, both groups highlighted transportation, accommodation, climate and communication problems. In terms of administrable issues, prospective teachers commented on inadequate knowledge and lack of experience while assistant teachers mentioned they got inadequate education on this issue at university, received inadequate in-service training and miscommunication with the national education directorate. In terms of school facilities, prospective teachers commented on economic problems, lack of technology and lack of equipment while assistant teachers mentioned lack of laboratories, power cuts, lack of teaching materials and technologic equipment. In terms of professional issues, both prospective and assistant teachers mentioned subject knowledge problems, professional knowledge and general culture problems.

In terms of the pre-service education, prospective teachers highlighted inadequate applications, inadequate academicians and unnecessary as well as inadequate courses while assistant teachers mentioned inadequate courses, inadequate academicians, disinterest in courses, lack of experience and theoretical courses.

Similarly, Gergin (2010) carried out a case study on the problems of beginning teachers in Turkey and the ways and strategies they employ to overcome these problems. The participants were five secondary biology teachers teaching at secondary schools in İstanbul, Eskisehir, Kütahya and Muş. Data were collected through semi-structured interviews conducted once with the participants. The results of the study showed that novice teachers suffered from problems regarding classroom management and motivation especiallywith 9th grade students, had problems about their subject matterknowledge, mostly used traditional teaching methods and strategies, did not receive adequate support from their mentors and therefore asked colleagues for help, searched the internet or used trial and error strategy to cope with such problems. It was also found that although there were no changes in teachers' attitudes towards the profession and the first years were very effective on shaping the professional identities of the novice teachers.

Yılmaz and Tepebaş (2011) conducted a study on the problems confronted in social studies education at elementary level by teachers who recently began to teach the subject. Qualitative research design was used and a semi-structured interview protocol was used to collect the data. The study results indicated that physical conditions and social environments of the schools in which teachers work, lack of resources and teaching materials in classrooms, some negative attitudes and behaviors of school administrators, colleagues, students and students' parents toward the teachers pose problems for social studies education at elementary level. Accordingly, the participants mentioned that working in a big city brought some disadvantages like a cosmopolitan school structure with parents from different cultures, low education levels and life styles. Physical features of the schools were found to be inadequate as there was a lack of teaching-learning equipment. Lack of support from colleagues and administration were other problems mentioned by the participants. Moreover, unmotivated students with low sense of responsibility and low readiness level posed difficulties for teachers. Finally, some participants mentioned that they found their pre-service education inadequate in terms of preparing them for the teaching profession.

As covered above, the number of studies conducted in Turkey regarding the novice teachers and their induction into the teaching profession is limited. Moreover, these are mostly quantitative studies whereas the limited qualitative studies are based on data collected through one-time surveys instead of process data. The problems encountered by novice teachers mostly seem similar to each other; however, data regarding their professional development or any changes occurring in teachers' beliefs, attitudes or actions seem to be deficient in most of these studies.

**2.7. Summary**

The review of literature started with some information about the appointment system for novice teachers in Turkey and gives brief information about the history of KPSS exam. This was followed by the induction process in Turkey with specific examples from some studies conducted on the effectiveness of the process. The next part is regarding the novice teachers' experiences during induction years which was presented under transition from being student teacher to school teacher with a reslity shock and relations between mentor teachers and novice teachers. The transition from student teacher to novice teacher was depicted as kind of reality shock for teachers and the research shows that teaching is the only profession that directly requires its new employees to perform in the field, without any proper probation period. The presence of a mentor, with the help and support of whom the novice teacher is expected to survive the first year more easily, is discussed next. However, literature mostly underlined the inadequacy of the mentoring process and the drawbacks of this for the first year in the teaching post.

Dropout during the induction years, a prominent subject regarding the first years in teaching profession, was another issue presented in the literature review and it was given under two titles, which are factors related to novice teacher attrition and retention. A lot of research studies were mentioned in this part; however, Bat study can be given as the summary of these factors. Accordingly, this study showed heavy workload, poor student behaviors, poor relationships with colleagues and poor relationships with parents or carers as the "lows" of the first year and good relationship with students, teachers' part in fostering student learning and development, good relationships with colleagues, improving sense of autonomy and being trusted or recognized as established teachers and surviving the first year as the "highs" of the first year (Hobson, et al., 2009) which can be regarded as factors

related to attrition and retention of novice teachers. Then the problems encountered by novice teachers were portrayed under problems in relation to teaching and learning processes, problems in relation to school, societal problems and professional support problems. According to the research, problems in relation to teaching and learning processescan be summarized as classroom management, heavy workload, discipline problems of students, coping with various tasks, crowded classrooms and inadequate professional knowledge of novice teachers. In addition, problems in relation to school can be summarized as schools' physical conditions, unavailability of materials, school administration and school policy. Research studies show that novice teachers also had problems such as language problems, cultural differences and poor relationships with parents as societal problems. Lastly, professional support problems can be summarized as inadequate guidance, limited opportunities to cooperate with senior colleagues and unhelpful supervisors or mentors.

The review of literature concluded with studies conducted abroad and in Turkey regarding novice teachers. To give a brief summary of those carried out in Turkey, it can be said that the studies are qualitative, quantitative or used a mixed methodology, namely both qualitative and quantitative methodologies. The qualitative studies collected data mostly through interview schedules; however, the data collection procedure was not extended over a long period of time in these studies. Instead, the interviews were conducted for once or twice. Furthermore, no observations were encountered through the review studies conducted in Turkish context regarding novice teachers. The problems faced by novice teachers can be summarized as classroom management, problems in instructional activities, communication with principals or colleagues, reality shock, inadequate physical conditions of schools, heavy workload, poor relationship with parents, assessment, adaptation to teaching, losing idealistic approach to teaching, insufficient mentoring system, inadequate support, language problems, cultural differences and inadequate pre-school education.

In summary, the literature review underlined the need for more comprehensive studies in Turkey with regard to the first year of teachers in the teaching profession. By shedding light into the first experiences of teachers in school context, it might be possible to draw a holistic picture of the professional development of teachers from the beginning, prepare more supportive mentoring programs to lighten the reality shock teachers suffer from and have a deeper understanding of the pre-service teacher education programs.

# CHAPTER III

# METHOD

This chapter describes the overall research design with research questions, data sources, data collection instruments, data collection procedures and data analysis procedures embedded with visual illustrations. In addition, it includes descriptionof the cases and the methods employed to ensure the trustworthiness of the study. The chapter concludes with the limitations of the study.

## 3.1. Overall Research Design

The main purpose of this study is tounderstand the induction process teachers go through in their first year throughtheir perceptions of pre-service teacher education and in-service training to prepare them for the initial stages of the teaching profession as well as their first year experiences at schools with regard to classroom processes, mentorship processes, collegial relations and professional development. Accordingly, this research study aims to answer the following research questions:

1.  What do teachers experiencein their first year at schools in relation to
    a)  classroom processes,
    b)  mentorship,
    c)  collegial relationships,

2.  What reflections do the first year experiences have on teachers'
    a)  professional development,
    b)  teaching performance,
    c)  personal life (in social and psychological terms)?

3.  How do teachers perceive the pre-service teacher education in terms of preparing them for the initial year in teaching?

4. What are the mentors' opinions regarding

   a) the experiences of teachers in their first year,

   b) first year teachers' professional development,

   c) the pre-service teacher education in terms of preparing them for the initial year in teaching?


In order to answer these research questions, a qualitative multiple case study design was employed in this study. Furthermore, the researcher aimed to draw a holistic picture of the novice teachers' realities by talking to them and observing them in their natural setting throughout the induction process. Therefore, four novice teachers were selected as study participants to provide detailed and in-depth data in relation to the induction processes they go through by means of multiple interviews, periodic observations, and analysis of the documents produced in the process of induction. Such experiences and perceptions would be difficult to gather through scale or questionnaire items as it could practically be impossible to determine every individual's perceptions or experiences related to a certain phenomenon in a unique setting beforehand and write items for them in advance. Remembering the words of Patton (1990), the findings gathered from the subjects of inquiry in this study would not be appropriate to a shorter and numerical form of study; instead, they would be "longer, more detailed, and variable in content" (p.24). Thus, the data collected through the data collection processes were subjected to content analysis to identify the main themes and concept underlying their induction experiences and processes.


### 3.1.1. Multiple Case Study Design

Multiple case study design is applied frequently in qualitative research paradigm, which is defined by McMillan and Schumacher (1993) as, "primarily an inductive process of organizing data into categories and identifying patterns (relationships) among categories." (p. 479). In addition, Creswell (1998) puts forward that "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports, detailed views of informants, and conducts the study in natural setting." (p. 15). In qualitative research, the researcher identifies with post positivism which offers"that social reality is constructed and it is constructed differently by different individuals"

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(Gall, Borg & Gall, 1996, p. 19). Just like the qualitative research paradigm, various definitions are also available in the field for case study. To begin with, Patton (1987) claims that "A case can be a person, an event, a program, a time period, a critical incident, or a community" (p.19). In a similar manner, Stake (1995) describes case as "a specific, a complex, functioning thing" (p.2).The case is defined by Miles and Huberman (1994) as, "a phenomenon of some sort occurring in a bounded context." The case is, "in effect, your unit of analysis" (p. 25). Merriam (1998) agrees stating that "if the phenomenon…is not intrinsically bounded, it is not a case." (p. 27). Within the framework of these definitions, in the present study, the "specific, complex and functioning" cases or "units of analysis" are four novice teachers and their mentors from four different high schools located in Ankara, which can be regarded as a "bounded context".

In an earlier definition, Wilson (1979) defined case study as a process "which tries to describe and analyze some entity in qualitative, complex and comprehensive terms not infrequently as it unfolds over a period of time" (p.448).As stated by Gall, Borg and Gall (1996), "case studies are constructed to richly describe, explain, or assess and evaluate a phenomenon [e.g., event, person, program, etc.]" (p. 549).The aim of the case study research is to select one or multiple cases with regards to the actions or phenomenon within their real life context in order to gather data to understand various aspects regarding the research problem (Merriam, 1998). Putting it in other words, Stake (1994) mentions that "The purpose of case study is not to represent the world, but to represent the case … the utility of case research to practitioners and policy makers is in its extension of experience" (p. 245). Furthermore, Yin (1994) states that "In general, case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life contexts" (p.1). As Creswell (1994) puts forward, "In a case study, a single person, program, event, process, institution, organization, social group or phenomenon is investigated within a specified time frame, using a combination of appropriate data collection devices." (p. 12) and a case study "focuses on holistic description and explanation" (Merriam, 1998, p. 29).

Multiple case studies, compared to single case studies, enable the researcher to explore differences within and between cases and the goal is to replicate findings across cases. Due to the fact that comparisons will be made, it is of vital importance

that the cases are chosen carefully for the researcher to predict similar results across cases, or predict contrary results based on a theory (Yin, 2003). Indeed, according to Merriam (1998), selecting more than one case is "…a common strategy for enhancing the external validity or generalizability of your findings…" (p.40), which can make it possible for the researcher to replicate findings from the cases with each other (Creswell, 2007). Furthermore, the use of multiple sites in multiple case studies increases the scope of the research and the degrees of freedom (Miles & Huberman 1984; Patton 1990). In this study, data were collected from four different schools in four different counties of Ankara, which increased the scope of investigation and the degrees of freedom. Another advantage is that multiple case studies can offer a stricter and more complete approach than single case studies owing to the triangulation of evidence (Herriott & Firestone 1983; Stake 1994; Yin 1994), which, therefore, helps them yield more robust results in comparison to single case studies.

In light of the aforementioned explanations, in this present study, a great many "how" and "why" questions were directed to the participants whose behaviors, experiences or perceptions could never have been manipulated by the researcher; in other words, where the researcher had almost no control over events. The contextual conditions were also significant to the nature of the study; therefore, four novice teachers were selected from four different high schools located in four different counties of Ankara. Each case was studied in depth in its natural and unique setting and the researcher tried to explore each unique case from also a holistic point of view.Additionally, the data were gathered within a specified time frame, from November 2014, to November 2015 during 2014-2015 academic years using a combination of interview and observation forms as well as document analysis.

Last but not least, Yin (2003) analyses case study design, no matter if it is single or multiple, under holistic and embedded features and these are single case-holistic, single case-embedded, multiple case-holistic and multiple case-embedded designs. In multiple case holistic design, the researcher puts the exploration of the multiple cases into standard instruments to gather data separately from the related cases within the framework of the same research problem, which is followed bymaking a comparison of the findings from those cases. This study adopted the multiple case holistic design as the researcher followed the same data collection procedure for each case and attempted to compare the findings from each case with

oneanother. A visual representation of the research design can be seen in the following:



| Selection of the research topic | Preparing data collection tools | Designing multiple case study | Content analysis for each case |
|---|---|---|---|
| • Writing initial research questions<br>•Literature review<br>•Revising research questions | •Getting permission from Applied Ethics Research Center<br>•Selection of cases<br>•Getting permission from MONE | •Interviews with teachers<br>•Observations with teachers<br>•Interviews with mentors<br>•Collecting documents | •Cross-case analysis<br>•Document analysis<br>•Drawing conclusions and implications<br>•Writing results |

*Figure 1.*Visual Representation of the Research Design

## 3.2. Selection of the Cases

Sampling in qualitative research is an important procedure in gathering in-depth and information-rich data. Patton (1990) states that, "Qualitative inquiry typically focuses in depth on relatively small samples, even single cases (n=1), selected purposefully" (p.169). In the same vein, Creswell (2011) puts forward that, "In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p.206). Patton (1990) underlies the importance of information-rich cases as the following:

> The logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling...….The purpose of purposeful sampling is to select information-rich cases whose study will illuminate the questions under study (p. 169).

To this end, criterion sampling was used for the selection of teachersin this study to understand how a phenomenon is seen and understood among different people who are in different settings and at different times. As Patton (1990) puts forward, "The logic of criterion sampling is to review and study all cases that meet some predetermined criterion of importance" (p. 176).With a further attempt, the researcher will attempt to find out whether there are any common or shared facts and differences among cases that vary and the distinct dimensions of the problem will be revealed based on the variation (Yıldırım & Şimşek, 2000). The first criterion was determined as being novice teachers; namely, having no job experience beforehand. The next criterion was about the counties teachers were appointed as all cases were selected from different counties. The third criterion was about the level of schools they were appointed at. They were all selected from high schools. The fourth criterion was about the content areas teachers were teaching and all of them were selected from different content areas. The final criterion was about their gender and the researcher did not want them to be all females and males. Although the researcher did not have such a criterion, out of the four cases, only two were graduates of the same university, yet from different departments.Luckily, all of thecriteria were fulfilled and four cases were selected for the study. These criteria can also be seen in the table below:

Table 1

*Criteria Used for Selecting Schools and Teachers*

| Criteria for selecting teachers |
| --- |
| Years of experience in teaching |
| County where the school was located |
| Level of school |
| Branch |
| Gender |

Prior to giving further information about the cases, it might be appropriate to give some detailed information about the selection process of the participants of the study. Following the teacher appointments in August 2014, in first place, the researcher got into contact with the Ministry of National Education General Directorate of Teacher Training and Education. The researcher's primary aim was to study with classroom teachers; however, no classroom teachers were appointed to Ankara. Thanks to the help of the General Directorate, it was learnt that there were a

few appointments made to Konya, one of the nearest cities to Ankara. To the researcher's disappointment, nearly most of the appointments were made to Konya's furthest counties to Ankara and it was vital for the nature of this qualitative case study to work with teachers from different counties. Considering the large surface area of Konya, it would be too difficult for the researcher, who had a full time job as an instructor at a university, to make continuous journeys to these counties in the data collection process.

The researcher then went to the Ankara Provincial Directorate for National Education and with the help of the department manager; the appointments made to Ankara were examined. Nonetheless, most of the appointments were regarding vocational and technical fields and a small number of subject matter teachers were appointed to different counties. The researcher decided to work with high school subject matter teachers as long as they were found to be "information-rich cases". Haymana, Şereflikoçhisar, Evren, Nallıhan and Kalecik were among the counties where subject matter teachers were appointed. The next step was to get into contact with the high school principals of these teachers to explain the purpose of the study and get permission to interview with the teachers and conduct the observations. All of the school principals found the researcher's attempt favorable and accepted her request to make a pre-interview with the teachers on the phone. In approximately three days, all school principals phoned the researcher either to give the teachers' mobile phone numbers, with the permission of teachers, or enable the teachers and the researcher to talk on the phone at the very moment.

The researcher started calling the teachers to explain the purpose of the study, get some information about their job experience, have an idea about their potential to talk about their experiences in detail and of course learn whether they were willing to take part in the study. One of the teachers appointed to Şereflikoçhisar said he would be glad to take part in such a study but added that he was not new in the profession because of working in private teaching institutions for long years although he had been just appointed. Therefore, the researcher had to cross him out of the list. In the telephone conversation with another subject matter teacher in Şereflikoçhisar, the novice teacher said she would take part in the study with pleasure so that she would not feel herself alone in her first year in the profession as a result of participating in this study. Although the teacher appointed to Haymana was new in the profession, she was very reluctant to be involved in the study. The researcher could not

convince her despite explaining all data collection procedure and assured her about the confidentiality of her personal information but she refused. Since all studies are conducted on a voluntary basis and because of the importance of selecting cases willing to talk about their experiences in detail, the researcher crossed this teacher out of the list. The teachers appointed to Kalecik and Evren had all the necessary characteristics for this study and they accepted to take part in this long data collection process with a good grace. Two novice teachers were appointed to the high school in Nallıhan. The researcher could not reach one of them through mobile phone. However, after talking with the other teacher, who was again very enthusiastic to get involved in the study, the researcher learnt that this teacher was very shy and not talkative, so she crossed him out of the list as the number had already been four with this novice teacher in Nallıhan. Some brief information about the cases can be seen in Figure 2 below.



**Defne**
A 26-year-old novice Biology teacher working at an Anatolian High School in Şereflikoçhisar, graduated from Hacettepe University Faculty of Education.

**Aslıhan**
A 22-year-old novice English teacher working at a Vocational and Technical Anatolian High School in Nallıhan, graduated from Anadolu University Faculty of Education.

**CASES**

**Esra**
A 26-year-old novice German teacher working at an Anatolian High School in Kalecik, graduated from Hacettepe University Faculty of Literature.

**Kemal**
A 26-year-old novice Geography teacher working at a Multiple-Program Anatolian High School in Evren, graduated from Gazi University Faculty of Education.
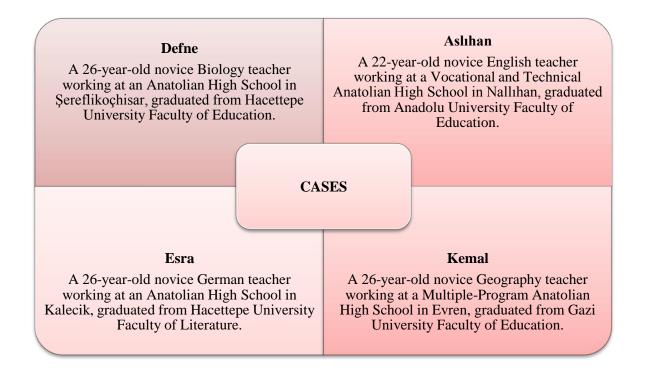
*Figure 2.* Summary of the information about the cases

Defne

A 26-year-old novice Biology teacher, Defne graduated from Hacettepe University Biology Teaching Department in 2014. After graduation, she took the KPSS exam but was not very happy with her grade; therefore, she had the exam for the second time and got 86 points. Defne was appointed to an Anatolian High School in Şereflikoçhisar in August 2015 as her second choice. She had been working at her present school for two months by the time the research began and she had had no teaching experience before she was appointed. Additionally, she was teaching Grades 9, 10, 11 and 12; namely, all grades at high school level.

Always with a smiling face, Defne was a warm-hearted young woman although it took some time for her to feel accustomed to new people and new environments. She always wore a white apron at school with high-heeled boots and smart clothes which can easily be associated with the teaching profession and it is an undeniable fact that this made her look more serious and experienced as a teacher. From the time they first talked on the phone to their last contact with the researcher, Defne was always very helpful and hospitable, seeming ready to do anything about this research. She gave full-length answers to questions with as many details as possible, which made it really easy to gather information from her regarding every experience she had in her first year in teaching profession. She had a positive character and she tried to be happy with what she had; though, she was not very happy in Şereflikoçhisar as it was a small town with very limited social opportunities.

Making all the students participating in the lesson seemed as the main characteristic of her classes and although she was usually smiling outside the classroom, she looked more serious and disciplined in front of her students. While she was teaching at the present school, she was also studying for her Master's Degree in Biology at Gazi University.


Aslıhan

Aslıhan was 22 years old and she graduated from Anadolu University English Teaching Department in 2014. After graduation, she took the KPSS exam and she got 80.80 points and appointed to a Vocational and Technical Anatolian High School in Nallıhan in August 2015 as her first choice. Like Defne, she had been working at her present school for two months by the time the research began and she had had no

teaching experience before she was appointed. She was teaching Grades 10 and 11 at her present school and prep classes at a Social Sciences High School in Nallıhan so as to fulfill her weekly class hours. That is because these teachers started the profession late due to the late appointment of the Ministry in 20015, the other teachers at the present school had taken as many classes as they could and an inadequate number of class hours was left to Aslıhan. Therefore, for the sake of getting additional course fee, Aslıhan took some additional classes at the Social Sciences High School in the town.

Aslıhan was a sympathetic young woman and had a cheerful personality and fortunately, she loved talking in details. Unlike Defne, she preferred wearing more comfortable clothes and boots and she never wore a white apron at school. Aslıhan was also ready to help the researcher every time she came for an interview and observation as well as during their phone talks and she always gave full details about what she was experiencing in addition to her feelings, thoughts and disappointments. During every interview, it was easy to understand her disappointment about Nallıhan with its limited social opportunities and about working at a vocational high school.

Despite her unhappiness about her work place, what Aslıhan cared most about her classes seemed to be adding humor to the lesson and creating a friendly learning environment for the students. Unlike Defne, she seemed more serious outside the classroom and more cheerful with her students; however, she usually did not lose control of the students.

Esra

Esra was 27 years old and she graduated from Hacettepe University German Language and Literature department in 2010. Before taking the KPSS exam, Esra had some informal teaching experience at few private courses and she also offered private lessons. Then she took the exam and got 85.77 points and was appointed to an Anatolian High School in Kalecik in August 2015 as her first choice. Her education regarding the teaching profession was limited to the pedagogical teaching program she had attended for four months at university; thus, she was different from Defne and Aslıhan in terms of graduating from a Faculty of Education. Like Defne and Aslıhan, she had been working at her present school for two months by the time the research began. Moreover, she was teaching at all grades at high school level that are Grades 9, 10, 11 and 12, just as Defne does.

Esra was a very optimistic and cheerful young woman with a pleasant voice and talking style. She mostly wore black smart clothes with high heeled boots. Luckily, Esra was very helpful in every phase of the data collection process and she never seemed to be bored or tired with the research process. Additionally, unlike the other participants, Esra was married and she was living in Çankaya, not in Kalecik. Although she loved the town and school, living in a modern place like Çankaya might have contributed to her positive feelings and happiness as the other participants really had difficulties in getting accustomed to their small work places.

Like Defne, active participation of students seemed to be the highest point in Esra's classes and she was both cheerful and serious in her classes. Esra was studying Master's Degree at Hacettepe University Turkish Language and Literature and meanwhile, she was doing her PhD at German Language and Literatureat the same university. She was an ambitious novice teacher, who insistently worked to improve herself both in teaching and academic studies.

Kemal

Kemal was 26 years old and graduated from Gazi University Geography Teaching Department in 2013. In his second try, he got a very high score in KPSS Exam, 91 points and ranked first in his field in Turkey. He was appointed to a Multiple-Program Anatolian High School in Evren in August 2015 as his first choice. He had been working at his present school for two months by the time the research began and he had had no teaching experience before he was appointed. Furthermore, he was teaching Grades 9, 10, 11 and 12; namely, all grades at high school level, like Defne and Esra.

Kemal was a very optimistic and warm hearted young man although he looked more serious with his black suit and glasses. He was always wearing formal clothes at school. If he weren't in the classroom, Kemal always welcomed the researcher in front of the school and he always did his best to contribute to the study. He always gave full-length answers to the researcher's questions, often with far more details than needed. Therefore, it was never difficult to interview him and collect data about his experiences. He was also very self-confident in his relationships with anyone from the students to the school principal. Although he felt restricted in such a town as Evren, he tried to see everything positively.What Kemal cared most about his classes seemed to be attracting students' attention to the topics, which was

usually very difficult because of students' profiles as they were mostly interested in graduating from school instead of developing themselves.

The mentors of the novice teachers were also among the participants of the study. Aslıhan's mentor, Nihal, was a 31-year-old young woman, who graduated from Ankara University American Culture and Literature and became an English teacher after undergoing a pedagogic formation program. She had been a teacher for six years; however, she had been working at the Vocational and Technical Anatolian High School in Nallıhan for two years. She was teaching Grades 9, 11 and 12, namely all grades at high school level except for the 10th grade. Nihal was appointed to a high school in Bursa at the end of the year when data were collected for this study. She was a cheerful and positive teacher, and had established a good communication with the researcher in her earlier visits to the school. Esra's mentor, Berrin, was a 30-year-old young woman, who graduated from Gazi University English Language Teaching Department. She had been an English teacher for six years andshe had been working at the Anatolian High School in Kalecik for two years. She was teaching Grades 9, 10, 11 and 12. Berrin was a cheerful and talkative teacher with a friendly look on her face. The researcher had several friendly talks with her in the teachers' room in her earlier visits to the school. Kemal's mentor, Salih, was a 38 year-old man, who graduated from Osmangazi University History Teaching Department. He had been a History teacher for eleven years and he had been working at the Multiple-Program Anatolian High School in Evren for three years. He was teaching Grades 9, 10, 11 and 12. He became the principal of the school at the beginning of the second year of Kemal in the teaching profession. Salih looked serious but friendly and the researcher and he had almost no talks in the earlier visits to the school. Defne's mentor could not become a participant of the study as he started to work in another school and as he was appointed only at the end of Defne's first year and they had nearly no communication with each other.

### 3.3. Data Collection Instruments

In qualitative studies, using multiple sources of data is important for comparing the findings gathered from different sources to understand the issues studied by the researcher (Bogdan & Biklen, 1998). From a similar perspective, Patton (2002) supports the use of multiple sources stating, "By using a combination

of observations, interviewing, and document analysis, the fieldworker is able to use different data sources to validate and cross-check findings" (p.306).

Yin (1994) approaches this issue with regard to case study methodology and for high-quality case studies, he defines three primary qualities of data collection as "(a) using multiple, not just single, sources of evidence; (b) creating a case study data base; and (c) maintaining a chain of evidence" (p.79). Furthermore, underlying the significance of using multiple sources of data to the reliability case studies, Yin (1994) suggests six primary sources of evidence which are interviews, direct observation, participant observation, collection of documents, archival records as well as physical artifacts.This study, adopting a multiple case study methodology, used multiplesources of data, which are semi-structured interviews, classroom observations and documents. Bogdan and Biklen (2007) states, "In qualitative research, interviews may be used in two ways. They may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, document analysis, or other techniques" (p. 103). Interview is the dominant strategy for data collection in this study while participant observation and documents are the supplementary sources. The data collection was done by the researcher and she participated in the settings in all cases. Further details are presented next about the data collection tools.

### 3.3.1. Interviews

Seidman (2006) states, "Interviewing provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior" (p.10). Interviewing is the main source of evidence in this study while non-participant observation and documents were employed as complementary sources as stated earlier. On this matter, Patton (1990) states:

> We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in their world. We have to ask people questions about those things (p. 32).

In line with this, the researcher tried to collect in-depth data about the novice teachers' beliefs, opinions and feelings about the teaching profession and their first-year experiences from a variety of aspects through conducting semi-structured interviews in six phases throughout an academic year. Conducting six interviews enabled the researcher to see and follow the professional development of the novice teachers and detect any changes they undergo more easily and carefully.

Patton (1987) defines three major qualitative interviewing strategies which are (a) the informal conversational interview, (b) the general interview guide approach and (c) the standardized open-ended interview. This study adopted the general interview guide approach for a number of benefits it provides. First of all, interviewing is more natural when it is somewhat informal and this approach provides this opportunity within the framework of a set of questions prepared in advance. Therefore, the researcher does not lose control at the time of the interview and the respondent can feel more secure and relaxed thanks to the interview guide. Secondly, the presence of an interview guide contributes to the data collection process making it more systematic and comprehensive for both the researcher and reader. Additionally, the researcher has a chance to skip some questions already answered by the respondent as might be the case in many interviews and this makes the process more natural for both the respondent and interviewer. The researcher is also free to change the wording of the questions at the time of the interview or change the order of questions since the respondent might be talking about something related to another question and that might be an appropriate time to ask a follow-up question about that issue without following the sequence in the interview guide. As another benefit, the researcher can guide the conversation to ensure all issues are covered by the respondent and add any more follow-up questions in order to collect in-depth data regarding the research questions. Lastly, the presence of an interview guide will most probably make it easier for the researcher to cope with the organization and analysis of the data as all respondents will have answered more or less the same interview questions not matter how their wording or sequence are.

In light of the benefits of using this interviewing approach, the researcher developed six interview guides for the four novice teachers (See Appendices A, B, C, D, E and F for the interview schedules for the teachers, respectively) and an interview guide for their mentors (See Appendix G), in an attempt to enrich the data gathered from the teachers and as interviewing a number of participants makes it

possible to "connect their experiences and check the comments of one participant against those of others" (Seidman, 2006, p.24). Bearing this in mind, the researcher aimed to connect the perceptions and experiences of novice teachers and their mentors with regard to the same issues stated in the research questions.

For the interview guides regarding the teachers and mentors, questions, follow-up questions and prompts were written with the help of literature review and the advisor. After the guideswere prepared theywent through revision with the help of expert opinions. The researcher got feedback from her advisor, an English teacher working at a prep school of a university, an English teacher working at a secondary school and a PhD graduate from the Curriculum and Instruction Department. With the help of the feedback, the researcher changed the wording of some questions and added some follow-up questions and prompts so as to make the questions more clear and understandable. When the formswere ready following these steps, theywere conducted as a pilot study with a novice secondary school teacher and a novice high school teacher in order to understand if the items make sense to the interviewees and as a result, no changes were applied to the guides. However, throughout the data collection process, some additional questions were added to the interview guides for the teacherswith the approval and feedback of the advisor and the researcher also got feedback from the same people mentioned before in order to make sure about the wording and prevent any misunderstandings.

The interview guides for the novice teachers include an introduction about the purpose of the study, the expected time the interview will require and the confidentiality of the personal information of the respondents. There are six interview guides and although most of the questions are the same, some new questions and follow-up questions were added in different phases. Especially in the fourth, fifth and sixth phases, there are more questions as the more the teachers experience in the profession, the more topics they can talk about. The questions are mainly about novice teachers' perceptions of the contributions of pre-service teacher education at education faculties and in-service training they received to prepare them for the initial stages of the teaching profession, their experiences in the real world of practice with regard to classroom processes, mentorship processes, collegial relations, professional development, teaching performance, relationships with the students, and their social and personal life. The table shows the topics covered by the questions in the interview guidesbelow:

Table 2

*Topics Covered in the Interview Guides*

| 1st Interview | 2nd Interview | 3rd Interview | 4th Interview | 5th Interview | 6th Interview |
|---|---|---|---|---|---|
| • First feelings<br>• Classroom processes<br>• Mentoring<br>• Colleagues<br>• Professional development<br>• Teaching performance<br>• Student relationships<br>• Personal life<br>• Pre-service teacher education | • Classroom processes<br>• Feelings<br>• Mentoring<br>• Colleagues<br>• Professional development<br>• Teaching performance<br>• Student relationships<br>• Personal life<br>• Pre-service teacher education<br>• Performance evaluation system | • Classroom processes<br>• Feelings<br>• Mentoring<br>• Colleagues<br>• Professional development<br>• Teaching performance<br>• Student relationships<br>• Personal life<br>• Pre-service teacher education<br>• Performance evaluation system | • Classroom processes<br>• Feelings<br>• Mentoring<br>• Colleagues<br>• Professional development<br>• Teaching performance<br>• Student relationships<br>• Personal life<br>• Pre-service teacher education<br>• Performance evaluation system<br>• Philosophy of education<br>• Best professional development experience<br>• Addressing different learning styles/needs | • Classroom processes<br>• Feelings<br>• Mentoring<br>• Colleagues<br>• Professional development<br>• Teaching performance<br>• Student relationships<br>• Personal life<br>• Pre-service teacher education<br>• Performance evaluation system<br>• Philosophy of education<br>• Best professional development experience<br>• Addressing different learning styles/needs<br>• Mistakes and regrets | • Classroom processes<br>• Feelings<br>• Colleagues<br>• Professional development<br>• Teaching performance<br>• Student relationships<br>• Personal life<br>• Philosophy of education<br>• Addressing different learning styles/needs<br>• Performance evaluation system<br>• Best professional development experience<br>• Problems hindering adaptation to teaching<br>• Suggestions for the first year<br>• Approvals, critics, feedback<br>• Mistakes and regrets |

As seen in the table, the topics expand in the fourth, fifth and sixth interview guides. For example, the questions about the teachers' best and worst classes or their best professional development experience were asked in the last three phases owing to the fact that these are issues that cannot be asked to a teacher with two or three months of experience in the field. Another example is the question about the mistakes and regrets of the novice teachers about their applications at schools and this is a question requiring an overall look at the academic year to see the results of their mistakes and regrets, if there are any.

Like the interview guides for the teachers, the interview guidefor the mentors include an introduction about the purpose of the study, the expected time the

interview will require and the confidentiality of the personal information of the respondents. In parallel with the interview guides for the teachers, they include questions about the requirements of effective teaching, feelings and experiments of novice teachers in the induction period, the issues they support novice teachers, professional development of novice teachers, a successful mentoring process and the contributions of pre-service teacher education at education faculties to prepare novice teachers for the initial stages of the teaching profession.

### 3.3.2. Observations

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). The researcher applied a non-participant observation in this study, which is defined as "a relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants" (Williams, 2008; p. 561).This is directly related with the purpose of the study. As Bogdan and Biklen (2007) puts it, "If, for example, your goal becomes understanding a classroom from the students' point of view, you may choose to participate more with them than with the teacher" (p. 92). However, the researcher's aim is to observe the class, with the students and the teacher in a natural setting; therefore, she did not interact with the teacher or students during the observations and she always sat on a desk at the bottom of the classroom. Sometimes, before the lesson started, the teachers wanted her to introduce herself to the students and she briefly talked about her purpose of being there and sometimes the teachers gave little information about her before starting the lesson. After that, during the lesson or any activities in the classroom, the observer did not interact with the teacher or students and she just took notes.

The preparation of the observation form (See Appendix H) started with determining the purpose and some specific questions were prepared as a guideline for the observation. The form also included information about the issues on which data would be collected in the classroom setting and these were determined as context, flow of the lesson and patterns of physical and verbal behaviors.Context referred to the physical setting, human setting and the scheduling patterns, namely, timeline of the classes. Flow of the lesson referred to information about patterns of roles and responsibilities while patterns of physical and verbal behaviors referred to

the behavior patterns of the teacher and students. Following this step, a coding system was developed for field notes and it was used in order to classify field notes and transcribed data within the framework of the research questions. The main coding categories were determined as learning environment, classroom management, teacher's communication, students' body language and voice, teaching learning strategies, effect of the classroom environment on students, teacher's response to student needs and students' behaviors as indicators of their feelings.

Owing to the fact that the present study adopted a qualitative research design, the observation guide is free from numerical codes. Like the interview guides, the observation guide also went through revision with the help of expert opinions, a professor and two PhDgraduates from the Department of Curriculum and Instruction. As a result of the feedback received from the experts, some more questions were added as a guideline at the beginning of the observation guide. The observation guideserved as a complementary tool to support the findings gathered through the interview guides.

### 3.3.3. Document analysis

Lastly, documents were used as data sources in this study and they were analyzed to provide additional data to answer the research questions. Best (1959) defines document analysis as analyzing the existing records or documents systematically as a data source (as cited in Metin, 2012). In a similar vein, Yıldırım and Şimşek (2000) state that document analysis refers to the analysis of written documents including information about the fact or facts to be studied and that document analysis makes it possible to analyze documents produced about a research problem within a specified time period or analyze such documents that have been produced by more than one source regarding the related topic in separate time frames within a long time period. Documents can be those written by the informants themselves or might be written about them including diaries, memos, policy documents, proposals, yearbooks, personal files and so on (Bogdan & Biklen, 2007). While document analysis can be the only research method in a study, it can also be used as an additional data source in studies where other qualitative methods, such as interviews or observations, are used (Bogdan & Biklen, 2007; Yıldırım & Şimşek, 2000). Yin (2003) supports this view by saying that, "For case studies, the most important use of documents is to corroborate and augment evidence from other

sources" (p. 87). To serve the purpose described by Yıldırım and Şimşek (2000) and Yin (2003), such documents as annual plans, any type of reports or teaching materials developed by the teachers were collected by the researcher. However, as annual plans were all prepared in a standard format by the teachers, they were not examined. Instead, the group teachers meeting reports, some exam papers and some teaching materials, prepared by the teachers themselves, were collected and examined. Eight group teachers meetings reports, sixteen exam papers, and twenty pages of worksheets and teaching materials made up the documents to be examined in this study.

Accordingly, the following table shows the interrelationship among the research questions, related sample and the data collection tools.
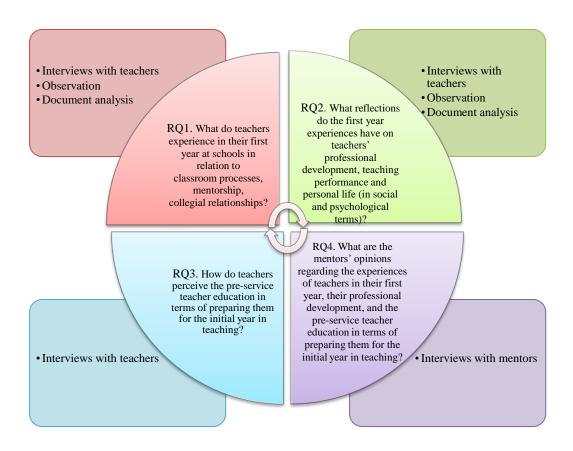


*Figure 3.* Research questions in relation to the target sample and data collection instruments

### 3.4.Data Collection Procedures

After developing data collection instruments for the study and getting the necessary permission from the thesis committee on these instruments, the researcher had to get consent from the Applied Ethics Research Center (UEAM) at the Middle East Technical University. Firstly, she got into contact with the UEAM to learn which documents were required for the application and how long the procedure lasted and then she submitted all necessary documents including an application form and samples of the data collection instruments to the UEAM. In the next step, the researcher applied to the Ministry of National Education (MONE) to get permission for the data collection process in the schools of the selected cases and in similar steps, she submitted the required documents including a Turkish summary of the study, a request letter with all the counties and schools where the interviews and observations would be conducted and samples of the data collection instruments to the Ministry. The permission from the Ministry of National Education was received in a short time and the data collection process officially started. Both permissions from UEAM (See Appendix L) and MONE were received between September and October, 2014 as can be seen the table regarding the timeline of the study below. In the data collection process, all the interviews and observations were done by the researcher herself.

Table 3

*Timeline for the Study*

|  | Oct.2013/ Feb.2014 | Sept./Oct., 2014 | Nov.2014/ Sep.2015 | Oct./Dec. 2015 | Jan./June 2016 |
|---|---|---|---|---|---|
| Review of literature | ███ | ███ | ███ | ███ | ███ |
| Development of the interview and observation guides | ███ |  |  |  |  |
| Getting the necessary permissions from UEAM and MONE |  | ███ |  |  |  |
| Data collection |  |  | ███ |  |  |
| Transcription of the data |  |  | ███ |  |  |
| Data analysis |  |  | ███ | ███ |  |
| Reporting the results |  |  |  |  | ███ |

In November 2014, before going to Nallıhan, Kalecik, Şereflikoçhisar and Evren, the counties where the teachers were teaching, the researcher got into contact with all teachers to determine the exact dates when she would visit each school. The counties were really away from Ankara. To illustrate, Nallıhan was 161 kilometers, Kalecik was 69 kilometers, Koçhisar was 179 kilometers and Evren was 206 kilometers far from Ankara; therefore, the researcher made phone calls to each teacher to learn their lesson plans for each day and make sure she would be able to interview the teachers because in case of any misfortune, it would be problematic for the researcher to the revisit these sites. At first, the teachers had some difficulty in informing the researcher about their exact lesson plans because the class hours were often changing. However, the researcher and the teachers achieved to determine the exact dates for the first interviews and observations in November 2014, as it can be seen in Table 4 and the process started.

Table 4

*Interview and Observation Schedules for the Teachers*

| Phase of Data Collection | Teacher | Date | Length of the Interview | Length of the Observation |
|---|---|---|---|---|
| 1st Phase | Defne | November 12, 2014 | 37 minutes | 3 class hours |
| | Aslıhan | November 10, 2014 | 37 minutes | 3 class hours |
| | Esra | November 11, 2014 | 34 minutes | 2 class hours |
| | Kemal | November 12, 2014 | 52 minutes | 2 class hours |
| 2nd Phase | Defne | January 26, 2015 | 40 minutes | - |
| | Aslıhan | January 27, 2015 | 49 minutes | - |
| | Esra | January 27, 2015 | 45 minutes | - |
| | Kemal | January 26, 2015 | 54 minutes | - |
| 3rd Phase | Defne | March 14, 2015 | 47 minutes | - |
| | Aslıhan | March 15, 2015 | 48 minutes | - |
| | Esra | March 15, 2015 | 43 minutes | - |
| | Kemal | March 14, 2015 | 50 minutes | - |
| 4th Phase | Defne | April 21, 2015 | 33 minutes | 2 class hours |
| | Aslıhan | April 27, 2015 | 55 minutes | 2 class hours |
| | Esra | April 22, 2015 | 40 minutes | 2 class hours |
| | Kemal | April 21, 2015 | 37 minutes | 2 class hours |
| 5th Phase | Defne | May 25, 2015 | 48 minutes | - |
| | Aslıhan | May 28, 2015 | 50 minutes | - |
| | Esra | May 26, 2015 | 51 minutes | - |
| | Kemal | May 25, 2015 | 54 minutes | - |
| 6th Phase | Defne | November 10, 2015 | 47 minutes | 3 class hours |
| | Aslıhan | November 12, 2015 | 54 minutes | 2 class hours |
| | Esra | November 11, 2015 | 60 minutes | 2 class hours |
| | Kemal | November 10, 2015 | 43 minutes | 3 class hours |

In the first phase of data collection, as can be seen in the table above, the researcher went to Nallıhan on November 10, 2014; Kalecik on November 11, 2014; andEvren and Şereflikoçhisar on November 12, 2014respectively to conduct the interview and observation with the teachers. The fact that she visited Evren and Nallıhan on the same day was because these counties were very near to each other and she had enough time to conduct both observations and interviews with the teachers.In each case, the researcher arrived at schools early in the morning and the teachers met her at the school door. All teachers had lessons when the researcher arrived at their site and that meant the observation would be before the interview. After a short talk with the teachers, the researcher wanted to meet the school principal to introduce herself and remind the purpose of the study although they had already talked on the phone in the case selection process. The school principals welcomed the researcher and checked the permission received from MONE about the study which had already been sent to each school. When the bell rang, the researcher and the teachers left the room to go to the classroom. In Nallıhan, Kalecik and Evren, the researcher conducted the interviews during the lunch break but in Şereflikoçhisar, as the researcher arrived here after the lunch break, the interview was in the afternoon after the teacher's classes had finished. Entering the classrooms with the teacher, the researcher introduced herself briefly to the students and sat at the back of the classroom as a non-participant observer just like in the words of Creswell (2011), who defines this "as an observer who visits a site and records notes without becoming involved in the activities of the participants" (pp.214-215).She took the field notes in a running account fashion although she also followed the observation guide and the categories as well as codes written on it during the observation using the observation guide. The researcher went to the teacher's room with the teachers during break times, where she had further chance to build rapport with the teachers and have some friendly talk about themselves. She had a chance to observe three classes in Nallıhan, three classes in Şereflikoçhisar, two classes in Evren and two classes in Kalecik. Each class was exactly 45 minutes and there was a 10-minute break after each lesson. When it was time for the interviews, which were to be conducted during the lunch break, the researcher asked the teachers to go to an empty classroom or anywhere where they could be alone as the teachers' rooms were not appropriate to have a private talk. Therefore, they were able to talk about their experiences and thoughts more freely and without the fear of being overheard by a

colleague or school principal in a relaxing atmosphere and the interviews, recorded by the researcher upon the teachers' consent, took from 34 to 52 minutes as can be seen in the table below.

The second phase of data collection was in January, 2015 during the semester break. The researcher wanted to wait for two months after the first session of the interviews and observations so that the teachers would have some more time to experience teaching in the real world of practice. This time, the interviews were conducted at a restaurant in Ankara which was not crowded and had a suitable environment to make voice recordings. The researcher met Defne and Kemal from Şereflikoçhisar and Evren on January 26 and Esra on January 27. Aslıhan could not come to have an interview as she had to be in Eskişehir at the time; however, the interview with her was conducted face to face via Skype, a video conference program on January 27. The researcher recorded each interview using MP3 Skype recorder program and the interviews took from 40 to 54 minutes. The third phase interviews and observations were due in March, 2015 and they would be conducted in the schools with teachers. However, the researcher was very ill for two weeks and she could not go to work. After such a long off sick time, it would be difficult to get permission from her work place to go to the counties and conduct the interviews and observations; thus, she decided to conduct the interviews out of the teachers' schools, namely, in a restaurant or café. The teachers willingly accepted this offer and the researcher conducted the interviews in a café that met the conditions of being silent and not crowded. The researcher interviewed Defne from Şereflikoçhisar and Kemal from Evren on March 14 and Aslıhan from Nallıhan and Esra from Kalecik on March 15.The interviews were recorded and they took from 47 minutes to 50 minutes. In this third phase of data collection, the researcher had built strong rapport with the four teachers one by one as they had no difficulty in talking about their experiences, thoughts or any mistakes they had done during their first months in the profession. Rapport in qualitative research is defined as 'frank and open discussion' (Goudy & Potter, 1975) or as a degree of acceptance or cooperation of the interviewee to a research project (Blohm, 2007, as cited in Ryan & Dundon, 2008) and it is very important for the researcher to derive as much rich information as possible from the respondents.

The fourth phase of data collection was in April 2015 and as determined earlier by the researcher and the teachers, the researcher went to Şereflikoçhisar and

Evren on April 21; Kalecik on April 22 and Nallıhan on April 27.This time, the researcher was welcomed warmly by the other teachers at the schools as they remembered her and they spent some time together in the teachers' room. In Evren and Kalecik, the researcher first conducted the observations, two class hours in each school, again as a non-participant observer after a short introduction of herself to the students. The interviews were conducted during lunch breaks in an empty classroom and the researcher made voice recordings. In Nallıhan, the researcher observed one class first and then it was lunch break time. During the break, the interview was conducted and recorded and afterwards, the researcher observed one more class. The researcher arrived in Şereflikoçhisar after the lunch break, because of the fact that she was in Evren in the morning and observed two classes. After class time, they conducted the interview. The interviews took from 33 to 55 minutes. During the observations, the researcher took the field notes in a running account fashionalthough she also followed the observation guide and the categories as well as codes written on it. She did not want to miss any details, so she made a clean copy of the field notes right after the observations.

The fifth phase of data collection was conducted in May, 2015. However, when the researcher got into contact with the teachers to determine an exact date to conduct the interviews and observations, she learnt that few students were going to schools as most of the exams had finished and that they did not have chances to have classes. The summer holiday was about to start, on June 12, and the absenteeism rate had increased in schools. The researcher wanted to take her chance and visited schools; however, she did not have a chance to make observations as there were very few students. She conducted the interview with Defne and Kemal on May 25, Esra on May 26 and Aslıhan on May 28 through Skype video conference program. The interviews were recorded and they took from 48 to 51 minutes.

The sixth phase of data collection would include both interviews and observations with the teachers and interviews with the mentors andit was conducted in November, 2015 owing to a number of reasons. Firstly, the academic year started on September 28, 2015, a relatively late date compared to earlier years. In October, one of the teachers was on sick leave and Esra's mentor in Kalecik was not going to school as she was receiving physiotherapy. Moreover, it was holiday from October 29until November 3 because of the Republic day and general elections. Due to all these reasons, the last phase of data collection was conducted on November 10 in

Evren and Şereflikoçhisar, November 11 in Kalecik and November 12 in Nallıhan. The researcher introduced herself to the new directors in Kalecik, Evren and Şereflikoçhisar before she began the data collection and she briefly talked about the purpose of the study. In Kalecik, the researcher was a bit late in the morning and she caught Esra just as she was entering the classroom with the school principal, who would make an announcement to the students. Therefore, she introduced herself to the new principal at the door of the classroom and the principal welcomed her warmly and stated that he would like to learn about the results of the study when it was finished, upon which the researcher said she would be glad to do. Contrary to the other counties, the observation was conducted in the afternoon class hours in Şereflikoçhisar, as was the case in the previous phases. The researcher could observe three class hours in Evren and Şereflikoçhisar each and two class hours in Nallıhan and Kalecik. The interviews and observations followed the same fashion as in the previous phases and the interviews, conducted and recorded in empty classrooms, took from 43 to 60 minutes.

As for the interviews conducted with the mentors in the sixth phase of data collection, the researcher interviewed Kemal's mentor in Evren, just appointed as the school director that year, after she finished the data collection process with Kemal. The principal and the researcher had met each other in the researcher's previous visits to school so it was not hard to establish rapport or conduct the interview with the principal. The interview took place in the school principal's room and recorded upon the consent of the principal. It took 30 minutes. The researcher also had an interview with Esra's mentor when she was in Kalecik after she finished the data collection process with Esra. The researcher and the interviewer were familiar to each other as they had met twice before in the teachers' room and had some friendly talk. The interview took place in the guidance teacher's room that was quiet and empty and it lasted 33 minutes. The researcher recorded the interview upon the mentor's consent.The researcher could not conduct an interview with Defne's mentor in Şereflikoçhisar for a number of reasons. Firstly, her mentor was appointed only at the end of the spring term before the inspector's visit so there was no mentoring throughout the year. Moreover, the mentor was appointed to another school at the end of the academic year and as Defne had no communication with him, the researcher could not make contact with him. However, this was not regarded as a loss for the study since, as mentioned earlier; the mentoring process did not work for

Defne for the whole year. As for Aslıhan's mentor, she was appointed to a school in Bursa at the end of the spring term. Therefore, when the researcher visited Nallıhan in November 2015, she was not working at that school. Nevertheless, the researcher and the mentor had already spent time together in the researcher's previous visits to the site. Hence, the researcher had a contact with the mentor and they conducted the interview via Skype Video Conference Program. The researcher recorded the interview by MP3 Skype recorder program and it took 36 minutes.

The data were gathered in six phases in this study and it started in November 2014 and lasted in November 2015, which made a complete year referring to the teachers' first year in the teaching profession. The documents including annual plans, sample learning materials and any reports written by the teachers were gathered during the visits to the sites. Some teachers also sent sample materials or exams to the researcher via e-mail. An illustration of the data collection procedure employed in this study is presented below.

Conducting the first interviews and observations with the teachers

Conducting the second interviews with the teachers

Conducting the third interviews with the teachers

Arranging observation fieldnotes & analyzing data for categories and codes

Conducting the fourth interviews and the second observations with the teachers

Transcriptions of the interviews & analyzing data for categories and codes

Conducting the fifth interviews with the teachers

Conducting the sixth interviews and the third observations with the teachers and the interviews with thementors
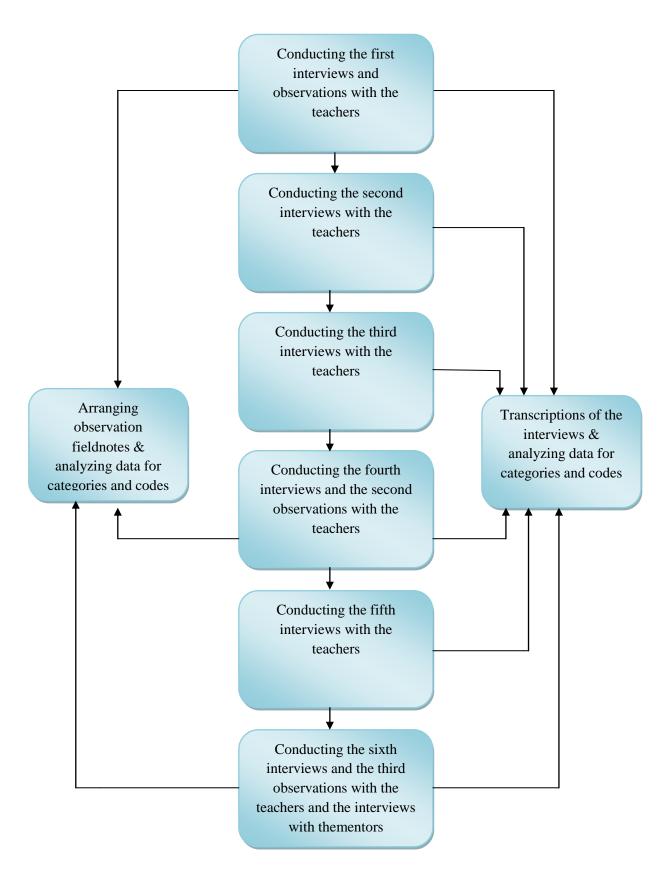
*Figure 4.*An illustration of the data collection processes of this study

### 3.5. Data Analysis Procedures

According to Bogdan and Biklen (2007), data analysis is "the process of systematically searching and arranging the interview transcripts, filed notes and other materials that you accumulate to enable you to come up with findings" and furthermore, it includes "working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for patterns" (p. 159). As this study employed multiple case design, there was a large set of data after all the interviews conducted with the teachers and mentors as well as the observations and to deal with this amount of data, the researcher applied content analysis to the data set. Patton (1987) states, "The content analysis involves identifying coherent and important examples, themes, and patterns in the data" (p. 149) and for Downe-Wamboldt (1992), the purpose of content analysis is "to provide knowledge and understanding of the phenomenon under study" (p. 314).

The data collected in this study were subjected to content analysisso as to explore the patterns of teachers' perceptions and experiences in relation to their first year at schools. For this purpose, after each phase of data collection was completed, the interviews were transcribed by the researcher herself word by word on a word document. This helped the researcher especially as the process went on because she could remember most of the content in the interviews when she started coding the data and she could also see the common themes and codes more easily. Following the transcription of each interview, the researcher read the data thoroughly for a few times and noted the themes and codes on the right side margin of the page where she had already left some space to take notes of the emerging codes. She preferred to do the coding manually, in other words, using pens and paper to identify herself as much as possible with the data set. As the data collection process would take one year in total, coding the data simultaneously while the data collection process was still going on was important for the researcher. Miles and Huberman (1994) also underlined the importance of such coding stating, "Coding should not be put off to the end of data gathering. Qualitative research depends heavily on ongoing analysis, and coding is a good device for supporting that analysis" (p.66).

The coding step was not easy during the first phase as the researcher tried to code approximately every sentence not to miss any important details. However, after the first coding finished, she came up with pages of themes and codes, which would have made data analysis much more difficult and resulted in getting lost in a loaded

set of data. Afterwards, she re-coded the transcriptions of the first interviews, this time with a more careful approach to see the general themes and codes emerging in the data set. The result was favorable and the number of codes and themes was easier to handle this time. In fact, some themes and codes changed continuously when better and more explanatory phrases were found until the write-up stage and that meant re-coding nearly all the data set for the researcher which hopefully contributed a lot to the trustworthiness of this study (See Appendices I, J and K for the final codes of the study as well as excerpts from the coded interview transcripts and observation fieldnotes).

Although some more themes emerged in the later phases of the interviews, the general themes that emerged regarding the research questions can be illustrated as in the following:

1. Classroom processes
   a) Relationship with students
   b) Classroom management
   c) Struggling with student misbehaviors
   d) Relationship with students' parents
   e) Teaching learning strategies
   f) Content knowledge
   g) Assessment issues
   h) Covering the curriculum
2. Feelings regarding the profession
   a) Feelings for school
   b) Feelings for experienced colleagues
   c) Feelings for students
   d) Feelings for school principal
   e) Feelings for workload
   f) Feelings for going on
   g) Likes about the profession
   h) Dislikes about the profession
3. Mentoring
4. Relationship with colleagues
   a) Experienced colleagues

b) School principal

c) Novice colleague

5. Professional development

6. Teaching performance

7. Reflections of the first experiences on personal life

a) Social aspect

b) Psychological aspect

8. Pre-service teacher education

9. Performance evaluation system

These themes and sub-themes served as a guideline in every coding stage for the researcher. While the researcher was writing codes under these themes, she tried to use general phrases but in understandable words, namely, she attempted to write descriptive codes but with as fewer words as possible. For instance, under the sub-theme "covering the curriculum" located under the main theme "Classroom process," the researcher wrote a code as "falling behind in the 9$^{th}$ grade" or for "relationships with students' parents" under the same main theme, she wrote "parents accusing teachers of discipline punishments." As another example, for the "Professional development" theme, she wrote such codes as "better classroom management,""adequate in content knowledge," "inadequate in counseling issues."While writing the results after analyzing the data, Patton (1987) highlights the importance of the using direct quotations from the respondents stating that they "reveal the respondents' levels of emotion, the way in which they have organized the world, their thoughts about what is happening, their experiences, and their basic perceptions" (p.11). Therefore, the researcher also highlighted the significant statements that could be used as quotations in the interviews so that she could find them easily on the transcriptions beside the related themes and codes while reporting the results. In the last step of coding the interview documents, the main themes, sub-themes and codes were put into a list for each interview under the six phases of data collection procedure in a word document. This made the analysis more systematic and organized for the researcher, especially for writing about the findings of the study.

For the data analysis regarding the field notes obtained during observations, more or less the same procedure was followed. After each observation, the researcher

arranged field notes on a word document and the formatting was done by leaving some space on the right margin of the page, so that the themes and codes could be written. Although the themes and codes were predetermined in the observation guide, the researcher was free to add or remove any themes or codes at the time of data collection or analysis. As stated earlier in this chapter, the main themes that emerged in light of the research questions can be illustrated as in the following:

1. Learning environment
2. Classroom management
3. Teacher's communication
4. Students' body language and voice
    a) Body language
    b) Voice
5. Teaching learning strategies
6. Effect of the classroom environment on students
7. Teacher's response to student needs
8. Students' behaviors as indicators of their feelings

As was the case in the coding procedure of the interview data, the researcher tried to use general but descriptive phrases while coding the observation data. For example, sample codes written under the main theme "Teacher's communication" were, "direct correction of mistakes", "getting feedback from students", "confusion", "weary look on face", "reminding rules of the topic", "calling students by name", "encouraging" and "restating". Another example can be the codes written under the sub-theme "body language" located under the main theme "Students' body language and voice", which were "holding up hands", "yawning" and "rocking". Like the themes and codes emerged from the interview data, the themes and codes written for the observation data were also listed on a word document after the coding process finished and these lists made it easier to write the results section for the researcher. After these steps followed during the data analysis procedure, the researcher could obtain a detailed and elaborate picture of the teachers' first year in the teaching profession in various aspects.

### 3.6. Trustworthiness

Lincoln and Guba (1985) assert that trustworthiness is an important issue in evaluating the worth of a study and they bring forward some questions regarding this aspect as in the following:

> The basic issue in relation to trustworthiness is simple: How can an inquirer persuade his or audiences that the findings of an inquiry are worth paying attention to, worth taking account of? What arguments can be mounted, what criteria invoked, what questions asked, that would be persuasive on this issue? (p. 290).

Accordingly, trustworthiness requires establishing credibility, transferability, dependability and confirmability. Credibility refers to the truth of the findings while transferability means generalizing the research findings in other contexts. Dependability refers to the consistency of the findings and that they could be repeated in other contexts whereas confirmability refers to the extent the findings of the study are free from researcher bias or interests and that they are shaped by the respondents (Lincoln & Guba, 1985). The following strategies were used to ensure trustworthiness to establish credibility, transferability, dependability and confirmability in this study:

Persistent observation

One of the techniques used to ensure credibility, persistent observation, involves learning more about the culture of those studied and according to Lincoln and Guba (1985), it provides depth to the study. In a way to compare and contrast prolonged engagement and persistent observation, they state:

> If the purpose of prolonged engagement is to render the inquirer open to the multiple influences - the mutual shapers and contextual factors - that impinge upon the phenomenon being studied, the purpose of persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail. If prolonged engagement provides scope, persistent observation provides depth (p. 304).

In this research study, persistent observation of the novice teachers in their classrooms and school enabled the researcher to get an in-depth understanding of the context of their world of practice and experiences they undergo in their first year in

the profession that are most relevant to the research questions and she could focus on them in a more detailed way.

Peer debriefing

Peer debriefing helps establish credibility by allowing a peer who has general information about the study to analyze materials, test working hypothesis and emerging designs (Erlandson, et al., 1993). Lincoln and Guba (1985) asserted that this is one way of protecting the honesty of the researcher and the searching questions can make a good contribution to a deeper reflexive analysis by the researcher, which is mainly done "for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (p. 308).

In this study, the advisor and the thesis committee played an important role in peer debriefing as they followed the procedure of the study and guided the researcher in making important decisions about each step of the study. Furthermore, the inter-coder reliability, which is a "measure of agreement among multiple coders for how they apply codes to text data" (Kurasaki, 2000; p. 179) was also checked in this study. Among the 24 interviews conducted with the teachers, 12 interviews (referring to three phases of interviews) were selected and their transcriptions were sent to three researchers, namely PhD candidates in the Department of Curriculum and Instruction, who were experienced in conducting content analysis and who were also writing their dissertations. Afterwards, the themes and codes written by these researchers were compared to those written by the researcher herself.Although there were some occasional differences in wording some themes and codes, fortunately, it was seen that there was a considerable similarity among the coders.

Member check

The member check, through which data, analytic categories, interpretations and conclusions of the study are tested with the help of the participants from whom the data were gathered, is the most important technique to establish credibility (Lincoln & Guba, 1985). Sharing the research materials with the informants of the study ensures the reader that the researcher has accurately put the informants' perceptions into data. Such an attempt to see if the data makesense to the informants decreases the chances of misrepresentation (Krefting, 1991).

In this study, the findings gathered from some of the interviews, selected randomly, were shared with two of the participants to get feedback before the researcher started data interpretation process and checked if the data made sense to them. In this way, she tried to escape any misinterpretation of the data.

Thick descriptions

In qualitative research, to establish transferability, the researcher has toprovide extensive and meticulously detailed description of all the context of the study and its participants, which is called thick descriptions (Lincoln & Guba, 1985). For the purposes thick description serves, Denzin (1989) states;

> A thick description … does more than record what a person is doing. It goes beyond mere fact and surface appearances. It presents detail, context, emotion, and the webs of social relationships that join persons to one another. Thick description evokes emotionality and self-feelings. It inserts history into experience. It establishes the significance of an experience, or the sequence of events, for the person or persons in question. In thick description, the voices, feelings, actions, and meanings of interacting individuals are heard (p. 83).

In reporting the findings of the study, the researcher tried to explain each case in detail and also used quotations so that the readers could feel the exact context, feelings and perceptions of the participants. Therefore, other researchers in the field might transfer the findings gathered from this study to other settings owing to some common features or conduct the same study in another context (Creswell, 1998).

Triangulation

Triangulation provides credibility by using different or multiple data sources such as time, space, person, etc., multiple methods such as observations, interviews, videotapes, documents, etc., investigators such as single or multiple ones, or theory in terms of single versus multiple perspectives of analysis. (Erlandson et al.,1993).Likewise, Patton (1987) supports the use of triangulation by stating, "Using more than one data collection approach permits the evaluator to combine strengths and correct some of the deficiencies of any one source of data" (p.60). Mathison (1988) also promoted the triangulation strategy as a way to improve the validity and reliability of qualitative research by stating:

Triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation [in order to] control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology (p. 13).

In this study, data were collected using multiple sources of data. As stated earlier, interview was used as the main data collection tool while observation and documents were used as complementary data collection instruments to contribute to the credibility of the findings.

Audit trail

According to Erlandson and his colleagues (1993), in using the technique of audit trail, an auditor is provided with all the records kept during all stages of a study including the raw data (written field notes), data reduction and analysis products, data reconstruction and synthesis products (themes, definitions and relationships), notes taken during the process, and materials relating to intentions and dispositions, and instrument development information including any schedules or forms. The audit was the thesis advisor in this study as he was provided with all the aforementioned data upon the completion of the study.Confirmability and dependability of the research was provided with the help of the advisor, who guided the researcher during the whole process from selection of the research topic, development of the data collection instruments and selection of the cases to the data collection procedure, data analysis and reporting the results. He always provided rich feedback and showed the researcher the best ways to the conduct every stage of the study; therefore, he contributed a lot to the dependability of the study. Moreover, the thesis committee guided the researcher in the turning points of the research, showing her the right ways and helping her to make good decisions throughout the research.

## 3.7. Limitations of the Study

To begin with, the results of this qualitative study cannot be generalized to all novice teachers in the profession as the number of cases was restricted to 4 within the framework of a multiple case study in order to gather in-depth information from the participants throughout one academic year. However, it should be noted that the limit in the number of cases helped the researcher to arrive at in-depth and detailed

understanding of the phenomenon under investigation through the use of multiple data collection instruments as well as longititudinal follow of the cases.

Secondly, the cases of the study are four novice teachers and their mentors in this study. Although this seems to be adequate, students of these teachers might have been included in the participants of the study to see the first year experiences of teachers from the students' eyes. However, this would make it necessary to visit the schools more often andthe fact that the four counties were really far from the city center made it difficult for the researcher to include students into the study.

Thirdly, the researcher could have conducted more observations in the counties but this was impossible for a number of reasons. In the third phase of data collection, the researcher could not visit the sites as she had been ill for two weeks and it was impossible for her to get permission from work for another week to collect data. Therefore, she had to make the interviews through Skype video conference program in that phase. What is more, when she went to the counties in the fifth phase of data collection, she could not conduct any observations because most students were absent as most of the exams had finished. Due to these reasons, the researcher could conduct three phases of observation by the end of the study. However, as the main data collection sources were interviews, and observations and documents were used as complementary sources, this was not assessed as a critical problem for the study.

# CHAPTER IV


# RESULTS


This chapter presents the results of the study in line with the research questions. The results of the study are organized under nine headings: a) experiences with classroom processes, b) experiences with mentors, c) experiences with colleagues, d) reflections on professional development, e) reflections on teaching performance, f) reflections on personal life, g) perceptions on pre-service teacher education, h) professional development of novice teachers and i) adequacy of pre-service teacher education.

## 4.1. Teachers' Experiences with Classroom Processes, Mentors and Colleagues during the Induction Year

The data to answer the first research question regarding teachers' perceptions of classroom processes, mentoring and relations with colleagues were gathered through interviews, observations and document analysis. The relevant codes provided by content analysis were organized under classroom processes, mentoring andrelationships with colleagues.

### 4.1.1. Experiences with Classroom Processes

Classroom processes were reflected throughreshaping relationships with students,challenges in classroom management, struggling with misbehaviors, variance in covering the curriculum, progress in using teaching-learning strategies, adapting contentexpertise to school curriculum, adapting to student assessmentrequirements and awkward relations with students' parents.

Reshaping Relationships with Students: "Change" appears to be the keyword to define the nature of novice teachers' relationships with students. The data received

from all four teachers reflected that their relations with students went through serious changes in the first year of teaching. Although in different ways for the teachers, this change was related to their perception of students, their reactions towards students and the new strategies they developed during the school year.

Kemal put emphasis on "encouragement" and "love and respect"in his relationship with his students at the beginning (Kemal, 10.11.2014). For him, almost every problem in communicating with students could be solved through a friendly manner, which is one of his most obvious characteristics as he said, based on love and respect. He began the semester taking written feedback from his students about his relationship with them and other classroom processes and always encouraged his students to share their opinions with him. He reflected this view in the following way:

> I always encourage my students to succeed. I have had no problems about communication so far. Of course I make some mistakes. I make my students write about these so that they can give feedback to me. I do not want them to write their names. I say that if you don't like, if there is a mistake, we will correct it all together. I want them to understand we make decisions all together and everything does not depend on the teacher's wish (Kemal, 12.11.2014).

Kemal's emphasis on friendly relationships with students that mainly depended on love and respect changed within about two months. He realized that such kind of relationship was open to exploitation by students and frequently resulted in too much talk during the lesson. He mentioned that some students wrote on the feedback sheets that they could not concentrate on the lesson because of those exploiting the teacher's friendly manner as a critique to the teacher. This changed the nature of Kemal's relationship with students into an arm's length relationship where he started to show less tolerance for noise and disruptive behaviors and started to make the students feel he was the authority in class. He said he saw the benefits of this change in his approach to students a lot and even made classroom management easier in later stages.

The change could be observed during the observations as well. For example, during the first observation,Kemal gave friendly answers to off topic questions such as, "Sir, is there a national match today?" or "Sir, are you good at History? Can you put the schools where Atatürk graduated from in a chronological order?"although the

attention of the whole class was diverted to those questions or unrelated talk at those times. Kemal usually talked calmly to the class with a smiling face and seeming ready to reply jokes with jokes. In the later observations, however,he was more disciplined but still tried to be understanding towards students. He usually warned students' nonchalant attitude by eye contact or verbal warning instead of ignorance. However, he continued to joke with students when possible. For example, to make an implicit warning about the noise in the classroom, he was observed to say to the class, "I will make a voice record one day and ask you. You will think it is a tropical forest or a zoo." which resulted in laughter and a humorous climate in the classroom (Kemal, 10.11.2015).

In all six interviews, Kemal always mentioned that his students were pleased with their relationships with him and he saw the level of this relationship as promising for the future. He always underlined the fact that his students could share their problems with him whenever they wanted and that students from all classes preferred to talk to him than other teachers as they felt much closer to him. However, he also emphasized that there was discrepancy between theory and practice at this point as the nature of each relationship would be different depending on the different personalities of students. He was considerably pleased about the latest form of this relationship as students saw him both as a teacher and friend but feeling the authority and respect as well.

Defne felt serious discomfort because of the attitude of male students towards her at the beginning. They insisted on talking to her whenever possible, especially on duty days, because of which Defne was tired of making warnings. She said that was probably because they saw her near their age group and she did not want to shout or break their hearts but she had to when male students went beyond their limits in their dialogues. In contrast with Kemal, this resulted in her frustration and very strict attitude towards her students at the beginning, especially males. In later months, it was noted that her communication with students, especially males got better and based on a more understanding approach. She explained this change as a result of knowing each other better or getting used to each other's characteristics. However, she usually maintained an arm's length relationship with her students even though it was milder and friendlier compared to the beginning. Another area where Defne had difficulty was her relationship with the 9th grade students, who were both childish and too energetic due to their ages. It was difficult to make them focus on the lesson

obeying the rules of being quiet and controlled towards the teacher. Defne solved this problem, especially at the beginning of the second year, by trying to understand the properties of this age group, who, as she said, was not still aware of the fact that they were high school students but she never became very friendly towards them. Her comment on this situation reflects this in the following:

Last year, I had more affectionate relationships with them (9th grade students). I realized that I treated them very mildly even when I had to react in a stricter way. This year, I started the semester with the 9th grade by setting my rules in a clearer way. Yet I still try to have kind of friendly relationship with them as I love my students (Defne, 10.11.2015).

The change in the nature of Defne's relationship with her students was obvious during the observations. She looked too strict and tense at the beginning and pretended not to hear their joking or funny remarks about the lesson; however, especially in the last observation, she seemed to be more relaxed towards the students and frequently laughed with them when someone made a joke, but without losing control or letting students to exploit her attitude. Defne stated that most of her students were pleased with their relationship with her but like Kemal, she stated that theory versus practice in student relationships since it was not easy for her to establish good communication with the students at the beginning. Despite all, she always found the situation promising for the future as there was mutual love between her and her students.

Aslıhan emphasized the importance of encouragement, but not in the same way with Kemal, and the way of addressing students in building good relationships with her students. She tried to encourage her students to behave in a mature way reminding that they were not children anymore and promised to let them do what they wanted at the end of the lesson. Moreover, she always tried to address her students in name as this was very important in her relationship with her teachers in her own school days. She mentioned her students also gave importance to this. Another outstanding point in Aslıhan's relationship with her students was that most of the students stayed at the hostel as their families were in different cities and she was on monitoring duty at the hostel for two days a week. This made them like a family, which she explained in her own words in the following:

As I am not a very strict person, my students feel relaxed with me.They can come and talk about their problems. Since we have monitoring duty in their hostels, we become like families. We cannot go away like normal teachers and see every moment of them. Therefore, I don't have a problem now. However, my first night here was like a nightmare as I was for the first time in such a place. I cried. They live in bad conditions and the place is not clean. So I was so sorry. I tried to have empathy towards all my students. I try not to be very strict but also I am not very soft. They have understood my style and behave appropriately (Aslıhan, 10.11.2014).

Kemal and Aslıhan turned out to be similar in that their students could share their problems with them and both teachers explained that was because of their own personalities and not something teachable at the faculty. Although this situation is still the same, Aslıhan's mild attitude towards her students started to change towards the end of the first year, just like Kemal whereas that change was faster with Kemal. In the last interview with Aslıhan, she stated:

I was a bit mild and soft in my first year. I used to laugh a lot, make lots of jokes and funny things to have good communication with my students. However, this year, although I am not very authoritative or strict, they know better when I will make a joke or turn back to the lesson or will get angry. I am trying to establish an arm's length relationship with my students but this is not in a very strict manner. We still laugh or joke. This is a result of experience and maybe next year I will have different rules. They see me as a teacher mostly but they still know we can have a friendly talk when possible (Aslıhan, 12.11.2015).

Aslıhan always stated that her students were pleased with their relationship and she felt this was promising for the future. The change in her attitude towards her students made her feel better as she felt very sorry when a student felt sorry at the beginning. In a way, this was a way of protecting herself and she underlined the fact that she learned how to communicate with students mainly through observing more experienced teachers, especially one of her close friends at school whose way of communication with students she adored. Aslıhan's friendly and understanding manner towards her students was very obvious during the observations as well and she sometimes had warm dialogues with her students or made jokes. For example, during the second observations conducted in April 2015, she asked a student if she had bought a new pair of shoes or not and joked about the student's color choice, which was black, saying, "What color? Black? You will all be in black?" with a smiling face and they laughed. There was generally a humorous learning

environment in her classes and her flexible and moderate attitude was eminent. For example, when she realized that most students did not have their books, she said, "We would look at our books but we can talk if you don't have books." instead of getting angry. The arm's length relationship she tried to establish towards her students was not very observable in the last observation conducted in November 2015 but it was noted that she was more serious.

Esra had a very good relationship with her students and stated that "there was not a single student with whom she had a bad communication"(Esra, 11.11.2014). One of her students did not like German at all and even he wanted to pass the course by studying hard, which Esra attributed to her good communication with her students. Esra also mentioned that she incorporated a very indifferent student into the lesson through a close interest in her and making her participate in the lesson more and more without disturbing and she now became a student getting high marks in the exams. Esra felt this was very promising for the future and always believed that her students were pleased with their relationship as they also wanted to share their problems with her. Esra defined her students as "a source of happiness" for her and she smiled whenever she saw them unintentionally (Esra, 27.01.2015).

Like Aslıhan, Esra paid attention to learning and using her students' names, which she thought students also liked a lot as they felt themselves valuable. She mentioned she "did not like when a parent visited a teacher and s/he looked at the student list to understand whose parent s/he was talking to" (Esra, 15.03.2015). Esra especially liked her younger students in the 9th grade and even wanted her "husband to come and see them in their natural classroom climate with all their reactions to different events" (Esra, 22.04.2015). At the end of the second semester, Esra became so close with some of her students that she shared her phone number with them and sometimes they shared photos through Whatsapp application. She thought that her relationship became better and better day by day through a better knowledge of the students and students' adaptation to her as a teacher. Hence, unlike the other participating teachers in the study, Esra became more like friends towards the end of the year with her students and was very pleased with this. She became "more understanding towards students and did not get angry quickly, feeling more patient with especially the 9th grade as she saw them more like children" (Esra, 11.11.2015).

In summary, the teachers in this study underwent some changes in their relationships with the students, often as a result of their initial attitudes or behaviors

towards them as well as their perception of students. While the change was from building friendly relationships to more arms' length relationships for Kemal and Aslıhan, it was the opposite for Defne and Esra. Furthermore, it should be noted that Esra and Defne became more understanding towards their 9th grade students in time, through a better knowledge of their age groups. Teachers' experiences indicate that they needed to undergo certain different situations in order to develop healthier relationships with their students through various strategies they tried although it was sometimes very challenging for them.

Challenges in Classroom Management: Classroom management appears to be an area of struggle and continuous concern for teachers in their first year of teaching. Teachers' efforts to find ways to cope with classroom management problems in their first year proved to be both a source of development and challenge in the process of becoming a good teacher. Even for the teachers who felt more confident in their classroom management skills, they found out that there were always areas where they needed to pay more attention to and develop at.

Kemal, in brief, defined the process of his improvement about classroom management as a path from anxiety to a feeling of comfort. Since he was very tolerant in his relationship with students at the beginning, he was criticized by some of his students on the aforementioned written feedback sheets because of the noise and chaos in the classroom. He really had difficulty in managing the class in the first months because he did not want to be a strict teacher who does not let students speak a work unrelated to the subject. However, his approach changed in time and this change can best be seen in his own comments quoted from two different interviews:

> I am a teacher who wants his students to talk. I do not want to tell them to shut up, do this, etc. all the time. A student should talk but of course within certain limits. I permit this. However, I sometimes losewhile talking as I understand from the written feedback because I lose control, especially in more crowded classes with 17 or 18 students. I realize this and I immediately try to take control because there is too much noise sometimes. I have a problem about this issue (Kemal, 10.11.2014)
> I told in our second interview that I started to have an arm's length relationship with students. I still protect that line as I have understood that is better. Otherwise, I lose control in classroom management and off topic talk starts during the lesson. I am keeping the line now, I am a teacher but sincere towards them. I teach better in such an environment.Before, the lesson was disrupted and it was perceived somewhat different by my colleagues as they told me that my students saw me as their friend (Kemal, 14.03.2015)

These comments could show that the change in Kemal's approach in his relationship with students was directly reflected in his classroom management style as having an arm's length relationship with students gave him far more control over the class. In time, he started to show less tolerance for noise or unpermitted talk during the lessons, which led to a better classroom management for him. Kemal was the only teacher among the participants in this study who suffered very much from highly problematic students at school, who he defined as students in need of Counseling and Research Center (CRC). These were about ten students who Kemal or other teachers at school could not communicate in any way, either by talking in private or ignoring. Kemal said he did not know how to reach them as he could never prevent their sleeping on the desks, undisciplined behaviors in class or at school or could never make them motivated about the subjects, even when the subject was breeding which attracted most students' attention as it is almost the only way of making a living for families in Evren. Kemal's hopelessness about this issue sometimes discouraged him about teaching and reaching students through love and affection but he never gave up. In the interview conducted in April 2015, these problematic students were away on job (they were permitted as they work in catching sand eel from the dam in Evren) and Kemal stated that classroom management was much easier for him.

The observation data supported what Kemal experienced about classroom management from the beginning to the end of the year. In the first observations, there was too much noise in the classroom and there were students making planes out of paper and throwing each other which the teacher mostly ignored or warned through eye contact. Furthermore, the teacher sometimes looked anxious crossing his arms and standing in front of the board tensely. During later observations, Kemal was observed to be more comfortable and self-confident and he immediately stopped inconvenient behavior by approaching students, eye contact, raising his voice or hitting the board. This was reflected in classroom environment as there was less noise and chaos, the lesson was more fluent and students could still make jokes or tell something friendly to the teacher but within certain limits and more respectfully.

Defne's biggest challenge about classroom management was teaching in a very large laboratory classroom full of glass objects. Therefore, noise was very hard to control for her at the beginning, which resulted in her shouting a lot during the lesson, indicating her anxiety to lose control over the class. She said she could not

prevent too much talk during the lesson and students started talking just as she turned to the board. She set her rules very clearly when she first entered the classes, sometimes with the students but mentioned that there were lots of discipline problems at school. Although she started shouting less to the students in time but also showed less tolerance for especially noise, in the second semester she said she had better classroom management as she made students feel the authority more especially through assigning them more tasks using group work, competitions or much more active participation during the lessons. She defined this situation as creating "meaningful noise" during the lessons as students were still talking but now about the issues under discussion. The most problematic classes were the 9th grade who were very childish and energetic and the 12th grade who were about to graduate and so sometimes became disrespectful towards their friends and the teachers, thus Defne had difficulty in managing these classes especially. Near the end of the second semester, classroom management was too easy for her as most students stopped coming to school but at the beginning of the second year, she underlined that she had better classroom management as she knew the properties of age groups better then. That's why she set her rules clearly for every grade, but especially for the 9th grade and took the necessary precautions from the beginning.

During the observations, it was noted that Defne really shouted a lot during her instruction. It was sometimes to make students silent, sometimes to make them hear what she said and it sometimes seemed to be unnecessary as most students had already shut up. This might have been because of her anxiety to lose control over the class. She usually joked with her students also or smiled when somebody told something funny about the subject but her loud voice was something very observable and maybe disturbing for some students. However, a big change was observed in the later observations as the class was considerably focused and busy through the various and frequent tasks assigned by the teacher and also considerably silent although Defne shouted less and smiled more. Yet, her authority, strict attitude and self confidence were also observable. In this respect, Kemal and Defne were similar to each other because they seemed to achieve to be authoritarian but friendly and self confident in their classroom management towards the end of the year.

Aslıhan found herself skillful in classroom management from the beginning to the end as she always received good feedback about this issue during pre-service

education and she explained the reason of this with regard to her personality. This can be best seen in her own words in the following:

> My classmates and observer teacher always said, during the probation, that my control was good over the class. I like doing multiple tasks at the same time. For example, while I am watching the television, I can also look at my computer. Likewise, I try to tell something to another student while I am listening to a student in the classroom and I never lose control. I walk through the desks during activities even when there is a chaos in the classroom and I sit at the desks to check what they are doing. Therefore, I have had no problems in classroom management (Aslıhan, 27.04.2015).

Although Aslıhan related her classroom management ability with her personality, she usually underlined that there were very few problematic students at their school and that she never met a student who would make classroom management a challenge for her, except for the 11th grade students where males outnumbered females and there was excessive talk. She said she tried to solve this problem saying she was disturbed a lot, in a try to affect their feelings and changed their seats because she always mentioned she avoided offending her students. She also believed that when students felt that the teacher loved and cared about them, they tried not to offend or hurt the teacher and behaved better. At the beginning of the second year, she highlighted this belief again and mentioned that she coped with her new and considerably problematic classroom, where students threw pencils and erasers to the air, through love and respect but that she also made someverbal warnings to them and reminded if they went on misbehaving, she would have a classical teacher-student relationship with them. She claimed this worked as they started to behave better and better. Additionally, Aslıhan always found her classroom management better especially through a better knowledge of her students. The observations proved that Aslıhan's classroom management was good as there was little noise or chaos in her classes most of the time and the biggest chaos usually resulted from the fact that students had no books which led to the rearrangement of seats to make students with pairs having books or during the activities when most students stood up holding their hands to write their answers on the board.

Esra, like Aslıhan, did not have much difficulty in classroom management issue as she defined their school as a boutique school with no problematic students; however, like Defne, she suffered from especially 9th grade students. The biggest

problem she experienced was unpermitted talk during the lesson and their easy distraction. She indicated her feelings as in the following:

> I have problems with the 9th grade students. They haven't got rid of the primary school mood yet. All teachers suffer from this problem. When you say something, they can get easily distracted. Yet other grade levels know how they should behave; therefore, I have no problems other than the 9th grades (Esra, 10.11.2014).

Esra coped with the problem about the 9th grades by using various kinds of materials with this level such as videos, songs, power point presentations and smart board creating an active learning environment, even much more than she used with the other levels. She mentioned that although this did not solve the problem of unpermitted talk completely, it worked a lot and provided her with more control over the class. Like Kemal and Aslıhan, Esra also highlighted the importance of mutual love and respect in classroom management and student relationships. At the beginning of the second term, she said that students sitting in the front rows in the 9th grade started to defend their teacher against those making noise at the rear desks saying that they wanted to listen to the lesson, which was found quite cute by Esra and that was probably a result of the love and respect which she put in the center in her relationship with the students. Throughout the semesters, Esra told she had better classroom management in her classes; however, at the beginning of the second year, she complained that some of her students were continually called out of the classroom because of some ceremonies which resulted in these students' absence at the beginning, mid or last 20 minutes of the lesson. This situation destroyed her classroom management as the door was being opened and closed for several times during one single lesson, which also disturbed the flow of the lesson.

During the observations, it was noted that Esra usually tended to look at the right side and front rows of the classroom. These were the more energetic and noisy parts of her classes, especially in the 9th grade and the left side and the rear desks were a bit left on their own but this does not mean that she never gave permission or make them participate in class. Yet the right side was more under control by her; therefore, some of the students sitting in the left side or at the rear desks in the classroom tended to lean on the desks, look at books of other courses or play with their mobiles. However, when she realized such behaviors, she usually took an action

and for example, during one lesson, approached two boys studying their Biology books, closed their books and asked the question to them. When they could not answer, she politely said she understood student psychology but that they also had a German exam next week. She then encouraged them to answer the question. However, just as she said, her use of various kinds of materials and activities seemed to work in classroom management and most students were active in her lessons day by day.

In summary, classroom management was a challenging issue for the novice teachers in this study. They all tried to find effective strategies to manage their classes and it was noted that the change they underwent in their relationships with the students was also reflected in their classroom management. Kemal and Defne achieved to be both authoritarian and friendly in managing their classes in time and Esra and Defne found that establishing an active learning environment was one of the best strategies to manage a classroom. Love and respect also turned out to be important issues in classroom management for Esra and Aslıhan. To conclude, it appeared that the novice teachers learned through their experiences and by trial-error technique; however, despite finding some effective ways to cope with classroom management problems in their first year, they were aware of the fact that there were still areas they needed to pay more attention and develop themselves.

Struggling with Misbehaviors: Similar to the challenges experienced in classroom management, teachers experienced serious difficulties with disruptive behaviors of individual students. As these misbehaviors influenced their capacity in classroom management negatively, they created concerns for these students as well as for the self efficacy of the teachers in the classroom. They used some strategies to cope with student misbehaviors throughout the semesters and some of these strategies proved to be effective while others did not work.  As a result of these experiences, novice teachers felt that they gained valuable experience in relation to how to deal with student misbehaviors through the first year.

In Kemal's case, there were two main problems in terms of student misbehaviors, one of which is those highly problematic students and the other is students with no goals for the future. These two student types showed the most frequent misbehaviors in his classes as both were really unmotivatedfor the lesson or school work. Highly problematic students were unreachable for Kemal because he could not make them improve even using love and respect and talking to them. He

always mentioned they were in need of special counseling, about which he had almost no idea. Students with no goals were common at their school as these students had seen very little of the outside world and all they wanted for their future was to go on their father's work, namely breeding and agriculture. Therefore, they refused to participate in the activities or take an active part in the lesson and distracted their peers' attention as well. Kemal usually felt fatigue and discouragement because of these students because at the beginning, he used to think that he could solve every problem thorough love and respect. He defined his position as "banging your head against a brick wall" since his efforts usually resulted in nothing regarding these students (Kemal, 26.01.2015).

Kemal usually warned his students using loud voice, hitting on the board or talking to them in private; however, there was an important change in his way of struggling with student misbehaviors in the second term, especially on duty days. He started to show a calmer attitude on duty days instead of a burst of anger in previous months. His comment from the second semester might show this change better:

> Sometimes we have to shout because we deal with lots of things at school. You bristle with rage and get very angry but I have changed that this semester. I am much calmer especially on duty days. Previously, I did not let them go into the corridors but now I let them free. That's maybe because I have accepted they will not understand as they do not think about their action. They stretch out their head out of the door and do not realize their head goes first before their eyes…Thus I am calmer and I don't intervene in this situation a lot now (Kemal, 14.03.2015).

At the beginning of the second year, Kemal mentioned the highly problematic students graduated and the new director took a lot of things under control at school. The most important change was teachers could easily have a contact with parents thanks to the new director, which was considerably more difficult previously. This had a very positive effect on student misbehaviors as they began to behave more controlled. Furthermore, there were two serious discipline problems among Kemal's students, both of which resulted in his sending the students to the discipline board. In the first case, three of his students, those highly problematic students Kemal said were in need of CRC, broke the table in the classroomon the teacher's day and in the other; a student changed his student ID number in the attendance sheet. He mentioned this was the best way to deal with such disruptive behaviors as a student

should know he cannot change anything on a formal sheet or destroy public property. The observation data indicated that Kemal was much more relaxed at the beginning about student misbehaviors. He used oral warning a lot but there were also lots of situations he ignored, such as students walking in the classroom or chatting at the rear desks. However, in time, Kemal was observed to change the seats of misbehaving students with more oral warning and physical approach as he seemed to be more self confident and controlling over the class.

Like Kemal, Defne was in a difficult school in terms of the frequency of misbehaviors. The most frequent misbehaviors Defne faced were verbal insult among students, fights, damaging school property especially in the 9th grades, unpermitted talk and noise, disrespect especially in the upper grades, coming to class late and cheating. First of all, Defne's classroom was a laboratory and it was too large with lots of untidy glass objects in it. Students, especially the 9th and 10th grades, tended to play with these and sometimes damaged the objects. One day, Defne stated that one of the students played with a glass tube and it broke and hurt his knee. Although she asked the cleaning staff at school to clean and tidy the laboratory classroom several times, they ignored her. Defne then found a solution and cleaned the classroom herself with the help of her students, after which students started to be more careful about the classroom property and tended to protect these tools. Moreover, she organized the cupboards in the classroom and separated each part for one class so that they could put their belongings in it. This made students embrace their classroom and solved this problem effectively. To prevent the verbal insults among students and fights, girls were also frequently included in those fights, she tried to talk to the students in a friendly way and persuade them to be more polite towards each other but this did not work. In serious events, the principal took action against them.

Defne stated that when male students from the upper grades showed disrespect in their talk to her, in a flirtatious way, she directly sent them to the principal as a way to cope with them. To prevent unpermitted talk, she used verbal warnings or changed the seats and separated close friends but sometimes ignored the situation if it was not too disturbing. She also used group work as a method and made strong and weak students sit together and made them always busy with a task or especially competitions, as a result of which she mentioned they had no opportunity to show misbehaviors. For late comers, she applied sanctions and made the late

comers stand up in front of the board asking them some questions about the subject, in an oral exam fashion. She mentioned this worked really well and the number of late comers decreased sharply. She experienced few cheating events where she caught the student with a piece of paper under his exam paper and as a sanction, she gave zero as a grade as well as recording this as "cheating" on the e-school system. Defne briefly mentioned that, thinking of all strategies she used to struggle with misbehaviors, being more disciplined towards students worked well in almost every type of misbehavior throughout her first year in the profession.

During the observations, Defne usually used oral warning against unpermitted talk. The disrespectful attitude of students or verbal insult towards each other was observable and Defne sometimes ignored the situation and sometimes warned them verbally or through eye contact. In the last observation, two students were late to the class. Defne made them stand near the door and went on the lesson meanwhile. She opened a power point presentation and asked questions to the class, while the two boys were waiting. Then she said, "OK, now let's make an oral exam for our friends." meaning the two boys. She asked them a few questions, only some of which they could answer and she reacted some answers smiling. Then she made them sit down and went on the lesson (10.11.2015). Like Kemal, she was also observed to use physical approach to misbehaving students as a method to warn them.

The type of misbehaviors Aslıhan suffered from most were unpermitted talk and noise, sleeping during the lesson and playing with mobile phones. Similar to Defne, she changed the seats of problematic students so that they were not close to their best friends in class and she tried to assign more tasks to students so that they could not find an opportunity to make noise during the lesson. According to her, these worked well but failed in solving the problem completely. Aslıhan almost always complained about students sleeping on the desks during the lesson and in an effort to prevent this, she often asked questions to the sleeping students or make them read some texts aloud. She tried to make implicit warning to those playing with their mobile phones asking, for example, "if they were texting with their girl/boyfriends" or she collected mobile phones during the lesson (Aslıhan, 27.04.2015), which she mentioned solved this problem. At the beginning of the second semester, Aslıhan tried using time-out technique to deal with unpermitted talk during lesson. Accordingly, she made the talking student go out of the classroom and hold the door handle during the time s/he was out. This helped her see that the student was out

there at the door and provided the student with some time to think about his misbehavior. To her, this proved to be an efficient technique to deal with unpermitted talk during the lesson and also found funny by the students.

In the second year,Aslıhan started teaching in the aforementioned and considerably problematic classroom, where students threw pencils and erasers to the air. Her relationship with them was based on love and respect again but when they threw something in the air, she first preferred to ignore the situation but if that went on, she had eye contact with the misbehaving student. She mentioned her first choice was using body language instead of oral warnings and if she had to, she warned them saying she was "distracted and felt sorry about their actions, instead of offending" her students (Aslıhan, 12.11.2015). What was typical in Aslıhan's behavior during the observations was her effort to make all students attend the lesson. She almost never let a student sleep or be indifferent to the lesson and tried to make all active during the activities. In the last observation, she was observed to make an implicit warning to a sleeping student by asking the class loudly; "What is Sıla doing?" to which the class answered; "She is sleeping." and she went on; "What can we say then? Sıla doesn't want to do the exercise. Or she is relaxing." as a reference to the grammar topic under discussion and as a way to warn the sleeping student (12.11.2015).

It was noted thatEsra was much luckier than Kemal and Defne in terms of the frequency and variety of misbehaviors and she suffered from unpermitted talk and excessive noise most in her classes. Similar to Aslıhan, Esra tried to struggle with misbehaviors without offending her students and preferred to base her relationships on sincerity with her students (Esra, 11.11.2014), however, she displayed a rapid change in her way of coping with problematic behaviors. She started to show a stricter attitude, especially towards the 9th grade as in Defne's case, and had less tolerance for misbehaviors in the class as she realized that her students avoided from misbehaving when they saw that she was really angry (Esra, 27.01.2015). Like Defne, making the lesson interesting for all, in other words, using various kinds of materials including colorful power point presentations on the smart board, was a general technique Esra used to attract students' attention and prevent unpermitted talk, yetfrom the beginning of the second semester, she started to give minus to talking students in the 9th grades, as she observed in experienced teachers. Her comment regarding this issue is provided below:

I saw that the experienced teachers at school give minus or plus to students. For example, our Maths teacher has a list on which he puts minus and plus. I had always motivated my students saying that I would give them high oral grades but I had never tried punishing them. Now when I get a piece of paper and pen in my hand, they directly become silent. Although I don't want to scare them, this maintains classroom management and prevents student misbehaviors (Esra, 15.03.2015).

It was found that Esra used this giving minus-plus technique in addition to verbal warnings throughout the semester and at the beginning of the second year to prevent unpermitted talk which was a big problem in especially the 9th grades and she always highlighted the fact that even showing the pen and paper to misbehaving students worked very efficiently in her classes.

The change in Esra's classroom management and struggle with misbehaviors was very obvious in the observations conducted at three different times. In the first observation, it was noted that she could not control more than half of the classroom and most students were left on their own. During one lesson, a male student sitting alone at the rear desk was continuously holding up his hand to answer a question but Esra did never notice him and that student kept standing up and sitting down with a misunderstanding that the teacher gave him a word. She was continuing the lesson with the same students especially sitting in the front rows and there was usually unpermitted talk and noise in the class. However, in later observations, Esra was observed to be more controlled with a stricter look but still friendly, and she had much more control over the class. There was more interaction, as she mentioned in the interviews and she did not hesitate to make an oral warning to misbehaving students and take them under control.

In summary, struggling with student misbahaviors was not an easy task for the novice teachers in this study. Especially Kemal and Defne suffered from the frequent misbehaviors they came across at their schools, while Esra was the luckiest of all in terms of the sparsity of such misconduct. The strategies they used showed a variance from ignorance or eye contact as the mildest approaches to sending students to the discipline board as the most rigid actions. Defne and Aslıhan were the teachers who tried to use the greatest variety of techniques to deal with students' misbehaviors.The teachers' experiences indicate that the effective strategies can always change depending on individual students and there exists as many effective strategies as the number of different situations and students.  Nevertheless, all novice

teachers in this study gained invaluable experience in terms of dealing with misbehaviors of their students in the process of their professional development in the first year.

Variance in Covering the Curriculum: Covering the curriculum in time was an area where Defne and Esra had no problems throughout the whole year, while Kemal and Aslıhan faced some difficulties. It appears that the teaching learning processes teachers establish in their classrooms and their classroom priorities influence their pace in conveying the curriculum content, thereby resulting in differences in the way of covering the curriculum throughout the year. In addition, personal and professional characteristics seem to be also influencing their performance and speed in curriculum coverage.

Kemal almost always failed in covering the curriculum in the 9th and 10th grades and there were several reasons for that. Firstly, he had two class hours weekly for these grades while he had four hours with the 11th and 12th grades. Secondly, his classes with the 9th and 10th grades coincided with his duty days. Thirdly, Geography content of the university exam was mainly based on these two grades, as a result of which he tried to teach as many details as possible to his students. Lastly, he was also the classroom teacher of the 9th grade as he mentioned it became impossible to go on the lesson when there was a problem students wanted to share with him. Owing to these reasons, he fell behind in the 9th and 10th grades in terms of curriculum. However, at the beginning of the second semester, he made some changes in lesson plans to close this gap. He taught Geography to the 10th grade in the computer lesson, which was given to him as an extra course and for the 9th grade, he asked a colleague to give him an extra class hour (as he was not instructing in that specific hour), "thanks to which he had one extra hour to close the gap" (Kemal, 14.03.2015). He continued making change in lesson plans and in the 9th grade, taught Geography in Chemistry lesson, which was given to him as an extra course again as he mentioned he "had no capacity or knowledge to teach students Chemistry" (Kemal, 21.04.2015). Although he could solve the problem in the 10th grade through making changes in lesson plans, the problem with the 9th grade went on. Towards the end of the year, Kemal realized that he had lost a lot of class time writing on the board as he wanted to find the key points about topics with the students and instead he started using slides prepared in advance, which, to him, solved the problem to a great extent. As for the use of course books, Kemal mainly preferred using his own notes prepared

using lots of sources instead of books that he disliked because of the deficiency of activities and abundance of useless information.

Defne could cover the curriculum in time throughout the whole year. She stated she had no problems especially because she used questions prepared in advance with the help of the books. Furthermore, she loved the new books a lot and in the second semester, to increase the use of books by the students, who tended to leave them at home or never examined them during the previous semester, she asked questions from the book during the lesson and did not tell students where they could find them. This made students search the books for answers through group work. Defne mentioned that "sometimes the answers were not included in the books" and she "kept the computer open so that students who wished could search the answer on the internet" (Defne, 14.03.2015). At the beginning of the second year, she stated she did not like the new books prepared for the 11th grade as it was full of old information not updated yet and therefore, she did not use the books in the 11th grade.

Aslıhan had problems in covering the curriculum in the 11th grade,which had problematic class hours and a problematic curriculum, meaning a single unit could include lots of complicated topics. She had three class hours weekly with the 11th grade which were not one after the otheras her request was not taken into consideration by the directorship to have all these three lessons in succession. In the single hour which was from 17.25 to 18.05, the last hour after ten hours of vocational courses, Aslıhan said it was impossible to have an efficient lesson with the class. She felt "ignored as a culture teacher in this respect" (Aslıhan, 27.04.2015). She used the course books although she skipped some "unrelated" parts or parts with "spelling mistakes" thanks to the Testing course she took during her pre-service teacher education at faculty; however, she always tried to compensate these with her own materials (Aslıhan, 27.04.2015). At the beginning of the second year, she stated she had lots of time to cover the curriculum in the 9th grade thanks to the limited number of units in their old book that was only 6 units for the whole year (the new book had not reached school yet) and she had to prepare lots of extra materials to use during the lessons.

Esra had no difficulty in covering the curriculum throughout the whole year, just like Defne. To her, she always had enough time thanks to the annual plan she had prepared as she gave "enough time for teaching the subject and doing exercises

in the annual plan" (Esra, 27.01.2015). As for books, they used the old edition of German book published in 2011 since no new editions had been published since that year. Even though there was a new edition this year, it did not reach any schools in Ankara. Therefore, they had to use the old book and Esra always compensated the book with her own materials using lots of different sources.

In summary, the novice teachers had some different experiences in terms of covering the curriculum, as in two cases they had no difficulty in covering the curriculum while in the other two cases they had great difficulty in conveying the curriculum content in time. Especially for Kemal, heavy workload mainly resulting from extra-curricular responsibilities was the reason of this problem and for Aslıhan, the curriculum content of some grades and problematic class hours were the reasons of the difficulties in covering the curriculum. It was also found that the teaching learning processes they used, such as using questions prepared in advance in Defne's case, proved to be helpful both in curriculum coverage and making the most of the course books.

Progress in Using Teaching-Learning Strategies: None of the participating teachers were very knowledgeable about the teaching learning strategies that can be used during the lessons or about how to put these into action; however, throughout one year, they all tried to use some strategies to make their lessons more efficient and enjoyable for students. Similar to curriculum coverage, teachers' personal characteristics and classroom priorities seem to be influential on the strategies they preferred to use in the classroom to help students learn better. In addition, teachers differed in the types of teaching and learning strategies they used implicating that there may not be a standard effective strategy that could be used by all teachers, but rather teachers seem to be using various strategies that would be the most appropriate to their personality as well as the content they are teaching.

Kemal always placed emphasis on the use of real life examples during his lessons either while he was using direct instruction or group work during the whole year and claimed that students learnt best when they could make a connection between their real lives and what they learnt at school. He first started the semester trying to understand his students' background knowledge regarding Geography and he did not attempt to usespecific teaching learning strategies. In a few months' time, he started using group work, through which students worked and found some common points together. However, he was discouraged when he realized that most

of the students were unmotivated without any definite goals or wishes for the future and he started using "traditional method", namely direct instruction with a teacher centered approach, especially in some classes (Kemal, 26.01.2015). He was very disappointed when only one student, "the most successful student of the class", brought back a worksheet from the previous day's lesson although he had asked them to bring their worksheets for a group work about mines (Kemal, 26.01.2015).

At the beginning of the second semester, Kemal started using group work in the 10th grade as their topics were appropriate for group work and he received "good feedback" from the students as to the efficiency of this method putting forward that students learned well through "peer learning". He was happy to see that some "creative ideas were generated by students during group work" (Kemal, 14.03.2015) and that there was an active learning environment. Nevertheless, he still emphasized the fact of unmotivated students and to him; there was nothing to do when a student told s/he did not want to participate in the group work activity, which made Kemal think that theory versus practice. Towards the end of the second semester, Kemal also tried to use the station technique, but it did not work with his students as they did not appreciate or want to continue each other's work.At the end of the year, he stopped using teaching learning strategies all together since there were very few students in his classrooms. He couldn't use any teaching learning strategies other than direct instruction or question-answer through the use of colorful slides with pictures and videos at the beginning of the second year because he had little time before he started his military service. However, he thought that students did not lose a lot as he had increased the use of visuals that helped the permanence of what they had learnt (Kemal, 10.11.2015).

During the observations, Kemal always preferred to use the smart board with maps and some pictures on it; however, he started using power point presentations in the second semester. Direct instruction and question-answer methods were dominant in his classes but in the second semester he tried to use group work, through which he gave some tasks to the groups, such as finding somewhere on the maps in front of them and Kemal monitored and guided the students during the tasks. Using real life examples and making connection with students' real lives went on in every lesson and Kemal always wrote the main points of the subject on the board but it was also obvious that a lot of time was wasted while students were taking those notes, as Kemal mentioned. In the last observation, Kemal preferred using direct instruction

with question-answer because of the time limit as his military service was about to start.

In the case of Defne, creating an active learning environment seemed to be dominant and throughout the whole year, she made a real effort to use teaching learning strategies for active participation of students although her knowledge about which method to use for different topics was weak due to her inexperience in applying methods. At the beginning of the first semester, she tried using brainstorming and question-answer. Next, she "rearranged the classroom"to make it appropriate for using different teaching learning strategies in the second semester and she also made students "prepare boards about different subjects". This "turned the laboratory classroom into a more colorful learning environment" embedded with "class-specific boards" prepared by students themselves. They also built cell models together (Defne, 26.01.2015). In the second semester, Defne made her students prepare "galleries and boards to classify living things" and by this way, she "added more joy to the flow of the lessons" (Defne, 14.03.2015). She then started using group work and station technique as well as an expedition in the garden as "students needed to solve problems". As she said,

> I have been using these techniques (group work and station technique) for the last months and my students are very pleased about this. The academic achievement point of my students has increased considerably this semester compared to the first semester. I am thinking about using these strategies next year, too. We have also had garden trips since our last subjects were about the environment. We hiked in the garden and examined the places at the back yard of school (Defne, 25.05.2015).

Thus, it can be asserted that active participation of students underlined Defne's choice of teaching learning strategies. In the second year, Defne mentioned that she preferred using direct instruction as the first topics were rather difficult for the students. Nonetheless, the observations showed that she made her students do short presentations about the topics and asked continuous questions to the students. Hence it was hard to call her teaching style completely direct instruction.The observations indicated that the most frequent techniques used by Defne were question-answer, lecturing or direct instruction and students' own presentations and the smart board was always open with interesting power point presentations and videos that was a great way to make a connection between real life and the subject in

discussion as Defne preferred using authentic materials such as news from Habertürk bulletin. Furthermore, the galleries and boards prepared by students in the classroom were seen on the walls although the researcher did not have a chance to observe while they were being made. In the second semester, Defne started using group work like Kemal and she gave tasks to each group within a time limit, after which students were supposed to make short presentations to each other's groups interchangeably. Thus, like Kemal and Aslıhan, for Defne, group work also meant peer learning for students although it was pair work in Aslıhan's case. Moreover, there was an active learning environment in Defne's classes but sometimes it was hard for her to control the whole class as some students tended to behave too relaxed or disrespectfully to each other.

Aslıhan had great difficulty in using teaching learning strategies because of several reasons. She tried to teach through elicitation technique and use communicative approach first; however, students had difficulty in grasping this way. Moreover, she had limited time as she hurried to cover the curriculum before the exams started and the opportunities of the school and Nallıhan were very limited although she wanted to prepare different materials, which all made her feel a great disappointment. She felt really sad since she could not use the techniques she wanted and turned to the traditional method in her teaching despite seeing that the students were bored during the lessons (10.11.2014). Therefore, to Aslıhan, theory versus practicewas the reality in terms of using teaching learning strategies. Furthermore, realizing that some students belittled the English course as it was not a vocational lesson discouraged her about her teaching. As good news, at the beginning of the second semester, the principal provided the English teachers with a projection class, upon their frequent requests and this made Aslıhan hopeful about using more teaching learning techniques especially with regard to improving students' listening and speaking skills. She could make her students watch some films thanks to that projection class but it was not easy to find an opportunity to use that room as a novice teacher since more experienced teachers were usually first to do it.

During the second semester, Aslıhan preferred using "pair work instead of group work as students were distracted and she could not control them well during group work" (Aslıhan, 27.04.2016). She also underlined the advantage of "peer learning" during group work just as Defne and Kemal did. Like Defne, Aslıhan tried to ensure students' active participation through activities such as by making them

prepare an invitation card and writing a poem; however, her disappointment was obvious again when she tried to teach the subject of "some-any" through the "use of real life objects such as bottles and water" and most of the students "looked at her with empty eyes" (Aslıhan, 12.11.2015). She repeated her feeling of sadness and discomfort when she felt obliged to turn to the traditional method in such times as she had not learnt this way. During the observations in the second semester, Aslıhan made her students prepare an invitation card through pair work and during the activity, she guided and monitored her students pair by pair, encouraging those who were unmotivated to study. She had given 20 minutes to the students to complete the pair work; however, even though there was a lot of time to run out of 20 minutes, she hurried students saying time was up, which obviously disturbed some students. This might be interpreted as she had not made a clear lesson plan regarding this activity.She was also seen to give prompt feedback to her students. Moreover, she showed continuous effort to make all her students participate in the lesson and although she did not talk about this during the interviews, she also tried to make connection between the topic of the unit and students' real lives, like Kemal.

Esra had very little theoretical knowledge about teaching learning strategies and she attributed this to the fact that she graduated from a pedagogical formation program in a very short time.  Therefore, until the beginning of the second semester, she mentioned that she tried to find the best techniques through trial-and-error and in the second semester, she realized that students learnt best through "games and as many visual materials as possible" (Esra, 15.03.2015). She emphasized the importance of active participation of students and she started using speaking German in class as a teaching learning strategy; however, it was usually impossible since students mostly preferred speaking in Turkish. Similar to Aslıhan, Esra "preferred using pair work instead of group work", which she tried once as a competition among students, as it was noisier (Esra, 22.04.2015). Esra did not hesitate to change her teaching style when she received any negative feedback from students and this did not change throughout the whole year. At the beginning of the second year, Esra started using group work in the 12th grade as the number of students was low and games was one of the best methods for her again. For her, it was "impossible to apply group work in the 9th and 10th grades" because of the problems of noise and distraction and she "made them make dialogues with each other, but not their desk mates, so that all students could be alert to answer questions at any time" (Esra,

11.11.2015). Esra was observed to create a rich learning environment through the use of smart board, on which she showed colorful power point presentations to students, like Kemal and Defne, and she also used games to add joy to the flow of the lessons. What's more, Esra used continuous question-answer method and her lessons were in kind of competition form in which students contested each other to give the right answer. Therefore, an active learning environment was predominant in Esra's classes although she sometimes failed in making all students participate in the lesson especially because of her tendency to make eye contact with the right side of the classroom. Esra also tried to use elicitation method and making analogy between German and English in teaching rules of grammar topics.

In summary, using appropriate teaching learning strategies was an area where all teachers in this study had some difficulty and they realized that they had neither enough theoretical nor practical knowledge about these. However, under the influence of their classroom priorities, beliefs about the best ways of teaching and personal characteristics, they all tried some methods, some of which worked while some failed with their group of students. It was noted that Kemal and Aslıhan gave up their idealist approach and turned to traditional method in some classes after some student-centered methods they tried had failed, which made them feel displeased while Defne tried to do her best in using various methods and techniques. Esra also made a great effort to try different methods and saw some worked while some failed. To sum up, teachers gained some valuable experiences in making learning more permanent and active throughout their first year in the teaching profession, learning from the methods proved to be useful or inefficient in their learning context.

Adapting Content Expertise to School Curriculum: All four teachers found themselves adequate with regard to their content knowledge; however, they started talking about some loss after in a few months due to the areas that were not covered in the school curriculum. Teachers appeared to be experiencing questions as to how to keep up-to-date with their content area expertise as they needed to be selective in the topics they had to cover based on the school curriculum.

Kemal had good content knowledge with regard to Geography but he had inadequate knowledge of high school curriculum as "they had not learnt enough about it at the faculty" (Kemal, 12.11.2014). At the beginning of the second semester, he started to talk about some loss in his content knowledge due to the fact that he "taught only one twentieth of what he had learnt at university" and he felt

some disappointment about the curriculum he had to teach as "there were much better subjects that students could use in their daily lives" and as subjects were learnt best when related to real life (Kemal, 14.03.2015). At the end of the second semester, Kemal mentioned that he had to revise his content knowledge and that although he had meant to do it; he could not because of heavy work load.

Similar to Kemal, Defne had good content knowledge with regard to Biology but she started to talk about some loss in this knowledge in the second semester. However, "it was still enough for high school students" (Defne, 25.05.2015). She mentioned she tried to compensate this loss following current developments in her area.

Aslıhan, like other participating teachers, had good content knowledge with regard to English and she attributed this to graduating from an Anatolian High School. Nevertheless, she started to talk about some loss in her content knowledge in the second semester, especially in terms of her vocabulary knowledge, as she could not use all she knew and taught English at a very basic level to high school students. She tried to compensate this loss watching films in English without using subtitles.

Esra had good content knowledge with regard to German as she taught it at a very basic level to high school students. Unlike other participating teachers, she never talked about a loss in this knowledge and she attributed this to her ongoing PhD study in the department of German Language and Literature.
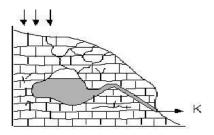
In summary, although all teachers were adequate or even more than adequate in their content knowledge when the grades they taught were considered, they started to forget some of it in time, which mainly resulted from the level and scope of the topics covered in the curriculum. Therefore, they had to find ways to update their knowledge throughout their first year in the profession.

Adapting to Student Assessment Requirements: Assessing students was an area where teachers needed some guidance and underwent some changes during the semesters. Teachers' initial perceptions of how student assessment should be done based on their educational ideals went through changes in line with the rules and principles that needed to be followed in schools in relation to student assessment and grading performance.

To Kemal, personality of students, or their overall attitudes and behaviors, was as important as the grades they got at the beginning of the first semester. Then, he mentioned that he had given each of them "a topic and made them talk about it
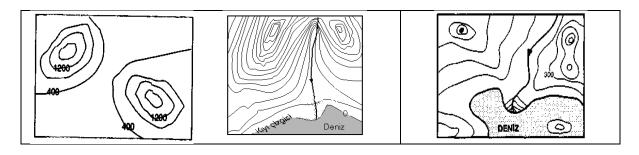
shortly, in the form of giving a short talk" as performance homework in addition to the multiple choice tests he made (Kemal, 26.01.2015). By the second semester, Kemal had changed his mind and started to "evaluate students more objectively" instead of taking their attitudes and behaviors into consideration as he realized that his feelings, such as anger, towards students were affecting his assessment (Kemal, 14.03.2015). In fact, this change was in parallel with the change in his relationship with students, as he was more like a friend to them at the beginning and thought every problem could be solved through love and respect and afterwards turned it into an arms' length relationship.Therefore, he set some criteria and began evaluating students out of their in-class and exam performance based on those criteria rather than his personal feelings for them. Furthermore, in order to give objective points to students' open ended questions in the exam, Kemal graded papers question by question; namely, he first graded the first question of all students, and then the second question and it went on in this fashion. When the exam papers prepared byKemal were examined, it was seen that Kemal tended to ask open-ended questions and visual questions more. The following are some examples of the visual questions:
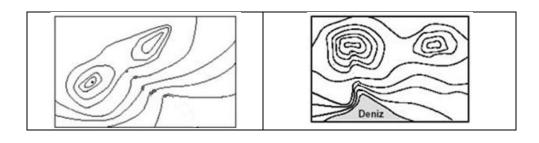
1. What are the sources formed as in the following shape called? What are the characteristics of this source? (10  points )



(Excerpted from the exam for 10th grade, dated 13.01.2015)

2.  Circle the Fall – Pass – Ridge – Cliff – Delta in the following maps drawn through contour line method and write their names in the blanks. (Each map shows only one shape) (25 points)



115

.....................                               .....................

(Excerpted from the exam for 9th grade, dated 19.11.2014)

Kemal also asked some multiple choice questions in addition to the aforementioned type of visual and open ended questions and apart from these, no types of true-false or matching questions were encountered in the analysis of the exam papers. He also graded students' performance during group work activities in the second semester; however, he was sorry that he had to change some students' grades at the end of the second semester so that they could pass. Otherwise, they were "failing the course with an average of 49.50" but he still thought they did not deserve those grades (Kemal, 25.05.2015).

Defne placed great importance on student assessment and she used different assessment types during both semesters. First of all, she used "various kinds of questions in her exams, such as fill in the blanks, open ended questions, true-false, multiple choice, etc. so that there was at least one question type appropriate for each student" (Defne, 12.11.2014). An examination of the exam papers she prepared approved that she used various types of questions. Some examples from her exam papers are given as in the following:

Some of the substances in living things are given below:
1- Carbohydrates
2-Fat
3-Proteins
4-Carbondioxide
Which of these have an organic structure?
a) Only 4 b) 1 and 2 c) 1, 2 and 3 d) 1, 3 and 4 e) 2, 3 and 4

(Excepted from the exam for the 9th grade, from the first semester)

1. What are the reasons of air pollution? Write in 5 items.

| | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

(Excepted from the exam for the 9th grade, from the second semester)

There was an obvious difference between Defne's exams in the first and second semesters. In both semesters, she used different kinds of questions in her exams and the most frequently used types were multiple choice, open-ended, complete the blanks or true-false questions. However, analyzing the exam papers for both semesters indicated that her exams were much more difficult in the first semester. The number of questions was higher and multiple choice questions included five answer options, which must have made it very complicated for the students. Furthermore, she used complete the blanks type of questions without giving a list of the words to be used in the blanks. In the second semester, she mostly gave up asking multiple choice questions with 5 answer options. Indeed, she preferred asking open-ended and true-false questions more as well as complete the blank type of questions with the words given in a box. She mentioned that her exams became easier and more manageable in the second semester when she had a better knowledge of students' age properties and she attributed her earlier attempt to prepare complicated exams to her inexperience and lack of practical knowledge.

Defne gave importance to using different types of student assessment. Thus, she also gave different topics to the students every week, so that they gathered information about these and made short presentations during the lessons for oral grades. She made performance evaluation in three steps. First, students prepared a model or board and second, they wrote a report about the same topic. In the third step, she made an oral exam where she asked questions to students about the related topic and evaluated if they made enough research or not. Defne stated that she "had some difficulty in performance evaluation" and therefore, she set certain evaluation criteria for fair assessment (Defne, 26.01.2015). This three-step performance

evaluation was something Defne developed herself as other teachers at school were just getting a single report or making students prepare just a board but Defne thought students could gather more points in multiple steps.

In the second semester, with her use of group work as a teaching learning strategy in class, Defne also assessed students on their group performance. Additionally, she started using peer and self assessment so that students had a chance to evaluate themselves and their peers in terms of their group performance. Towards the end of the second semester, she made quizzes at the beginning of the lesson, as an evaluation of the previous lesson, especially in the 9th and 10th grades and this made Defne feel "more comfortable as a student would get points if s/he had given the right answer and would not if given the wrong answer" (Defne, 21.04.2015). In addition to the performance evaluation and exams at the beginning of the second year, Defne started making the aforementioned quizzes at the end of lessons and saw that students listened to the lesson more carefully in order not to miss a detail. As a way to struggle with misbehaviors, she also made oral exams to late comers and gave minus or plus, which also affected students' grades to some extent.

Aslıhan emphasized the importance of active participation in student evaluation and when she reminded this to her students in the first semester, they started to be more active in class activities. Furthermore, she gave performance and project homework to her students in addition to written exams and set certain evaluation criteria. The performance homework was a single report about students' holiday plans with a colorful picture attached as Aslıhan "did not want to make her students feel under lots of pressure" (Aslıhan, 27.01.2015). She also acted as a guide in correcting students' mistakes and instead of correcting them on her own, she called the students and helped them find their mistakes. She got some advice from more experienced teachers and her mentor about grading exam papers and she tried to apply them for fair assessment.

An examination of Aslıhan's exam papers indicated that she tried to use different types of questions in her exams, just as mentioned by Defne and Esra. She also tried to assess different language skills of students, such as grammar, reading, listening and writing, in the same exam. Some of the questions written by her are given for illustration in the following:

1. Fill in the blanks by using "possessive adjectives" or "possessive pronouns". (2x5=10 points)

1. I have a bike. That's _____ bike.
2. John has a key. That key is ____.

2. Underline the correct form. (2x5=10 points)

1. **How much** / **How many** chairs are in the room?
2. There aren't **many** / **much** bottles of milk in the fridge.

(Excepted from the exam for the 10<sup>th</sup> grades, from the first semester)

1. Writing (5x5)

Write your biography in 5 sentences.

_____
_____

(Excepted from the exam for the 10<sup>th</sup> grades, from the second semester)

While Aslıhan was a language teacher like Esra and she tried to use different types of questions, her exam papers did not include any pictures or colorful parts, as did Esra's exam papers. This made them look a bit boring and colorless, indeed. Nonetheless, what Aslıhan underlined throughout the whole year was that "student evaluation was better through a better knowledge of students" (Aslıhan, 15.03.2015).

Like Aslıhan, Esra usually emphasized that she could do better evaluation through a better knowledge of her students. Unlike other participating teachers, Esra preferred giving homework to only willing students and she mentioned that her performance grades were much higher in the second semester as she did not want to make her students belittle German course in the first semester. She "did not give high grades to undeserving students who did not participate in lessons but if a student made an effort, she remunerated this effort" (Esra, 26.05.2015).In the German Course Group Teachers' Meeting Report, Esra mentioned various criteria in her student assessment although she did not talk about these a lot during the interviews. To illustrate, she said:

In grading students, their in-class and out-of-class activities, bringing their course materials to the lessons, taking notes in their notebooks and attendance in the lesson are to be taken into consideration and be influential on the final

grade. It is important to evaluate their attendance as grades and arousing their interest in the lesson (Esra, 12.02.2015).
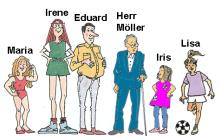
In the statement above, it is seen that Esra used or attempted to use many different criteria in assessing her students; however, she did not talk about these during the interviews. Esra always needed her mother's guidance, a retired German teacher, during her first year in the teaching profession in every area including student assessment and similar to Defne, she asked various types of questions in her exams, such as true-false, fill in the blanks, multiple choice, true-false, etc., which was her "mother's technique" (Esra, 11.11.2015). A close examination of the exam papers prepared by Esra supported what she mentioned about asking various kinds of questions. To illustrate, some of the questions she used in her exams are as follows:

1.  Wo wohnt Umut?                      2. Wer ist deine Deutschlehrerin
    a) Er kommt aus Ankara.            ………………………………….
    b) Sie wohnt in Ankara.
    c) Er wohnt in Ankara.

(Excerpted from the exam for the 9th grade, from the first semester)

**ANTWORTE!  (6X2= 12P)**



1)  Wer ist **sportlich**? _____
2)  Wer ist **dick**? _____
3)  Wer ist **stark**?  _____
4)  Wer ist **groß**? _____
5)  Wer ist **jung**? _____
6)  Wer ist **alt**? _____

(Excerpted from the exam for the 10th grade, from the first semester)

The exam papers prepared by Esra were really colorful and visual with a friendly look and contained various kinds of questions. Thanks to this, she thought there were questions appropriate for every student in the exam.

In summary, student assessment turned out to be something teachers needed some help and guidance in their first year in the profession. The most obvious change was observed in Kemal and Defne in this issue, as Kemal had to become more objective than subjective in assessing his students while Defne increased the variance of assessment methods she used. Moreover, Aslıhan and Defne found that they could make better assessments through a better knowledge of their students. Therefore, it can be concluded that teachers' earlier beliefs and perceptions on the best ways to assess students changed in accordance with the rules they needed to follow and with a better knowledge of their students' properties in their first year.

Awkward Relations with Students' Parents: The type of the relationship between parents and the participating teachers changed depending on different situations throughout the whole year. Whereas some teachers experienced awkward situations with parents, others did not have communication often with parents. In terms of the induction year, teachers' experience with parents was not as informative as other areas covered above.

In Kemal's case, relationship with parents was great at the beginning. He received good feedback from parents in the first parents' meeting at school as they knew Kemal well because of their children's good comments about him. The flow of these relationships changed when Kemal sent three of his students to the discipline board. Following the event where some students broke the teacher's table on the teachers' day, a parent came to school and accused Kemal for his son's misbehavior. He even "behaved in a threatening way saying they could apply to any necessary authority" to prevent this punishment but Kemal was relaxed as he knew what he had done "was in accordance with the law" (Kemal, 26.01.2015). Kemal experienced a similar attitude from a parent when one of his students changed his student number in the attendance sheet during the second semester and was sent to the discipline board. Kemal's interpretation about this situation was that parents thought they knew the best and their children were good no matter what they had done, showing a tendency to accuse teachers when something wrong happened.

Towards the end of the second semester, parents, who almost never came to school throughout the whole year, started coming to school to beg for grades so that their children could pass the class. Kemal was "tired to see the same people at school and telling the same things to them" as it was impossible for their children to pass even if he gave 100 points to them (Kemal, 25.05.2015). In the second year, the new

director made some policy change at school and the directorship started contacting parents if necessary. The parents' meetings continued, however, it was on Kemal's off day so he did not have a personal contact with parents.

Similar to Kemal, Defne had some difficulties in her relationship with parents. What surprised her most about parents was that they were coming to school frequently to ask about their children whereas they had little or no knowledge even about the class of them. Therefore, Defne defined them as indifferent or uncaring parents and she was surprised when she learnt the divorce rate was very high in Şereflikoçhisar. For Defne, communication with parents was difficult since they repeated their own ideas no matter what teachers told them about their children and tended to accuse the teacher when anything happened, just like Kemal's case. Moreover, she realized that some students deceived their parents easily about school issues. For example, a parent came and told Defne that she was unpleased about the courses, given after school, as they finished at a late hour and were given in a different school. Defne explained her that she was mistaken by her daughter and that the courses were given in their own school. During the second semester, there were rare visits by parents compared to the first semester and Defne attributed this to the fact that they were farming in their villages. At the end of the second semester, she came across parents who came to school to beg for grades, just as Kemal did. Although they "did not behave rudely, they behaved as if the teacher had to give high grades to their children. They have no ideas about how good or bad the achievement level of their children is" (Defne, 25.05.2015).

Aslıhan had very little relationship with parents as most parents were living in different cities and students were staying at the hostel. In the second semester, only one parent, a mother, visited her to talk about her child and it was an unfavorable dialogue as she accused Aslıhan because of the low grade her child got. Aslıhan was first surprised but told the woman that she could show the student's exam paper if she liked. That parent's next visit after a week was much better as she wanted help from Aslıhan to support and encourage her child. At the beginning of the second year, Aslıhan had a contact with another parent and they had a great dialogue. In case of emergency, for example, when a student had a serious problem, she stated that they had contact with the family through their guidance counselor.

Unlike the other teachers, Esra did not experience anything discouraging in terms of relationship with parents. She participated in a parents' meeting at the

beginning of the first semester and had a contact with most of the parents. In Esra's school, there was a nice application and teachers visited parents of their students in groups. Esra was involved in the October-November-December group and had a very good communication with the parents.  In the second semester, she participated in another parents' meeting and received good feedback. She also realized that she could understand her students' behaviors and attitudes better when she met their parents and thought that relationship between teachers and parents was very significant.

In summary, two teachers, Kemal and Defne, had some relationships with parents throughout their first year, most of which were challenging. Both suffered from the accusive attitudes of parents towards teachers, especially about their children's grades at the end of the year and after some discipline events in Kemal's case. Defne also felt tired of dealing with indifferent parents although they seemed to be very interested with their frequent school visits. Esra and Aslıhan, in contrast, had very limited relationships with the parents. It was noted that teachers had very little practical knowledge in teacher-parent relationships when they started the profession; therefore, when they had an opportunity to encounter parents, they underwent some obvious difficulties in their relationships.

In terms of classroom processes, the areas teachers underwent various stages of change were relationships with students, classroom management, struggling with student misbehaviors and assessment issues. While teachers displayed some variance with regard to these issues, there were also similarities in their implementations and experiences. Table 5 summarizes the data gathered regarding the classroom processes. For instance, Kemal and Aslıhan's relationships with students grew into arms' length from a friendlier and closer relationship while Defne and Esra built friendlier and closer relationships in time. Defne and Esra suffered from the 9th grades since they were harder to control; however, they learnt to be more understanding towards them through a better knowledge of their age properties.

Table 5

*Summary of the Data on Teachers' Experiences with Classroom Processes*

| | **Experiences with Classroom Processes** |
|---|---|
| Reshaping Relationships with Students | |
| Kemal | Has changed from a friendly to an arms' length relationship |
| | Shows less tolerance for noise and misbehaviors |
| | Encourages students to share problems with him |
| | Is seen both as a teacher and friend but with a feeling of authority and respect |
| Defne | Has shown a frustrated and strict attitude towards male students at the beginning |
| | Has developed a friendlier relationship in time but still at arms' length |
| | Feels more understanding towards the 9th grades within certain rules |
| Aslıhan | Addresses students in name |
| | Encourages students to share problems with her |
| | Feels like a family because of students staying at the hostel |
| | Has changed from a friendly to an arms' length relationship |
| Esra | Addresses students in name |
| | Has made some unmotivated students love the course |
| | Feels more understanding and patient especially towards the 9th grades |
| | Has developed a closer and friendlier relationship in time |
| Challenges in Classroom Management | |
| Kemal | Has developed a feeling from anxiety to comfort |
| | Deals with highly problematic students |
| | Has been criticized by students because of the noise and chaos in class at first |
| | Has become both authoritarian and friendly towards the class in time |
| Defne | Teaches in a large laboratory classroom which is challenging |
| | Has shouted too much due to anxiety to lose control at first |
| | Feels more controlling especially through more active participation of students |
| | Has become both authoritarian and friendly through a better knowledge of different age groups |
| Aslıhan | Has established good classroom management from the beginning |
| | Manages classroom mainly through love and respect |
| Esra | Deals with the easy distraction of the 9th grades |
| | Feels more controlling especially through more active participation of students |
| | Manages classroom mainly through love and respect |
| | Shows a tendency to look at the right side of the classroom |
| Struggling with Misbehaviors | |
| Kemal | Struggles with frequent student misbehaviors |
| | Uses loud voice, hitting on the board or talking to them in private |
| | Approaches physically approach to misbehaving students |
| | Feels like banging his head against a brick wall in terms of highly problematic students |
| | Has sent some students to the discipline board |
| | Has developed a calmer attitude on duty days in time instead of a burst of anger |
| | Struggles with less misbehaviors through easier contact with parents thanks to the new principal |
| Defne | Struggles with verbal insult, fights, damaging school property, unpermitted talk and noise, disrespect, coming to class late and cheating as frequent misbehaviors |
| | Has cleaned the classroom with students as an effective method for them to protect their classroom |
| | Has sent some male students to the principal |
| | Uses verbal warnings or changes seats to prevent unpermitted talk |
| | Applies an oral exam for late comers |
| | Recorded a cheating event on the e-school system |
| | Uses verbal warning, eye contact or ignoring against verbal insult |
| | Approaches physically to misbehaving students |
| | Creates an active learning environment/makes the lesson interesting |
| | Shows a more disciplined attitude towards students |

Table 5 (Continued)

| | |
|---|---|
| Aslıhan | Struggles with unpermitted talk and noise, sleeping during the lesson and playing with mobile phones as frequent misbehaviors |
| | Creates an active learning environment/makes the lesson interesting |
| | Changes seats |
| | Asks frequent questions to sleeping students |
| | Collects mobile phones |
| | Uses time-out technique to prevent unpermitted talk |
| | Ignores or uses eye contact against misbehaving students |
| | Talks about her feelings as a way to deal with misbehaviors |
| Esra | Struggles with unpermitted talk and excessive noise as frequent misbehaviors |
| | Creates an active learning environment/makes the lesson interesting |
| | Has developed a stricter attitude and less tolerance for misbehaviors in time |
| | Gives minus to talking students in the 9th grades |
| | Uses verbal warnings |
| **Variance in Covering the Curriculum** | |
| Kemal | Has problems with the 9th and 10th grades |
| | Makes changes in lesson plans to close the gap |
| | Has started to use slides instead of writing on the board to save class time |
| | Prepares own notes instead of using course book |
| Defne | Coveres curriculum in time |
| | Uses the course book |
| Aslıhan | Has problems with the 11th grade |
| | Uses the course book |
| | Coveres curriculum in time in the 9th grade |
| Esra | Coveres curriculum in time |
| | Uses the course book |
| **Progress in Using Teaching Learning Strategies** | |
| Kemal | Uses real life examples |
| | Has turned to direct instruction plus question-answer |
| | Has started to use more group work in the second semester |
| | Feels discouragement due to unmotivated students |
| Defne | Establishes an active learning environment (galleries and boards prepared by students) |
| | Uses group work and station technique |
| | Uses real life examples |
| | Uses direct instruction with student presentations and question-answer |
| Aslıhan | Establishes active learning environment |
| | Has turned to the traditional method with some classes |
| | Uses pair work instead of group work |
| Esra | Established active learning environment |
| | Uses pair work instead of group work |
| | Uses games and question-answer |
| | Uses elicitation and analogy between German and English |
| **Adapting Content Expertise to School Curriculum** | |
| Kemal | Has adequate content knowledge |
| | Has inadequate knowledge of high school curriculum |
| | Has suffered from some loss of content knowledge in time |
| Defne | Has adequate content knowledge |
| | Has suffered from some loss of content knowledge in time |
| Aslıhan | Adequate content knowledge |
| | Has suffered from some loss of content knowledge in time |
| Esra | Has adequate content knowledge |
| **Adapting to Student Assessment Requirements** | |
| Kemal | Has changed from a subjective to an objective assessment |
| | Sets some criteria to evaluate students' in-class and exam performance |

Table 5 (Continued)

| | |
|---|---|
| Defne | Uses various kinds of questions in the exams |
| | Gives oral grades for student presentations |
| | Applies performance evaluation in three steps (developed by herself) |
| | Sets certain evaluation criteria for fair assessment |
| | Has started to use peer and self assessment through group work in the second semester |
| | Applies quizzes at the beginning or end of lessons to revise the lesson |
| Aslıhan | Uses various kinds of questions in the exams |
| | Uses performance and project homework |
| | Sets certain evaluation criteria for fair assessment |
| | Acts as a guide in correcting students' mistakes |
| | Has developed a better evaluation through a better knowledge of students |
| Esra | Has developed a better evaluation through a better knowledge of students |
| | Gives homework to only willing students |
| | Uses various kinds of questions in the exams |
| Awkward Relationships with Students' Parents | |
| Kemal | Has received good feedback from parents in parents' meeting |
| | Has tenser relationships after sending some students to the discipline board |
| | Feels tired of parents begging for grades at the end of the year |
| Defne | Feels tired of indifferent parents despite their frequent visits to school |
| | Feels tired of parents begging for grades at the end of the year |
| Aslıhan | Has very limited relationship with parents |
| Esra | Has good relationships with parents |
| | Teachers visit parents of students in groups as a new application at school |

The data also revealed that Kemal and Defne suffered more with regard to classroom management as there were problematic students in their classes and especially Kemal had great difficulty in dealing withhighly problematic students. While Aslıhan had almost no problems with classroom management, Esra found some effective solutions to better control the class and solve student misbehaviors. Defne and Aslıhan used the most various methods in struggling with student misbehaviors while Kemal had to send some students to the discipline board since they showed some serious misbehavior. It was noteworthy that all of the participating teachers became more disciplined in terms of struggling with student misbehaviors in time. Teachers also learned how to assess students more effectively through experience.

### 4.1.2. Experiences with Mentors

The mentorship teachers underwent was reflected throughinadequate mentoring and confusing performance evaluation process.

Inadequate Mentoring: Among the four participating teachers in the study, a mentor was appointed for Aslıhan at the beginning of the first year and Esra just before the end of the second semester. Although Kemal did not have an official

mentor, the History teacher at their school, appointed as his official mentor towards the end of the second semester, tried to help him in every issue he needed. A mentor was appointed for Defne at the end of the second semester, before the inspector's visit and she had no relationship with him at all. In summary, novice teachers mostly were not able to have the advantage of a mentor fully, and except rare cases, mentorship appears to be a weak chain in the induction year of the teachers. As a result of this missing link between the teacher and the mentor, novice teachers tried to find alternative ways of getting help from secondary mentors they were able to find.

Kemal always had a good relationship with the History teacher, Salih, who was later appointed as his mentor. Kemal adored the way Salih worked as he was very organized and planned, and he could phone Salih any time he wanted to ask for something so they were like close friends, too. Furthermore, he helped Kemal about almost anything including club works, performance evaluation, preparing rubrics and annual plans throughout the year. Kemal mentioned that he sometimes consulted his father, a teacher, when he had a serious difficulty.

Towards the end of the second semester, Kemal understood that Salih would be his mentor as he was the only teacher from a subject matter near Geography and his principal told Kemal that Salih was his potential mentor. Upon this news, Kemal and Salih came together and determined the documents that should be prepared until the end of the second semester so that Kemal could start preparing them. Throughout one year, "there was only one issue, which was filling in the evaluation forms in the consultancy dossier, which Salih could not help and it was due to the fact that there was not a guidance counselor at school" (Kemal, 25.05.2015). Therefore, it was noted that Kemal was very pleased with his relationship with his mentor, got a lot of help from him throughout the whole year but it was not a systematic mentoring process since the help he got from him was mostly incidental and he was appointed as an official mentor two months before the end of the second semester.

Defne's mentor was appointed just before the inspector's visit at the end of the semester; however, she usually needed to have one during the whole year. She had to cope with every difficulty on her own or through the incidental help she got from her colleagues. Towards the end of the first semester, the principal asked Defne "if they should appoint a mentor for her", to which she replied there was "no need any more as the academic year was about to finish" and they agreed (Defne,

26.01.2015). Hence, Defne thought that they had no intention to appoint a mentor for her. At the end of the second semester, the Physics teacher at the school, Faruk, was appointed as Defne's mentor. They had some short dialogues in the teachers' room yet he could not help Defne in any issues. Therefore, like Kemal, Defne did not go through a systematic mentoring process in her first year in the profession; however, her situation was too bad to be compared with Kemal in terms of the mentoring process because she survived the whole year without the help of a specific experienced teacher.

Aslıhan was the only teacher in this study who had a mentor early in the first semester. She was an English teacher, called Berrin, and she did not teach in the same grades with Aslıhan. Although the mentoring process she went through should have been more systematic when compared to the cases of Kemal and Defne, Aslıhan could get little help from Berrin throughout the whole year and they did not have a close relationship. Her own comment regarding this issue is in the following:

> I guess mentoring is just on paper or in formality. I wish it could be different but I think most teachers have a perception that they also learnt everything on their own when they were appointed. Unfortunately, things do not work with such a perception. My mentor tried to help when I asked her something, yet I mostly prefer asking my other colleagues since I have a feeling that I disturb her by asking questions. In other words, as the answers I get from her do not satisfy me, I consult my colleagues I am closer to and who give me more detailed information. What I say is not for denigrate my mentor of course, she does her best to help me but the mentoring process is not given due importance in our country (Aslıhan, 27.01.2015).

Apparently, having a mentor did not make a big difference during Aslıhan's first year challenge and she felt closer to some of her colleagues than her mentor. Furthermore, she probably had some disappointment regarding the mentoring process as she got help only upon her request and did not experience any guidance from her mentor. She usually highlighted that it was an inefficient process for her and mentoring was just on paper.

In fact, all help Aslıhan got from Berrinwas with preparing the group teachers meeting reports and annual plans and also she sent Aslıhan a sample exam paper. Aslıhan mentioned that Berrin "could not help her with writing the classroom notebook, performance homework and project homework, their grading, club works and the regulation" (Aslıhan, 15.03.2015). Like Kemal, Aslıhan also consulted her

sister, a teacher in another county of Ankara, when she faced a problem regarding school issues. She defined this process as on-the-job learning since she learnt most of the things in her first year by her own efforts.

A mentor was appointed for Esra at the beginning of the first semester and she was an English teacher. However, she was appointed to another school right after this appointment since the English teacher at that school was on maternity leave. They did not have a relationship in terms of mentoring and Esra did not get any help from her. Then, another mentor was appointed to Esra towards the end of the second semester. She was the other English teacher, called Nihal, and they taught in the same grades. It was "her fifth year in the profession so she was much more experienced" than Esra (Esra, 22.04.2015). Just like Aslıhan, Esra thought that it was an inefficient process for her and mentoring was just on paper since there was nothing special done in terms of mentoring. She mentioned "she asked her mentor as much as she asked her other colleagues" and that "she did not know the mentor's duty" and thought that also her "mentor probably had no idea about the mentoring process" (Esra, 26.05.2015). Esra usually emphasized that her mother was a better mentor for her as she was a retired German teacher and could guide her well in many issues.

In summary, novice teachers had different experiences with their mentors ranging from no mentor help to some useful help. Teachers' experiences indicate that mentorship process is not working as planned and alternative strategies were not developed in cases where teachers had problems with their mentors. In some cases, teachers had no mentors for an extended period of time, while in other cases; teachers from other areas were assigned as mentors to complete the official process for the novice teachers. In the face of these difficulties, novice teachers had to complete their induction year with insufficient or no guidance from their mentors, and as a result, they experienced more difficulties in adapting to the school regulations as well as classroom requirements.

Confusing Performance Evaluation Process: Performance evaluation of novice teachers was one of the most problematic aspects of the induction year. Teachers were not sufficiently informed about the processes, requirements and performance criteria. After the participating teachers in this study were appointed to their posts, the performance evaluation process was changed by the MoNE and the seminars teachers had taken by that time were cancelled suddenly. Accordingly, they

were supposed to be evaluated by their mentor, principal and the inspector throughout the year. While they were already struggling with the challenges of the first year, this change also confused them to a great extent.  As a result, teachers were not able to make use of the performance evaluation process in favor of their professional development, nor did they feel that they received informative feedback in relation to their development in this process.

Kemal always put forward that performance evaluation should be done earlier, during the faculty years or just before the graduation and thought that evaluating a teacher after his/her starting the profession was too late. Therefore, he defined the new system of performance evaluation as a poor system. By the beginning of the second semester, Kemal still had very little information on the new system and he was really confused about what was waiting for them. Towards the end of the second semester, Kemal started to think that the new system was likely to fail in evaluating teachers effectively as "most things were just on paper" such as annual plans or group teachers meeting reports and he was confused about what the inspector would evaluate as "s/he would not know what the teacher had really done throughout the whole year" (Kemal, 21.04.2015). By this date, the mentor observations had not started for Kemal as his official mentor was not appointed.

Before his mentor was appointed, Kemal and his possible mentor, the History teacher Salih, had determined the necessary documents and Kemal had prepared them in advance. The dossier included such documents as group teachers meeting reports, annual plan, the curriculum, regulations, performance and project evaluation rubrics, the consultancy documents about Kemal's class, and so on. On the day the inspector came, Kemal did not have a class as the lessons had finished. Therefore, a make-up lesson was arranged andduring the lesson, Kemal put his dossier in front of the inspector. He did a student-centered lesson about environment issues through group work embedded with showing students videos and pictures on the smart board. At the end of the lesson, Kemal made his students find a slogan for the environment and announced that he would put the best one in the classroom. The inspector liked this very much; however, he criticized Kemal that he had not evaluated the previous lesson at the beginning and the current lesson at the end. Although this was a make-up lesson and they did not have a previous lesson, Kemal accepted this critique and said nothing. The inspector also stated that there was not an exam analysis document in Kemal's dossier but they preferred not doing it at school because of the low

achievement level of their students. He reminded Kemal that the principal had high opinion of him and he also made some of the evaluation based on the principal's comments. The inspector gave a very high grade to Kemal and although the principal and mentor did not observe his lessons, they also gave high points to Kemal.

Kemal was pleased with the good grades he got from the inspector, principal and mentor at the end of the performance evaluation process. Nevertheless, he hoped this system was more efficient through more efficient in-class observations and also a sound self-assessment process based on certain criteria.

Defne, similar to Kemal, was very confused about the new performance evaluation system as she had inadequate information about the process. In fact, she had a great distrust in this system as she was suspicious about how much a principal could evaluate her or which mentor would evaluate her without observing her in-class performance. Thus, she "needed to know the evaluation criteria" so that she could do kind of self-assessment and understand the procedure better (Defne, 26.01.2015). Defne repeated her feeling of disturbance about this sudden change in the evaluation system after a tiring process as she was disappointed, like the other teachers in the study because they thought they were at the end of the process when they learnt that everything was just starting. Additionally, having very little information regarding the system was another disturbing point for her so she had many question marks in her mind. Her feelings were reflected best in her own words:

> We were very exhausted at the beginning. We went to courses, participated in seminars and took exams for three months. We swore. We were just feeling we finished the process and relaxed when everything suddenly changed. We had already been appointed and they should have changed the system for to-be-teachers rather than us because we had completed every task. We were informed about this change after being appointed. It was not good in psychological terms as we had finished everything (Defne, 14.03.2015).

Before the inspector's visit, Defne's "mentor came and asked how many points she would like", to which Defne answered "as you like" (Defne, 25.05.2015). She believed that was because Faruk, her mentor, "did not have an opinion about her as he had not observed her in-class performance, did not know her approach to the students or which methods she used" (Defne, 25.05.2015). In contrast, the principal observed Defne in the classroom and graded her performance. He suggested that

students should sit in rows so that all could see the board instead of sitting in groups and gave good feedback about Defne's use of the smart board. He also recommended that Defne could use more videos. Defne was pleased with the feedback she got from the principal and his observation.

On the day of the inspector's visit to Defne's class, Defne gave her dossier to the inspector, like Kemal. The inspector not only had a look at the dossier and observed the lesson but he also examined the classroom, such as the cupboards separated for each classroom by Defne, the materials on the walls prepared by her studentsand the tools such as the microscope. After examining all the documents in her dossier, he gave good feedback about the exam analysis she made and asked what she had done for a student whose achievement was under 50%, to which Defne replied that she had given him extra homework. As the inspector's subject matter was Biology like Defne, he asked which experiments Defne did in class and made some further suggestions about experiments. The inspector did not give feedback about Defne's in-class performance but he tried to give information about every aspect of the profession and made some recommendations about what she needed to know betterabout the curriculum, objectives and the regulation. Defne found all the feedback she got from the inspector helpful and she was pleased with his observation. She stated that although the principal had told her mentor that a specific time could be set for him to observe Defne, he preferred grading her without any observations and she was not pleased with this process.

It was obvious that like Kemal and Defne, Aslıhan was displeased about the performance evaluation system and she had almost no information about what was going to happen so she defined this as a "vague system" (Aslıhan, 27.01.2015). At the beginning of the second semester, the continuing uncertainty about the system created a feeling of disturbance in Aslıhan, just like Defne, and she stated this was a "backbreaking process" for her (Aslıhan, 15.03.2015). By this time, her mentor had not observed her yet but the director made an observation. He examined Aslıhan's documents in the dossier, such as her annual plan, exam analysis and a sample exam paper buthe gave no feedback about the lesson. He just gave some information about the necessary parts to be completed in the class notebook. He was a Maths teacher; therefore, Aslıhan felt that was "a deficient performance evaluation as the principal did not know about teaching English" (Aslıhan, 27.04.2015) and could not give any feedback regarding her way of teaching the language. Aslıhan always claimed that

performance evaluation should be process-based instead of observing a teacher for a few hours so that they could see the teacher's educational approach and way of teaching.

At the end of the second semester, Aslıhan was observed by both the inspector and the mentor. The inspector examined the documents in her dossier and observed her lesson. He gave no negative feedback to Aslıhan. Instead, he mentioned that Aslıhan "was successful, worked in order, used technology and drew students' attention during the lesson" (Aslıhan, 28.05.2015). Furthermore, the inspector was surprised when he learnt that Aslıhan evaluated her students' listening ability in the exams and he was happy about that. As for the mentor, shegave Aslıhan the observation criteria beforehand and after the observation, stated that Aslıhan was good in classroom management and drawing students' attention. Aslıhan did not feel a positive or negative effect of the observation applications but she was pleased with the good grades she got from the principal, inspector and her mentor.

Esra was very confused about the new performance evaluation system and she had almost no information at the beginning, like all other teachers. However, she was very self confident that she would be successful at the end. To her, the new system was "meaningless". Like Aslıhan, she underlined the need for a process-based performance evaluation applied from the beginning of the first year to the end as "such a system cannot evaluate someone's teaching performance and it cannot be limited to one day under normal conditions" (Esra, 22.04.2015). Esra was not observed by her principal and mentor, like the case of Kemal; however, she felt that the principal was pleased with her performance. Her statement about the principal is as follows:

> Indeed, we are from different subject matters but he knows that I show great effort, go to the classroom on time, have good relationship with my students, use the smart board effectively and they say that I am the one who uses the smart board the most actively. These show that I am very willing as a teacher and thus, I get good feedback (Esra, 26.05.2015).

Apparently, Esra was not displeased with not being observed by the principal and obviously she thought that was because the principal already had a high opinion of her. The principal gave a high grade to her.She was also graded by her mentor without being observed; however, she had no idea about the mentor's grade. On the

day the inspector came, Esra had no lessons since it was the week before the last week of the semester and like Kemal, they also put a make-up lesson to be observed. The inspector, a German teacher himself, did not look at the documents Esra put in her dossier, which surprised her a bit. She thought "the inspector would look at the lesson plan at least and therefore, had planned the lesson minute by minute" (Esra, 26.05.2015). After the lesson, the inspector gave really good feedback to Esra, saying that her lesson was full of fun as she used enjoyable videos and colorful power point presentations with exercises. Esra was also pleased with the students' performance because they participated in the lesson more than they did in their normal lessons. She graded herself upon the inspector's request, like self assessment, and he gave her that grade. Esra gave high points to herself as she thought she deserved it and luckily, the inspector was of the same opinion with her. Esra was pleased with the inspector's observation and her grade.

In summary, while it should have been one of the strongest chains of the induction process, performance evaluation of novice teachers failed in being useful for the novice teachers in this study. In addition to teachers' little or no information about the new system, the requirements of the performance evaluation process were not fulfilled in most cases and teachers did not go through an efficient performance evaluation with regard to the observations to be done by the principals and mentors. Moreover, the informative feedback they should have received was mostly absent or inadequate for the professional development of the teachers and it appeared that performance evaluation of novice teachers was not realized in the way it should have been in the induction process.

In terms of the mentoring process, the data revealed that the novice teachers in this study underwent indeaquate mentoring as it usually did not work effectively for the participating teachers, except for Kemal. The remaining three teachers felt disappointed as they did not get the help they needed and asserted that mentoring was just on paper. Table 6 gives a brief summary of the data on teachers' experiences with their mentors.

Table 6

*Summary of the Data on Teachers' Experiences with Mentors*

| Experiences with Mentors | |
|---|---|
| **Inadequate Mentoring** | |
| Kemal | The history teacher has acted as a mentor as from the first semester |
| | The history teacher has been appointed as his mentor towards the end of the year |
| | Feels pleased with the relationship though it was not a systematic mentoring process |
| Defne | Mentor has been appointed just before the inspector's visit towards the end of the year |
| | Has no relationship with the mentor |
| Aslıhan | Mentor has been appointed at the beginning of the first semester |
| | Feels unpleased with the relationship and little help |
| | Has undergone an inefficient mentoring process |
| Esra | Mentor has been appointed towards the end of the year |
| | Has undergone an inefficient mentoring process |
| **Confusing Performance Evaluation Process** | |
| Kemal | Feels confused and has little information about the new performance evaluation system |
| | Has been observed by the inspector but not by the mentor or principal |
| | Has received good grades from the inspector, mentor and principal |
| Defne | Feels confused and has little information about the new performance evaluation system |
| | Has been observed by the inspector and principal but not by the mentor |
| | Has received good feedback from the inspector and principal |
| Aslıhan | Feels confused and has little information about the new performance evaluation system |
| | Has been observed by the inspector, mentor and principal |
| | Has received good feedback from the inspector and mentor |
| | Has received no feedback about her performance from the principal |
| | Feels the need for a process-based performance evaluation continuing for the whole year |
| Esra | Feels confused and has little information about the new performance evaluation system |
| | Has been observed by the inspector but not by the mentor or principal |
| | Has received good feedback from the inspector |
| | Feels the need for a process-based performance evaluation continuing for the whole year |

It was also found that the novice teachers did not go through an effective performance evaluation process throughout their first year and they were mostly left on their own in their journey of professional development. In addition to the deficiencies they faced in the process of performance evaluation, such as the application, frequency or efficiency of the observations, they also received little or no informative feedback from their mentors or principals.

**4.1.3. Experiences with Colleagues**

Collegial relationships the participating teachers experienced in their first year in the profession were reflected through relationships with experienced colleagues, relationships with the school principal and relationships with the novice colleague(s).

Relationships with Experienced Colleagues: Having good relationships with colleagues turned out to be an important issue for most of the participating teachers as it affected their feelings towards their school and job. This relationship involved partial professional communication and collaboration as well as social interactions and personal help. However, teachers experienced different kinds of relations with colleagues ranging from seeing the novice teacher as "trainee" to "colleague. This transition in other teachers' views from "trainee to colleague" took some time for two teachers, while for the other two; there was more of a distanced relation to other teachers.

Kemal always emphasized that they are "a handful of people" (Kemal, 12.11.2014) while talking about his colleagues at school and this was probably because they are at a small school in a small town, Evren. From the beginning of the year to the end, he had very good relationships with his colleagues and they became close friends who ate and drank togetherand their communication was not limited to school environment as they also met outside school. There was a continuous and mutual cooperation among all teachers and they did not hesitate to call and inform each other about anything or do anything by common consent. Kemal stated he was good at technology and his experienced colleagues were good at teaching issues; therefore, everybody helped each other to the best of their ability. For example, although Kemal was not in charge on October 29, he arranged everything related to technology use on that day. Moreover, Kemal did never hesitate to ask his colleagues for help as he always "trusted them in most issues like friends" (Kemal, 14.03.2015) but that help was kind of incidental. Nevertheless, the periodical monthly meetings they started to hold in the middle of the first semester helped Kemal have a broader vision regarding school issues.

Even though they sometimes joked with Kemal calling him trainee, he started feeling that his colleagues started seeing him as a more experienced teacher at the beginning of the second semester. Most of them "asked about anything to him first as if he were in charge of many things at school" and Kemal attributed this to his active or talkative personality (Kemal, 14.03.2015). Kemal was very pleased with his communication with the colleagues and stated that he trusted all of them knowing "they would never do anything behind his back" (Kemal, 14.03.2015). He never let his students complain about other teachers because of this trust and was sure that his colleagues never let them do this, either. Kemal's close relationships with his

colleagues went on and he always felt that "they were like friends, both at school and outside" (Kemal, 10.11.2015) and they were always willing to help Kemal in his first year in the profession.

Defne was not as lucky as Kemal at the beginning as she was teaching at a larger school with a higher number of teachers who knew each other. Moreover, she was the only Biology teacher at school and her colleagues were all from other fields. Therefore, she felt a bit isolated at the beginning and could not get involved in their conversations. She thought "there was not a warm climate in the teachers' room as most teachers were sitting in groups and talking to those they felt closer" and that she "was more like an observer as most of her colleagues were old friends" (Defne, 26.01.2015). Furthermore, Defne got almost no help from them and she "learnt anything either from the directorship or the internet" (Defne, 12.11.2014). She stated no one came and asked how she was and that she could get help from her colleagues only if she asked which meant she only got incidental help. Defne attributed this to her colleagues' unwillingness to help and it was also because of her shyness to ask for help.

At the beginning of the second semester, Defne started feeling more sociable and "asking for help became easier for her compared to the first semester" (Defne, 14.03.2015). Like Kemal's case, Defne's colleagues also sometimes joked with her saying that she was a trainee but in the second semester, they stopped doing this, which increased Defne's self-confidence and she started feeling that she was seen as a more experienced teacher by her colleagues. Unlike Kemal, her colleagues' previous approach obviously disturbed Defne. Towards the end of the second semester, the nature of these relationships changed considerably. Defne "started going out with some of her colleagues in the evenings and got frequent invitations from them", which meant she got adapted to the climate at school (Defne, 21.04.2015). The incidental help she got from her colleagues went on but she felt more comfortable asking for help. At the end of the second semester, Defne was very pleased with her relationships with the colleagues as everyone started helping each other and everybody "coddled her during the week of inspector's visit, such as taking their students into the class early so that she was not disturbed" (Defne, 25.05.2015).

Like Defne, Aslıhan also felt a bit isolated among her colleagues at first but that was not a problem for her because she "saw them only as colleagues since she preferred to observe people first before being friends so that she would not have

problems later" (Aslıhan, 27.01.2015). She thought she was right in behaving like this since a negative situation between them could later affect their school life, too. Asking for help from her colleagues was not difficult for Aslıhan but she found some of them unwilling to help; therefore, difficult to communicate. Like the case of Defne, no one came and helped her without being asked and therefore she only got incidental help. However, Aslıhan was displeased about this situation. She wished "there had been a meeting for the novice teachers at school so that she would have felt safer especially at the beginning" (Aslıhan, 15.03.2015). She usually underlined that she mostly learnt through experience, in other words, through on-the-job learning.

Towards the end of the second semester, Aslıhan still had an arm's length relationship with her colleagues and stated that she "respected everyone as most of them were elder than her" (Aslıhan, 27.04.2015). although they sometimes joked with Aslıhan that she was a trainee, like in the case of Kemal and Defne, she was seen as a more experienced teacher by her colleagues but the help she got was still incidental, namely, upon her request. Moreover, they protected Aslıhan when she was scolded by the deputy director upon forgetting to complete the school roster saying she was just a novice teacher. Apparently, Aslıhan felt pleased with their approach. They started holding periodical meetings in the second semester but these were inefficient due to time limit. As most teachers did not live in Nallıhan and as they left school at six o'clock in the evening, they decided to hold the meetings during lunch break, which resulted in everyone's rush to finish them quickly. Additionally, Aslıhan mentioned that there started to be kind of grouping among some teachers at school, which was still going on at the beginning of the second year. She "grew away from some of her colleagues because of some private reasons after she became home mates with one of them for a short period" (Aslıhan, 12.11.2015). Then they separated their flats and continued their communication at school but there was some gossip about this situation at school, which resulted in Aslıhan's finishing her relationship with some of her colleagues. However, her approach to this situation seemed rather cool as she mentioned she "behaved with due regard and did not have to like anyone there" (Aslıhan, 12.11.2015) which showed she felt no disturbance because of this grouping.

Esra was very similar to Kemal in terms of her relationships with experienced colleagues. She had almost no problems with them and although they were all from

different fields, Esra found them very willing to help. Therefore, she had no difficulty in asking for help but it was incidental help like in all other participating teachers' cases. Esra was always pleased with the friendly climate at school although her colleagues sometimes joked her saying she was a trainee because she knew they were not serious. She attributed this to her academic career as she was also doing her PhD. Indeed, her "colleagues never treated her as a novice teacher and sometimes even made her forget that was her first year" (Esra, 27.01.2015). She felt the positive effect of this warm climate on her professional life since "all teachers at school smiled entering their classes, leaving school or going home despite feeling exhausted" (Esra, 15.03.2015). Their periodical meetings were held at the beginning and end of the semesters and Esra found these really efficient, during which they could share every problem and experience about students and teaching issues. Her great relationships with experienced colleagues continued at the beginning of the second year and she was very pleased with this situation.

In summary, relationships with colleagues were helpful for Kemal and Esra in getting used to the school context while the problematic relationships made the process even harder for Aslıhan. In Defne's case, the distant and unhelpful attitudes of the colleagues affected her feelings towards the school negatively but in time, she developed better relationships which directly had a positive influence on her feelings for her work place. It appeared that especially Defne and Aslıhan complained about the incidental help they got and all teachers seemed to suffer from a lack ofadequate professional collaboration among colleagues, which had an important influence on the professional development of novice teachers in the induction year.

Relationships with the Principal:All teachers' principals changed throughout the year which normally resulted in a changing pattern in their relationships.It appeared that the nature of teachers' relationships with the principals affected their adaptation to the profession and their feelings for the school in the induction process. Accordingly, while Kemal and Esra almost always had good relationships with their principals resulting in positive feelings for their school and profession, Defne and especially Aslıhan had more distant and problematic relationships with their principals, which made the induction year much more challenging for them.

Kemal had a good communication with the assistant principal at school but mentioned that she did not know everything about the school system as she was on temporary duty. She was always respectful towards Kemal and never treated him as a

novice teacher but sometimes they had difficulty in reaching mutual decisions. As Kemal was a sociable person, he always had frank talks with the vice principal, saying "what made him happy and what made him sad" including his discomfort about his weekly lesson plan which included extra courses such as Physics and Chemistry (Kemal, 26.01.2015). Towards the end of the first semester, although Kemal started feeling more sympathy towards the vice principal, he was displeased with the extra workload on him. He even had to work during the holiday to determine students who would be given a certificate of honor because he was informed very late about this assignment and he "sometimes felt that there were no other teachers at school except for him" (Kemal, 26.01.2015). Nevertheless, he was more understanding towards her later as she "tried to do her best and fell apart to pieces as there were no officials at school to help her" (Kemal, 14.03.2015). Therefore, he felt less disturbed by the extra workload on him such as band rehearsals since he saw most teachers had to get such extra duties.

Towards the end of the second semester, Kemal's mentor, Salih, became the school principal. As he already had a great relationship with him, Kemal was very happy with this change. The principal made a change in Kemal's weekly lesson plan upon his request and Kemal started staying at school after his lessons finished to help the principal and deputy principal in technological issues, both of whom were like close friends to him. Kemal liked Salih as a principal just as he liked him as a disciplined and helpful teacher and mentor. Their good relationships and mutual help between them went on even at the beginning of the second year. Together with his great relationships with the experienced colleagues, this made Kemal "feel like at home" at school (10.11.2015).

The principal at Defne's school changed three times after she started the profession. Shefound her relationship with the first principal very unsatisfactory at the beginning as they did not inform her about anything regarding the school system and she directly went into the classroom and started teaching. She was asked by the principal why she "did not complete the school roster after one month at school", in a way of criticizing, to which she replied she "did not know it as she was not told to do so" (Defne, 12.11.2014). Towards the end of the first semester, the principal changed and Defne stated she had a better relationship with her new principal. She liked the way he took discipline precautions against student misbehaviors as the most problematic students were sent to the discipline board in a month's time. She really

found him idealist and helpful trying to work as hard as possible to make the school a better and more active place (Defne, 14.03.2015). Defne also appreciated the principal's sensitivity on social issues as he made students visit the old or collect food at school for the poor within the framework of values education.

At the beginning of the second year, Defne's principal changed. She was disappointed as she felt that the new principal still saw her as a candidate teacher and sometimes wanted her to bring him some documents without guiding her. What's more, she was a bit shocked about some attitudes of the principal. She mentioned "when they were late for class, he asked them to order baklava or when they did something wrong, he asked them to order baklava" (Defne, 10.11.2015). One of her students lately asked Defne not to mark him absent as he was about to run out of his absence right. Then he said it did not matter even if she marked him absent as he could sort it out with the principal. When Defne asked how he would sort it out, he said he would buy the principal a packet of cigarettes and baklava, which made Defne feel very angry. Although she was not sure the student was telling the truth, she was not pleased with her relationship with the new principal.

Aslıhan was disappointed and dissatisfied in her relationship with the principal because she felt some contempt a few times regarding her traineeship. Like Defne, she was not informed about the school system and therefore had little information about what she had to do. She also got a warning from the principal when she got a report for one week. That was because she did not need to remind her situation to the principal at the beginning of that week as she had already informed him that she would be off for one week and thought that would be enough. Furthermore, she was warned by the principal in a threatening way as she "let her students leave class three minutes early so that they could catch the bus home" and that was the last lesson of the day (Esra, 15.03.2015). The principal told her that he would not take a statement down for then and that if he had done it, her internship would have been void, which upset and disappointed Aslıhan very much. Towards the end of the second semester, Aslıhan, for the first time, stated she had better relationships with the principal and understood that "as long as someone fulfilled his/her responsibilities, started and finished the lesson on time and so on, s/he would have a good relationship with the principal" (Aslıhan, 27.04.2015). Furthermore, the video room for which they had been waiting for months was ready to use with the help of the principal and this definitely made Aslıhan feel more positive towards

him. At the beginning of the second year, the principal changed and the deputy principal became the principal. Like the previous one, Aslıhan had little relationships with the new principal and thought that one would have no problems with the principal as long as s/he did what s/he had to do.

Esra had a great relationship with the principal from the beginning to the end of the first year and she was very pleased with this. She always found him "very good, very understanding and very helpful" and stated she would teach at this school as long as her principal did not change (Esra, 11.11.2014). She always felt positive about the principal and repeated her good feelings until he went and this had a positive effect on her professional life. Yet, at the beginning of the second year, a new principal came to their school. She stated "the new principal had a different style compared to the older one but he tried to help in every issue and he was stricter" (Esra, 11.11.2015). She defined the older principal as an "elder brother" while the new one as "exactly a principal" (Esra, 11.11.2015). Esra always behaved respectfully to the new principal and believed that this also helped her have a good relationship with him.

In summary, either in a positive or negative way, teachers' relationships with their principals had a direct influence on their feelings for the school context and made the adaptation process easier or more difficult for them. Kemal and Esra were luckier in this aspect, but especially Aslıhan suffered from her problematic relationships with the principal, which sometimes resulted in a deep feeling of disappointment for her. Nevertheless, teachers' experiences, even those positive ones, indicate that relationships with the principals did not include professional cooperation or serve as guidance for the novice teachers in terms of their professional development in the induction process.

Relationships with the Novice Colleague(s): All of the participating teachers had a novice colleague throughout the year while some had one in their second semester. While two teachers had almost no or very limited relationships with their novice colleagues, the other two teachers had somewhat continuing and supporting relationships; however, this relationship depended on their personal interactions and developing friendship instead of a systematic relation through any orientation or mutual meetings held for them. Therefore, it can be concluded that these novice colleagues did not have much opportunity or structure to interact and learn together in the process of their professional development during the induction year.

Kemal did not have a novice colleague until the second semester. As of March 2015, a Religious Culture and Moral Knowledge teacher was appointed to the secondary school and also started to come to their school one day a week. Kemal found him a bit shy and as he had six class hours on the same day, they did not have much communication with him.

Defne did not have a novice colleague in her first year in the profession; however, at the beginning of the second year, another novice teacher was appointed to their school. He was a Physical Education teacher and Defne was very helpful towards him, probably owing to the fact that she knew the difficulty of being a novice teacher who needed help in every issue. She told him that he could come and ask her anything and she would do her best to help him. They had a good relationship and Defne "always tried to ask if he needed anything" but they could not see each other a lot as he was mostly in the garden and Defne was in the teachers' room (Defne, 10.11.2015).

As Aslıhan was teaching at a vocational high school, there was a novice Physics teacher and threenovice vocational teachers appointed at the same time. Aslıhan had a very good relationship with the Physics teacher and did not communicate a lot with the other novices as they had very little to sharein terms of professional evaluation. They always shared information whenever they learnt something new and supported each other all the time. At the beginning of the second year, they started to communicate less compared to the first year since the performance evaluation process came to an end but their relationship was still good.

A novice Turkish teacher was appointed to Esra's school in the second semester but they had a little relationship with her as the days they taught were mostly different. However, at the end of the second semester, the nature of this relationship completely changed and they started to have a good communication. During the performance evaluation process, they helped each other in preparing the necessary documents and supported each other in every issue. This good relationship went on in the second year, too and Esra always felt the positive effect of having good relationships with her colleagues on her professional life.

In summary, novice teachers in this study did not have enough opportunities or did not go through a systematic process to come together with the other novices at their school and share their experiences or learn together within the framework of the induction process. As a result of this, only Aslıhan and Defne developed kind of friendship with their novice colleague based on mutual help and support, while this

occurred only at the end of the year in Esra's case. This might have had a negative effect on their professional development process as their schools seemed to have veteran-oriented cultures instead of establishing the necessary environment for the novice teachers to develop in professional terms.

As for experiences with colleagues, Kemal and Esra had the best relationships with almost no problems. Even though Defne had some difficulties at the beginning, she developed better relationships in time but for Aslıhan, this was a challenging area throughout the whole year. Kemal and Esra were mainly lucky in terms of their relationships with the principals; however, Aslıhan was highly disappointed in her relationships with the principal. This process was changeable for Defne as she encountered three principals with very different styles and approaches. All teachers had one or more novice colleagues also and had good communication with them but Kemal had a very limited relationship with his novice colleague. Table 7 summarizes the findings about teachers' experiences with their colleagues.

Table 7

*Summary of the Data on Teachers' Experiences with Colleagues*

| Experiences with Colleagues | |
|---|---|
| Relationships with Experienced Colleagues | |
| Kemal | Feels pleased with the great relationship and mutual cooperation among all colleagues |
| | Asks his colleagues for help whenever necessary |
| Defne | Has felt isolated and excluded from conversations at the beginning |
| | Has got almost no help from colleagues at the beginning |
| | Has developed friendlier and closer relationships in time |
| | Has started to ask her colleagues for help more easily |
| Aslıhan | Feels isolated at the beginning |
| | Asks her colleagues for help |
| | Has arms' length relationships |
| | Has grown away from some colleagues because of private reasons |
| Esra | Feels pleased with the great relationship among all colleagues |
| | Asks her colleagues for help whenever necessary |
| Relationships with the Principal | |
| Kemal | Has an average relationship with the vice principal |
| | Has a great and close relationship with the new principal |
| Defne | Has had an unsatisfactory relationship with the first principal |
| | Has had a good relationship with the second principal |
| | Feels displeased with the attitudes of the new principal |
| Aslıhan | Feels disappointed in her relationship with the principal |
| | Has developed better communication in time |
| | Has a limited relationship with the new principal |
| Esra | Has had a great relationship with the first principal |
| | Has good relationship with the new principal |
| Relationships with the Novice Colleague(s) | |
| Kemal | Has a very limited relationship with the novice colleague |
| Defne | Has developed a good relationship with the novice colleague |
| Aslıhan | Has developed a good relationship with the novice colleague, a Physics teacher |
| | Has limited relationship with the other novice colleagues who were vocational teachers |
| Esra | Has developed a better relationship with the novice colleague towards the end of the year |

**4.2. Reflections of the Induction Year on Teachers' Professional Development, Teaching Performance and Personal Life**

The results of the reflections of the induction year on teachers are organized under reflections on professional development, reflections on teaching performance and reflections on personal life.

**4.2.1. Reflections on Professional Development**

Reflections in relation to professional development are reported through professional qualifications, mistakes and regrets, the best professional experience and adaptation to teaching.

<u>Professional qualifications:</u>Professional qualifications of the teachers were reflected through their adequacies and inadequacies as well as the areas they developed or regressed and the areas they needed to improve throughout their first year. Their efforts to find ways to deal with the problems they faced in the process of their professional development in their first year turned out to be an opportunity as well as a struggle in the process of becoming a better teacher. Again, it appeared that their personal characteristics as well as classroom prioritities influenced the strategies they used to deal with the problems and develop in professional terms. Although they showed a considerable progress in many issues such as classroom management, student assessment, student relations, arousing interest and school system; there were continuous problematic areas for them such as their inadequate theoretical and practical knowledge on consultancy issues. However, despite all difficulties, they found their professional development process encouraging throughout their induction into the teaching profession.

Kemal made a confession that he was not mature enough when he started the profession and he still felt like a child. He "could not help laughing when a student made a funny joke, even if it was about himself" and he was "cheerful, could not get angry right away" (Kemal, 12.11.2014). He also stated that he "sometimes heard students using slang words" and that he "could not turn back and get angry with them", thinking that he was just a child but he warned them reminding they were in a classroom (Kemal, 12.11.2014). This actually accounted for Kemal's difficulty in classroom management at the beginning and the change in his relationship with his students, which was much more sincere and friendly during earlier months and which turned into an arms' length relationship later. It is for this reason that Kemal stated

he developed in classroom management through a more controlled and disciplined attitude and in his relationships with the students later on.

What Kemal found himself inadequate from the beginning to the end of the year was consultancy issues. There were highly problematic students in his school that were in need of help from the Counsel and Research Center and Kemal could never reach them through love, respect or close interest. Since there was not a guidance counselor at their school, coping with these students got more and more challenging for him. His statement summarizes his feelings:

> I cannot make the highly problematic students participate into the lesson. This is my biggest problem. I cannot have a contact with them. Generally, it is easy for me to communicate with my students but as these children isolate themselves, it is beyond my ability to have a contact with them. I am inadequate in this issue. I wish I was educated regarding consultancy issues and could reach these children. Even if I assign a task or responsibility to them, they don't do it. They say this method works with problematic students but it doesn't work with these children (Kemal, 14.03.2015).

Kemal repeated his wish to be more educative and equipped in consultancy issues as he suffered from his inadequacy in this issue. He also found himself inadequate in administrative issues, which he learnt slowly and through experience and stated that although his content knowledge was enough for the students, he felt he forgot some of it in time.Additionally, what he overcame throughout his first year was his little knowledge regarding high school curriculum, especially in the earlier months. Kemal also improved in student assessment, as his first approach to this issue was much more general, namely the personality and attitudes of the students were also important in his assessment. However, towards the end of the first semester, he changed his view and started to be more objective assessing students based on certain criteria. He "graded students based on their general stance in the first semester and based on their participation in activities, assignments and so on in the second semester" (Kemal, 25.05.2015), which was a favorable improvement for Kemal. Although he sometimes felt discouraged because of the lack of motivation of his students, Kemal generally found his professional development process encouraging.

Defne's professional development process showed some similarities and differences compared to Kemal. Unlike Kemal, Defne was never very friendly or

close to her students at the beginning; nevertheless, she had some problems in classroom management, too. Especially her relationships with the male students were problematic at the beginning as some of them tried to be flirtatious towards her. This resulted in Defne's shouting at students frequently and bursting with anger; however, in time, she started to "feel more relaxed and calm and started shouting less" (Defne, 26.01.2015). She even "started to be involved in their conversations" as she "had more self confidence without being afraid of students" like she did at the beginning (25.05.2015), which meant she had better relationship with her students. Therefore, she had better classroom management in time although she previously could not "have control over the whole class and could not make all students do a task" as they "continuously stood up to get each other's pencils or disturb one another" (Defne, 26.01.2015). Nevertheless, she continued feeling inadequate in classroom management throughout the whole year even though she accepted it became better day by day. There were times she really felt discouraged because of the lack of motivationin her students like in Kemal's case and she repeated her inadequacy of making students more willing and interested for active participation, as a need for professional development. Especially in the second semester, Defne started using more current and interesting materials on Biology and stated that this helped her arouse interest among her students. Indeed, the observation data showed that Defne was really successful in arousing students' interest through interesting videos such as the news about a transgenic lamb from a news bulletin which immediately drew the attention of the whole class. Some were so surprised about how it could happen, which Defne explained through examples.

Defne also suffered from a loss of content knowledge but not at a level to affect students as the subjects she taught them were at an easy level. Her MA study on Biology especially helped her enrich her knowledge with current articles and books. She also underwent a development process in terms of school system like documents to be prepared and submitted or the regulation and learnt more about in time. Like Kemal, she found herself inadequate in consultancy issues especially in dealing with frequent misbehaviors of students and when one of her student's elder sister died. She could not know how to approach her student or what to say as a teacher and this disturbed her very much. Furthermore, Defne always stated that she found herself "inadequate in coping with frequent misbehaviors, especially fights of elder students, either in the classroom or when she was on duty" (Defne,

10.11.2015). When Defne became the classroom teacher of a class at the beginning of the second year, she realized that she did not have much knowledge on club work and her need for development in consultancy issues emerged again. Like Kemal, Defne also underwent a development process with regard to student assessment. She realized that "she had asked very difficult questions in her first year, such as completing the blanks and so she started giving the words above the questions to make them easier and decreased the number of questions in exams", especially in younger grades, through a better knowledge of age groups of students (Defne, 10.11.2015). In fact, what Defne mentioned in the Biology Course Group Teachers' Meeting Report also indicated her earlier tendency in asking more complicated questions to the students in exams. Accordingly, she said:

> We should not ask one-type question in the exams. We should ask them questions that will lead them to make analysis and synthesis. The questions should also have short answers and assess one kind of knowledge (Defne, 22.09.2014).

When Bloom's Taxonomy is taken into consideration, synthesis refers to "putting together of elements and parts so as to form a whole" while analysis is the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit." (Bloom, 1956, p. 201-207). These are accepted to be higher-order cognitive abilities. Therefore, Defne seemed to show a favorable professional development in making her student assessment easier and more manageable by students. To conclude, despite all difficulties she went through, Defne found her professional development process encouraging, though.

One of the biggest challenges for Aslıhan, like Defne, was arousing interest in students and increasing their participation at the beginning. She complained about sleepy students who were unmotivated to attend activities while she almost always had a good classroom management. She mentioned that "the most important thing she learned about classroom management was making unmotivated or bored students participate in the lesson through a close interest towards them and adding fun to the lessons with enjoyable activities and materials" (Aslıhan, 27.01.2015). By the end of the second semester, Aslıhan started to feel really adequate in arousing interest in her lessons and meeting students' needs and gave an example of a student "who used to

be very sleepy and unmotivated during the lessons and who turned out to be the most active one in the class" thanks to Aslıhan's close interest in her for one semester, both at school and at the dormitory (Aslıhan, 27.04.2015). Aslıhan also believed she developed in her relationships with the principal, namely the school management, especially after the aforementioned warnings she got, thanks to which she started to be more and more careful about every procedure regarding the school system. Another aspect Aslıhan underlined about her professional development was the change in her personality. She was "so shy before that she had a phobia of talking in front of an audience and even forgot what to say and did not want to draw attention among people"; however, she turned out to be more and more self-confident from the day she started the teaching profession (Aslıhan, 27.04.2015).The feedback she got from her students was very good in terms of their relationships and the lessons they had towards the end of the year.

Like Kemal and Defne, Aslıhan felt adequate about her content knowledge as she taught English within certain limits; however, in time, she started to feel a loss of her content knowledge as she mostly could not use and speak English in the classroom. For example, she felt sorry when she realized that she started forgetting some words and to overcome this, she "started watching films without subtitles or with English subtitles" (Aslıhan, 12.11.2015). During the observations, it was noted that Aslıhan tried to speak in English with her students, mostly a mixture of Turkish and English indeed, to which most of her students replied in Turkish. However, she was not very persistent in her effort to use the target language and soon she turned to speaking in Turkish, which might have encouraged her students to do the same. Another aspect Aslıhan developed through experience in professional terms was her knowledge onthe school system such as the documents to be prepared and submitted. Unfortunately, Aslıhan experienced two sad events like Defne. One of them was when the cousin of one of her students died. She had the monitoring duty in the hall then and helped the student wash her face but had to send her to the classroom as her teacher was calling but she did not know what to say or how to treat her in that situation. She was also confused about what to do during the lesson when "one of her students had a quarrel with another teacher in the previous lesson and had a nervous breakdown" (Aslıhan, 12.11.2015). The other event was when one of the students attempted suicide and jumped off from the fourth floor of the dormitory. She did not die but broke her bones. Aslıhan did not know how to talk about this to other

students as they were badly affected or what to do about this situation. The Consultancy Research Center also did nothing and she was very confused and sad about the event. So it was noted that she also needed to develop in consultancy issues, which is one of the most problematic areas for the novice teachers in this study. Although the negative attitude of the principal about her mistakes in professional issues sometimes discouraged Aslıhan, she felt encouraged in the process of her professional development.

Esra never felt a loss of her content knowledge, like the other teachers did, and she attributed this to her continuing PhD regarding German Language and Literature. However, like Aslıhan, she could also use a little German in class as students were not acquainted with it much. However, during the observations, she was more persistent to use the target language compared to Aslıhan and she was never observed to use just Turkish. She also believed she had better classroom management day by day through a better knowledge of students and the properties of different age groups. Like the other teachers, arousing interest among students was an area of challenge for Esra and therefore, she tried using different and enjoyable activities and materials throughout the whole year in terms of arousing interest of her students. In the German Course Group Teachers' Meeting Report in the second semester, Esra highlighted the importance of using interesting materials during the course. To illustrate, she mentioned:

> The lesson will continue to be taught in an audible and visual way on the smart board in addition to the course books. Furthermore, as it has been seen that the worksheets, slides prepared in line with the subjects and slides acquired from the internet all make the subjects more understandable for the students, draw their attention and make the lesson more enjoyable, it is of high importance to go on using these and teach through visual materials without using the mother tongue as much as possible (Esra, 12.02.2015).

The observation data also indicated that the animated power point presentations she showed on the smart board really drew students' attention and also entertained them. Additionally, Esra sometimes had difficulty in controlling students for 40 minutes and drawing distracted students' attention back to the lesson in earlier months, which also became better in time through using different methods and through attachment. Esra also attributed this to the big change in her personality. She "became a more patient person after starting the teaching profession" although she

"was quick tempered in the past and could not stand explaining things more than once" (Esra, 26.05.2015) which made her believe that teaching was not appropriate for her. She believed this was a significant aspect in professional development, just like Aslıhan who became much more self confident after becoming a teacher. Although Esra developed in different aspects professionally throughout one year, she repeated her feeling of inadequateness as she thought she could always be better but always defined her professional development process as encouraging.

In summary, teachers' experiences indicate that they can show a considerable progress in many professional issues through trial-error or by experiencing different situations in their first year in the profession. As well as some common points, there were also differences in the way of the teachers' professional development. For example, while all teachers became better in classroom management in time, by using different strategies based on their own perceptions, beliefs or classroom priorities, only Defne and Aslıhan stated that they developed in arousing student interest in time though it was more challenging at the beginning. Likely, three teachers suffered from their lack of knowledge on consultancy issues while it was Aslıhan and Esra who asserted they also underwent a change of personality in their induction process. Moreover, it was noteworthy that Defne and Kemal underwent serious changes in the way they assessed students. The teachers were all aware that despite their progress in many of the professional issues in the induction process, they needed to develop more on the problematic areas and see the induction process also as a journey of learning about themselves as professionals.

Mistakes and Regrets: Towards the end of their first year and at the beginning of the second year, teachers were asked about their mistakes and regrets with regard to their practice in the teaching profession. Except for Esra, all three teachers had some regrets about some of their earlier actions or beliefs, which all proved to be a source of change and opportunity for them in the process of their professional development in the first year.

Kemal felt sorry about his earlier attitudes and behaviors on his duty days. He showed little tolerance and got very angry with the students who did not enter their classrooms after the school bell. Moreover, he used to "get into the corridor as soon as the bell rang and wait there until all teachers entered their classrooms before" (Kemal, 25.05.2015) and "shouted at some students very loudly with a great rage" (Kemal, 10.11.2015); however, he became calmer and milder in this respect in the

following months. Furthermore, he wished he had used more group work in an efficient way as from the first semester so that students could learn better and search more in a student centered learning environment but he did not feel very regretful about this issue as he was "very busy throughout the whole year" (Kemal, 25.05.2015) especially due to the extra courses loaded on him, such as Chemistry or Geometry, which he did very unwillingly.

Defne regretted teaching some subjects through direct instruction in earlier months as she later saw that she could develop her use of different teaching learning strategies and methods. What's more, she was sorry about developing a friendship with some of her colleagues towards the end of the second semester and attributed this to her shy personality. She wished she had socialized with them more quickly. She also felt sorry about covering just the curriculum with the 12$^{th}$ grade instead of teaching them the Biology subjects of the Transition to Higher Education Examination (YGS) and she hoped to do so the following year. Lastly, Defne regretted asking difficult and complicated questions to her students in the exams earlier and stated that she "realized she was too mixed-up and made the questions easier in the following months" (Defne, 10.11.2015).

Although Aslıhan developed an arm's length relationship with her students in time, she wished she would keep her students at more arm's length in the following year. She explained this was because "she was always afraid of not being loved by her students as when students did not love a teacher, they did not love the lesson" and so she tried to be loved by them through a friendly and sincere attitude, which she regretted later (Aslıhan, 12.11.2015). Moreover, she wished she would use more technology and various materials in her lessons with a good planning from the beginning of the second year. She also regretted not doing MA in her first year, which she really started in her second year. Moreover, she regretted starting to teach a subject without warm up or making a connection between topics as she did not learn to teach the language this way.

Esra was the only teacher in this study who stated she had no regrets with regard to her practices in the first year and she explained this as "there is never a thing to regret for" since she believed everything was learnt through experience in life (Esra, 11.11.2015).

In summary, except for Esra, all teachers had some regrets about their teaching performance and relationships or attitudes towards their students or

colleagues. Defne also had some regrets about asking too complicated questions to the students in her earlier exams. Even though they seemed to be sorry while talking about these, these regrets all served as valuable guidance for the novice teachers in their path of becoming better teachers and develop professionally in the induction process.

Best Professional Experience: All teachers were content about what they learned in terms of their professional development and thought they became better teachers towards the end of the first year in teaching profession; however, some professional experiences they went through were more significant to them. While it was about the change in the nature of his student relationships for Kemal and about finding the best strategy to teach for Defne, it was about creating a change in the attitudes of two unmotivated students towards school for Aslıhan and Esra. It was noted that such valuable professional experiences had a greater effect on the participating teachers in their first year in the profession.

For Kemal, one of the best professional experiences he went through was developing an arm's length relationship with his students despite his somewhat "childish" and "cheerful" personality. In this way, he not only felt more controlling and confident in his classroom management but he also succeeded in becoming both like a teacher and friend to his students. Furthermore, learning the village culture in Evren was a precious experience for Kemal. He stated "while students here witness ten different events a day, people in cities witness a hundred different events every day, at least they hear about different things but here people's lives are very isolated" (Kemal, 10.11.2015). He found himself much better as a teacher in the second year.

Defne's best professional experience was using group work method in a competitive way especially in the 9th grade, as they were the most difficult grade to control because of their ages. This surprisingly increased their participation in the lesson and Defne saw that every single student tried hard to get extra points for his/her group and to win the competition. It also developed students' searching skills and made learning more permanent, which Defne realized in her students' exam grades. Her students even asked "whether they would do competitions again that year as they were very willing to do this", which made Defne believe that it was the best teaching strategy (Defne, 10.11.2015). Furthermore, the expeditions in the school garden as a way to teach environmental subjects proved Defne that students learned best by doing and experiencing. She saw that every one of her students showed much

more interest in the lesson than she expected and they enjoyed a lot. Defne found herself much better as a teacher in her second year and stated that her MA study on Biology also had a role in this as she saw various techniques and methods that could be used in her lessons.

To Aslıhan, the best professional experience she went through was increasing two very indifferent student's motivation and interest in the lesson through a close interest in them. They were sitting at the rearmost of the classroom and she stated she "always sat at the rearmost desk in primary school because she was tall and those sitting at the rearmost were always ignored" (27.04.2015). However, she did not want to ignore these students and tried hard to make them participate in activities through love and interest as a result of which they became very active and willing students. This made Aslıhan feel more encouraged and motivated towards teaching as she saw that she could change other unmotivated students as well. Furthermore, Aslıhan believed that she became a better teacher in time thanks to teaching at two different schools and observing a lot of teachers with different teaching and educational approaches as well as doing MA on educational administration, thanks to which she could read various articles.

Esra's best professional experience was nearly the same with Aslıhan's. She had two female students who were very unmotivated and indifferent towards the lesson. One day, Esra "got angry with them as they were not listening and told them they were behaving disrespectfully, which made no change in their behavior" (Esra, 22.04.2015). Then, she decided to change her attitude towards these students and while they were having an exam, Esra approached one of them and told her silently that she had given the wrong answer to a question but that she could do it right in an encouraging way. When that student understood Esra really wanted her to be successful and through her close interest to make them participate in activities, these two students became very willing and started being very active in the lessons. This affected Esra a lot and she felt much more encouraged and motivated, just like Aslıhan, as she saw that showing anger was very inadequate in changing students' behaviors. She experienced the same event with two other students at the beginning of the second year and in the same way, by encouraging and showing love and interest in them, she was able to make them "more self confident, holding up hands and taking colorful notes during the lesson" and this affected her so much that "her eyes filled with tears when she thought about them" (11.11.2015). Esra also found

herself much better as a teacher and like Defne and Aslıhan, she thought her PhD also had a positive effect in this process.

In summary, it appeared that some professional experiences they went through became very important for the teachers as they were much more inspiring and informative for them. It was obvious that Aslıhan and Esra felt proud of themselves when they managed to motivate two indifferent students and turned them into hardworking and willing students, which also strengthened their self-confidence and belief in their potential of becoming good teachers. For Kemal, changing the way of his relations with the students was valuable experience as this, in a way, opposed his personal characteristics. Defne felt very happy about finding the best teaching strategy and felt amazed how an important change this made in students' learning. Similar to their mistakes and regrets, their best professional experiences also contributed to the value and importance of the induction process teachers went through.

<u>Adaptation to Teaching</u>: Adaptation to teaching was an area the teachers had some difficulty one way or another owing to some barriers they faced and they also shared their suggestions to cope with these during their first year in the profession. The lack of an efficient and realitistic training period during pre-service teacher education and lack of an effective mentoring process turned out to be the most important barriers for teachers to adapt to the teaching profession in the induction process. Furthermore, the lack of an orientation at schools at the beginning of the first year contributed to the challenging adaptation process for Defne and Aslıhan. It was noted that all the barriers they faced were influential on their professional development process as well.

Kemal did not have a serious problem in adaptation to the teaching profession and mentioned "the vice principal last year told to the inspector that he – Kemal – was as if he had been a teacher among us for a long time" (Kemal, 10.11.2015). Kemal attributed this to his warm hearted characteristic and his easy communication with people. Moreover, he asserted that he was educated to be a teacher for long years as he graduated from teacher high school and had a father who was also a teacher. When he told his principal he wanted to be a soldier at high school after he got angry with something, his principal told him that he "must be a teacher because such teachers are needed in the country" (Kemal, 10.11.2015).

However, he thought there were serious barriers in adaptation to teaching. First of all, he found the training practice at faculty very artificial and unrealistic. He said "they felt like a fish out of water" when they graduated and started the profession (Kemal, 10.11.2015). Therefore, he always underlined the need for a realistic training period with the cooperation of universities, the ministry and schools. The new application for novice teachers to make an observation for six months before starting teaching in the classroom was also meaningless for him. He believed this would undervalue the teacher in students' eyes and he claimed it should be done during pre-service teacher education through cooperation between the faculty and Ministry of National Education. Kemal was also nominated as a candidate for high performance award by his school and the district governor agreed to award him, which encouraged and honored Kemal.

Defne was not as optimistic as Kemal in her process of adaptation to teaching. She was of the same opinion that there should have been a more realistic and efficient training program during pre-service teacher education as they graduated with a deep deficiency in practical knowledge. She defined this situation as the worst problem in adaptation to teaching and mentioned they had no practical knowledge regarding regulation issues, social activities at school, club works, classroom consultancy reports or ŞÖK, just like Aslıhan. Setting apart the pre-service teacher education, they also did not get a seminar or orientation at their work place. Defne expressed her feelings saying:

> Feeling the deficiency of these upsets one a lot. Learning these from others drag me down. Going to others to ask these and waste their time bores me. It is too bad to make people the object of such difficulties without proper education (Defne, 10.11.2015).

Unlike Kemal, Defne also underlined the need for an efficient mentoring process in addition to an efficient training program at faculty. As a mentor was appointed for Defne only at the end of her first year, just before the inspector's visit, she suffered from the deficiency of such a person a lot. She thought there should be a mentor who would help the novice teacher step by step in every task s/he had to do throughout the first year and she complained that mentoring was just done on paper instead.

Aslıhan had a great disappointment especially in the earlier months of her first year and she "woke up with the same question every morning, which was – where am I, what am I doing here?" (Aslıhan, 12.11.2015). However, she "got used to the system, unfortunately" as she thought she had to try to be happy where she was (Aslıhan, 12.11.2015). Even though her adaptation to the profession was much more painful, especially because of her school and Nallıhan, when compared to Kemal and Defne, she started to feel much more adapted in time. Like Defne, Aslıhan underlined the need for an orientation before they started teaching at their school. Her statement is as follows:

> I came here and there was not an orientation any way. The lessons should be given, the documents should be prepared and various other things need to be done. In the simplest term, checking attendance and signing that notebook is a big responsibility. The deficiency of an orientation is a barrier in adaptation to teaching. The negative attitudes of the principal, vice principal and colleagues also turn out to be barriers in this process (Aslıhan, 12.11.2015).

Aslıhan also showed the negative attitudes of the principal and colleagues as barriers in adaptation to teaching as well as the deficiency of an orientation. There were five novice teachers including her on the first day of school and there was not a meeting done for them. Additionally, she underlined the need for an efficient mentoring process, just like Defne. She did not go through an efficient mentoring process although she had a mentor as from the first semester of the first year; however, they did not have a lot of communication and Aslıhan learnt almost everything by asking other teachers.

In addition, like Kemal, Aslıhan was not sure about the efficiency of the new system where the novice teacher would make observation for six months before starting teaching in the classroom as it "could discourage the novice teacher" (Aslıhan, 12.11.2015). Aslıhan thought that mentoring was related to people's personality in a way and gave herself as an example as she always tried to help the new teacher at their school, who finished his military service and was working in a high school for the first time, even when he did not ask for help. Like the other teachers, Aslıhan touched on the deficiency of the pre-service education in preparing them for the first year of the profession as they did not learn the pedagogical dimension in an efficient way. She thought everything was just in theory and they just talked about, for example, the ways to calm down a crying student, like ignoring

and not making a lot of eye contact. There was not a solution oriented education and she still went to her faculty and told her teachers that the education she received was inadequate.

Esra was the only teacher claiming she did not undergo any difficulties during her adaptation to the teaching profession most probably owing to the school she taught and her great relationship with the principal and her colleagues. Yet, she gave examples from her close friends, who had problems with their principals and were made responsible to stay at school until 5 o'clock to deal with paperwork or who faced their students' indifferent attitude towards German course. Unlike other teachers in the study, Esra thought nothing could be done to overcome such barriers in adaptation to the profession including a long training period or education. She emphasized everything could be learned on the job and mentioned she "heard a lot of experienced teachers feeling sorry for their students in their first year in the profession" (Esra, 11.11.2015) and thought this was the nature of this job. However, Esra was of the same opinion with the other teachers about the new performance evaluation system for novice teachers and was not sure it would be efficient as such a long time of observation could be disturbing for both the mentor and the novice teacher.

In summary, it was noted that teachers shared the same perceptions regarding the adaptation process and they found the lack of an efficient training period at faculties and mentoring process as well as orientation at schools as important barriers in adapting to the profession. As opposed to other teachers, Esra thought on-the-job learning was the main essential no matter how well educated a teacher is or how efficienct training period s/he went through. In the face of these experiences, novice teachers had to complete the induction process without sufficient support and guidance from their mentors or principals as they did not go through any orientations when they first came to their schools and the deficiencies of the pre-service teacher education in practical terms became a significant barrier for them in the induction year.

In terms of teachers' reflections on professional development, it was noteworthy that all participating teachers in the study underwent certain important stages. Table 8 shows a brief summary of the development stages they went through. The school environments of them were different from each other and despite this; there were remarkable similarities in their experiences. All teachers were noted to

enhance their classroom management using different techniques and three out of four teachers faced some serious problems because of their inadequate knowledge in consultancy issues. Furthermore, Aslıhan and Esra underlined that they underwent some serious change with regard to their personality, fortunately in positive terms. Their mistakes and regrets were various with almost no similarities. The best professional experience for them reflected the professional development process they underwent well and turned out to be informative in this period.

Table 8

*Summary of the Data on Reflections on Professional Development*

| Reflections on Professional Development | |
|---|---|
| **Professional Qualifications** | |
| Kemal | Has established a better classroom management through a more controlled and disciplined attitude |
| | Feels inadequate in consultancy issues |
| | Has gained better knowledge regarding high school curriculum |
| | Has become more objective in student assessment in time |
| Defne | Has established better classroom management in time |
| | Overcomes loss of content knowledge thanks to MA on Biology |
| | Has become more knowledgeable on school system in time |
| | Feels inadequate in consultancy issues |
| | Feels inadequate in coping with serious misbehaviors like fights |
| | Has had difficulty in arousing students' interest but has become better in time |
| | Has become better in student assessment through better knowledge of age properties of students |
| Aslıhan | Has established better classroom management by making unmotivated students participate in the lesson through a close interest and adding fun to the lessons |
| | Has built better relationships with the school management though a better understanding of the school system |
| | Has turned from a very shy to a more self confident personality |
| | Overcomes loss of content knowledge by watching original movies |
| | Has become more knowledgeable on school system in time |
| | Feels inadequate in consultancy issues |
| Esra | Has no loss of content knowledge thanks to PhD on German Language and Literature |
| | Has established better classroom management in time |
| | Has had difficulty in arousing students' interest but has become better in time |
| | Has become better in drawing distracted students' attention back to the lesson in time |
| | Has turned from a quick-tempered to a much more patient personality |
| **Mistakes and Regrets** | |
| Kemal | Ha shown little tolerance and anger on duty days |
| | Regrets using little group work |
| Defne | Has used direct instruction in earlier months |
| | Has developed a friendship with her colleagues at the end of the second semester |
| | Has covered just the curriculum with the 12th grade |
| | Has asked difficult and complicated questions in earlier exams |
| Aslıhan | Has shown friendly and sincere attitude to her students earlier |
| | Wishes to use more technology and various materials with a good planning |
| | Teaches subjects without warm up or making a connection between topics |
| Esra | No regrets |
| **Best Professional Experience** | |
| Kemal | Has developed an arm's length relationship with his students |
| | Learns the village culture in Evren |

Table 8 (Continued)

| Defne | Uses group work method in a competitive way especially in the 9<sup>th</sup> grade |
|---|---|
| | Expeditions in the garden show students learn best by doing and experiencing |
| | Has become a better teacher thanks to experience and also MA on Biology |
| Aslıhan | Has increased two indifferent student's interest in the lesson through a close interest |
| | Has become a better teacher thanks to teaching at two different schools as well as her MA on educational administration |
| Esra | Has increased two indifferent student's interest in the lesson through a close interest |
| | Has become a better teacher thanks to experience and also PhD on German Language and Literature |
| Adaptation to Teaching | |
| Kemal | Has adapted to teaching relatively easily |
| | Feels like a fish out of water owing to the artificial and unrealistic training at faculty |
| | Has a low opinion regarding the new application for novice teachers to make an observation for six months before starting teaching |
| Defne | Finds the deep deficiency in practical knowledge as the biggest barrier in adaptation to teaching |
| | Feels the need for an efficient mentoring process |
| | Feels the need for an orientation at school before they started teaching |
| Aslıhan | Feels the need for an orientation at school before they started teaching |
| | Finds negative attitudes of principal and colleagues as barriers in adaptation to teaching |
| | Feels the need for an efficient mentoring process |
| | Has a low opinion regarding the new application for novice teachers to make an observation for six months before starting teaching |
| | Feels the deficiency of the pre-service education in preparing them for the first year in terms of practice and pedagogical knowledge |
| Esra | Has had no difficulties in her adaptation to teaching |
| | Feels the need for on-the-job learning instead of an efficient training or education period |
| | Has a low opinion regarding the new application for novice teachers to make an observation for six months before starting teaching |

## 4.2.2. Reflections on Teaching Performance

Teachers' teaching performance was reflected through teaching practice, addressing different learning styles and needs, and philosophy of education.

Teaching practice: As part of their professional development process, all teachers improved themselves in terms of their teaching practice by going through various experiences in their classrooms. The differences in their personalities and classroom priorities influenced the way they taught their lessons or the change they underwent in their teaching practice in the induction process. Lack of student motivation and limited opportunities were great obstacles for them in this process but while Kemal and Aslıhan started using more traditional methods in time, Defne continued trying different teaching learning methods. All teachers showed some progress in their teaching practice; especially in what and how to teach students, contributing to their professional development journey in the induction process.

Kemal tried to teach each subject about Geography through real life examples and from their immediate environment including Evren, Şereflikoçhisar, Kırşehir or Kırıkkale. He realized that this also drew students' attention as they could make a connection between the subject and their daily lives. One of the biggest challenges for Kemal in his teaching practice was having inadequate time to prepare materials for students as he had "34 class hours weekly including extra courses other than Geography" (Kemal, 26.01.2015) and extra duties regarding school work. Additionally, he wanted his students to prepare materials and models in the classroom. In the Geography Course Group Teachers' Meeting Report, Kemal highlighted his desire to prepare course materials with his students, where he said:

> Geography course is closely related with visuality and so visual materials are very necessary. It is important to use the smart board by benefitting from the Fatih Project but I would also like to use the course materials I prepare with my students (Kemal, 29.10.2014).

Kemal wanted to prepare various materials with his students but he could not as there was not a stationary in Evren, which was another obstacle in his teaching practice. In the same report, Kemal mentioned his opinions about the use of different teaching-learning methods and strategies. To illustrate, he said:

> I would like to use the methods and techniques that allow students to question Geography, to read maps, use information technologies, make field studies and observation as well as build effective communication. The objectives in the curriculum emphasize many cognitive skills and require us to use active learning methods. Accordingly, I will use direct instruction, question-answer, subject revision, problem solving, illustration, field trips and group discussion techniques. Moreover, the lesson could be more enjoyable and interesting through the use of games (Kemal, 29.10.2014).

In fact, Kemal tried using group work and station method with his students but these did not last long as most of his students were very unmotivated without any goals for the future and even not affected by getting a minus or low grade. Furthermore, in the aforementioned report, although Kemal mentioned he would like to use field trips, at least in the school garden, as well as games to make the lessons more interesting, he did not talk about such an attempt or experience during the interviews. All in all, he mostly defined his teaching performance as "average" and he "was not pleased a lot with his teaching performance" (Kemal, 21.04.2015).

Kemal was "better in making decisions about what and how to teach in time since he tried to teach lots of things at the same time before" but then he started teaching fewer topics at the same time through making a connection among them (Kemal, 14.03.2015). However, he was very discouraged and disappointed when one day, some of his students told him that he was "trying to do group work or bringing materials just in vain" as they "did not want to go on their studies" (Kemal, 25.05.2015). Consequently, Kemal started to use traditional method, namely direct instruction, in some of his classes. He lost lots of class time while teaching as he had to write notes on the board and waited for students to write them in their notebooks but towards the end of the first year and in the second year, he started to prepare slides with colorful pictures which freshened up his lessons and made students' learning more permanent. His statement regarding this issue is as follows:

> I have really developed in terms of teaching and how much to teach a subject. Last year, the subject was sometimes extending while we were talking about it and I could not finish it on time. Now I have drawn the line about how much to teach and my slides also help me in this respect as I have prepared them on my own. I even have taken notes about my extra comments on the subject (Kemal, 10.11.2015).

This statement shows that Kemal felt he had a better teaching performance in time. As from the second year, he was much more self confident regarding his teaching practice.

Defne usually suffered from applying theory into practice in terms of using different techniques and methods and thought that there was a gap between theory and practice. She stated they "learnt lots of theoretical knowledge but did not know how to apply them" as they did not practise enough at faculty. For example, she knew "ishikawa method" but "does not know in which subjects it can be used" (Defne, 12.11.2014). She believed she would develop in using methods through trial and error in the first semester and she stated she developed in this in the second semester. She started using group work in a competitive way, station technique, which she especially liked as it developed students' empathy and creative thinking skills, peer learning and student presentations while she mostly used direct instruction in the first semester. The Biology Course Group Teachers' Meeting Reportat the beginning of the second semester also illustrated Defne'sintention to

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make a change in the teaching-learning methods she used to apply where she mentioned:

> This semester, especially to raise motivation in the 9<sup>th</sup> and 10<sup>th</sup> grades, we need to make a change in the teaching-learning methods and techniques used during the lesson. Accordingly, we need to use methods and techniques that will increase in-class competition and that allow students to learn by doing and experiencing and thus make learning more permanent (Defne, 06.02.2015).

Therefore, she believed she had a better teaching performance in time as she could not get a lot of correct answers from the students in the first semester when she asked a question. However, she thought "most methods and techniques taught at the faculty were appropriate to be applied in perfect classrooms" (Defne, 14.03.2015). For example, group discussion technique could easily result in chaos in a large classroom for her.

To develop her teaching performance more, Defne was in need of preparing materials for her students including slides, models or videos, which could also make lessons more enjoyable. She also wanted to prepare materials for making small experiments in her classroom as she saw that students learned best by doing. Like Kemal, she also developed in what and how to teach. She "started seeing how she could teach a subject best and where students would have difficulty" and making predictions about how and with what kind of examples a specific class could learn better (Defne, 25.05.2015). She also "developed in giving more practical answers to students' questions" (Defne, 10.11.2015) and saw that her students were obviously much more successful at the end of the first year. She defined her teaching performance as average mostly, especially because of the lack of motivation in her students and her inadequacy in using different methods and techniques but in the second year she thought she had much better teaching performance.

Aslıhan was the only teacher in this study who worked at a vocational high school and some of her students underestimated English course. Therefore, she usually needed to make her lessons enjoyable and lively through the use of various materials but she had limited opportunities for this and she mostly used pictures in teaching different subjects. For example, she wanted to "prepare a reading corner in the class but there is not enough room" or wanted to "put posters on the walls but students put their vocational project homework there" (Aslıhan, 27.01.2015).She also

underlined her desire to make her classroom a more appropriate learning environment for language studies in the English Course Group Teachers' Meeting Report in the second semester, where she said:

> In order to arouse students' interest in the lesson, it is important to put posters on the walls about the English course or colorful cardboards on which there are words or sentences used in daily life, which have a big role in encouraging students to speak English. Thus, we should work with students to do this (Aslıhan, 18.02.2015).

Furthermore, she tried using role plays and pair work, as well as making students participate actively in the lesson such as by preparing invitation cards, doing shopping lists, and so on. She also wanted to integrate different techniques and methods to the subjects but it was usually impossible due to "the classroom environment, high number of students or technological limitations" and she felt she started to forget what she learned about methods at faculty, which she defined as theory versus practice (Aslıhan, 15.03.2015). Indeed, she started using Grammar Translation Method mostly in a traditional way although she thought her lessons were usually communicative. She was observed to make her students participate in the lesson through question-answer or some different activities through pair works and so on; however, she mostly preferred teaching them grammar based on translation from English to Turkish. She firmly believed that she could not use different techniques owing to the technological limitations of the school and she felt trapped as she seemed to be a technology oriented person.

Nevertheless, unlike Kemal and Defne, Aslıhan usually mentioned that she was pleased with her teaching performance but she also frequently complained about her inadequateness in warming students up before teaching a subject and making connections between different subjects.Instead of directly telling students the title of the subject, like Present Continuous Tense, she would like to switch to that subject by telling them a story or through some role play and so on; however, she sometimes found herself in an opposite position, like telling them the name of the subject and starting to teach the rules. She also criticized herself because of ignoring the importance of speaking as she was discouraged because of the lack of motivationin some of her students who even "did not make an attempt to use the structures she taught" despite her continuous warnings (Aslıhan, 27.04.2015). Therefore, she tried

to persuade them to do more speaking in class so that they could help a foreign patient in their future work. Aslıhan mentioned the best method and the one that she loved most was teaching through conversation as if there were not any grammar topics to be taught. This way, "they do not realize they are learning something as they think they are just chatting with the teacher but they are learning any way" (Aslıhan, 27.04.2015). At the beginning of the second year, she mentioned she needed to "improve in making quick decisions for a better teaching practice, as she had difficulty in changing the method she used when it did not work with a class" (Aslıhan, 12.11.2015). This might show that Aslıhan started to forget her knowledge on different teaching learning strategies and methods she learnt at university, just as she thought or that she could not plan for some alternative ways to teach a subject beforehand by anticipating the possible points of difficulty.

Unlike the other three novice teachers in this study, Esra lacked the theoretical background regarding teaching as she was not a graduate of education faculty. The method she knew best was making analogy between English and German when teaching a grammar topic or words to students but she saw that students in her classrooms did not have adequate English knowledge. What she discovered in her teaching practice was "students are fond of learning through games no matter how old they are" (Esra, 27.01.2015). Thus she tried to use as many games as possible to teach different subjects to her students and add fun to the lesson. She felt the need for preparing more audio visual materials for a better teaching performance and the technological equipment of her school was very adequate for this as each classroom had a smart board; however, she used colorful power point presentations in every lesson she was observed. At the end of the second semester, Esra repeated her need for preparing better audio visual materials to reach more students and to make all students participate in the lesson. She seemed not very pleased with the number of students participating actively in the lesson as she told several times that she wanted "them to be more active, making presentations in front of the class in a more lively learning atmosphere without anyone sleeping" (Esra, 26.05.2015). She was pleased with her teaching performance at the end of the second semester, though, since she saw that their grades were mostly above 60. Esra had richer and more materials at the beginning of the second year as she made a preparation throughout the summer, either by compiling what she already had or by collecting and preparing other types of materials. Although she tried to use pair

work, a little group work especially in her second year and question answer method in a competitive format, Esra seemed suffering from a lack of theoretical knowledge of teaching learning strategies which was probably because she graduated from German Language and Literature.

In summary, the novice teachers in this study experienced some changes in their teaching performance, usually resulting from their different perceptions regarding teaching, student profile in their classrooms, their knowledge regarding teaching learning methods and techniques, the opportunities of their schools and their own characteristics. Defne was the one who tried to apply as many teaching learning methods as possible while the methods Esra used did not show variance throughout one year. Kemal and Aslıhan in a way left their educational ideals and started using traditional methods instead of insisting on the methods they believed. Although all teachers showed considerable progress in their teaching performance through their experiences in the induction year, they were all aware that they still needed to develop in some aspects to become better and more effective teachers.

Addressing different learning styles and needs: All teachers in this study seemed to be suffering from a lack of theoretical and practical knowledge in addressing different learning styles and needs of their students. Thanks to the smart boards at their schools, Kemal, Defne and Esra could enrich their lessons to a certain extent to draw their students' attention and enhance their learning but Aslıhan's opportunities were more limited in this term. Additionally, Kemal and Defne faced some difficulties in dealing with their students with special learnings needs as they did not have adequate knowledge regarding such students. Nevertheless, the struggle they faced in this aspect proved to be a guide and valuable experince for them in the process of discovering their professional development needs in the induction year.

Kemal tried to use as many visual materials such as photos, graphs, maps and videos as possible for his students who have a visual learning style and these were mostly shown on the smart board. When the worksheets he prepared were examined, it was seen that they were mostly colorless and that was probably because he could not get colored prints because of the limited opportunities. Nevertheless, he could use many visual materials thanks to the presence of a smart board. Additionally, after writing the important points on the board, he tried to explain them in details and lastly he asked for his students' own daily life experiences about the topic in question. He told several times that he also wanted to make his students prepare their

own materials including models and posters, especially in more abstract topics; however, he found that impossible because of the social limitations of Evren as there was not even a stationary to buy the necessary materials. Kemal was also observed making his students reason about the geographical events they saw in their everyday life and make inferences through logic or cause effect relationship; however, he did not mention these while talking about his practice in addressing different learning styles and needs of his students, most probably because of his lack of theoretical knowledge on this issue. The most noteworthy aspect in his practice was using visual materials as he frequently emphasized this, conceivably because he saw that students did not forget easily when they saw something. He also showed attention to writing the title of the subject in each slide in his power point presentations, upon his father's advice, so that his students could make a connection with the picture and the subject continuously. Kemal also had some exceptional students needing special education in his classes, like hearing impaired or those with a learning disability. Kemal repeated his highest need to be trained in consultancy issues here as he did not know how to approach or teach these students. When he gave permission to such a student to answer a question, "s/he mostly gives a wrong answer and other students start laughing" and he could not even give feedback to them (Kemal, 10.11.2015). Therefore, although he tried to use different materials and methods in his classes to address different learning styles and needs, he seemed to be considerably inadequate in this issue.

Defne thought she was better at addressing different learning styles and needs of students in the second semester compared to the first semester, when she mostly used direct instruction. In the second semester, she started using the smart board a lot thanks to which she could include two different senses of students, seeing and hearing. She also underlined the importance of using smart board in the Biology Course Group Teachers' Meeting Report written in the second semester. To illustrate, she said:

> The use of smart board during the lessons increases students' interest in the subject. Therefore, we should go on using the smart board more in the second semester benefiting from the Fatih Project (Defne, 06.02.2015).

Defne made her students take notes frequently and also directed them to searching about different topics either through group work or student presentations. She also tried to benefit from the station technique to develop students' problem solving skills and to create a task based learning environment. Defne wanted to enrich the materials she used through more colorful power point presentations, videos and models as well as bringing experiment materials into the class to create a real laboratory environment, especially in the following years. Indeed, she made her students prepare their own models in class in her first year, too, that could especially appeal to those with a physical or kinesthetic learning style. She tried to use various examples or sources for every student to understand a subject although "she could not enrich the methods she used" (Defne, 10.11.2015). Therefore, it can be asserted that Defne created a richer atmosphere to address different learning styles and needs of students compared to Kemal. Defne also had an exceptional student in her class in the second semester, who was albino and had visual impairment. In one of her classes, while talking about the different synthesizes of proteins in human body, they had a conversation as in the following:

Defne: Are you like your mother?
Student: Definitely not.
Defne: Your father?
Student: Definitely not.
Defne: Then, why are you so different? (Defne, 10.11.2015)

Before the boy could answer her last question, the door was knocked and the student on duty came into the classroom so their conversation was interrupted. Although the boy seemed not to be affected by Defne's questions in a negative way, the way she emphasized his difference through questions just to give an example might be interpreted as her lack of knowledge in special education issues and exceptional students like this albino student, just as the case of Kemal.

Aslıhan mainly focused on using visual materials, namely pictures painted by her, in her lessons to address visual students but mentioned that this attracted everyone's attention to the lesson. When the worksheets prepared by her were examined, it was noticed that they were not colorful or embedded with pictures as were Esra's and this was most probably because she could not get colored prints at school. When she tried to use audio materials, like songs, she usually got such

feedback from her students that they did not understand what they heard or when she tried to teach something through movements, for those with kinesthetic learning style, half of them did not participate in the activity. What mostly worked for her students was using visual materials, she thought. However, she insisted on making her students do some movements especially in the mornings so that they could be more awake for the whole day. Aslıhan tried to address different learning styles and needs of her students but she could do it in a limited way. In the second semester, when she made her students do impromptu drama thorough a Mozart symphony, in a lesson about classical music, a male student told her that they performed Little Red Riding Rood the previous year and asked whether they could do such an activity in English that year if possible. That was a student with low grades in most of his lessons but Aslıhan saw that he had interest in such activities and accepted his offer. She realized her student's need and tried to use him in such activities after that; however, she did not make her students perform such a story or play, in the way her student wanted, which might have been great for her effort in addressing different learning styles and needs of students.

Esra claimed she tried to take all different learning styles and needs of students into consideration as she had many different students in her classes. Firstly, she always used visual materials, either as slides on the smart board or as colorful worksheets. An examination of the worksheets she prepared throughout the year showed that she was fond of using colorful and enjoyable pictures and charts to attract attention, which could easily make learning inspiring. Esra also believed that learning a language would be impossible without hearing. Therefore, she also used videos or songs. She tried to make them speak in German; however, most of her students seemed to be unmotivated to do this especially during the observations. She had a student with a hearing disorder in the classroom and she also tried to be careful about his situation. Towards the end of the second semester, Esra decided to make more research upon methods and techniques and preparing richer materials to address different learning styles and needs of students better. Moreover, she attempted to participate in a training course for German teachers in the summer but she could not as teachers to participate were selected by drawing. Therefore, she preferred reading various sources to enrich her lessons and address different learning styles and needs of students as much as possible. At the beginning of the second year, she decided to use different examples and materials such as pictures and videos

for different classes based on students' tendencies of social or science departments, which was appreciated by her students.

In summary, addressing to students' different learning styles and needs appropriately was not easy for the novice teachers in this study. Except for Aslıhan, who taught in the most limited school in terms of technological opportunities, they all tried to use the opportunities of their schools, such as smart board, so as to appeal to students' visual and auidal senses and tried to apply different methods; however, they actually did not have adequate theoretical and practical knowledge in this issue. The need to develop in addressing to all students' needs was revealed most when Kemal and Defne encountered students with special needs in their classes. Therefore, novice teachers' experiences in this aspect were valuable and informative for them in revealing their professional development needs in the induction process.

Philosophy of Education: When asked about their philosophy of education, teachers generally talked about what they understood from teaching and what they mainly aimed to do at school.Their initial perceptions of how students should be taught based on their philosophies of education went through changes in line with the student profile in their classrooms and this change was mostly from a student-centered to a more teacher-centered instruction. Moreover, the wish to teach general knowledge and important personal traits to students in addition to content knowledge was obvious in some of the teachers.

Kemal defined himself as an "idealist" and the most important aspect of teaching for him is to make a connection between school subject and real life. Therefore, he always guided his students to make inferences about what they experienced in the outside world and what they learned at school. Kemal defined this as "raising geographical consciousness" (Kemal, 21.04.2015). However, he complained that he had to change his philosophy of education because of the students as most had a low achievement level in school courses. He claimed his idealism faded and he started doing with what he had and how much he could teach his students. He wished he could always create a student centered learning environment in class but claimed that he had to turn to essentialism because of the student profile at their school as they did not have any background to think creatively. He claimed that he could not get away from the traditional method even though he wanted to do it. Kemal seemed to have lost hope regarding creating a student centered learning environment where students usually took an active part in their teaching and he was

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left with the idea that what he desired was impossible with such students at his school.

Defne is the other teacher who went through a change in her philosophy of education because of the student profile at her school. Although she did not want to have a pressure upon her students during the lessons, she had to remind them frequently she was the authority in class as they easily lost their control. Therefore, she started using oral exams or quizzes which she believed jolt her students out of relaxing. She realized that even making group work made some of her students distracted and relaxed and therefore, she mentioned it was hard to leave traditional methods all together. Defne's general approach to teaching seemed like progressivism, especially in the second term, as her students were mostly active in their learning process and Defne also accepted this but she stated she also adopted essentialism that worked best in some situations. Thus, it would not be wrong to claim that Defne favored for both a student and teacher centered learning environment, depending on the different requirements of the lesson.

Aslıhan did not love English courses until the secondary school, where she had a lovely English teacher who made her love English and so she always believed that a student should first love the teacher to love a course. Therefore, she tried to teach in a communicative way as much as possible through enjoyable and interesting activities without making students bored, although she also turned to more traditional methods from time to time because of the student profile and technological limitations of the school. She also tried to give her students general knowledge, for example, when she realized they had little information about a country, she told them some basic features of that country with a thought that it might be useful for them. The observations also showed that Aslıhan was making an effort to give any necessary knowledge to her students when appropriate as most of her students seemed to have a narrow point of view in terms of general knowledge, probably because they lived in a small town.What disturbed Aslıhan in her teaching approach was that she started to "threaten her students through grades", which she thought she would never do (Aslıhan, 27.04.2015). Nevertheless, she attributed this to her feeling hopeless in some situations.

Like Defne, Esra also believed that the learning environment should be both student and teacher centered. Furthermore, she also wanted to educate her students' personalities as well and teach them important personal traits such as respect, self-

confidence and so on. Briefly, she wanted them to be good citizens in addition to being filled with school knowledge. She also believed she never offended or hurt her students' feelings in the classroom even when she was warning them with the intent of being a role model for them. Like Kemal, making her students make a connection between school subjects and their daily life was very dominant in Esra's teaching approach as she believed that students did not forget information that could serve them in real life. While they were looking at the map of Germany one day, she also started talking about the countries surrounding Germany as she wanted to teach them some general knowledge about different countries, which was the same with Aslıhan's approach. They laughed a lot during that lesson since very funny answers came from her students regarding these countries and Esra believed they would never forget the genral knowledge they learned during that lesson. So, it was noted that she preferred to adopt an integrated teaching learning process. Esra took her mother as an example and said several times that her mother had a very good communication with her students. This was what Esra aimed to do in her teaching career and she could not see education as limited within 40 minutes of class hour. Therefore, she paid attention to talking to her students at least in the last minutes of the lesson every day, either about the lesson or their personal problems or feelings, to show that they were very valuable for her.

In summary, while Defne and Esra started to use both teacher and student centered approaches in time, Kemal and Aslıhan mentioned their idealism faded and they mostly turned to direct instruction, yet with an effort to make the lessons as enjoyable as possible and still encouraging students to participate. For Aslıhan and Esra, teaching students general knowledge and important personal traits were also important. Therefore, it was concluded teachers' philosophy of education was best reflected in their teaching performance and the changes they went through in their teaching were mostly because of the change in their philosophy of education in the induction year.

As for teachers' reflections regarding their teaching performance, it was the area they suffered most about applying theory into practice. Table 9 gives a brief summary of their reflections on teaching. Their practice differed from each other while it had some aspects in common and their professional development process with all aspects was reflected well in their teaching practice as well. By trial error and through experience, the teachers in this study overcame many of their problems.

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Table 9

*Summary of the Data on Reflections on Teaching Performance*

| Reflections on Teaching Performance |
| --- |

**Teaching Practice**

| | |
| --- | --- |
| Kemal | Teaches through real life examples |
| | Has inadequate time and no stationary in Evren to prepare extra materials |
| | Has shown efforts to use group work and station technique failed with unmotivated students (so turning to direct instruction) |
| | Has become better in making decisions about what and how to teach in time |
| | Has made learning more permanent and saved time through preparing slides with colorful pictures |
| Defne | Has suffered from applying theory into practice in terms of using different techniques and methods in earlier times |
| | Has used more group work, station technique, peer learning and student presentations in the second semester |
| | Has become better in making decisions about what and how to teach in time |
| | Has started giving more practical answers to students' questions in time |
| Aslıhan | Uses role plays and pair work as well as making students participate actively in the lesson |
| | Uses Grammar Translation Method |
| | Feels inadequatein warming students up before teaching a subject and making connections between different subjects |
| | Ignores the importance of speaking skill |
| | Teaches through conversation as the best method |
| | Needs to improve in making quick decisions to change methods during lesson |
| Esra | Makes analogy between English and German |
| | Finds games as a good way to teach |
| | Uses pair work and question-answer in a competitive way |

**Addressing Different Learning Styles and Needs**

| | |
| --- | --- |
| Kemal | Uses as many visual materials such as photos, graphs, maps and videos as possible |
| | Explains details and makes connections with real life |
| | Makes students reason or make inference through logic or cause effect relationship |
| | Needs to be trained in consultancy issues to address disabled students |
| Defne | Uses smart board to address two different senses of students, seeing and hearing |
| | Makes students search about topics through group work or student presentations |
| | Uses station technique to develop students' problem solving skills |
| | Uses as many visual materials such as colorful power point presentations, videos and models as possible |
| | Makes students prepare their own models in class |
| | Needs to be trained in consultancy issues to address disabled students |
| Aslıhan | Uses pictures as visual materials |
| | Shows efforts to use audio materials like songs but has not met with student interest |
| | Makes students do some movements |
| Esra | Uses visual and audio materials such as power point presentations, videos and songs |
| | Needs to make more research upon methods and techniques and preparing richer materials to address different learning styles and needs |
| | Uses different examples and materials such as pictures and videos for different classes based on students' tendencies of social or science departments |

**Philosophy of Education**

| | |
| --- | --- |
| Kemal | Idealism has faded in time |
| | Turns to essentialism because of student profile |
| | Makes a connection with real life |
| Defne | Reminds students frequently she is the authority in class |
| | General approach to teaching seems like progressivism but also essentialism in some situations (both student and teacher centered learning environment) |
| Aslıhan | Teaches in an enjoyable way as much as possible not to make students bored |
| | Teaches general knowledge as well as the subject matter |
| | Threatens students with grades although feeling disturbed |
| Esra | Uses both student and teacher centered learning environment |
| | Teaches students important personal traits as well as school knowledge |
| | Makes a connection with real life |
| | Teaches general knowledge as well as the subject matter |

Although the teachers did not seem to have adequate knowledge in addressing different learning styles and needs of students, they all tried to use as many types of materials and techniques as possible to address all students in their classes. The inadequacy in their knowledge in consultancy issues was obvious here again, as an indicator of the areas they needed to develop in professional terms in the induction process.

### 4.2.3. Reflections on Personal Life

Reflections on personal life are presented through feelings for the school, feelings for workload, likes and dislikes about the profession, and social and psychological state.

Feelings for the School: Teachers in this study had somewhat changing feelings towards their schools throughout one year but generally, they liked their work places. Whereas Kemal and Esra loved their school throughout all year, it was nearly opposite for Aslıhan, who had some problematic relationships with her colleagues and the principal. Defne's feelings became more positive as she developed better relationships with her colleagues. Thus, it was noted thatteachers' personal characteristics as well as their relationships with their colleagues and principal seemed to be very influential on their feelings for the school.

Kemal felt over excited when he first came to the school, which was small and had limited opportunities, and he defined this as a feeling when he felt as "Beşiktaş was going into the pitch" (Kemal, 12.11.2014). It was a weird emotion for him as the environment was both familiar and unfamiliar to him. He brought his own maps to the classroom, not minding whether they would be torn by students, and he felt so happy when he saw students looking at them and finding cities or mountains during the break. Therefore, he tried to make a contribution to the limited opportunities of the school. In the following months, Kemal's excitement went on but he had "some disappointment because of the attitudes and behaviors of some of his students", those he defined as problematic students, "towards their friends or teachers" (Kemal, 26.01.2015).He was still discouraged at the beginning of the second semester as he was dispirited because of the lack of motivation in students. He started questioning himself about his preparations for lessons because he could not get correct answers from them even about topics he taught a minute ago.

In a few months, Kemal recovered from his negative feelings especially when his mentor became the school principal and his another close friend became the vice principal. He started staying at school until 5 o'clock to help them after his lessons finished. At the end of the second semester, Kemal started "to feel like home" when he was at school and he loved everything related to his school, including his students, colleagues and even the cleaning staff, with whom he "became like brothers" and "sat in their room during breaks" (Kemal, 25.05.2015). One of them even cleaned Kemal's car upon his request one day although they normally did not do such work. Therefore, Kemal loved his school a lot and he mentioned he felt like going home every morning.

Defne loved her school upon her first encounter and felt it "was hers after so much effort to come there" (Defne, 12.11.2014). However, she felt shocked when she saw the laboratory classroom as it was too messy and full of old tools as well as dangerous chemical materials such as alcohol and acid base. She saw a student falling down in front of the glass cupboard because students were playing in that classroom during the break. Therefore, she cleaned and made it a good and safe classroom in time. After two months, Defne mentioned she could not love her school and get used to it since the climate was "not warm either because it is too large or there are lots of students" (Defne, 26.01.2015) but she still tried to love it any way despite her negative feelings for the town, Şereflikoçhisar, and the mentality of people.

In the second semester, Defne started to get used to the school environment especially after her improving relationships with her colleagues and students. She started to have more conversations with her colleagues and this probably affected her feelings for the school in a positive way. Defne's love for the school got bigger when the new principal came towards the end of the second semester as he was an idealist and hardworking principal working to improve the school. At the end of the second semester, Defne mentioned, "I love the school much more than I did when I came here and I don't want to work in another school" and added "the school does not have a negative climate" (Defne, 25.05.2015) in direct contrast with her feelings in the first semester. Obviously, she got used to the school environment thanks to her positive relationships with her colleagues, students and the principal as well as her adaptation to the teaching profession.

Aslıhan was very disappointed when she first saw her school especially because of the town, Nallıhan, it was located in. The school was on a hill surrounded by mountains and one had to take the minibus to go to the center, which made Aslıhan feel trapped. She was also displeased with the limited opportunities of the school as she "was accustomed to using projection during the training period" (Aslıhan, 10.11.2014). Moreover, unlike the other teachers, Aslıhan felt a bit neglected being a culture teacher in a vocational high school and she did not like this point of view. She "usually wished she had not chosen this school" (Aslıhan, 15.03.2015). Towards the end of the second semester, Aslıhan still felt the same towards her school and did not like it as she faced the disadvantages of teaching at a vocational high school. She did not want to choose a primary school with the fear of forgetting her content knowledge and she knew she would feel bored with children. Nonetheless, choosing a vocational high school turned out to be problematic for her and she mentioned the students cared for their vocational courses more.She claimed "the school's attitude towards subject matter teachers was obvious as vocational teachers were more in the foreground" (Aslıhan, 27.04.2015).Moreover, her negative feelings for the director seemed to be influential on her negative feelings for the school. At the end of the first year, for the first time, Aslıhan said she felt a bit better towards her school; however, she felt more or less the same. Her partially better feelings towards the director might have been effective in this but she still had arms length relationships with most of her colleagues. Indeed, Aslıhan was the only teacher whose negative feelings for the school went on throughout the whole year.

Esra never mentioned a negative feeling towards her school and she loved it very much from the first day. She felt too excited on her first day and it was like a dream for her. She felt very happy when she learnt to use the photocopier and started to help her colleagues about it and mentioned she "got used to the school as if she had been there for years" (Esra, 27.01.2015). She defined her school as a boutique school with a few students and she also liked the surroundings and the garden with lots of flowers. Her great relationships with the director and colleagues also had a positive influence on her good feelings towards the school. Esra used the same definition with Kemal and said she "felt like home" at school (Esra, 22.04.2015). She repeated her good feelings in the second year, too, and mentioned she did "not think about changing her school until her obligatory service finished" (Esra, 11.11.2015) and also got used to the distance between her home and school although she shuttled

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between Kalecik and Çankaya every school day. Esra was the only teacher in this study who always had positive feelings regarding her school.

In summary, teachers' experiences regarding their feelings for the school environment indicate that their relationships with their colleagues and the principals and the attitudes of them had the determining role in how they felt for their schools. Different from the other teachers, the type of the school Aslıhan worked at, a vocational high school, also had an effect on her negative feelings for the school environment as she felt neglected as a culture teacher. However, although Aslıhan and Defne had some negative feelings regarding their work place, their feelings for the teaching profession were not affected as they still loved teaching throughout their induction process.

Feelings for Workload:Even though it changed from time to time, workload was a problem for three of the teachers in this study, creating concerns for their understanding of the teaching profession in a way in their induction process.However, although Aslıhan complained about her workload, it was not nearly as much as Kemal's and Esra had no complaints as she had a lighter weekly program than the other teachers. Suffering from especially extra-curricular tasks such as delivering courses out of field or other activities andsuffering from the lack of a mentor and having to do and learn everything on their own were some sources of the workload in the first year.

Kemal was the teacher in this study to suffer most from workload because he had to undertake out-of-field courses because of the inadequate number of teachers in their school. A policeman was giving Physics and Chemistry courses but he was appointed to another city and those courses were left to Kemal although he was already giving Diction, Management and Computer Technologies courses. During the observation, when Kemal entered the classroom, some of the students asked which course it was and Kemal said it was Geography which also showed the heavy workload on him. In addition to the extra courses, the education courses that finished at about 8 o'clock also added to his workload. After the course, he prepared his lesson notes for the next day and it was very tiring for Kemal. He also had to study Chemistry and Physics so that he could teach students at least on a baseline level. Moreover, he was given monitoring duty in the hall for two days. He complained as he could not spare time even to take photos, which was his hobby. Fortunately, by the second semester, Physics and Chemistry courses were taken from Kemal as the

secondary school in Evren sent their science teacher to their school. He had 23 class hours on a weekly base, 4 hours of course at school and band rehearsals until May 19 the Commemoration of Atatürk Youth and Sports Day. Thus, Kemal was happy with his workload for the first time.

Towards the end of the second semester, Kemal was displeased again with his heavy workload. He was given Chemistry and Geometry courses again, during which he taught Geography. In addition, he was charged with the composition competition at school and he was also responsible for the food competition in Evren as he had to collect people's applications for it. He had given up the band rehearsals but he was staying at school after his lessons to help the principal in technological issues. Therefore, he mentioned "working in a small school is too difficult" (Kemal, 21.04.2015). At the end of the year, there was a lot of paperwork which Kemal handled although it was tiring and boring, and he also helped his colleagues voluntarily. Since his school was small with limited opportunities and a low number of teachers, Kemal usually had really heavy workload and had little time for other things but he was generally positive regarding his profession.

Unlike Kemal, Defnedid not have extra workload apart from her lessons but she suffered from the lack of a mentor teacher. She had to prepare everything on her own and there was not another Biology teacher at school. She mentioned internet was the greatest assistant for her. However, she was pleased as she was not given any administrative work like the other teachers in the town who were given such work after giving 15 lessons weekly and attributed this to her being the only Biology teacher at school. In the second semester, Defne had a bit difficulty in doing exam analysis which had to be done question by question after each exam to determine every student's achievement percentage in different topics. When students could not be 50% successful on a topic, that topic should be taught and evaluated again in class. As Defne made three exams per semester, unlike her colleagues who usually made two exams, her workload became greater in terms of exam analysis.

Towards the end of the second semester, Defne's workload became heavier as she had to do a lot of paperwork before the inspector's visit for performance evaluation. For example, they had to fill performance rubrics to show how students were given their performance grades, which Defne had not known. In short, she had a lot of backlog towards the end of the year. Additionally, she was tired of the parents and students who were continually coming to beg for grades and she felt

really exhausted at the end of the year. In the second year, Defne became the classroom teacher which brought her some extra responsibilities like club work and consultancy work. Furthermore, she started to be given the monitoring duty in the hall more frequently with the new principal and she, as well as all other teachers at school, had to be in the corridors for 10 minutes during the whole break time although they rested in teachers' room during half of the break in the previous year. She mentioned "sometimes a teacher came to the classroom ten minutes late" and she "had to wait for him/her for an extra ten minutes in the corridor" (Defne, 10.11.2015). It was noted that Defne's workload increased in time and sometimes bored her but it still was not too much when compared to Kemal.

In comparison with Kemal and Aslıhan, the main workload Aslıhan mentioned was that she had to develop materials continuously so that students could understand the subjects well. Like Defne, she had to prepare some documents such as the annual plan, and nobody informed her about her responsibilities at the beginning. She thought she "worked less when a student" (Aslıhan, 10.11.2014). At the beginning of the second semester, Aslıhan still thought she had a workload as she had to prepare materials and had to think about the design of her lesson to make a better connection between the subject and her students' lives. She hoped she would be more relaxed the following year thanks to the materials she prepared this year. In the second year, Aslıhan's workload became heavier as the number of units and subjects were limited for the 9th and 10th grades and so she had to prepare lots of extra materials for them. The fact that her lessons finished at 6 o'clock at school added to the workload she had. Furthermore, she had a duty at student hostel for two days a week and all these made her workload heavier. However, when compared to Kemal especially, she was lucky as she had not extra courses or did not have to do exam analysis like Defne.

Esra never complained about her workload, probably because she had a lower number of class hours on weekly base. She had prepared her annual plans when she was sure to be appointed to a post and although she taught all grades at high school, she never thought she had workload. In the second semester, she started giving extra English courses to the 12th grade and the number of her class hours became 19 a week but she mentioned it was not heavy workload for her. At the end of the second semester, she had more paper work before the inspector's visit, like all other teachers and she stated she "still cannot call it heavy workload" since she did not feel under

pressure thanks to the low number of class hours she had (Esra, 26.05.2015). Therefore, Esra could be called much luckier compared to other teachers, especially Kemal.

In summary, workload turned out to be an important component of the induction process for the novice teachers and they were especially tired of excessive paper work especially towards the end of the year. Kemal had to undertake a lot of extra-curricular responsibilities which made his first year much more difficult than he expected, while it was relatively lighter for Defne and Aslıhan. However, workload was something teachers suffered from and found as a challenge in their first year, often not finding adequate time for preparing course materials or planning their lessons, which in a way turned out to be a barrier in their professional development process in the induction year.

Likes and Dislikes about the Profession: The likes and dislikes of the teachers about the profession were very different from each other, most probably owing to their different workplaces and conditions as well their different personal characteristics. What was noteworthy was teachers' love for their job and students as well as the classroom climate even though they all had some dislikes in their first year.

For Kemal, the most tiresome work was paperwork which continued throughout the whole year and even increased towards the end of the year. He hated tasks such as preparing a writing for a competition, doing paper work about the meetings held and so on and he thought that "a teacher can feel disinclined to do teaching because of these" (Kemal, 21.04.2015). He felt weary of what he had done after any paperwork and it was the worst aspect of his profession for Kemal. Furthermore, he disliked the new regulation for teachers that forbade them from shouting at students or sending off a student out of the classroom but that gave students a great many realms of freedom. Kemal felt like nobody was standing behind teachers and believed this trivializes teachers in the society. He mentioned, "The teacher does not have an effect when compared to the student, as there are a lot of articles to protect students while there is not a single one to protect teachers" (Kemal, 25.05.2015). Nonetheless, he forgot all his dislikes when he entered the classroom and met his students since he loved teaching, especially teaching Geography even to very unmotivated students. He liked being at school, surrounded by his beloved colleagues and students.

Defne generally loved everything related to teaching profession but she particularly loved her students and the classroom environment as well as teaching Biology. Additionally, especially in the second semester, she started to love her school and colleagues a lot. However, she hated her students' cheating habit, too much talk and especially off-topic talk during the lesson. She sometimes felt so tired of their unrelated talks that she reacted with anger as she did not like disrespect and undisciplined behaviors. Towards the end of the year, Defne was tired of grade issues and parents who came frequently to request for higher grades. It can be concluded that, Defne did not mention any paper work unlike Kemal as her dislikes were mostly about student misbehaviors. However, she loved her students and the teaching profession just as Kemal did.

Like Kemal and Defne, Aslıhan loved her students, especially the high school age group and teaching English to them. Therefore, she loved her profession in general. Yet she hated the obligation of covering a curriculum and the difficulty level of the curricula. She also disliked the uneven distribution of subjects in the books of the 10$^{th}$ and 11$^{th}$ grades, since she had to prepare lots of supplementary materials to close the gap. Additionally, what made Aslıhan disinclined about the profession was the attitudes of the school management and the students' undervaluing the English course in comparison with the vocational courses. Nevertheless, teaching was great for Aslıhan, just like Kemal and Defne and she always loved being with her students in the classroom despite all other difficulties.

Esra was the most positive teacher towards the teaching profession and she stated she loved everything about it, including her students, school environment, colleagues and any other details related to teaching. She disliked feeling desperate when her students could not concentrate on the lesson no matter what she did, especially the younger ones, but fortunately, it was not a persistent problem. Another aspect she disliked and felt very sorry about was the poor students at their school. She defined some of them as students living under very difficult conditions with a large family in small houses and most of such students also had to work after school. It was not surprising that Esra did not talk about paperwork, discipline problems or teaching issues in terms of her dislikes as it was indicated that she did not have serious problems regarding these aspects throughout the whole year.

Despite their various dislikes about the teaching profession, every single participating teacher in this study loved their job, particularly their students, subject

matters and the classroom environment and they always emphasized that they wanted to go on teaching and never once thought to drop out and do another job.

In summary, while all teachers shared the same perceptions regarding their likes about the teaching profession, their dislikes mostly reflected their personal characteristics and perceptions for teaching, students, parents, colleagues or workload. These were important in determining how teachers felt themselves in the induction process.

Social and Psychological State: The teachers in this study were appointed to four different counties of Ankara, which were far away the city center and had limited social opportunities. Together with being in the first year of the teaching profession, this affected their social and psychological states in different ways. Especially Aslıhan regretted selecting her school and town a lot. Esra was the only teacher, who lived in Çankaya instead of the town she worked in and so she did not suffer from living in a small town. To conclude, it appeared that dealing with the pressure of living in a small town added to the challenges of the induction process for the teachers.

Kemal felt the pressure of working in a small town, Evren, as a teacher and therefore, he tried to go somewhere else when he had any free time to feel more relaxed and free. For example, he loved listening to loud music in his car but he could never do it in this small town as people could condemn a teacher for such a behavior. He always tried to be careful about his behaviors and behave in a mature way since he did not want people to have negative opinions about him. Evren was a county with limited social opportunities but Kemal already did not have any time for his private life because of the heavy workload at school and the work he had to complete at home, such as preparing notes for next day's lessons. He even could not spare any time for taking photos as it was his hobby. However, in the second year, he was more relaxed in terms of sparing time for his private life.

Despite living in a small town and suffering from heavy workload at school with lots of extra responsibilities, Kemal always felt happy and satisfied. This was probably about his personality since he "never questioned or cursed life" (Kemal, 12.11.2014). He felt happy at school and at his home in Evren although there were times he felt tired "not because of teaching but because of work out of teaching" (Kemal, 21.04.2015).

Defne felt the similar pressure of living in a small town, Şereflikoçhisar, like Kemal. She always felt like she was under observation and had to be careful about her behaviors all the time. She felt she was "restricted about many things, having to live in accordance with people's opinions and being careful about behaviors and clothing due to your identity of teacher" (Defne, 26.01.2015). Although her workload was lighter compared to Kemal and it did not prevent her from having a social life, everywhere was closed at 6 o'clock in the evenings in Şereflikoçhisar and there was nothing she could do except for sitting at home. Towards the end of the second semester, Defne's workload became heavier and she hardly had any time for her private life yet still she started visiting her colleagues' houses and being visited by them as a result of their improving relationships and sometimes they went out together. Like Kemal, Defne usually preferred spending her time out of Şereflikoçhisar when she had time so that she could feel more free and relaxed.

Defne was unhappy because of working in Şereflikoçhisar and people's mentality but she was happy thanks to her job. However, she started feeling happier and more relaxed when she had some friends among her colleagues and they went out together as a big group instead of being alone. This affected her psychology in a positive way and she started to like her new life more day by day.

Aslıhan had a great shock when she saw Nallıhan as she did not have an idea about this town or its distance to Ankara; therefore, she regretted not writing another town or city after the KPSS exam as her close friends did. Even though she was feeling better in the second semester, she still questioned her choice about the town and school a lot. She regretted getting a high grade in the exam and not going to the East with her friends. She expressed her regret in the following:

> I would work in a kindergarten if I hadn't got passed KPSS. I got training in a kindergarten in Budapest and loved it a lot. You always speak English and teach everything through games. You don't feel you have to cover a curriculum and teach certain subjects all the time. That made me really happy. I didn't want to work in a primary school as there is also a curriculum you have to follow. That's why I had great difficulty here (Aslıhan, 27.04.2015).

In addition, her workload usually prevented her from doing the things she wanted as she had to prepare materials in the evenings and she left school at a late hour. Still, she was happier in the second semester as she went to Eskişehir or

Ankara at the weekends or went out with her friends. In the second year, she started doing MA to "revive" her life and "have something to deal with" and felt herself more valuable as she felt she served a purpose (Aslıhan, 12.11.2015). She was satisfied as she found a challenge since what she did at school did not really force her.

Unlike the other teachers in the study, Esra did not live in the town she worked as she shuttled between Kalecik and Çankaya on school days. Therefore, working in a small town did not necessarily mean limited social opportunities for her. After she was appointed to her post and started teaching, she mentioned several times that she became a much happier and more patient person who smiled more. She did not have a big concern for the future as she had a job and she could meet her friends more frequently compared to the times when she studied for KPSS. What's more, her workload was always lighter compared to the other teachers in this study as she worked in a small school and German was the second foreign language at their school. Thus, she had time for her private life although she was doing PhD meanwhile. In the second semester, she even started doing yoga in the evenings. She had no concerns regarding her workload, students, colleagues, school or the small town she worked in so she could be thought as the luckiest teacher in this study.

In summary, except for Esra, living in a small town with limited social opportunities and a small community, which they were not accustomed to, was challenging for the novice teachers. They had to be very careful about their behaviors even outside school as a teacher so that the community did not have negative opinions for them. While they tried to overcome this through their relationships with their colleagues and going out of the town when possible, it was harder for Aslıhan as she felt a deep regret for choosing her town and school. Living in a small town was a serious challenge for them in their induction process but they all felt some kind of happiness because of working as a teacher.

As for teachers's reflections on their personal life, the factors affecting this were their feelings for the school, workload, their likes and dislikes about the profession, relationships with their immediate social environment and the town they worked. Table 10 gives a brief summary of teachers' reflections on personal life. It was noted that these were directly related to the experiences they went through in the induction process and proved to be valuable on the development of teachers in their first year.

Table 10

*Summary of the Data on Reflections on Personal Life*

| Reflections on Personal Life | |
|---|---|
| **Feelings for the School** | |
| Kemal | Feels like home despite some discouragement because of some students' unwillingness from time to time |
| Defne | Has felt discontent for the school despite being more positive on her first encounter |
| | Feels pleased with better relationships with colleagues and the new principal |
| Aslıhan | Feels dislike for the school |
| Esra | Loves the school |
| **Feelings for Workload** | |
| Kemal | Suffers from heavy workload due to extra out-of-field courses |
| | Has monitoring duty in the hall for two days and extra-curricular responsibilities such as composition competition |
| | Has had lots of paperwork especially towards the end of the year |
| Defne | Has not much workload |
| | Complains about the deficiency of a mentor and exam analysis of three exams |
| | Has had lots of paperwork especially towards the end of the year |
| | Has had more workload being a classroom teacher in the second year |
| Aslıhan | Suffer from workload because of continuous material development |
| | Has monitoring duty at the dormitory for two days and leaves school late |
| Esra | Has light workload especially due to the low class hours weekly |
| **Likes and Dislikes about the Profession** | |
| Kemal | Dislikes paperwork and the new regulation |
| | Loves teaching Geography and being with students and colleagues |
| Defne | Dislikes student misbehaviors and parents begging for grades |
| | Loves teaching Biology and being with students in the classroom environment |
| Aslıhan | Dislikes obligation of covering a curriculum and subject distribution of books |
| | Dislikes attitudes of school management and teaching at a vocational high school |
| | Loves teaching and being with students |
| Esra | Dislikes failing in drawing students' attention and feeling desperate for poor students |
| | Loves teaching, being with students and colleagues and school environment |
| **Social and Psychological State** | |
| Kemal | Feels under the pressure of living in a small town and due to workload |
| | Feels happy and satisfied |
| Defne | Feels under the pressure of living in a small town |
| | Feels unhappy because of living in a small town and people's mentality but happy because of teaching and her improving relationships with colleagues |
| Aslıhan | Feels very unhappy because of her choice of town and school as well as workload |
| | Feels happier due to her improving social life in the second semester and MA in the second year |
| Esra | Feels much happier after she has started the profession |

## 4.3. Perceptions on Pre-Service Teacher Education

The results in relation to teachers' perceptions of their pre-service teacher education in terms of preparing them for the initial year in teaching were organized under deficiencies in pre-service teacher education.

Deficiencies in Pre-service Teacher Education: Three teachers in this study graduated from education faculties while one graduated from German Language and Literature Department and later went through a pedagogic formation program to get

a teaching certificate. It was noteworthy that all teachers shared similar opinions regarding the education they got and its reflections upon their first year in the profession. The most significant weakness of the pre-service teacher education was the lack of an efficienct training period for the teachers in this study. Except for Esra, who was not a graduate of a faculty of education, all three teachers thought the pre-service teacher education could not prepare them for the realities of teaching and for their first year in the teaching profession; therefore, having a great influence on the difficulties they went through in the induction process.

Kemal graduated from Gazi University Geography Teaching Department. He attended Anatolian Teacher High School before the university education. Therefore, he might be luckier than the other teachers in this study; however, he was really critical with regard to the education he got at faculty. He expressed his opinion and feelings in the following way:

> We learnt a lot in theory; actually there was information overload at faculty. However, the training periodshould have been done much more effectively. The existing system does not prepare us for the initial year. We go there and come back idly. It is not realistic but very artificial. The real classroom environment is so different that you can understand it when you stay on your own (Kemal, 12.11.2014).

Indeed, Kemal was satisfied with his mentor, with whom his relationship went on and he found the training period adequate in terms of its length. However, he thought there were serious problems in practice and such a system could never prepare novice teachers for their first year in the profession. In this respect, Kemal believed there was a gap between theory and practice as they did not learn the realities of the practice world, namely active teaching, and did not go through a realistic learning process at the faculty. For example, he met a parent at school before the first parents meeting and the parent introduced himself saying whose parent he was. Kemal did not know who he was talking about and was so shocked that he felt at a loss. He then realized that he did not learn enough regarding parent-teacher relationships in the simplest term and felt miserable.

Furthermore, before being a teacher, Kemal thought that a teacher could cope with every situation and find a solution to every problem. Yet he understood when he started the profession that solving some problems or overcoming some situations was

impossible as they could be too much for a teacher's qualifications. In this respect, it was noted that Kemal gained a deeper insight on unmanageable issues. As he spent more time in the teaching profession, Kemal's opinions regarding the pre-service teacher education strengthened and he went on feeling unequipped in many respects, including consultancy issues, dealing with students with serious behavior problems, using appropriate teaching learning strategies in different situations, dealing with parents, working with students with special learning needs and addressing different learning needs of students. After reading an article about the subject, he started to think that the main problem stemmed from the fact that we tried to apply the education system of Sweden in Turkey and that this caused vague problems.

Defne graduated from Hacettepe University Biology Teaching Department and she shared almost the same opinions with Kemal, especially regarding the deficiency of practice at faculty. After she started the profession and faced the realities of an actual classroom and school environment, she thought she received somewhat inadequate education in most aspects. Her statement might show her feelings in the best way:

> I think the education we received at faculty is absolutely inadequate. We learnt the teaching learning strategies but we didn't apply them and they are not understood clearly when not applied. I believe this is the biggest problem of teachers and problems start here. For example, we learnt a subject in Biology and a teaching learning technique, right, but what will it serve? They don't blend these with each other. We took Biology teaching course but it was just teacher centered. The teacher used to tell us which methods we could use only but I can't use them in a real classroom environment now (Defne, 12.11.2014).

Defne suffered from the inadequate practice at faculty and did not know how to blend the subjects in Biology with the teaching learning strategies and methods during the lesson. In other words, although she had theoretical knowledge, she did not know how to use her potential. She mentioned they made presentations and practiced instruction in the material development and design course but these did not reflect the truth as there was an artificial learning environment. She believed this was the root of the problem for novice teachers. Defne found the training process really inadequate as she gave a lesson just for twice and believed that the pre-service education did not teach her how to teach.

In fact, Defne thought even the theoretical knowledge was partly adequate as most of her lessons were in German instead of Turkish. Therefore, she learnt most of them on her own. However, in time, she realized that the content knowledge she learnt at faculty was adequate especially when she compared herself with other teachers. Nonetheless, she repeated her feeling that they should have made adequate practice with regard to issues such as classroom management, relationships with students and parents, consultancy issues, using appropriate teaching learning strategies, working with students with special learning needs and teaching performance so that they probably would not be suffering in the real classroom environment in their first year. At the end of the second semester, Defne started to think that she fortunately took the material development course as some aspects turned out to be beneficial for her in preparing materials. Additionally, the experiments they learned in the laboratory course were applicable in the classroom and they provided her with an insight regarding the experiments she could apply with her students.

Aslıhan graduated from Anadolu University English Teaching Department. Similar to Kemal and Defne, what she emphasized first about the pre-service education she received was the inadequacy of it in terms of practice issue and the artificial learning environment during the training period. Her statement is as follows:

> During the training period, we lectured our friends but they were not students of course, they were student teachers. We used to ask whether they understood or not, or any question to which everybody gave a correct answer. I mean it was very routinesed. For example, we did not learn anything about how to complete a classroom notebook or how to arrange annual plans or what would happen if we did not want to use the course book? Will it lay a burden on us, by the inspectors especially? We never learnt these, we just lectured. The teacher told our following topics, we got our lesson plans and it finished for us. Now everybody is confused. What are we going to write in the classroom notebook, what is an annual plan or what is ŞÖK? (Aslıhan, 10.11.2014).

Aslıhan was very confused and she complained about running around after her colleagues to ask the questions in her mind or calling her friends to ask how they were doing any stuff as there was not an orientation or any kind of meeting for them when they first started the profession. Therefore, she thought the training period at faculty was substantially inadequate. However, in terms of teaching ability, she was

pleased with the education she got thanks to the meticulous instruction of her teachers. However, it was still inadequate in teaching how to put theory into practice and to Aslıhan, one of the reasons for this was that a training teacher was responsible for 10 student teachers, which is a high number, since just few teachers were willing to give the training course.

Aslıhan's feelings for the pre-service teacher education she got did not change a lot during the semesters and she still believed "it is too different in a real classroom where the whole control is on the teacher" (Aslıhan, 27.01.2015). She also mentioned the pre-service education at her faculty "mostly emphasized how to teach, especially by using technology", and was inadequate regarding other components of the teaching profession, such as using the appropriate teaching learning strategies in any situation, consultancy issues and relationships (Aslıhan, 12.11.2015).

Esra graduated from Hacettepe University German Language and Literature and she got pedagogical formation after graduation. The period of pedagogical formation was just four months although it was one year in the past, and therefore, Esra defined it as "a zip program" (Esra, 11.11.2014). Esra, like the other teachers, "never thought she learnt enough with regard to classroom processes during the formation period" (Esra, 27.01.2015). That was because "so much information was loaded in a short period of time" and they "learnt the methods and meanwhile tried to apply them in practice" (Esra, 11.11.2014). However, she was of the opinion that teaching could not be taught and even those graduating from education faculties just because they got education for four or five years. Esra's feeling for the training period she got in the formation is as follows:

> I lectured during the training but the students knew that I was a trainer and they were cuter and quieter towards me compared to their real teacher. However, I knew that they could not be the same in real because they were so different while their own teacher was giving the course. The teacher was absolutely a wrong example for me. The students used to turn down their desks and sit as if they were having a picnic during the lesson. The teacher was indifferent, only speaking in German and not a single word of Turkish. She had misunderstood methods and she used only grammar translation method. She wrote the sentences in German and under them, she wrote the Turkish translations but she never spoke Turkish. She misunderstood things, I guess. I leant what not to do observing that teacher. Yet I didn't learn what to do. Of course that was an experience for me. Briefly, everything was on paper for us as we didn't learn much (Esra, 15.03.2015).

To conclude, graduating from a short period formation program which was inadequate with regard to theoretical information, Esra's training period was also inadequate and she was unlucky in terms of mentor as she could not set a good example for her. However, she never thought being a good teacher depended on the education someone got.

In summary, all novice teachers except Esra thought the main reason of the difficulties they experienced in the induction process was the deficiency of the pre-service teacher education in practical terms and the artificial learning environment at faculty. Table 11 summarizes their perceptions regarding the education they got. The novices in this study emphasized the need for a longer, more efficient and realistic training period in order for them to be better equipped and prepared for the challenges of the first year. What's more, Defne and Aslıhan even asserted that the pre-service teacher education was inadequate in teaching theoretical knowledge in addition to the practice dimension. Teachers' experiences show that they faced most of the difficulties because of their inadequate practical knowledge in many issues regarding the teaching profession in the induction process.

Table 11

*Summary of the Data on Teachers' Perceptions on Pre-Service Teacher Education*

| **Perceptions on Pre-Service Teacher Education** | |
|---|---|
| Deficiencies in Pre-service Teacher Education | |
| Kemal | Feels the need for a much more efficient training period |
| | Finds the practice at faculty inadequate despite information overload |
| | Feels unequipped in many respects because of pre-service teacher education |
| | Finds the education inadequate in teaching consultancy issues, dealing with students with serious behavior problems, dealing with parents, using appropriate teaching learning strategies in different situations and addressing different learning needs of students |
| Defne | Feels the need for a much more efficient training period |
| | Feels unequipped in many respects because of pre-service teacher education |
| | Artificial learning environment |
| | Finds the education partly adequate in teaching theoretical knowledge |
| | The material development course and experiments have proved to be useful |
| | Finds the education inadequate in teaching classroom management, relationships with students and parents, consultancy issues, using appropriate teaching learning strategies and teaching performance |
| Aslıhan | Feels the need for a much more efficient training period |
| | Finds the learning environment at faculty artificial |
| | Finds the education inadequate in teaching how to put theory into practice but not bad in teaching how to teach |
| | Finds the education inadequate in teaching using the appropriate teaching learning strategies in any situation, consultancy issues and relationships |
| Esra | Finds the training period and theoretical information inadequate during pedagogical formation |

**4.4. Mentors' Perceptions of Novice Teachers' Experiences and Professional Development in Their First Year**

The results on mentors' perceptions of the experiences and professional development of novice teachers in their first year as well as the pre-service teacher education were organized under novice teachers' professional development and adequacy of pre-service teacher education.

**4.4.1. Professional Development of Novice Teachers**

Mentors' perceptions with regard to the experiences and professional development of novice teachers in the first year were reflected through classroom processes and mentoring process.

Classroom processes: Three mentors had some similar and different perceptions regarding classroom processes novice teachers went through as well as the difficulties they had and their relationships in the induction process. While all mentors thought that novice teachers felt very idealist upon starting the profession and soon could feel discouraged, Salih and Nihal especially shared the same perceptions on the challenges they went through as a result of negative attitudes of the principal and colleagues, close relationships with students, using appropriate teaching learning methods and student assessment. As opposed to them them, Berrin thought negative relationships with the principal or colleagues would not affect novices much. The perceptions of the mentors indicate that they did not have much experience as mentors as they mostly based their views on their personal observations or their own experiences in their first year in the teaching profession.

Kemal's mentor Salih thought that novice teachers underwent a number of difficulties upon starting the profession. To begin with, they felt so idealist and willing when they first started the profession that they believed they could do everything. However, when they came to their workplaces, they were usually disappointed because of the limited opportunities of schools. Furthermore, most principals failed in welcoming novice teachers in a proper and positive way, which also could make teachers feel discouraged. The colleagues also displayed a similar behavior and felt unwilling to include the novice teacher into their conversations, which resulted in the new teacher's feeling isolated and lonely. Even in the best school, Salih mentioned, novice teachers were charged with some extra paperwork,

being subject to a "disciple transaction" although most teachers hated such work (Salih, 10.11.2015).

In terms of relationships with students, Salih claimed novice teachers tended to behave very friendly to their students, which in a short time turned out to be harmful. Therefore, Salih underlined the need for an arms' length relationship with students so that students would not see the teacher as their friend. This would also make classroom management easier for novice teachers. To Salih, there were two important points in struggling with misbehaviors; one of which is making students feel valuable and the other is making students feel they could achieve. Thus, novice teachers needed to show love and respect to their students and teach the lesson according to the level and skills of their students. Namely, if they were teaching Maths to a class with a low achievement level, they should first give very easy calculations in order not to discourage students. Yet, Salih believed, as novice teachers were very idealist with a desire to teach lots of things, they usually failed in this, which also resulted in a difficulty to cover the curriculum in time.

Salih asserted that novice teachers were willing to put theory into practice when they started the profession and use the techniques and methods they learnt at faculty. Yet, two conditions were necessary for this application. First, schools should have the necessary physical and technological opportunities and second, students should be used to this approach. Unfortunately, most schools had limited opportunities and most students were used to a teacher centered approach in lessons, which discouraged novice teachers. However, Salih believed that if novice teachers insisted on creating a student centered learning environment using various methods and gave opportunities to their students, they would be successful. As for content knowledge, Salih believed they had no problems as they were equipped with fresh knowledge and evaluated by KPSS exam. Another problematic area for novice teachers was student assessment for Salih, especially in social lessons as most questions could be based on interpretation. They had difficulty in being objective. Moreover, while writing questions, they failed in maintaining content validity and using different kinds of questions, such as true-false, open ended questions or matching. Sometimes they could even ask out of-curriculum questions, which resulted in lots of problems.

To Salih, another challenge for novice teachers was adaptation to the towns they were appointed, as most of them were appointed to small towns or villages.

They had difficulty in adaptation to the society or the limited social conditions of their new life. However, despite the difficulties, Salih thought the experiences of novice teachers in their first year were and had to be encouraging.

Esra's mentor Berrin thought that novice teachers felt very excited at first as most of them loved their profession and felt impatient to meet their students. Teachers usually had limited communication with the principal, Berrin mentioned; however, novice teachers could feel isolated in the teachers' room as their colleagues usually did not welcome them warmly. Yet, unlike Salih, Berrin thought this would not affect novice teachers a lot as teaching was mainly about the relationships with students and classroom processes. Therefore, even if a teacher did not like his/her colleagues or principal, it would be almost enough to have good communication with students since teachers tended to love most of their students. In terms of workload, Berrin did not think that it was a problem in today's schools thanks to technology since teachers did not have to get copies of their notes. Instead, they put the materials in flash drives and brought to the classroom to show on the smart board. Briefly, she thought workload was lighter compared to the past days.

Berrin believed novice teachers had good relationships with their students and especially due to their young age, they could adapt to the needs of their students more easily, especially through love and respect, which were very important in the relationship between students and the teacher according to her. As for the use of methods and techniques, Berrin thought English was an area where novice teachers could use different teaching learning strategies more easily, compared to other lessons. Like Salih, Berrin claimed novice teachers also felt idealist and willing to use these; however, sometimes they could not use them because of student profiles. Therefore, idealism could fade and novice teachers could start forgetting their fresh knowledge in time, particularly due to teaching the same things all the time. To Berrin, the most problematic areas for novice teachers were teaching and classroom management as well as attracting students' attention to the lesson. However, she believed teachers developed in how to teach a subject best, how to control the whole class or attract their attention in time through experience. Like Salih, Berrin claimed being appointed to a small town was also challenging for most novice teachers and they might really feel lonely.

Berrin underlined that teaching was about experiencing and "even the best teachers experienced the same difficulties when they started the profession" (Berrin,

11.11.2015). So a novice teacher should not be expected to show perfect performance in the classroom or at school since s/he needed to learn a great many things. For Berrin, the experiences in the first year were encouraging for most novice teachers as they chose this profession being ready for such difficulties.

Aslıhan's mentor, Nihal, claimed that novice teachers were very idealist when they started the profession, similar to Salih and Berrin. She even mentioned that she thought she "could do great revolutions in the education system of the world" (Nihal, 18.12.2015) when she first started the profession. She thought teachers were also very excited and enthusiastic when they first met their students and love and respect were important in student relationships. All three mentors underlined the importance of love and respect in student relationships and Nihal put forward that knowledge, academic achievement, physical conditions or any other component of education were meaningless without love and respect. However, workload could be discouraging for novice teachers as there was a lot of unnecessary paper work, not only in the first year but every time. Additionally, Nihal underlined the negative effects of the principal and colleagues' negative attitudes on novice teachers and like Salih, thought that these could be discouraging upon the start in the profession.She claimed especially principals could be very strict and bossy towards novice teachers and try to give them extra responsibilities.

Similar to Berrin, Nihal also thought novice teachers had good relationships with their students especially due to their young age. Yet, like Salih, she believed that having too friendly relationships with students could result in a loss of control in classroom management and so underlined the need for an arms' length relationship. One of the most problematic areas for novice teachers was classroom management and struggling with misbehaviors, which were not teachable according to Nihal. She claimed it was impossible to understand in the first year that a teacher should find or try a new method for every individual student. Covering the curriculum in time was another challenge for novice teachers since the readiness level of students determined this stage and balancing between these two variables was more difficult for novice teachers. Furthermore, novice teachers had difficulty using appropriate teaching learning strategies and methods since having knowledge regarding these would be inadequate. A teacher should also know the age properties of the class, their level of readiness, need and learning motives, which was not an easy task for most novice teachers. Therefore, they had to develop their materials, follow the recent changes in

education and read new articles all the time. To her, content knowledge was not a problem for novice teachers since they had fresh knowledge.

Student assessment was another challenge for novice teachers since they were very inexperienced in making assessment based on individual students. For example, she thought they could make a wrong evaluation of a very talented student just because he was shy and thought s/he did not like the course and participate in activities. Having proper relationships with parents was "a very important but dangerous aspect of the profession" (Nihal, 18.12.2015). Novice teachers had to build an arms' length relationship with parents so that they would not suffer from the disadvantages of a close relationship.  Unlike Salih and Berrin, Nihal thought that the experiences of novice teachers in their first year could be discouraging because it was difficult to find willing and motivated students in classes and the principals and colleagues were not as helpful and friendly as novice teachers expected them to be.

In summary, mentors' perceptions regarding the classroom processes novices went through were mostly based on their own experiences as novices or observations or other beginning teachers instead of their experiences as mentors. This indicates that mentoring is not working as planned and novice teachers do not go through a sufficient guidance from their mentors. Nonetheless, mentors' perceptions about the classroom processes of novices are similar in most respects, especially regarding the challenges of the first year. However, as differences in their views, Only Berrin asserted that having negative relationships with the principal or colleagues would not affect novices as teaching was mainly related with students and Nihal underlined the need for building arms' length relationship with parents as something very important for the novice teachers.

Mentoring Process: The mentors in this study did not become mentors voluntarily. Indeed, they were selected by their principals according to their subject matters. Indeed, only Aslıhan had a mentor from the same subject matter as her, while Kemal had a History teacher and Esra had an English teacher as their mentors. Mentoring process was an area where the mentors had some different perceptions; therefore, it was hard to draw a conceptual framework in this aspect. The only common point in their perceptions was the need for a good communication between the mentor and the novice teacher for effective mentoring.

Salih thought that some novice teachers were hesitant to ask for help from their mentors. They felt afraid of being underestimated and found inadequate by their

mentors as they could be surprised how a teacher did not know the thing s/he asked. In other words, he claimed that most novice teachers did not need to ask for help from their mentors or even if they needed, they did not make it understood. Therefore, there could be a disconnection or apathy between the mentor and the novice teacher. He believed a novice teacher would get help if s/he wanted and benefit from the experiences of the mentor since no mentor would avoid this. Yet, he underlined that Kemal always used to come and ask for help in any issue he could not understand or overcome and that he was a relaxed person in this respect.

Salih mentioned Kemal did not have great difficulties in terms of classroom management; however, he saw a few novice teachers, for whom classroom management was a great challenge. In such situations, he even had to talk to the misbehaving students and reminded them their teacher was new and inexperienced, asking them not to take advantage of this situation. Furthermore, he underlined the inadequacies of novice teachers in practical knowledge and mentioned they tried to help them in such aspects as well if they asked for help. To Salih, an effective mentoring process mainly depended on supply demand relationship between the mentor and the novice teacher. Namely, the novice teacher should ask for help and the mentor should be willing to help. They should also build a good relationship getting on well with each other. As long as these two conditions were fulfilled, there would be an effective mentoring process for novice teachers.

For Berrin, the most important component of mentoring was a good communication and warm relationship between the mentor and the novice teacher, like Salih thought. This was because she suffered from feeling lonely when she first started the profession and when a colleague came and embraced her saying welcome, she felt great. Thus, Berrin always tried to be warm and friendly to her novice colleagues. Unlike Salih, Berrin thought that most novice teachers did not hesitate to ask for help after they became familiar to their mentor and colleagues. As there were very few misbehaviors in their school, she stated that novice teachers did not need serious help in classroom management or struggling with misbehaviors. Instead, they needed help and further information about students, completing the classroom notebook, annual plans and sources. They also helped novices about relationships with the principal since they had a better knowledge of school management than novice teachers.

However, Berrin put forward that mentors could not help novice teachers in every issue in state schools. She complained that she already had 30 class hours on a weekly basis and had difficulty even in covering her own responsibilities asking how much she could help the novice teacher under such conditions. She added a mentor could not be beneficial to a novice teacher while delivering lessons for five days, coping with his/her students at the same time and doing school work at home. To Berrin, mentoring could not be applied properly and it was just on paper because of these reasons. She claimed a teacher trainer who was educated on educational sciences could be sent to every school, so that novice teachers could go through an efficient mentoring process though she found her idea "very utopian" (Berrin, 11.11.2015).

Nihal had a very high opinion regarding the mentoring process and she believed it was beneficial both to novice teachers and to mentors themselves. She mentioned she tried to help and answer each question of Aslıhan, supporting her whenever she needed. During the mentoring process, as a mentor, she underlined the need for an arms' length relationship between the teacher and the students and the need for enjoyable activities for better and easier classroom management. Moreover, she thought novice teachers should apply to the counseling service when there was a serious problem in class instead of dealing with it on their own. She also suggested novice teachers to use different teaching learning methods in every classroom based on the different needs and interests of students. In student assessment, she thought novice teachers should not hurry and ask for help from their colleagues who had better knowledge of those students. To Nihal, novice teachers should see all their colleagues as their mentors and they could learn a different method or solution from each of them by asking or just observing. The area where novices needed the greatest help was their relationships with the students, colleagues and the principal for Nihal. She claimed that when novice teachers built such relationships wrongly in their first year, they had difficulty in making them better in the following years and always felt the negative effect of those first experiences on their professional lives.

Like Berrin, Nihal also believed that an effective mentoring process started with a good communication and friendly relationship between the mentor and the novice teacher. Additionally, mentors should never forget that they were once novices and felt like a fish out of water when they started the profession. Therefore, for mentors, creating a positive impression on the profession, students and learning

was very significant so that novice teachers would be more efficient in their teaching career and have a positive effect on their students. Being inefficient and unhelpful as a mentor would be contradictory to the mission of teachers and so they should have a good communication with the novices during the mentoring process where they guided novice teachers through mild suggestions.

In summary, while all mentors thought effective mentoring depended on a good relationship between the mentor and teacher, Salih also underlined the need for a supply-demand relationship as he asserted that novice teachers hesitated to ask for help with a fear of being misunderstood but the novice teachers in this study never mentioned about such a fear. As opposed to other mentors, Berrin, with a realistic perspective, claimed that there could not be effective mentoring as long as mentors had long class hours with heavy responsibilities for their own students. Aslıhan's mentor, Nihal, thought mentoring was beneficial for both mentors and novice teachers, in contrary with what Aslıhan mentioned about the process she went though with Nihal. Therefore, mentors' perceptions and experiences on mentoring process indicate that mentoring is not working well, which they are also aware of, and as a result of this, novice teachers were mostly left on their own and so they tried to find alternative ways of dealing with the challenges of the first year in their induction process.

As for professional development of novice teachers, the perceptions of the three participating mentors in this study were generally different although there were some similarities and this difference most probably resulted from the various experiences they underwent throughout their own teaching careers. Table 12 displays the perceptions of the mentors on novice teachers' experiences and professional development in the first year. The feelings of the mentors and teachers showed some variance and differences regarding the mentoring process, which is to be discussed in detail in the next chapter.

Table 12

*Summary of the Data on Professional Development of Novice Teachers*

| Professional Development of Novice Teachers | |
|---|---|
| **Classroom processes** | |
| Salih | Feel idealist at the start of the profession but soon feel disappointed |
| | Suffer from negative attitudes of the principal and colleagues |
| | Have very close relationships with students that results in loss of control in classroom management |
| | Fail to cover curriculum in time owing to their desire to teach lots of things |
| | Feel discouraged to use the techniques and methods they learnt at faculty |
| | Have good content knowledge but difficulty in student assessment |
| | Have difficulty in adapting to the towns they were appointed |
| Berrin | Feel idealist at the start of the profession |
| | Negative attitudes of the principal and colleagues have little effect on novice teachers |
| | Teaching is mainly concerned with relationships with students and classroom processes |
| | Workload is not a big problem thanks to the developed technology |
| | Have good relationships with students especially thanks to their young ages |
| | Feel discouraged to use the techniques and methods they learnt at faculty |
| | Teaching, classroom management and attracting students' attention are the most problematic areas |
| | Have difficulty in adapting to the towns they are appointed |
| Nihal | Feel idealist at the start of the profession |
| | Suffer from negative attitudes of the principal and colleagues as well as workload |
| | Have good relationships with students especially thanks to their young ages |
| | Have very close relationships with students that results in loss of control |
| | Classroom management and struggling with misbehaviors are the most problematic areas |
| | Fail to cover curriculum in time and use appropriate techniques and methods |
| | Have difficulty in student assessment |
| | Need to build arms' length relationship with parents |
| **Mentoring process** | |
| Salih | Feel hesitant to ask their mentors for help |
| | Effective mentoring process depends on supply-demand relationship between the mentor and novice teacher and having a good relationship |
| Berrin | Effective mentoring process depends on having a good relationship |
| | Do not feeling hesitant to ask their mentors for help after some acquaintance |
| | Need help with completing the classroom notebook, annual plans and sources as well as relationship with students and school management |
| | Mentoring is not effective because of the heavy workload of mentors |
| Nihal | Effective mentoring process depends on having a good relationship through empathy |
| | Mentoring is beneficial for both novice teachers and mentors |
| | Gives lots of advice on relationships, classroom management, teaching practice and student assessment |
| | Need help on relationships with students, colleagues and the principal |

## 4.4.2. Adequacy of Pre-service Teacher Education

Mentors' perceptions with regard to the pre-service teacher education in terms of preparing novice teachers for the first year in the profession were exactly the same. They all underlined the need for a longer, more efficient and realistic training period at faculties so that novice teachers could better deal with the challenges of the first year.

What Salih underlined regarding the pre-service teacher education at faculties was the inadequate training period since there was a considerably important gap between theory and practice. He thought although the theoretical information was adequate and could be developed in time; the practical knowledge provided at faculty was not enough to guide novice teachers in the real world of practice. The training period was too short for teachers to feel experienced enoughto start the profession since student teachers went to few different schools and "deliver just one or two lessons" which could not be thought adequate (Salih, 10.11.2015).He was of the opinion that theoretical knowledge was also necessary for proper practice but a profession like teaching could not be learned through being equipped by mainly theoretical knowledge. Therefore, student teachers needed to observe real classrooms and schools for longer periods and even needed to be given the opportunity to practice with real students in real teaching learning environments for a much longer period of time, just like a real teacher. To Salih, the more time spent at schools, the better teachers' performance and practical qualification would be and so a teacher needed approximately five years of teaching experience to be called professional in this job.

Berrin, similar to Salih, believed that teaching practice was too different from the pre-service teacher education since most of the theoretical knowledge turned out to be inapplicable in a real classroom setting. She mentioned that they underwent a training period at faculty but they sat at the rearmost desk in the classroom and did observation. Afterwards, they gave a lesson for one class hour and were graded upon that performance. She emphasized that teaching ability or practical knowledge could not be evaluated or developed in such a way and short time as the student teacher could feel too excited or even become ill on that day. She gave the example of people getting licenses after practicing in a simulated car and suggested a similar application during pre-service teacher education. To her, the longer the training period was, the more efficient this process would be for student teachers. Furthermore, she suggested leaving the student teacher alone with students in the classroom instead of being under the control of an experienced teacher, which would leave more freedom and an opportunity to deal with real classroom processes on his/her own for the teacher. Moreover, she claimed, the students would take the student teacher seriously because otherwise, they did not behave as they were. She even suggested that a fifth year

could be added to the faculty education and the training period could be spent in a cooperative practice school throughout the whole year.

Berrin thought the new performance evaluation system, which required the novice teacher to make observations for about six months before starting to teach, would be much better compared to the previous one. She believed it could be difficult for the novice teacher as s/he might feel isolated and might have difficulty in adopting to his/her new environment; however, it would be beneficial in the longer term since novice teachers would have more opportunities to observe real classrooms.

Just like the other mentors, Nihal was of the opinion that pre-service teacher education failed in preparing teachers for the initial year in the profession because of the inadequate training period. Accordingly, to her, there had to be a more efficient training period during pre-service teacher education owing to the fact that taking educational science courses in theoretical dimension did not necessarily mean studentteachers would be qualified and adequate when they started the profession. It only meant they acquired the theoretical knowledge that was also necessary for proper practice but this knowledge could also be inapplicable and useless in a real teaching learning environment. Therefore, Nihal emphasized, the training process had to be much longer than it was. She mentioned she had little opportunity to observe an experienced teacher and understand what a teacher should do or how s/he should behave in a classroom setting during her training period and claimed it was far from being adequate for real practice.

Nihal put forward that the inadequacy of the training period during pre-service education was valid for every novice teacher as they mostly had difficulty in especially classroom management, building appropriate relationships with students, applying the curriculum and using correct teaching learning strategies and methods and believed that this should be improved through a longer and more efficient training period. Nihal was of the same opinion with Berrin in that she believed the new performance evaluation system would be more efficient compared to the older system. She mentioned it would take place before novice teachers started their own teaching career, built disappointing relationships with their students, colleagues or principals, or faced a great many challenges and so it would become a rescuer at the beginning of their professional life. Nihal believed the benefits of this new system

would be more observable when the novice teachers subject to it started teaching in classrooms.

In summary, all mentors had the same opinion that pre-service teacher education failed in providing teachers with adequate practice before they started the profession. Table 13 summarizes mentors' perceptions on this subject. Different from the other mentors, Berrin also suggested that a fifth yearin a cooperative practice school during faculty education could be beneficial as student teachers would find enough opportunities to practise every component of the profession.It could be concluded that the perceptions of the participating teachers and mentors were similar to each other in terms of the deficiencies of the pre-service teacher education and novice teachers need for longer periods of practice with a more efficient and beneficial approach so that they could start the profession as better teachers.

Table 13

*Summary of the Data on Adequacy of Pre-Service Teacher Education*

| Adequacy of Pre-Service Teacher Education | |
|---|---|
| Salih | Finds the training period inadequate |
| | Feels the need for a realistic, effective and longer training period |
| Berrin | Feels the need for a realistic, effective and longer training period which might be conducted in a school throughout the whole year |
| | Has high opinion for the new performance evaluation system |
| Nihal | Feels the need for a realistic, effective and longer training period |

# CHAPTER V

# CONCLUSION AND IMPLICATIONS

This study aimed to investigate the first year of novice teachers in the teaching profession, namely the beginning of their journey as teachers. This section reports the conclusions of the study with regard to the teachers' classroom processes, mentoring experiences, collegial relationships, professional development, teaching practice as well as their perceptions regarding the pre-service teacher education they got. It also presents the conclusions of the mentors' perceptions about novice teachers' experiences in their first year in the teaching profession. In line with this, the section focuses on the similarities and differences among the cases of teachers. The chapter concludes with the discussion of the implications for practice and further research.

## 5.1. Conclusions

The results showed that the teachers in this study made progress in general aspect of the teaching profession while they did not report much improvement in certain areas such as using different teaching learning strategies and methods through a student-centered approach or building better relationships with colleagues. Even though the difficulties they struggled with changed depending on their specific environments such as students and schools as well as their principals or mentoring procedures, the similar problematic areas appeared to be classroom management, relationships with students and principals, consultancy issues, teaching practices, student assessment and school systems, namely preparing the necessary documents such as annual plans or group meeting reports. The following are the conclusions drawn from these results in line with research questions.

## 5.1.1. Reflections on Teachers' Experiences with Classroom Processes, Mentors and Colleagues during the Induction Year

In their first year in the teaching profession, teachers went through various

kinds of challenging areas. While they were able to cope with some of these challenges resulting in professional development in these areas, they got lost in their search for a solution for some others. Classroom processes was a large concept including many components such as relationships with students, covering the curriculum or student assessment and these made up nearly all the stages of the teaching profession.

The results indicated that the nature of teachers' relationships with the students changed throughout their first year although they all built good communication with them. The change could be attributed to their perceptions of students, their different reactions towards them or the strategies they used in establishing these relationships. Younger and his colleagues (2004) reported that novice teachers thought good teachers as building a good rapport with and having respect for their pupils, whereas bad teachers as having unfavorable relationships with them and treating them without respect. Likewise, Thompson (1998) mentions, "the most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students" (p. 6). In line with this, especially Kemal and Aslıhan wanted to be favored by their students in order for them to love the lesson more; however in time, they needed to develop more arms' length relationships, while it was the opposite for Defne as she tried to be more understanding towards her students in later months. From a similar perspective with Thompson, Kohn (1996) states, "Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about" (p. 111).Thus, the participating teachers' desire to have good relationships with their students can be attributed to their desire to be good and loveable teachers in their students' eyes. Furthermore, in her study about the novice teachers in Portugal, Flores (2004) found out that while some novice teachers' motivation was weakened by stress, exhaustion and loneliness, other novice teachers' motivation was strengthened by strong and positive relationships with their students. As it was the first time they were in the actual teaching environment having their first real students, the teachers in this present study might have needed to feel the trust and motivation of having good relationships with them and the results indicated that although some of them became a bit stricter in time, they had a good rapport with their students, supported also by the observation data.

Classroom management and struggling with student misbehaviors turned out to be challenging areas for the novice teachers in this study and these results were supported with many research studies in the field (Corbell, Booth & Reiman, 2010; Donaldson, 2009; Dowding, 1998; Gergin, 2010; Gün, Üstünlüoğlu & Yürekli, 2010; Herztog, 2002; Meister & Melnick, 2003; Rizza, 2011). In terms of the frequency of student misbehaviors and problematic students, some teachers were in more difficult schools compared to the others. There were some students with serious problematic behaviors, whom Kemal called 'students in need of Counseling and Research Center' in Kemal's school and he even had to send some of them to the Discipline Board. Even though he sometimes felt desperate due to the highly problematic students, his classroom management became easier in time with the change in his attitude towards students, becoming more authoritarian but still in a friendly way and he did not lose control as much as he did at the beginning. Indeed, his feeling of desperateness when he could do little or nothing about such disturbing student misbehaviors is in line with the existing literature (Eisenschmidt, Heikkinen & Klages, 2008; Webb et al., 2004). Defne tried shouting frequently to control the classroom at first; however, in time, she managed the class better by being both authoritarian and friendly through a better knowledge of different age groups and increasing the active participation of her students. The experiences of the participating teachers in terms of classroom management and struggling with student misbehaviors were consistent with the existing literature and the fact that they felt better in time in managing their classes was due to their increasing practice in the field and seeing their own strengths and weaknesses.As Ross and his colleagues(2011) mentioned, "Strong classroom management involves judgment and skills that are developed over time and with practice and novices struggle with finding the balance between nurturing students and being authoritative" (p. 7). Nonetheless, misbehaviors had a negative effect onthe teachers' capacity in classroom management, influencing also the self efficacy of them, as they were left on their own to develop strategies to manage student behaviors and their classes. This lends support to earlier work as a great many novice teachers report insufficient training and very little help from their colleagues or mentors in building positive and productive classroom climates (Baker, 2005), which has a negative influence on the effectiveness of especially novice teachers (Espin & Yell, 1994).

The results about covering the curriculum were not similar with some research studies (Hudson, 2012; Jarvis & Algozzine, 2006; McCann, Johannessen & Ricca, 2005; Souder, 2005; Wyatt III & White, 2007) which found that curriculum issues were among the adaptation challenges and concerns of the first year teachers. To illustrate, a novice teacher in the study conducted by Hudson (2012) mentioned "there are so many concepts in the curriculum not enough time to teach them all in depth" (p. 76). However, three out of the four teachers in this study had almost no problems regarding curriculum knowledge or covering it in time, most probably because of the level of their students. Kemal was the only participant who had a problem in both his knowledge of high school curriculum and covering it in time. Yet, it should be highlighted that he was the one who suffered most from heavy workload. Kemal had inadequate knowledge on high school curriculum and he mentioned he did not receive adequate instruction about it at faculty. Just like his perception, the novice teachers in the study conducted by Battersby (1989) had difficulty in covering the curriculum sufficiently and had the idea that the pre-service teacher education was largely irrelevant. Aslıhan also had some difficulty in covering the curriculum in time insome grades, resulting in fatigue and anxiety for her. The experiences of Kemal and Aslıhan indicated that the problems in covering the curriculum, especially due to heavy workload or problematic weekly programs can result in discouragement and fatigue for the novice teachers in their induction process.

The results of the study indicated that the participating teachers had difficulty and felt inadequate in using the appropriate teaching learning methods and techniques in the classroom, which is found to be consistent with some studies in the literature (Çakmak, 2010; Gordon, 1991; Yalçınkaya, 2002) while inconsistent with the study conducted by Öztürk and Yıldırım (2013), where more than half of the novice teachers never or rarely felt insufficient in the issue of teaching strategies and with the study of Henning and Gravett (2011), where more than half of the novices mentioned they used a variety of teaching methods well or very well.Although Kemal tried to use more group work in the second semester in some topics, the main teaching method he employed was direct instruction embedded with question-answer method and he did not use different and context-specific teaching learning methods a lot. Like Kemal, Defne also adopted direct instruction method embedded with question answer method but unlike him, she did not turn to the traditional methods a

lot. However, Aslıhan had difficulty in using different teaching methods and strategies and tended to turn to traditional methods, especially because her students were not used to such an approach and due to the limited technological opportunities of her school. Indeed, this result was also supported with the literature as without adequate support, novice teachers were found to turn to the traditional teaching approaches, namely teacher-centeredness, for a number of reasons in some other research studies (Feiman-Nemser, 2010; Gergin, 2010; Kartal, 2006; Uugwanga, 2010; Yılmaz & Tepebaş, 2011). To illustrate, "high-stake accountability policies (Valli & Buese, 2007), contrived collegiality (Hargreaves, 1991) and other job stressors (Veenman, 1984), to name a few, may encourage contexts that require teachers to relate to their students differently and implement pedagogies that conflict with their views of best practices" (as cited in Confait, 2015, p. 3). In this study, the reasons for turning to traditional methods were inadequate support from mentors or experienced colleagues, unmotivated students, concerns for covering the curriculum and technological or social limitations for the teachers.

While some research studies found that novices suffered from a lack of content knowledge (Uugwanga, 2010; Wang, Strong, & Odell, 2004), the participants of this study felt they had adequate content knowledge, probably because of the level of the schools they were teaching and the profile of students in their classes. Except from Esra, all teachers stated they experienced some loss of their content knowledge in time, probably because of teaching the same topics at a simple level most of the time and the scope of the topics covered in the curriculum. Thus, they all tried to compensate this loss either by reading recent research on their fields or through graduate studies.

Another challenging area for the novice teachers in this study was student assessment, which seemed to be in line with the literature (Badali, 1996; Darling-Hammond et al, 2002; Ewart, 2009; Gordon, 1991; Kane et al., 2012; Lundeen, 2004; Veenman, 1984). All teachers in the study went through some kind of a process of change in terms of student assessmentin accordance with the rules and principles that should be followed in schools in relation to student assessment and with a better knowledge of their students. Nevertheless, this change was more noteworthy in Kemal and Defne's cases. While Kemal adopted a subjective approach in student assessment at the beginning taking students' behaviors in and out of the class into consideration, he became more objective in time. Defne asked much more

complicated questions at the beginning, which changed into a more manageable and appropriate level for her students in time. Aslıhan found her assessment better through a better knowledge of her students in time and although not as comprehensive and meticulous as Defne's, the way she assessed different language skills of her students in the same exam was favorable. The difficulty teachers experienced in student assessment was most probably because of their limited knowledge of students' age properties and lack of practical knowledge on how to assess students in a realistic and effective way.

Building positive and effective relationships with parents appears to be a challenging areafor some teachers in this study. Accordingly, while it was problematic for Kemal and Defne, Aslıhan and Esra nearly had no problems regarding this issue, because of their very rare encounters with the parents. Therefore, the results about parental relationships were somewhat in line with the related research that showed most novice teachers suffer from problematic relationships with parents, and it is a critical and serious issue for them (Avalos & Aylwin, 2007; Badali, 1996; Cherubini, 2007; Dickson, et al., 2014; Hobson, et al., 2009; Jarvis & Algozzine, 2006; Meister & Melnick, 2003; Veenman 1984). Parent-teacher relationship was a challenging area for Kemal and Defne. Kemal's relationships got tenser when he sent some of his students to the discipline board after which he was accused and somewhat threatened by those students' parents. Likewise, Defne always complained about the indifference of parents and both novices saw that parents put all the responsibility on teachers and tended to accuse them in case of any incident. This seems to be in line with the literature as novices generally suffered from the lack of support from parents and their indifference fortheir children's learning (Feiman-Nemser, 1983; Veenman, 1984). Indeed, as Veenman (1984) mentioned, they suffered from "parents' insufficient support for their ideas, and ... the parents' lack of confidence in the beginning teachers' competence" (p. 156). The burden of these problematic parent-teacher relationships seemed to contribute to the challenging nature of the first year for Kemal and Defne. As Brighton (1999) mentions, "Establishing positive connections between home and school are additional burdens for new teachers. Some parents communicate reticence about dealing with new teachers, fearing that they are largely unorganized, inexperienced, and unable to control student behavior" (p.198). It should also be underlined that none of the novice teachers in this study had adequate theoretical or

practical knowledge on building positive relationships with the parents, which might be a possible reason of their challenging relationships with parents. This suggests that the difficulty experienced by them in managing problematic parental behaviors is one reflection of the deficiencies in pre-service teacher education in preparing teachers for the first year in the profession.

The results indicated that mentorship was a weak chain in the induction year of the novice teachersin this study and they did not go through a structured mentoring process, which seems to be in line with many other studies conducted in the field (Flores, 2006; Martinez, 1994; Mazibuko, 1999; Ulvik, et al., 2009;Veenman, 1984).Only one of the teachers, Aslıhan, was allocated a mentor at the beginning of the first semester; though not in a structured way, and she did not find the process and relationship with her mentor satisfying and beneficial enough to support her about the challenges of the first year. This outcome is supported with the findings of Martinez (1994), where he mentioned that not all relationships between mentors and novice teachers are efficient or appropriate. As an effort to find a secondary mentor,the novice teachers in this study preferred to get help from their parents,siblings or other close friends. They were among those novices at schools who are not allocated a mentor or given any orientation about teaching or the school context and have almost nobody to correct their mistakes (Flores, 2006). This resulted in their survival on their own or mostlywith the help of the internet in their first year in the teaching profession, experiencing problems from feeling isolated to lacking support from experienced colleagues and mentors (Lunenburg, 2011). Kemal was much luckier compared to the other teachers in the study as he could get help from the History teacher at their school throughout the whole year, who was later appointed as his mentor. Yet, despite his pleasure with his relationship with the mentor, the cases of Kemal and Aslıhan as well as the other teachers can be summarized as, simply allocating classroom teachers as mentors without providing them with the necessary training or support can rarely work (Worthy, 2005). In a similar vein, Evertson and Smithey (2000) found that novice teachers had higher level of teaching skills if they worked with trained rather than untrained mentorsand just the presence of a mentor cannot be adequate as the mentors'knowledge on supporting and guiding novice teachers are also of high importance (Kyle, Moore& Sanders, 1999).Unfortunately, the situation of the novice teachers in this study in terms of receiving effective mentoring was echoed in related research as they mostly

worked out of sight and sound of the other teachers, preparing their lessons and materials on their own (Marshall, 2009) and struggling individually to work out their problems regarding instructional, curricular or behavioral management issues (Inger, 1993), which resulted in their struggle without any structured mentorship, help from experienced colleagues or any opportunities to learn cooperatively from other teachers in the induction process. From a broader point of view, OECD (2005) attracts attention to the professional development and performance evaluation of teachers as in the following:

> Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically (p. 95).

Within the framework of the performance evaluation system, classroom observation of teachers in the first year appears to be an area not well structured. In some cases, there were no observations carried out by the mentor teacher or principal whereas in other cases teachers were observed by different individuals. When observations were done, the quality of feedback varied depending on the individual who did the observation. For teachers who received good feedback, these observations proved to be useful. On top of all these differences and unsystematic observations, the changes by the MONE in the new teacher performance evaluation system made the process more unclear for the teachers. As a result, teachers were not able make full benefit of the observation and performance evaluation process they deserved and this could be one of the sources of the problems they experienced in classroom management and teaching methods they used in class. As an attempt to draw attention to the importance of observations and as a model for professional development of teachers, Guskey (2000) states that classroom observations, which should include stages of pre-observation interview, observation, post-observation interview and evaluation of the process, can prove to be very useful if teachers are observed in their classrooms and supervised, as the learning of their students can considerably improve and they can develop in professional terms (as cited in Bümen, et al., 2012). The lack of effective supervision, feedback or support during the

induction process is a common problem echoed in many studies (Ewing & Smith, 2003; Martinez, 1994; Rizza, 2011) which leaves novice teachers in a paradox about how their teaching can be assessed properly and how they can develop in professional terms recognizing their strengths and weaknesses in their first year in the profession.

Although a number of studies in the literature show that novice teachers have poor collegial relationships and suffer from kind of isolation during their first year (Carroll & Fulton, 2004; Hobson, et al., 2009; Johnson, 2004; Karsenti & Collin, 2013; McCann, Johannessen, & Ricca, 2005; Yılmaz & Tepebaş, 2011), the results of this study were half in line with them. While Kemal and Esra had exceptionally good relationships with their colleagues and principals, relationships with colleagues and the principal was challenging for Defne and Aslıhan. Both of them felt themselves isolated in their relationship at first as "in many schools the prevailing culture is individualistic rather than collegiate, encouraging conformism and inhibiting the acquisition by probationers of their own teacher identity" (Ashby, et al., 2008, p. 41).Additionally, asking for help was not always easy for them, as Beach and Pearson (1998) assert some novice teachers areunwilling to ask for help as they do not want to be seen as incapable of dealing with their problems or that they are experiencing too many problems. The limited and somewhat negative relationships of Defne and especially Aslıhan with their colleagues and principals directly affected their feelings towards their school, which acted as a significant stressor during the induction process, in a way distancing them from the other teachers and school management and feeling the pressure of surviving on their own.The experiences of these novices are in line with the statement of Schulze and Steyn (2005), where they mention novice teachers have a need for communication with their colleagues and principals. The schools of these teachers could be called to have a 'veteran-oriented culture', where experienced teachers value their own independence and privacy, so pay little attention to the needs of the novice teachers in their school. The fact that these novice teachers have just started the profession goes unrecognized, providing them with little or no support and guidance and they are expected to undergo a full teaching load with other responsibilities, as a result of which they suffer from isolation (Johnson, et al., 2004). However, Defne and Aslıhan had good relationships with their novice colleagues luckily and there was a mutual help among them. In line with the findings of Beach and Pearson (1998), especially Aslıhan seemed to

compensate for the lack of satisfactory relationships with her experienced colleagues, the principal and mentor with her good communication with the novice colleague. Furthermore, regular support from peerscan allow novice teachers to interact, collaborate, and solve their problems within a safe environment (Portner, 2001).Yet, it appeared that the relationships established by the novices in this study were based on these teachers' personal interactions instead of a systematic cooperation among them, creating opportunities for the novices to learn together and support each other in the process of their professional development.

As supported by literature, recognizing that others are also struggling with similar matters helps novices reduce feelings of isolation (Valli, 1992) and allows them to become invaluable sources for each other and encourages them to take the responsibility of their own practices (Short, 1992).Similar to their need to learn together with the other novices in a cooperative environment, Feiman-Nemser (2003) asserts that novice teachers "long for opportunities to learn from their experienced colleagues and want more than social support and instructions for using the copying machine" (p. 28). Nevertheless, it was noted that all novices in this study got incidental help from their colleagues and mentors if ever, and if they did not ask, almost no once came and asked if they needed any guidance and help. However, as Furlong (2008) points out, school-based professionallearning is a complicated and demanding area, meaning that novice teachers need much more than 'incidental learning' if they are supposed to strengthen their understanding, development and control over their professional practice (as cited in Grudnoff, 2012). Furthermore, having good relationships with and getting support from the principal and colleagues are important factors on the retention of novice teachers (Boyd et al., 2009; Feng, 2006; Ingersoll, 2001; Johnson & Birkeland, 2003; Loeb, Darling-Hammond & Luczak, 2005).


**5.1.2. Reflections of the Induction Year on Teachers' Professional Development, Teaching Performance and Personal Life**

As stated by Taylor and Taylor (2012), teacher professional knowledge includes three components, which are disciplinary knowledge, subject knowledge for teaching, and classroom competence. In other words, these are content knowledge, theoretical and research findings regarding the subject and effective methods of teaching it and the practical skill to teach the subject to students in a real classroom

environment. The results in this study indicated that the participating teachers showed some progress in classroom management, student assessment, relationships with students, arousing interest in students as well as attracting unmotivated students' attention to the lesson. Indeed, the difficulty they experienced in arousing student interest might have resulted from their lack of knowledge and understanding on student motivation (Charles & Senter, 2008), which sometimes resulted infeelings of discouragement and inadequateness for them in the induction process. More significantly, consultancy issues were problematic for most of them. Kemal had students with serious behavior problems and some disabled students, while Defne and Aslıhan faced some difficulties when some of their students underwent psychological breakdowns. This was an area they wanted to get theoretical and practical knowledge in their professional development as they felt considerably inadequate in times when their students needed special help, which added to the challenging nature of the first year for them. Consistent with the literature, the results of TALIS showed that "teaching students with special learning needs was reported by most new teachers as the area where they had the largest professional development needs" (Jensen, et al., 2012, p. 56).Likewise, a study about novice teachers in South Africa indicated that among the areas novices felt inadequate were "pedagogy in multilingual classes, the identification of the special needs of learners and the problem of how to support them" (Henning & Gravett, 2011, p. 28).

The novice teachers in this study, except for Esra, had some regrets about their applications at the end of the first year, which all proved to be useful as change agents in the process of their professional development. These regrets were mainly about the teaching strategies they employed, student assessment, deciding on how to teach and student relationships. What was noteworthy was about the cases of Kemal and Aslıhan, who tended to turn to traditional methods of teaching when they felt the student-centered approaches did not work well in their classes. This can find support in the literature as novice teachers tend to give up their educational ideals in favor of traditional practices (Zeichner & Gore, 1990) and "the imperative to 'survive' their first year and a limited range of opportunities for development within a school context over which they have little influence, may lead new teachers to narrow the range of instructional strategies that they actually employ" (Ashby, et al., 2008, p. 39).The situation about these two teachers might be related to their school contexts, lack of adequate professional support or the opportunities of their schools. Indeed,

what Wolk (2003) mentions as, "Teacher-student relationships permeate the classroom, with relationships both helping and hindering learning and affecting everything from curriculum to choice of teaching methods" can describe one of the cause-effect relationships between these teachers' relationships with and perceptions about their students' profiles and their use of teaching methods. Additionally, as Sewell (2011) puts forward, if novice teachers are to carry on their practice in a student-centered way and be authentic in their teaching, then learning from experience and practice for them must take place in a supportive professional learning environment, which was most of the time not the case for the novice teachers in this study, at least it was not within a professional and systematic structure. This led to the teachers' feeling left on their own, making their own decisions without guidance upon their practice or observations and trying to learn through trial-error throughout their induction process.

The results of this study showed that the teachers felt they were better in the profession at the end of the first year as the experiences and challenges of the first year acted as opportunities for them to construct their professional identities (Lawson, 1992). This finding is often echoed by other research in the field. To illustrate, the novice teachers in a study in Japan mentioned that the extent to which they developed knowledge and skills as a teacher at the end of pre-service teacher education wasvery low while they felt their professional knowledge, skills and attitudes strengthened and increased when they started teaching (San, 1999). Likewise, as Wideen and his colleagues(1998) mention, real learning and professional development for novice teachers occur when they actually start teaching in a real classroom. Furthermore, their graduate studies helped three teachers feel better in terms of teaching in the induction process. With regard to their best professional development experiences, making two indifferent students motivated and willing for lessons made Aslıhan and Esrafeel encouraged for their future challenges towards such students. For Defne, the best professional experience she gained was using competitive group work and organizing expeditions in the school garden since these proved her that students learned best by doing and experiencing. For Kemal, developing an arms' length relationship with his students was priceless as he learned that students should feel the authority in their relationships with the teacher, which was also helpful in maintaining classroom order and dealing with misbehaviors. Like their mistakes and regrets, the best professional development

experiences they went through acted as valuable experience in their journey of professional development as novice teachers and these experiences of teacherssuggest that the change demonstrated by teachers can be a reflection of their perception of what an ideal teacher should be like.

Adaptation to teaching in the first year was difficult for the novice teachers in this study for a number of reasons. The deficiency of the pre-service education in preparing teachers for the first year in terms of practice and pedagogical knowledge was among the most important barriers to adaptation, as supported by a number of studies in the literature (Gömleksiz, et al., 2010; Nahal, 2010; Ulvik,et al.,2009). Consistent with earlier work, among the most serious barriers to adaptation were the lack of an orientation and efficient mentoring at schools (Flores, 2006). In line with this, most of the novice teachers in the study of Uugwanga (2010) stated that they received little or no orientation from their schools and had to deal with problems on their own, making the adaptation process even harder. That was a big challenge for the teachers as an orientation could have provided them with some crucial information about their duties, the mission of the school, school rules, disciplinary policies as well as resources and school activities (Schulze & Steyn, 2005). Aslıhan was the only teacher in the study who also reported the negative attitudes of the principal as a barrier to adaptation to teaching, as she was the teacher who had the most problematic relationships with her principal in this study. This lends support to a large body of literature that highlights the importance of having positive relationships with the principal during the induction of novice teachers (Kapadia et al., 2007; Lee, 1993; Scherff, 2008; Thompson, 2004; Wynn et al., 2007) since this could have a significant influence even on novice teachers' retention decisions. In summary, the significant barriers to adaptation to teaching reported by the novices in this study, which are deficiency of the pre-service teacher education in terms of adequate practice opportunities, lack of an efficient mentoring and orientation at schools and negative attitudes of the principals, indicate that the main problems in this respect result from problems about lack of adequate professional support with regard to mentoring and orientation opportunities as well as principal support, which could all be provided in a school context with careful planning and a systematic structure. However, the novices in this study had to survive their first year without such support.

Teaching practice was an area where the novice teachers in the current study underwent a process of serious change. Although applying theory into practice and using different teaching learning methods and techniques was difficult for them (Gordon & Maxey, 2000), as mentioned above, they improved in using some methods in time. While Defne and Esra tended to use more student-centered and active teaching learning strategies, Aslıhan tended to use a mixture of teacher and student centered approaches while Kemal found it more difficult to use active teaching learning methods in his class.Nevertheless, what was noteworthy in Kemal and Defne was that they became more competent in making decisions about what and how to teach in time. Indeed, it appeared that this was related to the improvement in their pedagogical content knowledge, which is a mixture of content knowledge and pedagogical knowledge, namely what and how one teaches, and which is topic-specific, student-oriented andcan only be acquired through experience and practice (Shulman, 1987). However, novice teachershave a tendency to make broad pedagogical decisions without first evaluating students'prior knowledge, ability levels or learning strategies (Carpenter, et al., 1988; as cited in Cochran, 1997) and so have difficulty in deciding on what and how to teach. Cochran (1991) goes further in explaining the development of what and how to teach in novice teachers and says,

> What is unique about the teaching process is that it requires teachers to "transform" their subject matter knowledge for the purpose of teaching (Shulman, 1986). This transformation occurs as the teacher *critically reflects* on and *interprets* the subject matter; finds multiple ways to *represent* the information as analogies, metaphors, examples, problems, demonstrations, and/or classroom activities; adapts the material to students' developmental levels and abilities, gender, prior knowledge, and misconceptions; and finally *tailors* the material to those specific individual or groups of students to whom the information will be taught (p.6-7).

Therefore, through a better knowledge of the students and their learning strategies as well as comprehending the scope of the content they were supposed to teach to students, the novice teachers in this study developed in terms of their pedagogical content knowledge throughout the induction process, which lends support to earlier work that asserts novice teachers have inadequate or superficial levels of pedagogical content knowledge when they start the profession (Feiman-

Nemser & Parker, 1990; Shulman, 1987). As a result, they felt their teaching became better and more effective, arousing more interest among their students. As another area of professional development need, Aslıhan needed to improve in making quick decisions in changing methods during the lesson and making a connection between different topics. This result is also supported by the literature as another challenge of novice teachers is found to be learning to adapt to the number and scale of the decisions they are supposed to make instantly and simultaneously in the classroom (Le Maistre & Pare, 2010). Indeed, the difficulty experienced at this point by the novices was not surprising when it is thought that for novice teachers, the most easily remembered problem spaces are the well-defined problems they have learned during pre-service teacher education. They usually think that classroom situations will be equally well-defined and so, find it hard to make spontaneous decisions when addressing the unpredictable situations (Le Maistre & Pare, 2010).

Teachers always need to have knowledge about the subject matter they are teaching, with regard to both content knowledge, pedagogy and curriculum, as well as about how, and with what methods, techniques and tools it can best be taught to diverse learners under certain circumstances and for specific purposes (Guyver & Nichol 2004; IALEI 2008;Turner-Bisset 2001, as cited in Deacon, 2012). The results showed that the teachers in this study all tried to address different needs and learning styles of their students but actually with their little knowledge about this issue. Although they all tried to use various methods and materials to address the diverse needs and learning styles of their students, especially Kemal and Defne had difficulty in addressing some of their students with mental, emotional or behavioral disorders and balancing their learning with the learning of their peers. The results about the deficiency of teachers in addressing different learning styles and needs and addressing disabled students effectively are supported by the existing literature. Accordingly, a number of studies concluded that pre-service and practicing teachers felt they were not adequately prepared to meet the needs of students with disabilities (Forlin & Chambers, 2011). Likewise, fewer than half of the novice teachers were found to feel satisfied with the education and preparation they had to teach students with special needs and disabilities (Louden, et al., 2005). Indeed, Tomlinson and his colleagues(1994) found that novice teachers did recognize differences among students, just as the novice teachers in this study, but found it hard to respond to these differences, as they feltconfused about the meaning of such differentiation and

translating it into classroom practice.Therefore, it can be concluded thatunderstanding how to plan a lesson so as to meet the diverse learning needs of students is of critical importance for novice teachers so that they can reach all students in the classroom (Nahal, 2010), which was challenging for the teachers in this study, probably because of a lack of knowledge on the issue, lack of professional support from their mentors or experienced staff at their school and lack of understanding on students' culture and interests (Mutton, Hagger & Burn, 2011), so this turns out to be an area of professional development need for the novice teachers in their induction process.

In terms of philosophy of education, the results indicated that two teachers somewhat lost their educational ideals and turned to more traditional approaches while one of them started to threaten her students with giving a minus from time to time, although teaching important personal traits to students was as important for her as teaching school knowledge.These results are indeed supported by the literature; for example, in a study conducted about novice teachers, Holt-Reynolds (1995) found that the novices were concerned that they had to give up the philosophies and practices they had learned about during pre-service teacher education asthey were generally left on their own to learn how to manage their classrooms (Holt-Reynolds, 1995). In a similar vein, Stanulis, Fallona and Pearson (2002) conducted a study with three first-year teachers and found that the novices started to sacrifice their philosophies of education and the practices they learnt at university since they were left on their own to learn how to manage their classrooms and struggle with difficulties. From a different point of view, some studies also found that when novice teachers are subject to the norms, values and beliefs of their first school, their way of practice can change accordingly as they, in a way, try to adapt to the new values and practices common at their school (Lacey, 1977; Smagorinsky,et al.,2003). Some novices in this study mentioned they left their idealism and became more traditional teachers as they felt they did not work and this was most probably because of the lack of professional support, the student profile and also the general approach to teaching in their schools, as a result of which they sacrificed their educational ideals to some extent in the first year.

As for their feelings about their schools, two teachersalways felt like home at their schools while Defne's feelings changed from a dislike to a like, especially with her improving relationships with the colleagues. Nevertheless, Aslıhan had an

ongoing dislike for her school as she felt neglected as a language teacher in a vocational high school in addition to the negative attitudes of the principal and her colleagues. What Aslıhan and partly Defne experienced is in line with the existing literature that drew attention to the favorable effects of collaboration and good communication with colleagues and principal on new teacher commitment and retention (Day,et al., 2006; Grossman & Thompson, 2004; Kapadia, et al., 2007; Smith & Ingersoll, 2004; Youngs, 2007). In terms of workload, Kemal was the unluckiest teacher in this study as he had to undergo lots of responsibilities regarding school work. This lends support to earlier studies where workload was found to be the most challenging problem of the novice teachers (Cherubini, 2007; Hobson, et al., 2009; Meister & Melnick's, 2003; Öztürk, 2008; Şat Yılmaz, 2004). Kemal not only had to deliver out-of-field courses but he also had to undertake extra-curricular responsibilities such as organizing a competition or preparing his students for a ceremony. What Hanssen, Raaen, and Ostrem (2010) found in their study supports this, as novice teachers complained about an excessive workload not directly related to teaching such as planning and organization of eating breaks, deadlines for national tests and so on. Although not as much as Kemal, other teachers also suffered from some kind of workload and this caused feelings of fatigue, discouragement and sometimes hatred especially towards paper work for the teachers, as a significant stressor in their first year in the profession, often leaving little time for teachers' private life. Finding support in some earlier studies (Hudson, 2012; Rieg, Paquette & Chen, 2007), this also resulted in a need to create a personal work-life balance for the novice teachers in this study.

Furthermore, except for Esra, all teachers in the study faced the pressure of living and working in a small town with very limited social opportunities and the pressure of having the responsibilities of being a teacher among the community. Lester (2011), in an attempt to describe the differences between the nature of relationships in urban and rural contexts, mentionsthat the dominant relationships in the urban setting are professional and school-based, while the dominant type of relationships in the rural setting are personal and community wide. It is therefore not surprising for the novice teachers to feel the pressure of being and behaving as a teacher in the rural community they are working. In parallel with the findings of the current study, Sharplin (2002) also found fitting into the community in a rural setting as the main concern of pre-service teachers. In fact, earlier work on this issue

underlines the fact that pre-service teachers have very little knowledge about rural and remote teaching (Beutel, Adie, & Hudson, 2011; Sharplin, 2002), as a result of which they start the profession unprepared or full of wrong expectations towards the rural settings they will teach, which might also be the case for the novice teachers in this study.

### 5.1.3. Reflections on Teachers' Perceptions on Pre-Service Teacher Education

In agreement with the other studies, the teachers in this study reported a conflict between what they learned during pre-service education process and the real school environment (Awender & Harte, 1986; Barrett Kutcy & Schulz, 2006; Gömleksiz, et al., 2010; Mandel, 2006; Nahal, 2010; Öztürk, 2008; Ulvik,et al.,2009; Yalçınkaya, 2002). It was noteworthy that all teachers in the study underlined the urgent need for a longer and much more efficient training period during pre-service teacher education as they all found the learning environment at faculty artificial and far from the realities of actual classrooms and schools. However, although Defne was unpleased with the theoretical knowledge due to being taught all theory in German, she felt in time that the Instructional Technologies and Materials Design course she took and the experiments she learned became helpful for her in her first year. Likewise, Aslıhan thought the education she received was adequate in teaching how to teach but of course deficient in terms of gaining practical abilities. This is in line with the study conducted by Senemoğlu (2011), where she investigated the opinions of teacher candidates, faculty staff, and recently-graduated teachers about the effectiveness of the pre-service teacher education. Accordingly, thequalitative data gathered in the study indicated some deficiencies with regard to teaching practice and allocation of much more time to theoretical knowledge in comparison to teaching-related courses.In a similar vein, in her study, Eret (2013) found that practice teaching was found to be the most inadequate aspect of pre-service teacher education by teacher candidates. The main problem was noted as low variance in practice teachings in terms of school environment, teaching tasks, mentors and students. Moreover, there were serious problems in terms of practice schools, such as the negative attitude of mentors and school principals or lack of experience of mentor teachers. The teacher candidates also stated the length and quantity of teaching opportunities were not adequate enough to prepare them for teaching. It was also found that the teacher candidates went through some problems about getting enough

feedback, guidance, follow-up on their performance and school visits.All in all, the novice teachers in this study felt that the pre-service teacher education did not prepare them for classroom management, dealing with students with behavior problems, consultancy issues, working with students with special learning needs, addressing different learning styles of students, using the appropriate teaching learning methods, dealing with parents and student assessment.When it is thought that pre-service training institutions are supposed to provide teacher candidates with the teaching methods and strategies, the knowledgeas well as the skills they need to be efficient and productive teachers in their classrooms (Wanzarae, 2007) and when the areas the teachers felt themselves inadequate upon starting the profession are considered, it appears that the novice teachers in this study had to learn and practise many aspects of the profession on their own, through trial and error strategy and by making mistakes.

The results also indicated that all teachers in this study underlined the fact that there was a serious disparity between theory and practice and what they were dealing with at faculty had almost nothing to do with the realities of the classroom. Likewise, the novice teachers in the study of Nahal (2010) mentioned that the pre-service teacher education delivered theoretical courses that were irrelevant for classroom teaching and that did not make a connection between theory and practice.Therefore, the teachers in this study called for a need for longer periods of training, maybe throughout two semesters or moreduring the pre-service teacher education and maybe in a cooperative school with real students and a real learning environment. Their demand is supported by Melnick and Meister (2008), as they mentioned "doing school cannot be simulated in the university classroom, and one intensive field experience cannot equip pre-service teachers with the essentials to succeed in their own classroom" (p. 53).Furthermore, the teachers' call for realistic training in a partner school is echoed in the study conducted by Darling-Hammond (2007) as she recommended establishing

"teaching schools partnered with universities" for more efficient practical learning for novice teachers. She further added:

> As in teaching hospitals, candidates study teaching and learning while gaining hands-on experience in state-of-the-art classrooms. Effective models have already been created by universities sponsoring professional development schools and by school districts offering urban teacher residencies. These residencies place candidates as apprentices in the

classrooms of expert urban teachers while they earn a stipend and complete their coursework, repaying the investment with at least 4 years of service. Such programs can create a pipeline of teachers prepared to engage in best practice in the schools where they are most needed, while establishing demonstration sites for urban teaching (p. 73).

Drawing attention to the importance of practice during pre-service teacher education, Baumgartner, Koerner and Rust (2002) described the training period as, "a complicated emotional and interpersonal experience that is often critically important to the making of a teacher" (p.36).As stated by Akyeampongand his colleagues(2011), if pre-service teacher education programs can be more closely related to the realities of classroom practice and student teachers can be more exposed to school materials while they are learning how to teach, this might narrow the gap between theory and practice (as cited in Deacon, 2012, p. 23) and this should be a well-known fact that teacher candidates acquire the necessary skills and knowledge to be able to teach, to a great extent, through an efficient practice and mentoring during pre-service teacher education (Caires & Almeida, 2005).

### 5.1.4. Reflections on Mentors' Perceptions of Novice Teachers' Experiences and Professional Development in their First Year

The results of the study showed that all mentors shared the same idea that novice teachers felt very idealist at the start of their careers, asRoffey and Rogers (2004) state that most novice teachers start the profession with high ideals and expectations and with a determination to be efficienton their students' learning,but their idealism somewhat weakened in time because of the realities of the school context. This is in consistency with what Veenman (1984) found about novice teachers in a very old study that reported "collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life" (p.143-147). To the mentors, the challenging areas for novice teachers in the first year were mainly classroom management, using the methods and techniques they learned at faculty, having very close relationships with students resulting in a loss of control, covering the curriculum, student assessment, adapting to the towns they were appointed and negative attitudes of the colleagues, principals and parents, which can be supported by a large body of literature (Avalos & Aylwin, 2007; Dickson, et al., 2014; Dowding, 1998; Fantilli & McDougall, 2009; Gergin, 2010;

Gün, Üstünlüoğlu & Yürekli, 2010; Rizza 2011) and most of which probably result from the lack of practical knowledge.

As for the mentoring process novices went through, it was noteworthy that the mentors mostly stated their general opinions about mentoring instead of their own experiences with the novices in this study, which could show that they were not very experienced as mentors. All mentors believed that effective mentoring process depended on a good relationship between the mentor and the novice teacher. Izadinia (2015) found similar results as both student teachers and mentors in the study reported an open line of communication as one of the most significant elements of mentoring. Salih also added the need for a supply-demand relationship, since the mentor could not help if the novice teacher did not ask for help, which seems to be against to the idea of a structured mentoring process. Indeed, the teachers in this study complained about this issue and mentioned that the assistance they received was always incidental and no one would help them if they did not ask. Feeling hesitant and reluctant to ask their mentors for help because they felt afraid of being found inadequate by the experienced colleagues was another issue mentioned in terms of the mentoring process. This is in line with the study of Beach and Pearson (1998), where they mentioned that some novices are unwilling to ask for help since they feel scared that other teachers might think that they are not able to cope with their problems or that they are undergoing a lot of many problems and it is for this reason that they share their problems with their novice colleagues and the teachers they believe could maintain some confidentiality. The areas novice teachers needed help mostly were reported by the mentors as relationships with students, colleagues and principals, writing classroom notebooks and annual plans, classroom management, teaching and student assessment. Although a large body of literature indicated the positive effects of mentoring on the professional development of novice teachers and their dealing with the challenges of the first year (Darling-Hammond, 1999; Ingersoll & Smith, 2003; Murray, 2001; Ragins & Kram, 2007; Strong, 2009; Wang & Odell, 2002), the novice teachers in this study could not undergo a systematic mentoring process.Furthermore, the mentors allocated for them were all untrained in terms of their roles as mentors and they were just selected according to their expertise in subject matters. Likewise, Joseph and John (2014) found in their study that mentor teachers were unable to provide the pre-service teachers with the necessary support with regard to differentiating their instruction in the classroom

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owing to their lack of training as mentors and lack of understanding of the issue. As a result, the help novices got from their mentors in this current study was not professional and structured as the mentors were not trained and probably that resulted in their failure to provide the necessary support and knowledge in several occasions.

The results of the study indicated that, just like the participating teachers in this study, all three mentors believed the pre-service teacher education was inadequate in terms of practice issue. Accordingly, they all underlined the urgent need for a realistic, effective and longer period of training so that novice teachers could be more prepared for the challenges of the first year and would have realistic practical knowledge regarding classroom and school processes. All mentors recalled the difficulties they underwent when they first started the profession and mentioned that it was mainly because of the inadequacy of the pre-service teacher education especially in terms of the practice issue. The importance of an effective pre-service teacher education can be understood with the statement of Ben-Peretz (2001), where he mentioned "much of the perceived failure of schooling is attributed to teachers who are thought to be ill prepared for their task because teacher education is deficient" (p. 48).

## 5.2. Implications for Educational Practice

The experiences of the novice teachers in this study and their perceptions regarding their first year at schools in terms of various dimensions have some implications to improve the transition to teaching and make the first year more manageable and effective for the teachers. The results of the present study imply the following for educational practice:

1. The results of the study showed that many of the challenges of the first year for novice teachers resulted from the inadequacy of the pre-service teacher education they got and the deficiency of an efficient mentoring process for the teachers. The teachers reported that they mainly got theoretical knowledge at university and did not undergo an effective and long-enough training period, which caused a serious reality shock for them when they started the profession, as the real classrooms and schools were so different from their expectations. To illustrate, the teachers had different kinds of difficulties in their relationships with the students,

colleagues, parents and school principals and although these got better compared to the earlier months, it took some time and serious effort. Therefore, such components should be added to the pre-service teacher education including the training period and mentoring process through interactive teaching methods such as simulations, case studies, role-plays, problem solving and so on, namely more in practice, so that teachers would feel and be more prepared to face the real world of practice.

2. Classroom management and struggling with student misbehaviors turned out to be problematic issues for teachers and for some of them, this stemmed from their earlier relationships with the students. As the teachers in this study were appointed to the remote towns of Ankara and since the schools were all high schools, the problems might have been bigger for them. Therefore, *classroom management and dealing with misbehaviors including serious ones* should be among the top issues to be learned and practised during the pre-service teacher education and the Classroom Management course should be strengthened accordingly through interactive teaching methods such as simulations, case studies, role-plays or problem solving as mentioned above because handling these issues cannot be learned through just theoretical knowledge. Moreover, the mentoring process should also support teachers in these aspects since problems and students could be too variable, different and changeable and an inexperienced novice teacher will always need someone to consult or ask questions about such matters. Furthermore, there should be an active counseling service at each school, which will help not only students but also teachers, especially those inexperienced.

3. Among the biggest areas of challenge was *using appropriate teaching learning methods and techniques* for the novice teachers in this study. Although they had some theoretical knowledge about the techniques, they did not know how and where to use them, or how to adapt the teaching learning strategies to their current situations and opportunities at their schools. As an important component of the teaching issue, the use of such methods and techniques should be taught to teachers primarily through practice, with different alternatives for different situations and subjects, during pre-service teacher education and the training period. Accordingly, the Methods of Teaching courses and the Introduction to Educational Science course, as a first step to prepare teacher candidates for teaching, should be redesigned in an

attempt to blend theory and practice with regard to teaching teacher candidates *how to teach subjects* more effectively. Every teacher candidate should have enough opportunities to practise the teaching learning methods and techniques in real classrooms during the training period and should gain enough theoretical and practical knowledge to make any necessary changes when one method does not work. Maybe that should be the most important component of the teaching lessons because novice teachers tend to turn to the traditional methods, especially direct instruction, because of the student profiles at their schools and this will make the problem of teacher-centered education continue making learning less permanent for students.

4. Another finding of this study revealed that *student assessment* was something teachers were left on their own, as a result of which they developed their own questions for the exams and their own phases of performance evaluation. However, it was seen that teachers were inexperienced in this issue, just like many other components of teaching. The Measurement and Evaluation course they took during the pre-service teacher education should be more authentic and interactive, teaching not only how to write the best questions but also write questions appropriate to the *mental development properties of students*. Furthermore, teachers should be taught to set effective evaluation criteria and make performance evaluation a more effective and beneficial process for students.

5. The results of the study indicated that the mentoring process was not taken seriously by the school administrations and novice teachers were left on their own to learn everything by trial and error or by asking their colleagues. Unfortunately, this added a lot to the difficulties they experienced in their first year and they felt lonely, neglected and desperate in most situations. A great body of literature shows that mentoring makes the transition from being a student to a teacher easier, has lots of benefits for novice teachers and helps them become more effective teachers (Little, 1990; Darling-Hammond, 1999; Murray 2001; Wang & Odell, 2002; Ingersoll & Smith, 2003; Villar, Strong, & Fletcher, 2005; Ragins & Kram 2007;Strong, 2009). Therefore, *a structured mentoring process*should be a very important component of the induction process for novice teachers and they should be allocated a mentor as soon as they start the profession. In this way, instead of just being on paper, teachers

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should be supported and supervised by their mentors in all aspects, from the paper work such as the necessary documents to be prepared and submitted to the administration or the documents that should be signed, about which the novice teachers in this study all had almost no information, to the extra-curricular activities as well as teaching or relationships. Furthermore, these mentors should be from the same subject area and grade levels and be competent in human relationships. The *administrative tasks and extra-curricular activities* should also be added to the pre-service teacher education as these are all inseparable aspects of the teaching profession and every single teacher has to conduct such work.

6. The performance evaluation system changed after the teachers in this study started their profession and in the new system, they were supposed to be observed by their mentors, principals and inspectors throughout a process. However, except for one of the teachers in this study, the others were not observed by all of them; therefore, there was not a process evaluation. However, observing a teacher just for a class hour can hardly ever give an insight about his/her teaching approach, practices, relationships with the students or classroom management. Additionally, it cannot be beneficial for the teacher in terms of realizing his/her own weaknesses and strengths. Therefore, the *performance evaluation process* should be conducted in an effective way, through *a process-based evaluation of the novice teachers* and through giving *effective feedback and monitoring* their professional development from the start to the end of the year in cooperation among the mentor, principal, inspector and most importantly, the teacher himself/herself.

7. Even though building relationships could be taught as a personal matter depending on individuals' characteristics, the essential components of building professional and strong relationships should be taught to teachers during their pre-service teacher education interactively, primarily through case studies, simulations, role-plays or problem-solving and they should also be supported by their mentors about these issues. A new course might be included in the curricula regarding the *social aspect of teaching and building professional relationships*. Furthermore, experienced colleagues and principals should also be aware of the fragile positions of novice teachers and be much more understanding and helpful towards them remembering they are just beginners and have almost no practical knowledge even

about the easiest task in the school system. Maybe principals and experienced teachers at schools can be supported through in-service training and learn to adopt a more novice-oriented rather than veteran-oriented approach towards novice teachers, without forgetting that once they were also novices.

8. The findings of the study revealed that *motivating students and drawing their attention to the lesson* turned out to be challenging issues for the teachers. Although they might expect this before they start the profession, they do not seem to be ready for this harsh reality in the classrooms and motivating students is of crucial importance for learning to occur effectively. Therefore, motivation of students and maintenance of attention throughout the lesson should be more emphasized during their pre-service teacher education and instead of just theoretical knowledge, these should be emphasized during the training period, in real classrooms and schools with real students, preferably with unmotivated and unwilling ones, and for much longer periods of time. Moreover, novice teachers should be assisted in motivating their students by their mentors, experienced colleagues or principals as such guidance can help them to cope better with the difficulties they experience with unmotivated students.

9. It was identified in the current study that teachers suffered from their deficient theoretical and practical knowledge with regard to consultancy issues. Three out of four teachers in the study faced serious problematic behaviors, from discipline problems to a suicide incident and they not only had great difficulty in approaching such students and helping them solve their problems but also did not know how to explain such issues to other students. Dealing with such problematic situations requires far more than talking to students or having a good communication with them. Therefore, *consultancy issues* should be handled with great care during the pre-service teacher education, through both theoretical and practical knowledge and the Guidance course should be evaluated by instructors offering it in terms of its content so that teacher candidates could come across more various situations with regard to consultancy matters. These should also be practised in real situations during the training period via both application and observations.

10. Addressing different learning styles and needs of students and working with students with special needs was another area of challenge for the novice teachers in this study. Although they did their best to enrich their lessons using different materials and activities as well as different teaching methods to reach as many students as possible and attract their attention, it was seen that they did not have the necessary theoretical and practical knowledge regarding this issue. Moreover, some teachers had students with special needs, such as students with disabilities, and they did not know how to approach them or integrate them into the lesson in an efficient way, balancing their and their peers' attendance in the lesson. Therefore, *ways of addressing different learning styles and needs of students as well as addressing students with special needs* should be emphasized more and handled with great care during the pre-service teacher education with regard to both theoretical and practical knowledge.Such skills should also strengthened during the training period through practice and observations and maybe additional visits can be organized to classrooms that have students with special learning needs. In addition, mentors should be guides for the novice teachers in such issues and the counseling services at schools should be well aware of the fact that especially working with students with special needs is not easy for novice teachers.

11. The findings of the study revealed that workload was not a big problem for the teachers in the study as only one of them underwent a really heavy workload, having to deliver extra courses such as Chemistry or handle extra-curricular activities such as organizing competitions, etc. When the challenges of the first year and paperwork were added to this, the burden on this teacher's shoulders sometimes became unbearable for him. Therefore, the school managements should be more understanding and careful towards novice teachers and should not assign them with heavy workload, as everything is sufficiently new and challenging for them during their first year in the profession.

12. In terms of the pre-service teacher education, all teachers in the study underlined the inadequacy of it in terms of its deficiency in teaching how to put theory into practice and particularly the deficiency of a long and efficient training period. Teacher educators and curriculum developers need to think about this deficiency and its serious negative effects on teacher candidates and maybe their

effectiveness as teachers in the future. Therefore, *a realistic, longer and more effective training periodconducted in cooperative practice schools, with real students and classrooms,*is needed. Unlike the system in Turkey, pre-service teacher education is mostly based on teaching practice, namely the training period of student teachers in Germany, England and especially Finland (Aykaç, Kabaran & Bilgin, 2014). According to Ekinci and Öter (2010), the most noteworthy aspect of the teacher education programs in Finland is that theory and practice has been synthesized. In Finland, where students get really high points in PISA exams, student teachers are subject to pre-service education consisting of four phases and undergo a training period (teaching practice) for two years (as cited in Aykaç, Kabaran & Bilgin, 2014). Turkey is behind Germany, England and Finland with its one-year training period while this period lasts two years in these countries. Additionally, in Finland, student teachers have the opportunity to practise continuously in the education institutions in their university campuses for four years (Aykaç, Kabaran & Bilgin, 2014). Therefore, an additional year can be added to the pre-service teacher education for the teaching practice in Turkey and as well as making the instruction of theoretical lessons stronger through more authentic and interactive methods at faculty, the training period should be made stronger through a more realistic practice of teaching. The training component should be purified from its artificiality. Teacher candidates should deliver lessons for the last two years dealing with every component of the teaching profession including paperwork and extra-curricular activities and undergo an effective evaluation process by their mentors, principals and inspectors so that they would not suffer from a great many challenges when they start the profession.

13. The results of the study showed that there was not an orientation for the novice teachers on the first days at their school although everything was new for them. No meetings were held or they were not introduced their experienced colleagues. This not only made them feel like a fish out of water but it added to their feelings of loneliness and confusion about their new schools and environment. Therefore, for novice teachers, school managements should organize *a meeting and orientation program at schools* so that novice teachers can feel welcomed to their new work places and colleagues as well as the school principal and it can make the transition from the faculty to the schools easier and more manageable.

14. The findings of the study indicated that mentors shared the same opinions with the novice teachers in terms of the urgent need for a realistic, longer and more effective training period during pre-service teacher education. Furthermore, one of the mentors mentioned that for a mentor be effective and beneficial for the novice teacher, s/he should not have heavy workload and responsibilities such as delivering courses or dealing with students. When it is thought that there are at most just few novice teachers at a single school, mentors should be provided with *re-arranged lesson plans with less workload* so that they can focus on the mentoring process of the novice teacher in an easier and more efficient way. This will also be encouraging for the mentor to support the novice teacher as well as possible. Furthermore, mentors should be trained as mentors through an in-service training program where they can learn their roles and responsibilities as mentors and how to guide novices in various aspects of the teaching profession.

## 5.3. Implications for Educational Research

In this part, the implications of the present study for further educational research are presented and discussed. The purpose of these implications is to present guidance for researchers to make further research on the induction of novice teachers into the teaching profession and to shed more light to the transition into teaching.

1. The current study was conducted with the novice teachers and their mentors. However, the views of their students, who may be able to provide information about their relationships with their teachers or their teaching styles, the views of principals and their teacher educators at faculties, are of great importance for a more comprehensive evaluation of the induction process. Therefore, studies taking the views of all related groups into consideration are necessary to understand the first year of teachers in a better way.

2. The data collection tools were interviews, observations and document analysis in this study. The interviews, as the primary data collection tools, were conducted six times throughout the whole year including the beginning of the second year but the observations were conducted three times. Therefore, further studies can focus on the observation issue as much as interviews and longer hours can be spent in the field to gather deeper data. Moreover, the document analysis included the

examination of materials, examinations and group teachers meeting reports. The annual plans were not examined as they were all in a standard format. Yet, further studies can include more documents to be examined such as teacher journals, which can give a deeper insight about the stages teachers go through.

3. The current study was carried out during the first year of the teachers in the teaching profession. However, professional development is an issue that cannot be completed in just one year and the teachers need to be observed in the following years for an induction study to yield more comprehensive results. Therefore, further studies are necessary to follow teachers in their second, third and maybe fourth years examining the changes and their professional development in a wider perspective.

4. The study revealed that there was a highest need for a realistic, longer and more effective training period during pre-service teacher education. Therefore, further studies can be conducted to plan an effective training period for teacher candidates in cooperative practice schools with the cooperation of faculty staff, mentors, teacher candidates and novice teachers.

5. This study indicated that the mentoring process does not work in schools as novice teachers spend nearly the whole year without a mentor or supervisor. There is a need for additional research on the working of the mentoring process in schools in Turkey. The number of schools where mentoring is conducted during the first year of teachers should be determined and the effectiveness of mentoring should be evaluated. The results of such studies may shed light to the current situation of novice teachers and mentoring process may start to be given the importance it deserves.

6. The current study revealed that each novice teacher went through a different process of induction at their schools although there is a specific guideline for this process. The variance of the induction process throughout Turkey can be studied in a survey study in order to get a general idea about the first year of teachers.

7. This study indicated that mentors were untrained and just selected according to the subject matters they were teaching. There is a need to conduct further research on the perceptions, needs and problems of the mentors through interviews or surveys so as to make the mentoring process more systematic, focused and beneficial for the novice teachers and the mentors as well as schools.

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## INTERVIEW SCHEDULE FOR TEACHERS – PHASE 1 (ENGLISH VERSION)

**Introduction**

Dear colleague,

Being a PhD student at the Middle East Technical University, Curriculum and Instruction Department, I am conducting a studycalled"Induction into Teaching: A Multiple-Case Study of Teachers' Experiences of The First Year at Schools" as a dissertation in partial fulfillment of the requirements for the degree of philosophy of doctorate. Within this scope, I would like to interview with you about your first year experiences in the teaching profession. The purpose of this study is to explore your perceptions of classroom processes, relationships with students, colleagues, the principal, mentor and parents, your professional development and the ITP you received. The data collected is expected to make a contribution to the field of induction into teaching profession.

The interview will take about 45 minutes and it will be recorded if you grant permission. Alternatively, I can do note taking while you are responding to the questions. If you do not feel comfortable during the interview, you can cancel it and in such a case I can give the notes or recording back to you. Finally, your identity and the data gathered through this interview will be kept confidential and the data will be used just for academic purposes. Thank you very much for your valuable contributions.

<div align="right">Tuğba CİHAN</div>

**Questions**

1. How did you feel when you first started working?
   **PROMPT:** In terms of your first encounter with the work place?
   In terms of your first encounter with the school principal?
   In terms of your first encounter with your colleagues?
   In terms of your first entrance to the classroom?
   In terms of the work load?

2. Can you talk about yourexperiences regarding classroom processes?

**PROMPT:**  In terms of your relationship with the students?
In terms of classroom management issues?
In terms of struggling with student misbehaviors?
In terms of covering the curriculum?
In terms of using appropriate teaching-learning strategies?
In terms of the adequacy of your subject knowledge?
In terms of assessment issues?
In terms of your relationship with the students' parents?

3. Do you have a mentor teacher?
   a. If yes, how long have you had a mentor teacher?
   b. What is his/her subject area?
   c. Does s/he teach in the same grade as you?
   d. How do you feel about this mentorship process?
   e. Is having a mentor helpful during the induction process?
   f. In what aspects has s/he helped you so far?

4. Can you talk about your relationship with your colleagues?
   a. Are they willing to help you with professional issues? If yes, do you benefit from their knowledge and experiences?
   b. Is the help you get from your colleagues incidental or are there any formal meetings held for the beginning teachers?
   c. Is it difficult for you to communicate with them or want any help?
   d. How about the other beginning teachers at school? Are you in solidarity with them? If yes, in what aspects?
   e. Do you find your relationship with the school principal satisfying?

5. Can you talk about your experiences regarding your professional development?
   a. Do you think you are professionally adequate on starting teaching?
   b. In what aspects do you realize you are adequate or inadequate?
   c. Do your first experiences encouraging or discouraging in terms of your professional development?

6. Up till now, what reflections do your first experiences have on your teaching performance?
   a. Can you apply the techniques and methods you learned during your ITP in the classroom environment or do you have to make any alterations? Why/why not?
   b. Do you think you were ready for the encounter with a real classroom environment? Why/why not?
   c. How do you evaluate your teaching performance so far?
   d. In what aspects do you think you need to improve your teaching performance?

7. Up till now, what reflections do your first experiences have on your relationship with the students?

    **a.** Can you apply the techniques and methods you learned during your ITP in your relationship with the students or do you have to make any alterations? Why/why not?

    **b.** How do you evaluate your relationship with the students so far?

    **c.** Do you think your students are content with the relationship they have with you?

**8.** Up till now, what reflections do your first experiences have on your personal life?

    **PROMPT:**     In social terms? (for example, does the work load at school prevent you from sparing time for yourself?)

                       In psychological terms? (Do you feel happy? Are you content with your life?)

**9.** What do you think about the pre-service teacher education in terms of preparing you for the initial year in teaching?

    **PROMPT:**     In terms of classroom processes? (Do you think you learned enough regarding classroom processes during your ITP? What was adequate and what was missing?)

                       In terms of teaching performance? (Do you think you gained teaching skill during your ITP? Was the practice you had during your ITP enough to perform in a real classroom environment?)

                       In terms of the applicability of theory into practice? (When you think about all aspects regarding teaching – students, parents, school principals, colleagues, school environment, teaching, techniques and methods, assessment issues, subject knowledge and so on, could you really put theory into practice?)

**INTERVIEW SCHEDULE FOR TEACHERS – PHASE 1 (TURKISH VERSION)**

**ÖĞRETMENLER İÇİN GÖRÜŞME FORMU – BİRİNCİ AŞAMA**

**Giriş**

Değerli meslektaşım,

Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü'nde doktora öğrencisi olarak, "Öğretmenliğe Giriş: Öğretmenlerin Okullardaki İlk Yılda Yaşadıkları Deneyimlere İlişkin Çoklu Durum Çalışması"isimli bir doktora tezi yazmaktayım. Bu bağlamda, sizinle meslekteki ilk yılınızda yaşadığınız deneyimler hakkında görüşme yapmak istiyorum. Bu çalışmanın amacı, sınıf içi süreçler ile meslektaşlarınız, öğrencileriniz, müdürünüz, uygulama öğretmeniniz (mentör) ve ebeveynlerle olan ilişkileriniz, profesyonel gelişiminiz ve meslek öncesi ve hizmet içi aldığınız öğretmenlik eğitimine ilişkin görüş ve deneyimlerinizi incelemektir. Toplanan verinin öğretmenlik mesleğine giriş konusunda alan yazına katkıda bulunması beklenmektedir.

Görüşmenin yaklaşık 45 dakika sürmesi beklenmektedir ve izin verirseniz ses kaydı yapılacaktır. Alternatif olarak, siz cevap verirken cevaplarınızı not alabilirim. Görüşme sırasında kendinizi rahat hissetmezseniz, görüşmeyi iptal edebilirsiniz ve böyle bir durumda aldığım notları veya yaptığım ses kaydını size geri verebilirim. Son olarak, kimliğiniz ve görüşmeler sırasında verdiğiniz bilgiler gizli tutulacak ve toplanan veri sadece akademik amaçlarla kullanılacaktır. Değerli katkılarınız için teşekkür ederim.

Tuğba CİHAN

**Sorular**

1.  İlk çalışmaya başladığınızda kendinizi nasıl hissettiniz?
    **SONDA:** Çalıştığınız okulla ilk karşılaştığınızda?
    Okul müdürüyle ilk karşılaştığınızda?
    Meslektaşlarınızla ilk karşılaştığınızda?
    Sınıfa ilk girdiğinizde?
    İş yükü açısından?

2.  Sınıf içi süreçlere ilişkin deneyimleriniz hakkında neler söylersiniz?
    **SONDA:** Öğrencilerle olan ilişkileriniz açısından?
    Sınıf yönetimi açısından?
    Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
    Ders programını yetiştirme açısından?
    Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
    Alan bilginizin yeterliliği açısından?
    Öğrencileri değerlendirme açısından?
    Ebeveynlerle olan ilişkileriniz açısından?

3. Uygulama öğretmeniniz (mentor) var mı?
   a. Eğer öyleyse, ne kadar süredir mentörünüz var?
   b. Kendisinin uzmanlık alanı ne?
   c. Sizinle aynı sınıf düzeyine mi giriyor?
   d. Mentörlük süreci konusunda ne düşünüyorsunuz?
   e. Bir mentör öğretmenin varlığı mesleğe giriş sürecinde faydalı mı?
   f. Şu ana kadar size hangi açılardan yardımcı oldu?

4. Meslektaşlarınızla olan ilişkileriniz hakkında ne düşünüyorsunuz?
   a. Profesyonel konularda size yardım etmeye istekliler mi? Eğer öyleyse, onların bilgi ve deneyimlerinden yararlanabiliyor musunuz?
   b. Meslektaşlarınızdan aldığınız yardımlar tesadüfi mi yoksa bu konuda siz mesleğe yeni başlayan öğretmenlere yönelik resmi toplantılar yapılıyor mu?
   c. Meslektaşlarınızla iletişim kurmak veya onlardan yardım istemek sizin için zor oluyor mu?
   d. Okuldaki mesleğe yeni başlayan diğer öğretmenler hakkında ne düşünüyorsunuz? Onlarla dayanışma içinde misiniz? Eğer öyleyse, ne açılardan?
   e. Okul müdürüyle olan ilişkilerinizi tatmin edici buluyor musunuz?

5. Profesyonel gelişiminize ilişkin deneyimlerinizden bahseder misiniz?
   a. Mesleğe yeni başlarken kendinizi profesyonel olarak yeterli buluyor musunuz?
   b. Hangi alanlarda kendinizi yeterli veya eksik buluyorsunuz?
   c. Şu ana kadarki deneyimleriniz size göre cesaret verici mi yoksa cesaret kırıcı mı?

6. Şu ana kadarki ilk deneyimlerinizin öğretme performansınıza olan yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları sınıf ortamında uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Sizce gerçek bir sınıf ortamıyla karşılaşmaya hazır mıydınız? Neden/neden değil?
   c. Şu ana kadarki öğretme performansınızı nasıl değerlendirirsiniz?
   d. Sizce hangi açılardan öğretme performansınızı geliştirmeye ihtiyacınız var?

7. Şu ana kadarki ilk deneyimlerinizin öğrencilerle olan ilişkilerinize yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları öğrencilerinizle olan ilişkilerinizde uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Şu ana kadar öğrencilerinizle olan ilişkilerinizi nasıl değerlendirirsiniz?
   c. Sizce öğrencileriniz sizinle olan ilişkilerinden memnun mudur?

8. Şu ana kadarki ilk deneyimlerinizin kişisel hayatınıza olan yansımaları nelerdir?

    **SONDA:**    Sosyal açıdan? (örneğin, okuldaki iş yükü kendinize zaman ayırmanıza engel oluyor mu?)

                      Psikolojik açıdan? (Mutlu hissediyor musunuz? Hayatınızdan memnun musunuz?)

9. Meslek öncesi öğretmenlik eğitiminiz hakkında size meslekteki ilk yıla hazırlaması açısından ne düşünüyorsunuz?

    **SONDA:**    Sınıf içi süreçler açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında sınıf içi süreçler hakkında yeterli şey öğrendiniz mi? Öğrendikleriniz arasında yeterli ve eksik olanlar nelerdi?)

                      Öğretme performansı açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında öğretme becerisi edindiniz mi? Meslek öncesi öğretmenlik eğitimi sırasında yaptığınız pratik gerçek bir sınıf ortamında göstereceğiniz performans için yeterli miydi?)

                      Teorinin pratiğe dökülebilmesi açısından? (Öğretmenliğe dair tüm bileşenleri – öğrenciler, ebeveynler, okul müdürleri, meslektaşlar, teknik ve metotlar, değerlendirme, alan bilgisi vb. – düşündüğünüzde, teoriyi pratiğe aktarabildiğinizi düşünüyor musunuz?)

## INTERVIEW SCHEDULE FOR TEACHERS – PHASE 2 (ENGLISH VERSION)

**Introduction**

Dear colleague,

Being a PhD student at the Middle East Technical University, Curriculum and Instruction Department, I am conducting a studycalled"Induction into Teaching: A Multiple-Case Study of Teachers' Experiences of The First Year at Schools" as a dissertation in partial fulfillment of the requirements for the degree of philosophy of doctorate. Within this scope, I would like to interview with you about your first year experiences in the teaching profession. The purpose of this study is to explore your perceptions of classroom processes, relationships with students, colleagues, the principal, mentor and parents, your professional development and the ITP you received. The data collected is expected to make a contribution to the field of induction into teaching profession.

The interview will take about 45 minutes and it will be recorded if you grant permission. Alternatively, I can do note taking while you are responding to the questions. If you do not feel comfortable during the interview, you can cancel it and in such a case I can give the notes or recording back to you. Finally, your identity and the data gathered through this interview will be kept confidential and the data will be used just for academic purposes. Thank you very much for your valuable contributions.

Tuğba CİHAN

**Questions**

1. Can you talk about yourexperiences regarding classroom processes in comparison to your initial experiences?
   **PROMPT:** In terms of your relationship with the students?
   In terms of classroom management issues?
   In terms of struggling with student misbehaviors?
   In terms of covering the curriculum?
   In terms of using appropriate teaching-learning strategies?
   In terms of the adequacy of your subject knowledge?
   In terms of assessment issues?
   In terms of your relationship with the students' parents?

2. When you think about your initial impressions regarding the teaching profession, have your feelings changed or remained the same?
   **PROMPT:** In terms of your feelings regarding the work place?
   In terms of your feelings regarding the school principal?
   In terms of your feelings regarding your colleagues?
   In terms of your feelings regarding the classroom?
   In terms of your feelings regarding the work load?
   In terms of your feelings regarding going on the teaching profession?

3. Do you still have a mentor teacher?
   g. If yes, can you talk about your relationship with her/him so far?
   h. Is having a mentor helpful during the induction process?
   i. In what aspects has s/he helped you so far?
   j. In what aspects has s/he failed in helping you so far?
   k. If you did not have a mentor, would it be easier or more difficult for you to cope with the induction process? Why/why not?

4. Can you talk about your relationship with your colleagues?
   a. Are they willing to help you with professional issues? If yes, do you benefit from their knowledge and experiences?
   b. Is the help you get from your colleagues incidental or are there any formal meetings held for the beginning teachers?
   c. Is it difficult for you to communicate with them or want any help?
   d. How about the other beginning teachers at school? Are you in solidarity with them? If yes, in what aspects?
   e. Do you find your relationship with the school principal satisfying?
   f. Do your colleagues treat you as a beginning teacher or do they find you more experienced now?
   g. How does your relationship with your colleagues affect your professional life?

5. Can you talk about your experiences regarding your professional development?
   a. In what aspects do you feel you have developed professionally?
   b. In what aspects do you feel you have regressed professionally?
   c. In what aspects do you think you are adequate or inadequate?
   d. Do your experiences so far encouraging or discouraging in terms of your professional development?

6. Up till now, what reflections do your experiences have on your teaching performance?
   a. Can you apply the techniques and methods you learned during your ITP in the classroom environment or do you have to make any alterations? Why/why not?
   b. In the real classroom environment, what is manageable and what is unmanageable for you in terms of teaching issues?
   c. How do you evaluate your teaching performance so far?

    **d.** In what aspects do you think you need to improve your teaching performance?

7. Up till now, what reflections do your experiences have on your relationship with the students?
    **a.** Can you apply the techniques and methods you learned during your ITP in your relationship with the students or do you have to make any alterations? Why/why not?
    **b.** How do you evaluate your relationship with the students so far?
    **c.** Do you think your students are content with the relationship they have with you?
    **d.** Do you find your relationship with the students promising or disappointing so far?

8. Up till now, what reflections do your experiences have on your personal life?
    **PROMPT:** In social terms? (for example, does the work load at school prevent you from sparing time for yourself?)
    In psychological terms? (Do you feel happy? Are you content with your life?)

9. Have your initial feelings changed or remained the same regarding the pre-service teacher education?
    **PROMPT:** In terms of classroom processes? (Do you think you learned enough regarding classroom processes during your ITP? What was adequate and what was missing?)
    In terms of teaching performance? (Do you think you gained teaching skill during your ITP? Was the practice you had during your ITP enough to perform in a real classroom environment?)
    In terms of the applicability of theory into practice? (When you think about all aspects regarding teaching – students, parents, school principals, colleagues, school environment, teaching, techniques and methods, assessment issues, subject knowledge and so on, could you really put theory into practice?)

10. What do you think about the "performance evaluation system" started to be applied this year in ending the trial period of novice teachers?

    **a.** What are its strengths and weaknesses compared to the system applied earlier?

    **PROMPT:** In terms of its strengths and weaknesses with regard to your professional development?
    In terms of its strengths and weaknesses with regard to putting theory into practice?

11. Has your mentor started to make the observations within the framework of the performance evaluation system? If yes,
    **a.** Have you been informed about the observation criteria before?
    **b.** How did you feel at the time of the observation?

**c.** What kind of feedback were you given about your strengths and weaknesses at the end of the observation?

**d.** How does the observation application affect your professional development?

**INTERVIEW SCHEDULE FOR TEACHERS – PHASE 2 (TURKISH VERSION)**

**ÖĞRETMENLER İÇİN GÖRÜŞME FORMU – İKİNCİ AŞAMA**

**Giriş**

Değerli meslektaşım,

Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü'nde doktora öğrencisi olarak, "Öğretmenliğe Giriş: Öğretmenlerin Okullardaki İlk Yılda Yaşadıkları Deneyimlere İlişkin Çoklu Durum Çalışması"isimli bir doktora tezi yazmaktayım. Bu bağlamda, sizinle meslekteki ilk yılınızda yaşadığınız deneyimler hakkında görüşme yapmak istiyorum. Bu çalışmanın amacı, sınıf içi süreçler ile meslektaşlarınız, öğrencileriniz, müdürünüz, uygulama öğretmeniniz (mentör) ve ebeveynlerle olan ilişkileriniz, profesyonel gelişiminiz ve meslek öncesi ve hizmet içi aldığınız öğretmenlik eğitimine ilişkin görüş ve deneyimlerinizi incelemektir. Toplanan verinin öğretmenlik mesleğine giriş konusunda alan yazına katkıda bulunması beklenmektedir.

Görüşmenin yaklaşık 45 dakika sürmesi beklenmektedir ve izin verirseniz ses kaydı yapılacaktır. Alternatif olarak, siz cevap verirken cevaplarınızı not alabilirim. Görüşme sırasında kendinizi rahat hissetmezseniz, görüşmeyi iptal edebilirsiniz ve böyle bir durumda aldığım notları veya yaptığım ses kaydını size geri verebilirim. Son olarak, kimliğiniz ve görüşmeler sırasında verdiğiniz bilgiler gizli tutulacak ve toplanan veri sadece akademik amaçlarla kullanılacaktır. Değerli katkılarınız için teşekkür ederim.

<div align="right">Tuğba CİHAN</div>

**Sorular**

1. Sınıf içi süreçlere ilişkin deneyimleriniz hakkında, ilk deneyimlerinize kıyasla, neler söyleyebilirsiniz?
   **SONDA:** Öğrencilerle olan ilişkileriniz açısından?
   Sınıf yönetimi açısından?
   Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
   Ders programını yetiştirme açısından?
   Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
   Alan bilginizin yeterliliği açısından?
   Öğrencileri değerlendirme açısından?
   Ebeveynlerle olan ilişkileriniz açısından?

2. Öğretmenlik mesleğine ilişkin ilk izlenimlerinizi düşündüğünüzde, hisleriniz değişti mi yoksa aynı mı kaldı?
   **SONDA:** Çalıştığınız okul hakkındaki hisleriniz açısından?

Okul müdürünüz hakkındaki hisleriniz açısından?
Meslektaşlarınız hakkındaki hisleriniz açısından?
Sınıfınız hakkındaki hisleriniz açısından?
İş yükü hakkındaki hisleriniz açısından?
Mesleğe devam etme konusundaki hisleriniz açısından?

3. Hala bir uygulama öğretmeniniz (mentör) var mı?
   l. Eğer öyleyse, onunla şu ana kadarki ilişkiniz hakkında ne düşünüyorsunuz?
   m. Bir mentör öğretmenin varlığı mesleğe giriş sürecinde faydalı mı?
   n. Şu ana kadar size hangi açılardan yardımcı oldu?
   o. Şu ana kadar size hangi açılardan yardımcı olamadı?
   p. Bir mentör öğretmeniniz olmasaydı, mesleğe giriş süreciyle baş etmek sizin için daha kolay mı yoksa daha zor mu olurdu? Neden/neden değil?

4. Meslektaşlarınızla olan ilişkileriniz hakkında ne düşünüyorsunuz?
   a. Profesyonel konularda size yardım etmeye istekliler mi? Eğer öyleyse, onların bilgi ve deneyimlerinden yararlanabiliyor musunuz?
   b. Meslektaşlarınızdan aldığınız yardımlar tesadüfi mi yoksa bu konuda siz mesleğe yeni başlayan öğretmenlere yönelik resmi toplantılar yapılıyor mu?
   c. Meslektaşlarınızla iletişim kurmak veya onlardan yardım istemek sizin için zor oluyor mu?
   d. Okuldaki mesleğe yeni başlayan diğer öğretmenler hakkında ne düşünüyorsunuz? Onlarla dayanışma içinde misiniz? Eğer öyleyse, ne açılardan?
   e. Okul müdürüyle olan ilişkilerinizi tatmin edici buluyor musunuz?
   f. Meslektaşlarınız size hala mesleğe yeni başlayan bir öğretmen gibi mi davranıyor yoksa şu an size daha deneyimli mi buluyorlar?
   g. Meslektaşlarınızla olan ilişkileriniz profesyonel hayatınızı nasıl etkiliyor?

5. Profesyonel gelişiminize ilişkin deneyimlerinizden bahseder misiniz?
   a. Profesyonel olarak geliştiğinizi düşündüğünüz alanlar nelerdir?
   b. Profesyonel olarak gerilediğinizi düşündüğünüz alanlar nelerdir?
   c. Hangi alanlarda kendinizi yeterli veya eksik buluyorsunuz?
   d. Şu ana kadarki deneyimleriniz size göre cesaret verici mi yoksa cesaret kırıcı mı?

6. Şu ana kadarki deneyimlerinizin öğretme performansınıza olan yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları sınıf ortamında uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Gerçek sınıf ortamında, baş edilebilir ve baş edilemez bulduğunuz öğretim meseleleri nelerdir?
   c. Şu ana kadarki öğretme performansınızı nasıl değerlendirirsiniz?
   d. Sizce hangi açılardan öğretme performansınızı geliştirmeye ihtiyacınız var?

7. Şu ana kadarki ilk deneyimlerinizin öğrencilerle olan ilişkilerinize yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları öğrencilerinizle olan ilişkilerinizde uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Şu ana kadar öğrencilerinizle olan ilişkilerinizi nasıl değerlendirirsiniz?
   c. Sizce öğrencileriniz sizinle olan ilişkilerinden memnun mudur?
   d. Öğrencilerinizle şu ana kadar olan ilişkileriniz sizin için umut verici mi yoksa size hayal kırıklığına mı uğrattı?

8. Şu ana kadarki ilk deneyimlerinizin kişisel hayatınıza olan yansımaları nelerdir?
   SONDA:     Sosyal açıdan? (örneğin, okuldaki iş yükü kendinize zaman ayırmanıza engel oluyor mu?)
              Psikolojik açıdan? (Mutlu hissediyor musunuz? Hayatınızdan memnun musunuz?)

9. Meslek öncesi öğretmenlik eğitimine ilişkin ilk hisleriniz değişti mi yoksa hala aynı mı?
   SONDA:     Sınıf içi süreçler açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında sınıf içi süreçler hakkında yeterli şey öğrendiniz mi? Öğrendikleriniz arasında yeterli ve eksik olanlar nelerdi?)
              Öğretme performansı açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında öğretme becerisi edindiniz mi? Meslek öncesi öğretmenlik eğitimi sırasında yaptığınız pratik gerçek bir sınıf ortamında göstereceğiniz performans için yeterli miydi?)
              Teorinin pratiğe dökülebilmesi açısından? (Öğretmenliğe dair tüm bileşenleri – öğrenciler, ebeveynler, okul müdürleri, meslektaşlar, teknik ve metotlar, değerlendirme, alan bilgisi vb. – düşündüğünüzde, teoriyi pratiğe aktarabildiğinizi düşünüyor musunuz?)

10. Stajyer öğretmenliğin kalkmasında bu sene yeni uygulanmaya başlanan "performans değerlendirme sistemi" konusunda ne düşünüyorsunuz?

    a. Eskiden uygulanan sisteme kıyasla artı ve eksileri neler olabilir?

    SONDA:     Mesleki gelişiminiz açısından artı ve eksiler?
               Teorinin pratiğe dökülebilmesi açısından artı ve eksiler?

11. Uygulama öğretmeni performans değerlendirme sistemi dahilinde yapılması planlanan gözlemlere başladı mı? Evet ise,
    a. Gözlem kriterleri konusunda size önceden bilgi verildi mi?
    b. Gözlem sırasında kendinizi nasıl hissettiniz?

**c.** Gözlem bitiminde güçlü ve zayıf yönlerinizle ilgili size ne tür dönütler verdi?

**d.** Gözlem uygulamasının mesleki gelişiminize olan etkileri nelerdir?

**INTERVIEW SCHEDULE FOR TEACHERS – PHASE 3 (ENGLISH VERSION)**

**Introduction**

Dear colleague,

Being a PhD student at the Middle East Technical University, Curriculum and Instruction Department, I am conducting a studycalled"Induction into Teaching: A Multiple-Case Study of Teachers' Experiences of The First Year at Schools" as a dissertation in partial fulfillment of the requirements for the degree of philosophy of doctorate. Within this scope, I would like to interview with you about your first year experiences in the teaching profession. The purpose of this study is to explore your perceptions of classroom processes, relationships with students, colleagues, the principal, mentor and parents, your professional development and the ITP you received. The data collected is expected to make a contribution to the field of induction into teaching profession.

The interview will take about 45 minutes and it will be recorded if you grant permission. Alternatively, I can do note taking while you are responding to the questions. If you do not feel comfortable during the interview, you can cancel it and in such a case I can give the notes or recording back to you. Finally, your identity and the data gathered through this interview will be kept confidential and the data will be used just for academic purposes. Thank you very much for your valuable contributions.

<div align="right">Tuğba CİHAN</div>

**Questions**

1. Can you talk about yourexperiences regarding classroom processes in comparison to your initial experiences?
   **PROMPT:** In terms of your relationship with the students?
   In terms of classroom management issues?
   In terms of struggling with student misbehaviors?
   In terms of covering the curriculum?
   In terms of using appropriate teaching-learning strategies?
   In terms of the adequacy of your subject knowledge?
   In terms of assessment issues?
   In terms of your relationship with the students' parents?

2. When you think about your initial impressions regarding the teaching profession, have your feelings changed or remained the same?
   **PROMPT:** In terms of your feelings regarding the work place?
   In terms of your feelings regarding the school principal?
   In terms of your feelings regarding your colleagues?

In terms of your feelings regarding the classroom?
In terms of your feelings regarding the work load?
In terms of your feelings regarding going on the teaching profession?

3. Do you still have a mentor teacher?
    q. If yes, can you talk about your relationship with her/him so far?
    r. Is having a mentor helpful during the induction process?
    s. In what aspects has s/he helped you so far?
    t. In what aspects has s/he failed in helping you so far?
    u. If you did not have a mentor, would it be easier or more difficult for you to cope with the induction process? Why/why not?

4. Can you talk about your relationship with your colleagues?
    a. Are they willing to help you with professional issues? If yes, do you benefit from their knowledge and experiences?
    b. Is the help you get from your colleagues incidental or are there any formal meetings held for the beginning teachers?
    c. Is it difficult for you to communicate with them or want any help?
    d. How about the other beginning teachers at school? Are you in solidarity with them? If yes, in what aspects?
    e. Do you find your relationship with the school principal satisfying?
    f. Do your colleagues treat you as a beginning teacher or do they find you more experienced now?
    g. How does your relationship with your colleagues affect your professional life?

5. Can you talk about your experiences regarding your professional development?
    a. In what aspects do you feel you have developed professionally?
    b. In what aspects do you feel you have regressed professionally?
    c. In what aspects do you think you are adequate or inadequate?
    d. Do your experiences so far encouraging or discouraging in terms of your professional development?

6. Up till now, what reflections do your experiences have on your teaching performance?
    a. Can you apply the techniques and methods you learned during your ITP in the classroom environment or do you have to make any alterations? Why/why not?
    b. In the real classroom environment, what is manageable and what is unmanageable for you in terms of teaching issues?
    c. How do you evaluate your teaching performance so far?
    d. In what aspects do you think you need to improve your teaching performance?

7. Up till now, what reflections do your experiences have on your relationship with the students?

**a.** Can you apply the techniques and methods you learned during your ITP in your relationship with the students or do you have to make any alterations? Why/why not?
   **b.** How do you evaluate your relationship with the students so far?
   **c.** Do you think your students are content with the relationship they have with you?
   **d.** Do you find your relationship with the students promising or disappointing so far?

8. Up till now, what reflections do your experiences have on your personal life?
   **PROMPT:**　In social terms? (for example, does the work load at school prevent you from sparing time for yourself?)
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9. Have your initial feelings changed or remained the same regarding the pre-service teacher education?
   **PROMPT:**　In terms of classroom processes? (Do you think you learned enough regarding classroom processes during your ITP? What was adequate and what was missing?)
   In terms of teaching performance? (Do you think you gained teaching skill during your ITP? Was the practice you had during your ITP enough to perform in a real classroom environment?)
   In terms of the applicability of theory into practice? (When you think about all aspects regarding teaching – students, parents, school principals, colleagues, school environment, teaching, techniques and methods, assessment issues, subject knowledge and so on, could you really put theory into practice?)

10. Have the seminars cancelled in the first semester within the framework of in-service training started again in the second semester or are they still cancelled?
   **a.** How has the uncertainty resulting from these changes affected you in psychological terms?
   **b.** How has the uncertainty resulting from these changes affected your feelings for the teaching profession?
   **c.** How has the uncertainty resulting from these changes affected your Professional development?

11. What do you think about the "performance evaluation system" started to be applied this year in ending the trial period of novice teachers?

   **a.** What are its strengths and weaknesses compared to the system applied earlier?

   **PROMPT:**　In terms of its strengths and weaknesses with regard to your professional development?
   In terms of its strengths and weaknesses with regard to putting theory into practice?

**12.** Has your mentor started to make the observations within the framework of the performance evaluation system? If yes,

    **a.** Have you been informed about the observation criteria before?

    **b.** How did you feel at the time of the observation?

    **c.** What kind of feedback were you given about your strengths and weaknesses at the end of the observation?

    **d.** How does the observation application affect your professional development?

**ÖĞRETMENLER İÇİN GÖRÜŞME FORMU – ÜÇÜNCÜ AŞAMA**

**Giriş**

Değerli meslektaşım,

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Tuğba CİHAN

**Sorular**

1. Sınıf içi süreçlere ilişkin deneyimleriniz hakkında, ilk deneyimlerinize kıyasla, neler söyleyebilirsiniz?
   **SONDA:** Öğrencilerle olan ilişkileriniz açısından?
   Sınıf yönetimi açısından?
   Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
   Ders programını yetiştirme açısından?
   Kullanmanız için size verilen ders kitapları ve materyaller açısından?
   Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
   Alan bilginizin yeterliliği açısından?
   Öğrencileri değerlendirme açısından?
   Ebeveynlerle olan ilişkileriniz açısından?

2. Öğretmenlik mesleğine ilişkin ilk izlenimlerinizi düşündüğünüzde, hisleriniz değişti mi yoksa aynı mı kaldı?
   **SONDA:** Çalıştığınız okul hakkındaki hisleriniz açısından?

Okul müdürünüz hakkındaki hisleriniz açısından?
Meslektaşlarınız hakkındaki hisleriniz açısından?
Öğrencileriniz hakkındaki hisleriniz açısından?
İş yükü hakkındaki hisleriniz açısından?
Mesleğe devam etme konusundaki hisleriniz açısından?

3. Hala bir uygulama öğretmeniniz (mentör) var mı?
    v. Eğer öyleyse, onunla şu ana kadarki ilişkiniz hakkında ne düşünüyorsunuz?
    w. Bir mentör öğretmenin varlığı mesleğe giriş sürecinde faydalı mı?
    x. Şu ana kadar size hangi açılardan yardımcı oldu?
    y. Şu ana kadar size hangi açılardan yardımcı olamadı?
    z. Bir mentör öğretmeniniz olmasaydı, mesleğe giriş süreciyle baş etmek sizin için daha kolay mı yoksa daha zor mu olurdu? Neden/neden değil?

4. Meslektaşlarınızla olan ilişkileriniz hakkında ne düşünüyorsunuz?
    a. Profesyonel konularda size yardım etmeye istekliler mi? Eğer öyleyse, onların bilgi ve deneyimlerinden yararlanabiliyor musunuz?
    b. Meslektaşlarınızdan aldığınız yardımlar tesadüfi mi yoksa bu konuda siz mesleğe yeni başlayan öğretmenlere yönelik resmi toplantılar yapılıyor mu?
    c. Meslektaşlarınızla iletişim kurmak veya onlardan yardım istemek sizin için zor oluyor mu?
    d. Okuldaki mesleğe yeni başlayan diğer öğretmenler hakkında ne düşünüyorsunuz? Onlarla dayanışma içinde misiniz? Eğer öyleyse, ne açılardan?
    e. Okul müdürüyle olan ilişkilerinizi tatmin edici buluyor musunuz?
    f. Meslektaşlarınız size hala mesleğe yeni başlayan bir öğretmen gibi mi davranıyor yoksa şu an size daha deneyimli mi buluyorlar?
    g. Meslektaşlarınızla olan ilişkileriniz profesyonel hayatınızı nasıl etkiliyor?

5. Profesyonel gelişiminize ilişkin deneyimlerinizden bahseder misiniz?
    a. Profesyonel olarak geliştiğinizi düşündüğünüz alanlar nelerdir?
    b. Profesyonel olarak gerilediğinizi düşündüğünüz alanlar nelerdir?
    c. Hangi alanlarda kendinizi yeterli veya eksik buluyorsunuz?
    d. Şu ana kadarki deneyimleriniz size göre cesaret verici mi yoksa cesaret kırıcı mı?

6. Şu ana kadarki deneyimlerinizin öğretme performansınıza olan yansımaları nelerdir?
    a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları sınıf ortamında uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
    b. Gerçek sınıf ortamında, baş edilebilir ve baş edilemez bulduğunuz öğretim meseleleri nelerdir?
    c. Şu ana kadarki öğretme performansınızı nasıl değerlendirirsiniz?
    d. Sizce hangi açılardan öğretme performansınızı geliştirmeye ihtiyacınız var?

7. Şu ana kadarki ilk deneyimlerinizin öğrencilerle olan ilişkilerinize yansımaları nelerdir?

    **a.** Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları öğrencilerinizle olan ilişkilerinizde uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?

    **b.** Şu ana kadar öğrencilerinizle olan ilişkilerinizi nasıl değerlendirirsiniz?

    **c.** Sizce öğrencileriniz sizinle olan ilişkilerinden memnun mudur?

    **d.** Öğrencilerinizle şu ana kadar olan ilişkileriniz sizin için umut verici mi yoksa size hayal kırıklığına mı uğrattı?

8. Şu ana kadarki ilk deneyimlerinizin kişisel hayatınıza olan yansımaları nelerdir?

    **SONDA:** Sosyal açıdan? (örneğin, okuldaki iş yükü kendinize zaman ayırmanıza engel oluyor mu?)
                Psikolojik açıdan? (Mutlu hissediyor musunuz? Hayatınızdan memnun musunuz?)

9. Meslek öncesi öğretmenlik eğitimine ilişkin ilk hisleriniz değişti mi yoksa hala aynı mı?

    **SONDA:** Sınıf içi süreçler açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında sınıf içi süreçler hakkında yeterli şey öğrendiniz mi? Öğrendikleriniz arasında yeterli ve eksik olanlar nelerdi?)
                Öğretme performansı açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında öğretme becerisi edindiniz mi? Meslek öncesi öğretmenlik eğitimi sırasında yaptığınız pratik gerçek bir sınıf ortamında göstereceğiniz performans için yeterli miydi?)
                Teorinin pratiğe dökülebilmesi açısından? (Öğretmenliğe dair tüm bileşenleri – öğrenciler, ebeveynler, okul müdürleri, meslektaşlar, teknik ve metotlar, değerlendirme, alan bilgisi vb. – düşündüğünüzde, teoriyi pratiğe aktarabildiğinizi düşünüyor musunuz?)

10. Stajyer öğretmenlik eğitimleri dahilinde ilk dönem kaldırılan seminerler ikinci dönem itibariyle yeniden başladı mı yoksa hala iptal edilmiş durumda mı?

    **a.** Yapılan söz konusu değişikliklerin yarattığı belirsizlik ortamı sizi psikolojik açıdan nasıl etkiledi?

    **b.** Yapılan söz konusu değişikliklerin yarattığı belirsizlik ortamı mesleğinize karşı olan hislerinizi nasıl etkiledi?

    **c.** Yapılan söz konusu değişikliklerin yarattığı belirsizlik ortamı mesleki gelişiminizi nasıl etkiledi?

11. Stajyer öğretmenliğin kalkmasında bu sene yeni uygulanmaya başlanan "performans değerlendirme sistemi" konusunda ne düşünüyorsunuz?

**a.** Eskiden uygulanan sisteme kıyasla artı ve eksileri neler olabilir?

**SONDA:**       Mesleki gelişiminiz açısından artı ve eksiler?
                         Teorinin pratiğe dökülebilmesi açısından artı ve eksiler?

**12.** Uygulama öğretmeni performans değerlendirme sistemi dahilinde yapılması planlanan gözlemlere başladı mı? Evet ise,
    **a.** Gözlem kriterleri konusunda size önceden bilgi verildi mi?
    **b.** Gözlem sırasında kendinizi nasıl hissettiniz?
    **c.** Gözlem bitiminde güçlü ve zayıf yönlerinizle ilgili size ne tür dönütler verdi?
    **d.** Gözlem uygulamasının mesleki gelişiminize olan etkileri nelerdir?

## INTERVIEW SCHEDULE FOR TEACHERS – PHASE 4

**Introduction**

Dear colleague,

Being a PhD student at the Middle East Technical University, Curriculum and Instruction Department, I am conducting a studycalled"Induction into Teaching: A Multiple-Case Study of Teachers' Experiences of The First Year at Schools" as a dissertation in partial fulfillment of the requirements for the degree of philosophy of doctorate. Within this scope, I would like to interview with you about your first year experiences in the teaching profession. The purpose of this study is to explore your perceptions of classroom processes, relationships with students, colleagues, the principal, mentor and parents, your professional development and the ITP you received. The data collected is expected to make a contribution to the field of induction into teaching profession.

The interview will take about 45 minutes and it will be recorded if you grant permission. Alternatively, I can do note taking while you are responding to the questions. If you do not feel comfortable during the interview, you can cancel it and in such a case I can give the notes or recording back to you. Finally, your identity and the data gathered through this interview will be kept confidential and the data will be used just for academic purposes. Thank you very much for your valuable contributions.

Tuğba CİHAN

**Questions**

1. Can you talk about yourexperiences regarding classroom processes in comparison to your initial experiences?
   **PROMPT:**  In terms of your relationship with the students?
   In terms of classroom management issues?
   In terms of struggling with student misbehaviors?
   In terms of covering the curriculum?
   In terms of using appropriate teaching-learning strategies?
   In terms of the adequacy of your subject knowledge?
   In terms of assessment issues?
   In terms of your relationship with the students' parents?

2. When you think about your initial impressions regarding the teaching profession, have your feelings changed or remained the same?
   **PROMPT:**  In terms of your feelings regarding the work place?
   In terms of your feelings regarding the school principal?
   In terms of your feelings regarding your colleagues?
   In terms of your feelings regarding the classroom?
   In terms of your feelings regarding the work load?

In terms of your feelings regarding going on the teaching profession?

3.  Do you still have a mentor teacher?
    **aa.** If yes, can you talk about your relationship with her/him so far?
    **bb.** Is having a mentor helpful during the induction process?
    **cc.** In what aspects has s/he helped you so far?
    **dd.** In what aspects has s/he failed in helping you so far?
    **ee.** If you did not have a mentor, would it be easier or more difficult for you to cope with the induction process? Why/why not?

4.  Can you talk about your relationship with your colleagues?
    **a.** Are they willing to help you with professional issues? If yes, do you benefit from their knowledge and experiences?
    **b.** Is the help you get from your colleagues incidental or are there any formal meetings held for the beginning teachers?
    **c.** Is it difficult for you to communicate with them or want any help?
    **d.** How about the other beginning teachers at school? Are you in solidarity with them? If yes, in what aspects?
    **e.** Do you find your relationship with the school principal satisfying?
    **f.** Do your colleagues treat you as a beginning teacher or do they find you more experienced now?
    **g.** How does your relationship with your colleagues affect your professional life?

5.  Can you talk about your experiences regarding your professional development?
    **a.** In what aspects do you feel you have developed professionally?
    **b.** In what aspects do you feel you have regressed professionally?
    **c.** In what aspects do you think you are adequate or inadequate?
    **d.** Do your experiences so far encouraging or discouraging in terms of your professional development?

6.  Up till now, what reflections do your experiences have on your teaching performance?
    **a.** Can you apply the techniques and methods you learned during your ITP in the classroom environment or do you have to make any alterations? Why/why not?
    **b.** In the real classroom environment, what is manageable and what is unmanageable for you in terms of teaching issues?
    **c.** How do you evaluate your teaching performance so far?
    **d.** In what aspects do you think you need to improve your teaching performance?

7.  Up till now, what reflections do your experiences have on your relationship with the students?
    **a.** Can you apply the techniques and methods you learned during your ITP in your relationship with the students or do you have to make any alterations? Why/why not?
    **b.** How do you evaluate your relationship with the students so far?

     **c.** Do you think your students are content with the relationship they have with you?

     **d.** Do you find your relationship with the students promising or disappointing so far?

**8.** Up till now, what reflections do your experiences have on your personal life?

     **PROMPT:** In social terms? (for example, does the work load at school prevent you from sparing time for yourself?)

     In psychological terms? (Do you feel happy? Are you content with your life?)

**9.** Have your initial feelings changed or remained the same regarding the pre-service teacher education?

     **PROMPT:** In terms of classroom processes? (Do you think you learned enough regarding classroom processes during your ITP? What was adequate and what was missing?)

     In terms of teaching performance? (Do you think you gained teaching skill during your ITP? Was the practice you had during your ITP enough to perform in a real classroom environment?)

     In terms of the applicability of theory into practice? (When you think about all aspects regarding teaching – students, parents, school principals, colleagues, school environment, teaching, techniques and methods, assessment issues, subject knowledge and so on, could you really put theory into practice?)

**10.** Have the seminars cancelled in the first semester within the framework of in-service training started again in the second semester or are they still cancelled?

     **a.** How has the uncertainty resulting from these changes affected you in psychological terms?

     **b.** How has the uncertainty resulting from these changes affected your feelings for the teaching profession?

     **c.** How has the uncertainty resulting from these changes affected your professional development?

**11.** What do you think about the "performance evaluation system" started to be applied this year in ending the trial period of novice teachers?

     **a.** What are its strengths and weaknesses compared to the system applied earlier?

     **PROMPT:** In terms of its strengths and weaknesses with regard to your professional development?

     In terms of its strengths and weaknesses with regard to putting theory into practice?

**12.** Has your mentor started to make the observations within the framework of the performance evaluation system? If yes,

     **a.** Have you been informed about the observation criteria before?

     **b.** How did you feel at the time of the observation?

    **c.** What kind of feedback were you given about your strengths and weaknesses at the end of the observation?

    **d.** How does the observation application affect your professional development?

**13.** What is your philosophy of education and has it ever changed since you started the profession? If yes, why and how?

**14.** Can you talk about your best professional development experience so far?

**15.** What have been the three things you liked and disliked most about the teaching profession so far?

**16.** How have you so far or will you from now on address the different learning styles and needs of your students?

# INTERVIEW SCHEDULE FOR TEACHERS – PHASE 4 (TURKISH VERSION)

# ÖĞRETMENLER İÇİN GÖRÜŞME FORMU – DÖRDÜNCÜ AŞAMA

**Giriş**

Değerli meslektaşım,

Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü'nde doktora öğrencisi olarak, "Öğretmenliğe Giriş: Öğretmenlerin Okullardaki İlk Yılda Yaşadıkları Deneyimlere İlişkin Çoklu Durum Çalışması" isimli bir doktora tezi yazmaktayım. Bu bağlamda, sizinle meslekteki ilk yılınızda yaşadığınız deneyimler hakkında görüşme yapmak istiyorum. Bu çalışmanın amacı, sınıf içi süreçler ile meslektaşlarınız, öğrencileriniz, müdürünüz, uygulama öğretmeniniz (mentör) ve ebeveynlerle olan ilişkileriniz, profesyonel gelişiminiz ve meslek öncesi ve hizmet içi aldığınız öğretmenlik eğitimine ilişkin görüş ve deneyimlerinizi incelemektir. Toplanan verinin öğretmenlik mesleğine giriş konusunda alan yazına katkıda bulunması beklenmektedir.

Görüşmenin yaklaşık 45 dakika sürmesi beklenmektedir ve izin verirseniz ses kaydı yapılacaktır. Alternatif olarak, siz cevap verirken cevaplarınızı not alabilirim. Görüşme sırasında kendinizi rahat hissetmezseniz, görüşmeyi iptal edebilirsiniz ve böyle bir durumda aldığım notları veya yaptığım ses kaydını size geri verebilirim. Son olarak, kimliğiniz ve görüşmeler sırasında verdiğiniz bilgiler gizli tutulacak ve toplanan veri sadece akademik amaçlarla kullanılacaktır. Değerli katkılarınız için teşekkür ederim.

Tuğba CİHAN

**Sorular**

1. Sınıf içi süreçlere ilişkin deneyimleriniz hakkında, ilk deneyimlerinize kıyasla, neler söyleyebilirsiniz?
   **SONDA:** Öğrencilerle olan ilişkileriniz açısından?
   Sınıf yönetimi açısından?
   Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
   Ders programını yetiştirme açısından?
   Kullanmanız için size verilen ders kitapları ve materyaller açısından?
   Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
   Alan bilginizin yeterliliği açısından?
   Öğrencileri değerlendirme açısından?
   Ebeveynlerle olan ilişkileriniz açısından?

2. Öğretmenlik mesleğine ilişkin ilk izlenimlerinizi düşündüğünüzde, hisleriniz değişti mi yoksa aynı mı kaldı?
   **SONDA:** Çalıştığınız okul hakkındaki hisleriniz açısından?

Okul müdürünüz hakkındaki hisleriniz açısından?
Meslektaşlarınız hakkındaki hisleriniz açısından?
Öğrencileriniz hakkındaki hisleriniz açısından?
İş yükü hakkındaki hisleriniz açısından?
Mesleğe devam etme konusundaki hisleriniz açısından?

3. Hala bir uygulama öğretmeniniz (mentör) var mı?
   a. Eğer öyleyse, onunla şu ana kadarki ilişkiniz hakkında ne düşünüyorsunuz?
   b. Bir mentör öğretmenin varlığı mesleğe giriş sürecinde faydalı mı?
   c. Şu ana kadar size hangi açılardan yardımcı oldu?
   d. Şu ana kadar size hangi açılardan yardımcı olamadı?
   e. Bir mentör öğretmeniniz olmasaydı, mesleğe giriş süreciyle baş etmek sizin için daha kolay mı yoksa daha zor mu olurdu? Neden/neden değil?

4. Meslektaşlarınızla olan ilişkileriniz hakkında ne düşünüyorsunuz?
   a. Profesyonel konularda size yardım etmeye istekliler mi? Eğer öyleyse, onların bilgi ve deneyimlerinden yararlanabiliyor musunuz?
   b. Meslektaşlarınızdan aldığınız yardımlar tesadüfi mi yoksa bu konuda siz mesleğe yeni başlayan öğretmenlere yönelik resmi toplantılar yapılıyor mu?
   c. Meslektaşlarınızla iletişim kurmak veya onlardan yardım istemek sizin için zor oluyor mu?
   d. Okuldaki mesleğe yeni başlayan diğer öğretmenler hakkında ne düşünüyorsunuz? Onlarla dayanışma içinde misiniz? Eğer öyleyse, ne açılardan?
   e. Okul müdürüyle olan ilişkilerinizi tatmin edici buluyor musunuz?
   f. Meslektaşlarınız size hala mesleğe yeni başlayan bir öğretmen gibi mi davranıyor yoksa şu an size daha deneyimli mi buluyorlar?
   g. Meslektaşlarınızla olan ilişkileriniz profesyonel hayatınızı nasıl etkiliyor?

5. Profesyonel gelişiminize ilişkin deneyimlerinizden bahseder misiniz?
   a. Profesyonel olarak geliştiğinizi düşündüğünüz alanlar nelerdir?
   b. Profesyonel olarak gerilediğinizi düşündüğünüz alanlar nelerdir?
   c. Hangi alanlarda kendinizi yeterli veya eksik buluyorsunuz?
   d. Şu ana kadarki deneyimleriniz size göre cesaret verici mi yoksa cesaret kırıcı mı?

6. Şu ana kadarki deneyimlerinizin öğretme performansınıza olan yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları sınıf ortamında uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Gerçek sınıf ortamında, baş edilebilir ve baş edilemez bulduğunuz öğretim meseleleri nelerdir?
   c. Şu ana kadarki öğretme performansınızı nasıl değerlendirirsiniz?
   d. Sizce hangi açılardan öğretme performansınızı geliştirmeye ihtiyacınız var?

7. Şu ana kadarki ilk deneyimlerinizin öğrencilerle olan ilişkilerinize yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları öğrencilerinizle olan ilişkilerinizde uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Şu ana kadar öğrencilerinizle olan ilişkilerinizi nasıl değerlendirirsiniz?
   c. Sizce öğrencileriniz sizinle olan ilişkilerinden memnun mudur?
   d. Öğrencilerinizle şu ana kadar olan ilişkileriniz sizin için umut verici mi yoksa size hayal kırıklığına mı uğrattı?

8. Şu ana kadarki ilk deneyimlerinizin kişisel hayatınıza olan yansımaları nelerdir?
   SONDA:     Sosyal açıdan? (örneğin, okuldaki iş yükü kendinize zaman ayırmanıza engel oluyor mu?)
              Psikolojik açıdan? (Mutlu hissediyor musunuz? Hayatınızdan memnun musunuz?)

9. Meslek öncesi öğretmenlik eğitimine ilişkin ilk hisleriniz değişti mi yoksa hala aynı mı?
   SONDA:     Sınıf içi süreçler açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında sınıf içi süreçler hakkında yeterli şey öğrendiniz mi? Öğrendikleriniz arasında yeterli ve eksik olanlar nelerdi?)
              Öğretme performansı açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında öğretme becerisi edindiniz mi? Meslek öncesi öğretmenlik eğitimi sırasında yaptığınız pratik gerçek bir sınıf ortamında göstereceğiniz performans için yeterli miydi?)
              Teorinin pratiğe dökülebilmesi açısından? (Öğretmenliğe dair tüm bileşenleri – öğrenciler, ebeveynler, okul müdürleri, meslektaşlar, teknik ve metotlar, değerlendirme, alan bilgisi vb. – düşündüğünüzde, teoriyi pratiğe aktarabildiğinizi düşünüyor musunuz?)

10. Stajyer öğretmenlik eğitimleri dahilinde ilk dönem kaldırılan seminerler ikinci dönem itibariyle yeniden başladı mı yoksa hala iptal edilmiş durumda mı?
    a. Yapılan söz konusu değişikliklerin yarattığı belirsizlik ortamı sizi psikolojik açıdan nasıl etkiledi?
    b. Yapılan söz konusu değişikliklerin yarattığı belirsizlik ortamı mesleğinize karşı olan hislerinizi nasıl etkiledi?
    c. Yapılan söz konusu değişikliklerin yarattığı belirsizlik ortamı mesleki gelişiminizi nasıl etkiledi?

11. Stajyer öğretmenliğin kalkmasında bu sene yeni uygulanmaya başlanan "performans değerlendirme sistemi" konusunda ne düşünüyorsunuz?
    a. Eskiden uygulanan sisteme kıyasla artı ve eksileri neler olabilir?

12. Uygulama öğretmeni performans değerlendirme sistemi dahilinde yapılması planlanan gözlemlere başladı mı? Evet ise,
    a. Gözlem kriterleri konusunda size önceden bilgi verildi mi?
    b. Gözlem sırasında kendinizi nasıl hissettiniz?
    c. Gözlem bitiminde güçlü ve zayıf yönlerinizle ilgili size ne tür dönütler verdi?
    d. Gözlem uygulamasının mesleki gelişiminize olan etkileri nelerdir?

13. Eğitim felsefeniz nedir ve mesleğe başladığınızdan bu yana hiç değişti mi? Evetse, neden ve nasıl?

14. Şu ana kadarki en iyi mesleki gelişim deneyiminizi anlatır mısınız?

15. Şu ana kadar öğretmenlik mesleğiyle ilgili en sevdiğiniz ve en sevmediğiniz üç şey ne oldu?

16. Şu ana kadar veya bundan sonra öğrencilerinizin farklı öğrenme stillerine ve farklı ihtiyaçlarına nasıl hitap edeceksiniz?

**INTERVIEW SCHEDULE FOR TEACHERS – PHASE 5**

**Introduction**

Dear colleague,

Being a PhD student at the Middle East Technical University, Curriculum and Instruction Department, I am conducting a studycalled"Induction into Teaching: A Multiple-Case Study of Teachers' Experiences of The First Year at Schools" as a dissertation in partial fulfillment of the requirements for the degree of philosophy of doctorate. Within this scope, I would like to interview with you about your first year experiences in the teaching profession. The purpose of this study is to explore your perceptions of classroom processes, relationships with students, colleagues, the principal, mentor and parents, your professional development and the ITP you received. The data collected is expected to make a contribution to the field of induction into teaching profession.

The interview will take about 45 minutes and it will be recorded if you grant permission. Alternatively, I can do note taking while you are responding to the questions. If you do not feel comfortable during the interview, you can cancel it and in such a case I can give the notes or recording back to you. Finally, your identity and the data gathered through this interview will be kept confidential and the data will be used just for academic purposes. Thank you very much for your valuable contributions.

Tuğba CİHAN

**Questions**

1. Can you talk about yourexperiences regarding classroom processes in comparison to your initial experiences?
   **PROMPT:** In terms of your relationship with the students?
   In terms of classroom management issues?
   In terms of struggling with student misbehaviors?
   In terms of covering the curriculum?
   In terms of using appropriate teaching-learning strategies?
   In terms of the adequacy of your subject knowledge?
   In terms of assessment issues?
   In terms of your relationship with the students' parents?

2. When you think about your initial impressions regarding the teaching profession, have your feelings changed or remained the same?
   **PROMPT:** In terms of your feelings regarding the work place?
   In terms of your feelings regarding the school principal?
   In terms of your feelings regarding your colleagues?
   In terms of your feelings regarding the classroom?
   In terms of your feelings regarding the work load?

In terms of your feelings regarding going on the teaching profession?

3.  Do you still have a mentor teacher?
    a.  If yes, can you talk about your relationship with her/him so far?
    b.  Is having a mentor helpful during the induction process?
    c.  In what aspects has s/he helped you so far?
    d.  In what aspects has s/he failed in helping you so far?
    e.  If you did not have a mentor, would it be easier or more difficult for you to cope with the induction process? Why/why not?

4.  Can you talk about your relationship with your colleagues?
    a.  Are they willing to help you with professional issues? If yes, do you benefit from their knowledge and experiences?
    b.  Is the help you get from your colleagues incidental or are there any formal meetings held for the beginning teachers?
    c.  Is it difficult for you to communicate with them or want any help?
    d.  How about the other beginning teachers at school? Are you in solidarity with them? If yes, in what aspects?
    e.  Do you find your relationship with the school principal satisfying?
    f.  Do your colleagues treat you as a beginning teacher or do they find you more experienced now?
    g.  How does your relationship with your colleagues affect your professional life?

5.  Can you talk about your experiences regarding your professional development?
    a.  In what aspects do you feel you have developed professionally?
    b.  In what aspects do you feel you have regressed professionally?
    c.  In what aspects do you think you are adequate or inadequate?
    d.  Do your experiences so far encouraging or discouraging in terms of your professional development?

6.  Up till now, what reflections do your experiences have on your teaching performance?
    a.  Can you apply the techniques and methods you learned during your ITP in the classroom environment or do you have to make any alterations? Why/why not?
    b.  In the real classroom environment, what is manageable and what is unmanageable for you in terms of teaching issues?
    c.  How do you evaluate your teaching performance so far?
    d.  In what aspects do you think you need to improve your teaching performance?

7.  Up till now, what reflections do your experiences have on your relationship with the students?
    a.  Can you apply the techniques and methods you learned during your ITP in your relationship with the students or do you have to make any alterations? Why/why not?
    b.  How do you evaluate your relationship with the students so far?

     **c.** Do you think your students are content with the relationship they have with you?

     **d.** Do you find your relationship with the students promising or disappointing so far?

**8.** Up till now, what reflections do your experiences have on your personal life?

     **PROMPT:**    In social terms? (for example, does the work load at school prevent you from sparing time for yourself?)
                 In psychological terms? (Do you feel happy? Are you content with your life?)

**9.** Have your initial feelings changed or remained the same regarding the pre-service teacher education?
     **PROMPT:**    In terms of classroom processes? (Do you think you learned enough regarding classroom processes during your ITP? What was adequate and what was missing?)
                 In terms of teaching performance? (Do you think you gained teaching skill during your ITP? Was the practice you had during your ITP enough to perform in a real classroom environment?)
                 In terms of the applicability of theory into practice? (When you think about all aspects regarding teaching – students, parents, school principals, colleagues, school environment, teaching, techniques and methods, assessment issues, subject knowledge and so on, could you really put theory into practice?)

**10.** Have you undergone any procedures at school in terms of the "performance evaluation system" started to be applied this year by the end of the second semester?
     **a.** Did the inspector visit you? If yes, did s/he grade your performance and are you pleased with this grading? In what terms?
     **b.** Did your principal grade your performance and are you pleased with this grading? In what terms?
     **c.** Did your mentor grade your performance and are you pleased with this grading? In what terms?
     **d.** Did you receive any feedback from the inspector, principal or mentor regarding your performance? How and in what terms was this feedback helpful for you?

**11.** Did your mentor make the observations within the framework of the performance evaluation system? If yes,
     **a.** Have you been informed about the observation criteria before?
     **b.** How did you feel at the time of the observation?
     **c.** What kind of feedback were you given about your strengths and weaknesses at the end of the observation?
     **d.** How does the observation application affect your professional development?

**12.** What is your philosophy of education and has it ever changed since you started the profession? If yes, why and how?

**13.** Can you talk about your best professional development experience so far?

**14.** What have been the three things you liked and disliked most about the teaching profession so far?

**15.** How have you so far or will you from now on address the different learning styles and needs of your students?

**16.** After a year in the profession, what have you learned from your mistakes or do you have any regrets?

**PROMPT:**     In terms of classroom processes?
In terms of teaching performance?
In terms of your relationships with students/ colleagues/ mentor/ principal/parents?
In terms of your professional development?

## ÖĞRETMENLER İÇİN GÖRÜŞME FORMU – BEŞİNCİ AŞAMA

**Giriş**

Değerli meslektaşım,

Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü'nde doktora öğrencisi olarak, "Öğretmenliğe Giriş: Öğretmenlerin Okullardaki İlk Yılda Yaşadıkları Deneyimlere İlişkin Çoklu Durum Çalışması"isimli bir doktora tezi yazmaktayım. Bu bağlamda, sizinle meslekteki ilk yılınızda yaşadığınız deneyimler hakkında görüşme yapmak istiyorum. Bu çalışmanın amacı, sınıf içi süreçler ile meslektaşlarınız, öğrencileriniz, müdürünüz, uygulama öğretmeniniz (mentör) ve ebeveynlerle olan ilişkileriniz, profesyonel gelişiminiz ve meslek öncesi ve hizmet içi aldığınız öğretmenlik eğitimine ilişkin görüş ve deneyimlerinizi incelemektir. Toplanan verinin öğretmenlik mesleğine giriş konusunda alan yazına katkıda bulunması beklenmektedir.

Görüşmenin yaklaşık 45 dakika sürmesi beklenmektedir ve izin verirseniz ses kaydı yapılacaktır. Alternatif olarak, siz cevap verirken cevaplarınızı not alabilirim. Görüşme sırasında kendinizi rahat hissetmezseniz, görüşmeyi iptal edebilirsiniz ve böyle bir durumda aldığım notları veya yaptığım ses kaydını size geri verebilirim. Son olarak, kimliğiniz ve görüşmeler sırasında verdiğiniz bilgiler gizli tutulacak ve toplanan veri sadece akademik amaçlarla kullanılacaktır. Değerli katkılarınız için teşekkür ederim.

<div align="right">Tuğba CİHAN</div>

**Sorular**

1. Bir yıllık deneyimin ardından, mesleğe yeni başlayan bir öğretmen olarak, sınıf içi süreçlere ilişkin deneyimleriniz hakkında, ilk deneyimlerinize kıyasla, neler söyleyebilirsiniz?
   **SONDA:** Öğrencilerle olan ilişkileriniz açısından?
   Sınıf yönetimi açısından?
   Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
   Ders programını yetiştirme açısından?
   Kullanmanız için size verilen ders kitapları ve materyaller açısından?
   Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
   Alan bilginizin yeterliliği açısından?
   Öğrencileri değerlendirme açısından?
   Ebeveynlerle olan ilişkileriniz açısından?

2. Öğretmenlik mesleğine ilişkin ilk izlenimlerinizi düşündüğünüzde, hisleriniz değişti mi yoksa aynı mı kaldı?
   **SONDA:** Çalıştığınız okul hakkındaki hisleriniz açısından?
   Okul müdürünüz hakkındaki hisleriniz açısından?

Meslektaşlarınız hakkındaki hisleriniz açısından?

Öğrencileriniz hakkındaki hisleriniz açısından?

İş yükü hakkındaki hisleriniz açısından?

Mesleğe devam etme konusundaki hisleriniz açısından?

3. Hala bir uygulama öğretmeniniz (mentör) var mı?
   a. Eğer öyleyse, onunla şu ana kadarki ilişkiniz hakkında ne düşünüyorsunuz?
   b. Bir mentör öğretmenin varlığı mesleğe giriş sürecinde faydalı mı?
   c. Şu ana kadar size hangi açılardan yardımcı oldu?
   d. Şu ana kadar size hangi açılardan yardımcı olamadı?
   e. Bir mentör öğretmeniniz olmasaydı, mesleğe giriş süreciyle baş etmek sizin için daha kolay mı yoksa daha zor mu olurdu? Neden/neden değil?

4. Meslektaşlarınızla olan ilişkileriniz hakkında ne düşünüyorsunuz?
   a. Profesyonel konularda size yardım etmeye istekliler mi? Eğer öyleyse, onların bilgi ve deneyimlerinden yararlanabiliyor musunuz?
   b. Meslektaşlarınızdan aldığınız yardımlar tesadüfi mi yoksa bu konuda siz mesleğe yeni başlayan öğretmenlere yönelik resmi toplantılar yapılıyor mu?
   c. Meslektaşlarınızla iletişim kurmak veya onlardan yardım istemek sizin için zor oluyor mu?
   d. Okuldaki mesleğe yeni başlayan diğer öğretmenler hakkında ne düşünüyorsunuz? Onlarla dayanışma içinde misiniz? Eğer öyleyse, ne açılardan?
   e. Okul müdürüyle olan ilişkilerinizi tatmin edici buluyor musunuz?
   f. Meslektaşlarınız size hala mesleğe yeni başlayan bir öğretmen gibi mi davranıyor yoksa şu an size daha deneyimli mi buluyorlar?
   g. Meslektaşlarınızla olan ilişkileriniz profesyonel hayatınızı nasıl etkiliyor?

5. Profesyonel gelişiminize ilişkin deneyimlerinizden bahseder misiniz?
   a. Profesyonel olarak geliştiğinizi düşündüğünüz alanlar nelerdir?
   b. Profesyonel olarak gerilediğinizi düşündüğünüz alanlar nelerdir?
   c. Hangi alanlarda kendinizi yeterli veya eksik buluyorsunuz?
   d. Şu ana kadarki deneyimleriniz size göre cesaret verici mi yoksa cesaret kırıcı mı?

6. Şu ana kadarki deneyimlerinizin öğretme performansınıza olan yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları sınıf ortamında uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Gerçek sınıf ortamında, baş edilebilir ve baş edilemez bulduğunuz öğretim meseleleri nelerdir?
   c. Şu ana kadarki öğretme performansınızı nasıl değerlendirirsiniz?
   d. Sizce hangi açılardan öğretme performansınızı geliştirmeye ihtiyacınız var?

7. Şu ana kadarki ilk deneyimlerinizin öğrencilerle olan ilişkilerinize yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları öğrencilerinizle olan ilişkilerinizde uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Şu ana kadar öğrencilerinizle olan ilişkilerinizi nasıl değerlendirirsiniz?
   c. Sizce öğrencileriniz sizinle olan ilişkilerinden memnun mudur?
   d. Öğrencilerinizle şu ana kadar olan ilişkileriniz sizin için umut verici mi yoksa size hayal kırıklığına mı uğrattı?

8. Şu ana kadarki ilk deneyimlerinizin kişisel hayatınıza olan yansımaları nelerdir?
   **SONDA:**   Sosyal açıdan? (örneğin, okuldaki iş yükü kendinize zaman ayırmanıza engel oluyor mu?)
   Psikolojik açıdan? (Mutlu hissediyor musunuz? Hayatınızdan memnun musunuz?)

9. Meslek öncesi öğretmenlik eğitimine ilişkin ilk hisleriniz değişti mi yoksa hala aynı mı?
   **SONDA:**   Sınıf içi süreçler açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında sınıf içi süreçler hakkında yeterli şey öğrendiniz mi? Öğrendikleriniz arasında yeterli ve eksik olanlar nelerdi?)
   Öğretme performansı açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında öğretme becerisi edindiniz mi? Meslek öncesi öğretmenlik eğitimi sırasında yaptığınız pratik gerçek bir sınıf ortamında göstereceğiniz performans için yeterli miydi?)
   Teorinin pratiğe dökülebilmesi açısından? (Öğretmenliğe dair tüm bileşenleri – öğrenciler, ebeveynler, okul müdürleri, meslektaşlar, teknik ve metotlar, değerlendirme, alan bilgisi vb. – düşündüğünüzde, teoriyi pratiğe aktarabildiğinizi düşünüyor musunuz?)

10. Sene sonu itibariyle, stajyer öğretmenliğin kalkmasında bu sene yeni uygulanmaya başlanan "performans değerlendirme sistemi" konusunda okulunuzda size yönelik bir çalışma yapıldı mı?
    a. Müfettiş geldi mi? Geldiyse performansınıza yönelik bir puanlama yaptı mı ve bu puanlamadan memnun musunuz? Ne açılardan?
    b. Müdürünüz performansınıza yönelik bir puanlama yaptı mı ve bu puanlamadan memnun musunuz? Ne açılardan?
    c. Uygulama öğretmeni (mentör) performansınıza yönelik bir puanlama yaptı mı ve bu puanlamadan memnun musunuz? Ne açılardan?
    d. Müfettişten, müdürünüzden veya mentörünüzden performansınıza yönelik geri bildirim aldınız mı? Size ne kadar ve ne açılardan faydalı oldu?

**11.** Uygulama öğretmeni performans değerlendirme sistemi dahilinde yapılması planlanan gözlemleri yaptı mı? Evet ise,

    **a.** Gözlem kriterleri konusunda size önceden bilgi verildi mi?

    **b.** Gözlem sırasında kendinizi nasıl hissettiniz?

    **c.** Gözlem bitiminde güçlü ve zayıf yönlerinizle ilgili size ne tür dönütler verdi?

    **d.** Gözlem uygulamasının mesleki gelişiminize olan etkileri nelerdir?

**12.** Eğitim felsefeniz nedir ve mesleğe başladığınızdan bu yana hiç değişti mi? Evetse, neden ve nasıl?

**13.** Şu ana kadarki en iyi mesleki gelişim deneyiminizi anlatır mısınız?

**14.** Şu ana kadar öğretmenlik mesleğiyle ilgili en sevdiğiniz ve en sevmediğiniz üç şey ne oldu?

**15.** Şu ana kadar veya bundan sonra öğrencilerinizin farklı öğrenme stillerine ve farklı ihtiyaçlarına nasıl hitap edeceksiniz?

**16.** Meslekteki bir yılın ardından, hatalarınızdan neler öğrendiniz/yapmaktan pişmanlık duyduğunuz bir şey var mı?

    **SONDA:**    Sınıf içi süreçlere ilişkin?

                         Öğretmenlik performansınıza ilişkin?

                         Öğrenciler/meslektaşlarınız/mentörünüz/müdürünüz/ebeveynlerle olan ilişkilerinize ilişkin?

                         Mesleki gelişiminize ilişkin?

**INTERVIEW SCHEDULE FOR TEACHERS – PHASE 6 (ENGLISH VERSION)**

**Introduction**

Dear colleague,

Being a PhD student at the Middle East Technical University, Curriculum and Instruction Department, I am conducting a studycalled"Induction into Teaching: A Multiple-Case Study of Teachers' Experiences of The First Year at Schools" as a dissertation in partial fulfillment of the requirements for the degree of philosophy of doctorate. Within this scope, I would like to interview with you about your first year experiences in the teaching profession. The purpose of this study is to explore your perceptions of classroom processes, relationships with students, colleagues, the principal, mentor and parents, your professional development and the ITP you received. The data collected is expected to make a contribution to the field of induction into teaching profession.

The interview will take about 45 minutes and it will be recorded if you grant permission. Alternatively, I can do note taking while you are responding to the questions. If you do not feel comfortable during the interview, you can cancel it and in such a case I can give the notes or recording back to you. Finally, your identity and the data gathered through this interview will be kept confidential and the data will be used just for academic purposes. Thank you very much for your valuable contributions.

Tuğba CİHAN

**Questions**

1.  After a year in the profession, as a novice teacher, can you talk about yourexperiences regarding classroom processes in comparison to your initial experiences?
    **PROMPT:**    In terms of your relationship with the students?
    In terms of classroom management issues?
    In terms of struggling with student misbehaviors?
    In terms of covering the curriculum?
    In terms of using appropriate teaching-learning strategies?
    In terms of the adequacy of your subject knowledge?
    In terms of assessment issues?
    In terms of your relationship with the students' parents?

2.  When you think about your initial impressions regarding the teaching profession, have your feelings changed or remained the same?
    **PROMPT:**    In terms of your feelings regarding the work place?
    In terms of your feelings regarding the school principal?
    In terms of your feelings regarding your colleagues?

In terms of your feelings regarding the classroom?

In terms of your feelings regarding the work load?

In terms of your feelings regarding going on the teaching profession?

3. Can you talk about your relationship with your colleagues?
   a. Are they willing to help you with professional issues? If yes, do you benefit from their knowledge and experiences?
   b. Is the help you get from your colleagues incidental or are there any formal meetings held for the beginning teachers?
   c. Is it difficult for you to communicate with them or want any help?
   d. How about the other beginning teachers at school? Are you in solidarity with them? If yes, in what aspects?
   e. Do you find your relationship with the school principal satisfying?
   f. Do your colleagues treat you as a beginning teacher or do they find you more experienced now?
   g. How does your relationship with your colleagues affect your professional life?

4. Can you talk about your experiences regarding your professional development?
   a. In what aspects do you feel you have developed professionally?
   b. In what aspects do you feel you have regressed professionally?
   c. In what aspects do you think you are adequate or inadequate?
   d. Do your experiences so far encouraging or discouraging in terms of your professional development?

5. Up till now, what reflections do your experiences have on your teaching performance?
   a. Can you apply the techniques and methods you learned during your ITP in the classroom environment or do you have to make any alterations? Why/why not?
   b. In the real classroom environment, what is manageable and what is unmanageable for you in terms of teaching issues?
   c. How do you evaluate your teaching performance so far?
   d. In what aspects do you think you need to improve your teaching performance?

6. Up till now, what reflections do your experiences have on your relationship with the students?
   a. Can you apply the techniques and methods you learned during your ITP in your relationship with the students or do you have to make any alterations? Why/why not?
   b. How do you evaluate your relationship with the students so far?
   c. Do you think your students are content with the relationship they have with you?
   d. Do you find your relationship with the students promising or disappointing so far?

7. Up till now, what reflections do your experiences have on your personal life?

In social terms? (for example, does the work load at school prevent you from sparing time for yourself?)
In psychological terms? (Do you feel happy? Are you content with your life?)

8. Has your philosophy of education changed by the beginning of the second year? If yes, why and how?

9. How do you or will you from now on address the different learning styles and needs of your students this year?

10. Has your trial period ended within the framework of the performance evaluation system? Can you talk about this process and your feelings?

11. Do you think you are a better teacher compared to last year?

12. How have you developed in one year's time in terms of your teaching perception, teaching methods, communication with students, communication with parents, interaction with colleagues, adaptation to the profession, classroom management, etc.?

13. What were the best learning experiences for you in one year's time in the profession?

14. What kind of sources or studies have made you better (in teaching/relationships with students/classroom management, etc.) in the teaching profession?

15. What kinds of problems turn out to be barriers in adaptation to teaching?
    a. What can be done to overcome these problems?

16. What do you suggest for making the first year in the profession more efficient?

17. When you think about the last year, how did the pre-service teacher education contribute to the solutions of the problems you experienced or to a better start to the profession last year? What are the deficiencies of it?

18. What are the areas you feel you need to develop more in terms of professional development (classroom management, developing materials, instructional technologies, teaching/learning methods and strategies, content knowledge, techniques for drawing attention/arousing interest, effective communication with students, student discipline and behavior problems, anger management, consultancy issues, development psychology, special education methods, etc.)? Explain with reasons.

19. Have you received any praise/criticism/feedback from your school principal, colleagues or inspector in your teaching experience so far? How has this affected you?
    a. What do you think has been effective in this praise/criticism/feedback?

**20.** After a year in the profession, what have you learned from your mistakes or do you have any regrets?

    **PROMPT:**    In terms of classroom processes?
                               In terms of teaching performance?
                               In terms of your relationships with students/ colleagues/ mentor/ principal/parents?
                               In terms of your professional development?

# INTERVIEW SCHEDULE FOR TEACHERS – PHASE 6 (TURKISH VERSION)

# ÖĞRETMENLER İÇİN GÖRÜŞME FORMU – ALTINCI AŞAMA

## Giriş

Değerli meslektaşım,

Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü'nde doktora öğrencisi olarak, "Öğretmenliğe Giriş: Öğretmenlerin Okullardaki İlk Yılda Yaşadıkları Deneyimlere İlişkin Çoklu Durum Çalışması"isimli bir doktora tezi yazmaktayım. Bu bağlamda, sizinle meslekteki ilk yılınızda yaşadığınız deneyimler hakkında görüşme yapmak istiyorum. Bu çalışmanın amacı, sınıf içi süreçler ile meslektaşlarınız, öğrencileriniz, müdürünüz, uygulama öğretmeniniz (mentör) ve ebeveynlerle olan ilişkileriniz, profesyonel gelişiminiz ve meslek öncesi ve hizmet içi aldığınız öğretmenlik eğitimine ilişkin görüş ve deneyimlerinizi incelemektir. Toplanan verinin öğretmenlik mesleğine giriş konusunda alan yazına katkıda bulunması beklenmektedir.

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Tuğba CİHAN

## Sorular

1. Bir yıllık deneyimin ardından, mesleğe yeni başlayan bir öğretmen olarak, sınıf içi süreçlere ilişkin deneyimleriniz hakkında, ilk deneyimlerinize kıyasla, neler söyleyebilirsiniz?
   **SONDA:** Öğrencilerle olan ilişkileriniz açısından?
   Sınıf yönetimi açısından?
   Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
   Ders programını yetiştirme açısından?
   Kullanmanız için size verilen ders kitapları ve materyaller açısından?
   Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
   Alan bilginizin yeterliliği açısından?
   Öğrencileri değerlendirme açısından?
   Ebeveynlerle olan ilişkileriniz açısından?

2. Öğretmenlik mesleğine ilişkin ilk izlenimlerinizi düşündüğünüzde, hisleriniz değişti mi yoksa aynı mı kaldı?
   **SONDA:** Çalıştığınız okul hakkındaki hisleriniz açısından?

Okul müdürünüz hakkındaki hisleriniz açısından?

Meslektaşlarınız hakkındaki hisleriniz açısından?

Öğrencileriniz hakkındaki hisleriniz açısından?

İş yükü hakkındaki hisleriniz açısından?

Mesleğe devam etme konusundaki hisleriniz açısından?

3. Meslektaşlarınızla olan ilişkileriniz hakkında ne düşünüyorsunuz?
   a. Profesyonel konularda size yardım etmeye istekliler mi? Eğer öyleyse, onların bilgi ve deneyimlerinden yararlanabiliyor musunuz?
   b. Meslektaşlarınızdan aldığınız yardımlar tesadüfi mi yoksa bu konuda siz mesleğe yeni başlayan öğretmenlere yönelik resmi toplantılar yapılıyor mu?
   c. Meslektaşlarınızla iletişim kurmak veya onlardan yardım istemek sizin için zor oluyor mu?
   d. Okuldaki mesleğe yeni başlayan diğer öğretmenler hakkında ne düşünüyorsunuz? Onlarla dayanışma içinde misiniz? Eğer öyleyse, ne açılardan?
   e. Okul müdürüyle olan ilişkilerinizi tatmin edici buluyor musunuz?
   f. Meslektaşlarınız size hala mesleğe yeni başlayan bir öğretmen gibi mi davranıyor yoksa şu an size daha deneyimli mi buluyorlar?
   g. Meslektaşlarınızla olan ilişkileriniz profesyonel hayatınızı nasıl etkiliyor?

4. Profesyonel gelişiminize ilişkin deneyimlerinizden bahseder misiniz?
   a. Profesyonel olarak geliştiğinizi düşündüğünüz alanlar nelerdir?
   b. Profesyonel olarak gerilediğinizi düşündüğünüz alanlar nelerdir?
   c. Hangi alanlarda kendinizi yeterli veya eksik buluyorsunuz?
   d. Şu ana kadarki deneyimleriniz size göre cesaret verici mi yoksa cesaret kırıcı mı?

5. Şu ana kadarki deneyimlerinizin öğretme performansınıza olan yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları sınıf ortamında uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Gerçek sınıf ortamında, baş edilebilir ve baş edilemez bulduğunuz öğretim meseleleri nelerdir?
   c. Şu ana kadarki öğretme performansınızı nasıl değerlendirirsiniz?
   d. Sizce hangi açılardan öğretme performansınızı geliştirmeye ihtiyacınız var?

6. Şu ana kadarki ilk deneyimlerinizin öğrencilerle olan ilişkilerinize yansımaları nelerdir?
   a. Meslek öncesi öğretmenlik eğitimimde öğrendiğiniz teknik ve metotları öğrencilerinizle olan ilişkilerinizde uygulayabiliyor musunuz yoksa değişiklikler yapmanız mı gerekiyor? Neden/neden değil?
   b. Şu ana kadar öğrencilerinizle olan ilişkilerinizi nasıl değerlendirirsiniz?
   c. Sizce öğrencileriniz sizinle olan ilişkilerinden memnun mudur?

**d.** Öğrencilerinizle şu ana kadar olan ilişkileriniz sizin için umut verici mi yoksa size hayal kırıklığına mı uğrattı?

7. Şu ana kadarki ilk deneyimlerinizin kişisel hayatınıza olan yansımaları nelerdir?
**SONDA:** Sosyal açıdan? (örneğin, okuldaki iş yükü kendinize zaman ayırmanıza engel oluyor mu?)
Psikolojik açıdan? (Mutlu hissediyor musunuz? Hayatınızdan memnun musunuz?)

8. Bu sene başı itibariyle, eğitim felsefenizde bir değişiklik oldu mu? Evetse, neden ve nasıl?

9. Bu sene itibariyle öğrencilerinizin farklı öğrenme stillerine ve farklı ihtiyaçlarına nasıl hitap ediyorsunuz/edeceksiniz?

10. Performans değerlendirme sistemi dahilinde aday öğretmenliğiniz kalktı mı? Bu süreçte yaşadıklarınızı ve duygularınızı anlatır mısınız?

11. Kendinizi geçen yıla göre daha iyi bir öğretmen olarak görüyor musunuz?

12. Geriye baktığınızda bir yıllık süreçte öğretmenlik algısı, öğretim yöntemleri, öğrencilerle iletişim, ebeveynlerle iletişim, meslektaşlarla etkileşim, mesleğe uyum, sınıf yönetimi, vb. konularda nasıl bir gelişim kaydettiniz?

13. Geçirdiğiniz bir yıllık sürede sizin için en iyi diyebileceğiniz öğrenme deneyimleri neler oldu?

14. Ne tür kaynaklar ya da çalışmalar bugün öğretmenlikte (ders anlatımınızda/öğrenci ilişkilerinizde/sınıf yönetiminde, vb.) daha iyi olmanızı sağladı?

15. Sizce ne tür sorunlar öğretmenliğe uyum konusunda engeller oluşturuyor?
   **a.** Bu sorunların aşılması için neler yapılabilir?

16. Öğretmenlik mesleğindeki ilk yılın daha etkili olması için neler önerirsiniz?

17. Yine geriye dönüp baktığınızda öğretmen eğitimi programı geçen yılda yaşadığınız sorunların çözümünde ya da öğretmenliğe daha iyi başlamanızda ne tür katkılar yaptı? Ne tür eksikleri var?

18. Mesleki gelişim anlamında kendinizi daha fazla geliştirmeye ihtiyaç duyduğunuz alanlar nelerdir (sınıf yönetimi, materyal geliştirme, öğretim teknolojileri, öğrenme/öğretme yöntem ve stratejileri, alan bilgisi, dikkat artırma/ilgi uyandırma teknikleri, öğrencilerle etkili iletişim kurma, öğrenci disiplini ve davranış problemleri, öfke yönetimi, rehberlik, gelişim psikolojisi, özel öğretim yöntemleri, vb.)? Nedenleriyle açıklayınız.

**19.** Şu ana kadarki öğretmenlik deneyiminizde, okul müdüründen, çalışma arkadaşlarınızdan veya müfettişten takdir/eleştiri/dönüt aldınız mı? Bu sizi nasıl etkiledi?

a. Aldığınız bu takdir/eleştiri/dönütte nelerin etkili olduğunu düşünüyorsunuz?

**20.** Meslekteki bir yılın ardından, hatalarınızdan neler öğrendiniz/yapmaktan pişmanlık duyduğunuz bir şey var mı?

**SONDA:** Sınıf içi süreçlere ilişkin?
Öğretmenlik performansınıza ilişkin?
Öğrenciler/meslektaşlarınız/mentörünüz/müdürünüz/ebeveynlerle olan ilişkilerinize ilişkin?
Mesleki gelişiminize ilişkin?

**INTERVIEW SCHEDULE FOR MENTORS (ENGLISH VERSION)**

**Introduction**

Dear colleague,

Being a PhD student at the Middle East Technical University, Curriculum and Instruction Department, I am conducting a studycalled"Induction into Teaching: A Multiple-Case Study of Teachers' Experiences of The First Year at Schools" as a dissertation in partial fulfillment of the requirements for the degree of philosophy of doctorate. Within this scope, I would like to interview with you about your mentorship experiences regarding the beginning teachers in their first year of teaching. The purpose of this study is to explore beginning teachers' perceptions of classroom processes, relationships with students, colleagues, the principal, mentor and parents, their professional development and the ITP they received. The data collected is expected to make a contribution to the field of induction into teaching profession.

The interview will take about 45 minutes and it will be recorded if you grant permission. Alternatively, I can do note taking while you are responding to the questions. If you do not feel comfortable during the interview, you can cancel it and in such a case I can give the notes or recording back to you. Finally, your identity and the data gathered through this interview will be kept confidential and the data will be used just for academic purposes. Thank you very much for your valuable contributions.

Tuğba CİHAN

**Questions**

1. Have you chosen to be a mentor teacher on purpose?
   a. If yes, why did you choose it?

2. How do the beginning teachers feel when they first start working?
   **PROMPT:** In terms of their first encounter with the work place?
   In terms of their first encounter with the school principal?
   In terms of their first encounter with your colleagues?
   In terms of their first entrance to the classroom?
   In terms of the work load?

3. Can you talk about the beginning teachers'experiences regarding school processes?
   **PROMPT:** In terms of their relationship with the students?
   In terms of classroom management issues?
   In terms of struggling with student misbehaviors?

In terms of covering the curriculum?
In terms of using appropriate teaching-learning strategies?
In terms of the adequacy of your subject knowledge?
In terms of assessment issues?
In terms of their relationship with the students' parents?
In terms of their relationship with their colleagues?
In terms of their relationship with the school principal?
In terms of their relationship with their mentor?

4. How do you support beginning teachers in their first year of teaching?
   **PROMPT:** In terms of their relationship with the students?
   In terms of classroom management issues?
   In terms of struggling with student misbehaviors?
   In terms of covering the curriculum?
   In terms of using appropriate teaching-learning strategies?
   In terms of their subject knowledge?
   In terms of assessment issues?
   In terms of their relationship with the students' parents?
   In terms of their relationship with their colleagues?
   In terms of their relationship with the school principal?
   In terms of their relationship with their mentor?

5. What are the most important problems of the first year teachers?
   **a.** In what areas do the first year teachers need most help?

6. Can you talk about your perceptions regarding the beginning teachers' professional development?
   **a.** Do you think they are professionally adequate on starting teaching?
   **b.** Do their first experiences encouraging or discouraging in terms of your professional development?

7. What do you think about the pre-service teacher education in terms of preparing beginning teachers for the initial year in teaching?
   **PROMPT:** In terms of classroom processes? (Do you think they learn enough regarding classroom processes during their ITP? What is adequate and what is missing?)
   In terms of teaching performance? (Do you think they gain teaching skill during their ITP? Is the practice they have during their ITP enough to perform in a real classroom environment?)
   In terms of the applicability of theory into practice? (When you think about all aspects regarding teaching – students, parents, school principals, colleagues, school environment, teaching, techniques and methods, assessment issues, subject knowledge and so on, can beginning teachers really put theory into practice?)

8. How should a successful mentoring process be like?

## UYGULAMA ÖĞRETMENLERİ (MENTÖRLER) İÇİN GÖRÜŞME FORMU

**Giriş**

Değerli meslektaşım,

Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü'nde doktora öğrencisi olarak, "Öğretmenliğe Giriş: Öğretmenlerin Okullardaki İlk Yılda Yaşadıkları Deneyimlere İlişkin Çoklu Durum Çalışması"isimli bir doktora tezi yazmaktayım. Bu bağlamda sizinle mesleğinin ilk yılındaki yeni öğretmenlere ilişkin mentörlük deneyimleriniz hakkında görüşme yapmak istiyorum. Bu çalışmanın amacı, sınıf içi süreçler ile meslektaşlarınız, öğrencileriniz, müdürünüz, uygulama öğretmeniniz (mentör) ve ebeveynlerle olan ilişkileriniz, profesyonel gelişiminiz ve meslek öncesi ve hizmet içi aldığınız öğretmenlik eğitimine ilişkin görüş ve deneyimlerinizi incelemektir. Toplanan verinin öğretmenlik mesleğine giriş konusunda alan yazına katkıda bulunması beklenmektedir.

Görüşmenin yaklaşık 45 dakika sürmesi beklenmektedir ve izin verirseniz ses kaydı yapılacaktır. Alternatif olarak, siz cevap verirken cevaplarınızı not alabilirim. Görüşme sırasında kendinizi rahat hissetmezseniz, görüşmeyi iptal edebilirsiniz ve böyle bir durumda aldığım notları veya yaptığım ses kaydını size geri verebilirim. Son olarak, kimliğiniz ve görüşmeler sırasında verdiğiniz bilgiler gizli tutulacak ve toplanan veri sadece akademik amaçlarla kullanılacaktır. Değerli katkılarınız için teşekkür ederim.

Tuğba CİHAN

**Sorular**

1. Uygulama öğretmeni (mentör) olmayı isteyerek mi seçtiniz?
   a. Eğer öyleyse, neden bunu seçtiniz?

2. Yeni öğretmenler mesleğe ilk başladıklarında nasıl hissediyorlar?
   **SONDA:** Çalıştıkları okulla ilk karşılaştıklarında?
   Okul müdürüyle ilk karşılaştıklarında?
   Meslektaşlarıyla ilk karşılaştıklarında?
   Sınıfa ilk girdiklerinde?
   İş yükü açısından?

3. Mesleğe yeni başlayan öğretmenlerin okul süreçlerine ilişkin deneyimleri hakkında neler söylersiniz?
   **PROMPT:** Öğrencilerle olan ilişkileri açısından?
   Sınıf yönetimi açısından?
   Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
   Ders programını yetiştirme açısından?
   Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
   Alan bilgilerinin yeterliliği açısından?

Öğrencileri değerlendirme açısından?
Ebeveynlerle olan ilişkileri açısından?
Meslektaşlarıyla olan ilişkileri açısından?
Okul müdürüyle olan ilişkileri açısından?
Mentörleriyle olan ilişkileri açısından?

4. Yeni öğretmenleri meslekteki ilk yılında nasıl destekliyorsunuz?
   **PROMPT:**   Öğrencilerle olan ilişkileri açısından?
   Sınıf yönetimi açısından?
   Öğrencilerin davranış bozukluklarıyla baş edebilme açısından?
   Ders programını yetiştirme açısından?
   Uygun öğretme-öğrenme stratejilerini kullanabilme açısından?
   Alan bilgilerinin yeterliliği açısından?
   Öğrencileri değerlendirme açısından?
   Ebeveynlerle olan ilişkileri açısından?
   Meslektaşlarıyla olan ilişkileri açısından?
   Okul müdürüyle olan ilişkileri açısından?
   Mentörleriyle olan ilişkileri açısından?

5. Yeni öğretmenlerin ilk yıl yaşadığı en önemli sorunlar nelerdir?

   a. Yeni öğretmenler en çok hangi konularda yardıma ihtiyaç duymaktadırlar?

6. Mesleğe yeni başlayan öğretmenlerin profesyonel gelişimleri konusunda ne düşünüyorsunuz?
   a. Mesleğe yeni başlarken onları profesyonel olarak yeterli buluyor musunuz?
   b. Meslekteki ilk deneyimleri profesyonel gelişimleri açısından cesaret verici mi yoksa cesaret kırıcı mı?

7. Meslek öncesi öğretmenlik eğitimi hakkında öğretmenleri meslekteki ilk yıla hazırlaması açısından ne düşünüyorsunuz?
   **PROMPT:**   Sınıf içi süreçler açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında sınıf içi süreçler hakkında yeterli şey öğrendiniz mi? Öğrendikleriniz arasında yeterli ve eksik olanlar nelerdi?)
   Öğretme performansı açısından? (Sizce meslek öncesi öğretmenlik eğitimi sırasında öğretme becerisi edindiniz mi? Meslek öncesi öğretmenlik eğitimi sırasında yaptığınız pratik gerçek bir sınıf ortamında göstereceğiniz performans için yeterli miydi?)
   Teorinin pratiğe dökülebilmesi açısından? (Öğretmenliğe dair tüm bileşenleri – öğrenciler, ebeveynler, okul müdürleri, meslektaşlar, teknik ve metotlar, değerlendirme, alan bilgisi vb. – düşündüğünüzde, teoriyi pratiğe aktarabildiğinizi düşünüyor musunuz?)

8. Sizce başarılı bir mentörlük süreci nasıl olmalıdır?

# APPENDIX H

## OBSERVATION SCHEDULE FOR TEACHERS (ENGLISH VERSION)

**Purpose**

The purpose of this observation is to describe the first year classroom experiences of beginning teachers in the teaching profession. For this aim, the students and the teacher will be observed in the classroom in terms of many aspects including classroom processes, relationship between the students and the teacher, behavior patterns of the teacher and students and so on. The observer is the researcher of the current study. The following specific questions will provide a guideline for observation:

1. What is the physical setting like in the classroom?
2. What kind of a learning environment does the teacher create in the classroom?
3. How does the teacher conduct classroom management issues?
4. How does the teacher manage with student misbehaviors?
5. What kind of a relationship does the teacher have with the students?
6. How does the teacher cover the curriculum?
7. What kind of teaching-learning strategies does the teacher use?
8. How does the teacher cope with students' learning needs?
9. How does the teacher evaluate the students?

**Data Collection**

Four classrooms at four state schools will be observed to collect information about the first year classroom experiences of beginning teachers in the teaching profession. Data will be collected on three aspects of the classroom environment:

1. *Context:* information about the physical setting (mapping the layout of seats, tables and other objects in the classroom), the human setting (description of characteristics of students) and the scheduling patterns (timeline of the classes).
2. *Flow of the lesson:* information about patterns of roles and responsibilities.
3. *Physical and verbal behavior patterns:* information about physical and verbal behavior patterns of students.

**Coding System for Field Notes**

The following coding categories will be used in order to classify field notes and transcribed data within the framework of research questions. Additional coding categories will be added if necessary.

| learning environment | teaching-learning strategies |
|---|---|
| interactive | instructor centered |
| traditional | active participation by students |
| open | interactive |
| respectful | individualized |
| rich | experiential |
| caring | student centered |
| safe | activity-based |
| modern | games |
| poor | debates |
| cooperative | portfolios |
| humorous | brainstorming |
| stimulating | problem solving |
| encouraging | task-based |
| discouraging | reading aloud |
|  | discussion |
| classroom management | group work |
| identifying expectations | lecturing |
| defining rules | role playing |
| ambiguous terms | practice and drill |
| interruptions |  |
| clearity | effect of the classroom environment on students |
| monitoring | encouraging |
| consistency | discouraging |
| warnings | improving |
|  | inspiring |
| teacher's communication | uninspiring |
| questioning | intriguing |
| responding |  |
| kidding | teacher's response to student needs |
| joking | responsive |
| ignoring | ignoring |
| praising | creative |
| criticizing | caring |
| extending | guidance |
| restating | monitoring |
|  | fair |
| students' body language and voice | willing |
| body language | unwilling |
| smiling | recognition of students' talents/knowledge |
| laughing | flexibility |
| nodding | prompt feedback |
| rocking | respectful |
| yawning |  |
| sulking | students' behaviors as indicators of their feelings |
| voice | frustrated |
| strident | relaxed |
| gentle | happy |
| booming | bored |
| hushed | excited |
| rough | nervous |
|  | surprised |
|  | depressed |
|  | satisfied |
|  | confused |
|  | determined |
|  | proud |

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These descriptive codes will allow the researcher to determine the first year classroom experiences of beginning teachers. After coding the field notes according to these categories, they will be grouped in clusters. Some of the analytical units might be as follows:

  a. Context
  b. Flow of the lesson
  c. Physical and verbal behavior patterns
  d. Meanings

**OBSERVATION SCHEDULE FOR TEACHERS (TURKISH VERSION)**

**ÖĞRETMENLER İÇİN GÖZLEM FORMU**

**Amaç**

Bu gözlemin amacı, mesleğe yeni başlayan öğretmenlerin meslekteki ilk yılında yaşadıkları sınıf içi deneyimleri incelemektir. Bu amaçla, öğrenciler ve öğretmenler sınıf içi süreçler, öğretmen-öğrenci ilişkileri, öğretmen ve öğrencilerin davranışları vb. açısından sınıflarında gözlemlenecektir. Gözlemci söz konusu çalışmanın araştırmacısıdır. Aşağıdaki sorular gözlem için bir rehber niteliğinde olacaktır:

1. Sınıfın fiziksel yerleşimi nasıldır?
2. Öğretmen sınıfta nasıl bir öğrenme ortamı yaratmaktadır?
3. Öğretmen sınıf yönetimini nasıl gerçekleştirmektedir?
4. Öğretmen öğrencilerin davranış bozukluklarıyla nasıl baş etmektedir?
5. Öğretmenin öğrencilerle nasıl bir ilişkisi vardır?
6. Öğretmen ders programını nasıl işlemektedir?
7. Öğretmen ne tür öğretme-öğrenme stratejileri kullanmaktadır?
8. Öğretmen öğrencilerin öğrenme ihtiyaçlarını nasıl gidermektedir?
9. Öğretmen öğrencileri nasıl değerlendirmektedir?

**Veri Toplama**

Öğretmenlerin meslekteki ilk yıl deneyimlerine ilişkin veri toplamak amacıyla dört devlet okulundaki dört sınıf gözlemlenecektir. Veri sınıf ortamına ait üç konuda toplanacaktır:

1. *Bağlam:* fiziksel yerleşim hakkında bilgi (sınıf içindeki sıraların, masaların ve diğer objelerin yerleşimi), kişiler (öğrencilerin karakteristikleri) ve planlama biçimleri (derslerin zaman çizelgeleri).
2. *Ders akışı:* roller ve sorumluluk biçimleri hakkında bilgi.
3. *Fiziksel ve sözlü davranış biçimleri:* öğrencilerin ve öğretmenin fiziksel ve sözlü davranış biçimleri.

**Alan Notları için Kodlama Sistemi**

Aşağıdaki kodlama kategorileri alan notlarını ve toplanan veriyi araştırma soruları çerçevesinde sınıflandırmak için kullanılacaktır. Gerekirse ek kodlama kategorileri yazılacaktır.

Öğrenme ortamı
     interaktif
     geleneksel
     açık
     saygılı
     zengin
     şefkatli
     güvenli
     modern
     kısıtlı

       işbirlikli
       espirili
       ilham verici
       cesaret verici
       cesaret kırıcı

Sınıf yönetimi
       beklentilerin belirlendiği
       kuralların açıklandığı
       belirsiz terimler
       araya girmeler
       netlik
       denetleyici
       istikrarlı
       uyarılar

Öğretmen iletişimi
       sorgulayıcı
       cevaplayıcı
       alaycı
       şakacı
       görmezden gelen
       takdir edici
       eleştirici
       yeniden ifade eden

Öğrencilerin vücut dili ve ses tonu
       vücut dili
              güler güzlü
              kahkaha
              başıyla onaylayan
              sallanma
              esneme
              somurtma
       ses tonu
              gürültülü
              nazik
              gürleyen
              sessiz
              kaba

Öğretme-öğrenme stratejileri
       öğretmen merkezli
       öğrencilerin aktif katılımı
       interaktif
       bireysel
       deneysel
       öğrenci merkezli
       aktiviteye dayanan
       oyunlar
       tartışmalar
       portfolyolar
       beyin fırtınası
       problem çözme
       görev temelli
       sesli okuma
       münazara
       grup çalışması
       konu anlatımı
       rol oynama
       alıştırmalar

Sınıf ortamının öğrenciler üzerindeki etkisi
       cesaret verici
       cesaret kırıcı
       geliştiren
       ilham verici

ilham vermeyen
merak uyandıran

Öğretmenin öğrenci ihtiyaçlarına olan tavrı
cevap veren
görmezden gelen
yaratıcı
şefkatli
rehber
gözlemleme
adil
istekli
isteksiz
öğrencilerin bilgi/becerilerinin farkında
esnek
anında dönüt
saygılı

Duygularının göstergesi olarak öğrenci davranışları
sinirli
rahat
mutlu
sıkılmış
heyecanlı
endişeli
şaşkın
depresif
tatmin olmuş
kafası karışık
kararlı
gururlu

Bu kodlar araştırmacının öğretmenlerin ilk yıl deneyimlerini belirlemesine yardımcı olacaktır. Söz konusu kategorilere göre kodlanan alan notları, kümeler halinde gruplanacaktır. Bazı analitik birimler aşağıdaki gibi olabilir:

a. Bağlam
b. Ders akışı
c. Fiziksel ve sözlü davranış biçimleri
d. Anlamlar

## CODES OF THE STUDY

**Classroom Processes**
- Reshaping relationships with students
- Challenges in classroom management
- Struggling with misbehaviors
- Variance in covering the curriculum
- Progress in using teaching learning strategies
- Adapting content expertise to school curriculum
- Adapting to student assessment requirements
- Awkward relationships with students' parents

**Mentoring**
- Inadequate mentoring
- Confusing performance evaluation process

**Relationships with Colleagues**
- Relationships with experienced colleagues
- Relationships with the principal
- Relationships with the novice colleague(s)

**Professional Development**
- Professional qualifications
- Mistakes and regrets
- Best professional experience
- Adaptation to teaching

**Teaching Performance**
- Teaching practice
- Addressing different learning styles and needs
- Philosophy of education

**Personal Life**
- Feelings for the school
- Feelings for workload
- Likes and dislikes about the profession
- Social and psychological state

**Pre-service Teacher Education**
- Deficiencies in pre-service teacher education

**Mentors' Perceptions on Novices' Professional Development**
- Classroom processes
- Mentoring process
- Adequacy of pre-service teacher education

# EXCERPTS FROM THE CODED INTERVIEW TRANSCRIPTS

## EXCERPT 1: TEACHER INTERVIEW FROM PHASE 2

| Hocam uygun öğretme-öğrenme stratejilerini kullanma açısından? | |
|---|---|
| Buna sınıfına göre cevap vereceğim. Yapılabilecek sınıflarda gerçekten çok güzel yapıyoruz. Grup çalışması da yapıyoruz, ortak bir şeyler de buluyoruz. Ama bazı sınıflarda iptal oldu, klasik yönteme döndüm. En son mesela madenleri işliyoruz. Madenler gerçekten sıkıcı bir konudur. Ortak harita yapacağız. Ben anlatıyorum. Ortak hani nerelerde görüldüğünü, nerelerde işlendiğini birlikte yapıp total bir çıkarımda bulunmamız gerekiyor. Amaç bu, nerede çıkarıldığından çok nerelerde daha fazla, işlendiği yerler ne gibi bir bağlantısı var veya da neden oralarda kurulmuş bu çıkarımı yapmamız lazım. Çocuklara verdim materyalleri, birlikte dolduracağımız şeyi. Akşam dersi, son dersti. Ertesi gün ilk ders gene onlarlaydı. Yarın dedim ne olur getirin bakın, ne olur getirin. Sadece bir kişi getirmiş, on altı kişiden. Sadece biri. Diyecek bir şey bulamıyorsun. Çıkarım yapacaksın, kimsede yok. Bütün şevkim kırılmış halde. Tek çocuk getirmiş o da zaten sınıfın en başarılı öğrencisi. Valla açıkça söyleyeyim döndüm sadece ona ders anlattım. Çünkü bulamıyorsun ki bir şey, derse katmaya çalışıyorsun istemiyor. Birkaç sınıfım böyle. Çünkü genellikle çiftçilik ve hayvancılıkla uğraştıkları için hedefleri yok çocukların. Hocam diyor babam bana elli davar alır, güderim. Aynen bunu söylüyor. Böyle dediği için bir şey de bulamıyorsun. Mecbur klasik sisteme dönüyorsun. Zaten dediğim gibi ben not çıkarıyorum, notlarımdan düzgün, bir şeyi atlamadan anlatıyorum. Alan alıyor. Maddeleri de açıklamaya çalışıyorum elimden geldiğince. Sorusu olanla ilgileniyorum. Ama o sınıflarda mesela hayvancılıkla ilgili bir şey olduğunda çok ilgilerini çekiyor, tarımla ilgili bir şey olduğunda çok ilgilerini çekiyor. Ama başka şey olduğunda biraz şey yapıyorlar. İşte diyorum ya Coğrafya günlük hayattan katınca çok anlamlı oluyor. O yüzden mümkün olduğunca günlük hayattan bir şeyler buldurmaya çalışıyorum onlara. Onları da öyle tutturmaya çalışıyorum ama çok zor oluyor. Şevk kırıcı oluyor. O da ne kadar gider bilmiyorum. | Teaching Learning Strategies<br><br>• group work<br>• traditional method<br>  - direct instruction<br><br><br><br><br>• unmotivated students<br>  - students with no goals<br>• discouragement<br>• traditional method<br>• caring about interested students<br><br><br><br>• students interested in subjects about daily life<br>  - using real life examples<br><br>discouragement |
| Alan bilginizin yeterliliği açısından hocam? | |
| O konuda bir sıkıntım yok. Zaten en başta da demiştim size, gerçekten beni hiç zorlamıyorlar. Şu ana kadar bilmiyorum dediğim bir veya iki konu oldu. O da uzayla alakalı. Zaten üniversitede onun eğitimini almadık. Böyle şeyler, ama bilsem genel kültür açısından önemli olabilecek şeyler. Çok sıkıntı yaşamıyorum yani açıkçası. | Content Knowledge<br><br>• good content knowledge |

**EXCERPT 2: TEACHER INTERVIEW FROM PHASE 3**

| | |
|---|---|
| **Hocam çalıştığınız okul hakkındaki hisleriniz, düşünceleriniz değişti mi, yoksa hala aynı mı?** | |
| Bu dönem daha iyi durumdayım. Okul ortamına alıştım. Yeni gelen hocalarımız oldu iki tane. Onlarla da muhabbet ediyoruz. Bu dönem daha bir alıştım ortama çünkü öğrencileri tanıdıkça kendinize daha bir özgüveniniz geliyor. Onlara nasıl davranacağınızı biliyorsunuz çünkü tanıyorsunuz öğrencileri artık. Hani neye ne tepki vereceklerini biliyorsunuz, onlar benim neye ne tepki vereceğimi biliyor. Daha bir alıştım okul ortamına. Okuldaki öğretmenlerle de daha iyi durumdayız. Ben böyle biraz geriden takip ediyorum. Kendimi geri çekerek alışıyorum bir ortama. Benim alışma sürecim biraz uzun sürüyor. Bir dönem izleme halinde kaldım. Bu dönem daha iyiyim. Bu dönem okulu o yüzden daha çok seviyorum diyebilirim. Bu dönem sohbetlere dahil olma konusu da daha iyi. Onlar da çünkü alıştı. Ben de öyle. Alıştığım zaman ortamı sevmeye başlıyorum. Şimdi de öyle zaten. | Feelings for the School<br><br>• adaptation to school<br>  - new novice colleague<br>  - better knowledge of students<br>  - better relationships with colleagues<br>  - inclusion in chats with colleagues |
| **Yönetime, okul müdürüne karşı olan hisleriniz?** | |
| Yönetim şöyle, müdürümüz yeni gelmişti biliyorsunuz. Geçen dönemin ortasında geldi. Ocak ayı gibi gelmişti. Bu dönem de yine çalışmaları devam ediyor. Sürekli aktif hale getirmeye çalışıyor okulumuzu. Yönetimle ilgili bir sıkıntımız yok. Geçen gün yine onlar bir zümre istediler, ikinci dönem zümresini istediler benden. Götürdüm, düzeltmeler yapıyordu üzerinde ve şey dedi müdür bey, hocam biz size hala bir rehber öğretmen vermedik değil mi, dedi. Valla ikinci dönem oldu hocam dedim, artık gerek kalmadı [gülüşmeler]. Dedim ben öğreniyorum yavaş yavaş, gerek kalmadı. Dönem bitecek dedim zaten üç ay sonra. Gerek kalmadı, ben zaten yapa yapa öğrendim birçok şeyi. Yönetimle şu an daha iyi yani. | Feelings for the Principal<br><br>• idealist principal<br>  - working hard for the school<br>• good relationship<br>• delay in appointing a mentor |
| **Meslektaşlara geri dönecek olursak, size yardım etmeye istekliler mi?** | |
| Yardım, hala öyle bir yardım yok. Hani şunu yap, şöyle yap falan diye. Arada konuşuluyor, mesela ŞÖK diye bir şey çıkmıştı. Şube Öğretmenler Kurulu. ŞÖK yapılacak diye herkes konuşuyordu. Yok, senin yapman gerekmiyor dediler, sınıf öğretmeni olduğun bir sınıf varsa yapıyormuşsun. Benim sınıfım yok aday öğretmen olduğum için zaten. O yüzden benim yapmam gerekmiyormuş. Yani yardım konusunda bu şekilde, sorarsan oluyor. Bir değişiklik olduğunda müdür bey gelip kendisi söylüyor. Sabah ilk saatte gelen öğretmenlere bir duyuru yapıyor, diğer hocalar da tesadüfen öğreniyor. O saatte kimler varsa onlar duyuyor, onun dışındakiler de hani duyarak öğreniyoruz. Ama diğer hocalardan yardım istemek çok zor olmuyor. Geçen dönem ben çekingen de davrandığım için biraz zorlanıyordum ama bu dönem zorlanmıyorum. | Relationships with Colleagues<br><br>• incidental help<br>  - colleagues unwilling to help<br>  - information by the principal learnt incidentally<br>• asking colleagues for help more easily |

## EXCERPT 3: MENTOR INTERVIEW

| Yeni öğretmenleri meslekteki ilk yıllarında nasıl destekliyorsunuz? Daha önceden bir mentörlük deneyiminiz oldu mu? | |
|---|---|
| Hayır, olmadı. İlk çalıştığım okulda kendimi çok yabancı hissetmiştim. Bir tane bayan arkadaş geldi, hoş geldiniz hocam diyerek direkt sarıldı bana. Çok şaşırmıştım ve mutlu olmuştum çünkü kimseyi tanımadığım yabancı bir ortamdı. Çoğu insan size sadece merhaba, hoş geldiniz diyor hatta bazıları onu bile demiyor. Bu yönlerden ben yeni gelen arkadaşlara biraz daha candan davranmaya çalışıyorum. Gittiğim bazı okullarda sıkıntısını çektim çünkü. Genelde zaten onlar da soruyorlar tanış olduktan sonra. Hocam şurada şöyle yapalım mı, şeklinde. Mesela geçen sene yaşadık. Yeni gelen bir arkadaşın öğrencisi yazılı kağıdına not yazmış. Geldi bize, resmi evraktır yazılması doğru mu, onunla konuşayım mı konuşmayayım mı diye. Fikir istedi bizden. Bu gibi şeyler başımıza geliyor. Davranış bozukluğu bizim okulda pek yaşadığımız bir şey değil butik okul olduğu için, o yüzden hocalarımız çok o tip şeyler yaşamıyor. 180 kişilik bir okulumuz var. Ders programını yetiştiriyorlar zaten. Bizden öğrenciler hakkında genelde yardım veya bilgi istiyorlar. Defter doldurma hakkında, planlar hakkında, nerden bakacağım, nasıl yapabilirim, kaynaklar ne hakkında sorular soruyorlar. Meslektaşlar ve okul müdürüyle ilişkiler zaten zamanla gelişecek şeyler. Bunlar hakkında çok fikir almaya gerek duymuyorlar. Şöyle yapsam müdürün tepkisi ne olur şeklinde soruyorlar bazen, biz onları daha iyi tanıdığımız için. | <u>Mentoring</u><br><br>• inexperienced about mentoring<br><br>• behaving novice teachers sympathetically<br><br>• novices asking for help about:<br>  - students<br>  - writing notebooks<br>  - annual plans<br>  - sources<br>  - colleagues and principal |
| **Öğretmenler en çok hangi konularda profesyonel yardıma ihtiyaç duyuyorlar?** | |
| Mentörler stajyer öğretmenlerin her şeyine yardım eden biri değil devlet okullarında. Şimdi bir de 6 ay staj göreceklermiş, yeni bir şeyler çıktı. Çünkü ben zaten 30 saat derse giriyorum. Kendiminkini yetiştiremiyorum, edemiyorum. Onunkine ne kadar yardım edebilirim? En çok ders anlatma ya da sınıf disiplini açısından zorluk yaşayabilirler çünkü ilk senelerde kalabalık sınıflarda özellikle ben de bunu yaşadım. Ders sus kızım, sus oğlum şeklinde bitiyordu. Daha sonra bunları yapa yapa, nasıl ders anlatacağınızı, sınıf disiplinini nasıl sağlayacağınızı ve onların nasıl ilgisini çekeceğinizi öğreniyorsunuz zaten. Genellikle devlette çalışanların bir de atandıkları yere alışma ve yalnızlık sorunu oluyor. | • heavy workload on mentors<br>• novices needing help on:<br>  - instruction<br>  - classroom management<br>  - adaptation to the town of appointment<br>• learning through experience |
| **Başarılı bir mentörlük süreci sizce nasıl olmalı?** | |
| Pek uygulanamıyor. Sadece evrak üzerinde gibi. Ders veren bir öğretmen, beş gün derse girerken ve öğrencileriyle uğraşırken diğer bir arkadaşa da çok verimli olamaz. Belki her okula, bu konuda bilgili, eğitim bilimleri üzerine bilgili bir teacher trainer gibi bir şey olabilir. Çok ütopik bir şey gibi ama bir öğretmenin öğrencilerle ilgilenirken bir başka arkadaşa faydası olması zor. Eve gidiyorsun, quiz hazırlıyorsun, okuyorsun. Performans ödevi, vb. zaten gidince bunlar dışında da yapabileceğin bir şey kalmıyor. Herkes elinden geleni yapıyor ama karşıdaki kişi de sadece rehber öğretmene değil tecrübeli gördüğü herkese soruyor. | • mentoring just on paper<br><br>• heavy workload on mentors<br><br>• need for a more efficient mentoring system |

# EXCERPT FROM THE CODED OBSERVATION FIELD NOTES

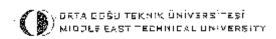| | |
|---|---|
| The teacher enters the classroom and the lesson starts. Everybody is sitting. The teacher is holding a small piece of paper on which there is a colorful picture drawn by her. She asks, "Who are they? What are they doing?" Students give some answers and the teacher writes them on the board. Now she is holding another picture. She asks, "Who is she? What is she doing?" She sticks the pictures on the board and writes sentences in Present Continuous tense. She shows another picture and asks questions. Students answer and the teacher writes the sentences in the same tense on the board. The class is silent and they look interested. Some students, especially those sitting at the back of the classroom, look outside through the windows. Most students seem interested in the pictures. The teacher tends to speak English while the students tend to speak Turkish. The teacher repeats the questions showing another picture. She is wandering in the classroom and makes eye contact with the students. A male and female student are joking each other. When the teacher writes Caillou wrong on the board, a girl sitting alone in the middle row says, "Hocam öyle yazılmıyor." So the teacher corrects it. The same student says, "Hocam ben çok severdim de." Another girl says, "Hiç sevmedim onu şu an." Then the teacher and the students say, "It is raining." The teacher asks, "Neydi rain?" and students altogether shout, "Yağmur." Some students look pensive but everybody is looking at the board. When the teacher finishes writing the sentences, they find a subject together.<br><br>They are now making elicitation with the teacher on the board. The teacher reminds them the rules about am/is/are and says, "Am is are neye göre geliyordu?" Most students say loudly, "Özneye göre." Then they define the gerund form of the verbs. She writes the bare forms of the verbs on the board and she asks, "Bazı verb'lerde, bakın burada ne oluyor? Drive, burada ne oluyor?" Then they start talking about the spelling rules in making verbs gerund. The teacher asks, "Türkçe'de ne diyoruz bu tense'e?" The students say, "Şimdiki zaman." The teacher asks, "İngilizce'de?" and students say, "Present Continuous." She then asks to students, "What is Şükrü doing?" and they answer, "He is writing". She then asks, "Napıyoruz şimdi? Writing." and everybody is writing. When a student, who is obviously obsessed with symmetry, says, "Hocam ilk resim yamuk.", the teacher goes to the board and corrects it. A male student says, "Hepsi yamuk ki." | <u>Teaching Learning Strategies</u><br><br>• question-answer<br>• use of colorful pictures<br>• both student and teacher centered<br>• elicitation<br>  - reminding rules<br>  - writing on the board<br>• use of both Turkish and English<br>• making comparison between Turkish and English<br><br><br><u>Learning Environment</u><br><br>• interactive<br><br><br><u>Student Behaviors</u><br><br>• interested<br>• some looking outside, indifferent to lesson<br>• joking<br><br><u>Teacher's Response to Student Needs</u><br><br>• responding<br>• willing<br>• flexible |

# APPENDIX L

# PERMISSION FROM METU ETHICS COMMITTEE

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

31.01.2014

Gönderilen : Prof.Dr.Ali Yıldırım
Eğitim Bilimleri

Gönderen : Prof. Dr. Canan Özgen
İAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Bilimleri Bölümü öğrencisi Tuğba Güneş Cihan'ın "Induction Into Teaching: A Multiple-Case Study of Teachers'Experiences of the First Year at Schools" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

31/01/2014

Prof.Dr. Canan Özgen
Uygulamalı Etik Araştırma Merkezi
( UEAM ) Başkanı
ODTÜ 06531 ANKARA

## TURKISH SUMMARY/TÜRKÇE ÖZET

Eğitimde kalite, sadece Türkiye'de değil tüm dünyada sorgulanmakta olan bir meseledir ve bu yüzden de öğretmen kalitesini artırmaya yönelik pek çok çalışma yapılmaktadır (Gündoğdu, Çimen & Turan, 2008). Kaliteli eğitimin en önemli bileşeni yıllardır eğitimciler arasında tartışılmakta ve yüksek kalitede eğitim vermenin anahtar noktası olarak "etkili öğretmen" görülmektedir. Bundan dolayı kaliteli eğitime ilişkin odak noktası, öğretmenin alanda nasıl bir profesyonel olduğunun temel göstergesi olan öğretmen eğitimine yönlenmiştir. Eğitim sistemlerini geliştirmek isteyen pek çok ülke, öğrencinin akademik başarısındaki ciddi bir itici güç olan öğretmen eğitimine yatırım yapmaktadırlar (Wei, Andree & Darling-Hammond, 2009) ve yeni öğretmenler arasında meslekten ayrılma oranı oldukça yüksek olduğundan, pek çok Batı ülkesi mesleğe yeni başlayan öğretmenlere büyük ilgi göstermektedir (OECD, 2005).

Mesleğe giriş programları, yeni öğretmenlerin mesleğe başarılı şekilde başlamasını sağlamak için Avustralya, Fransa, Yunanistan, İsrail, Italya, Japonya, Kore, Yeni Zelanda ve İsviçre gibi pek çok ülkede yaygındır. Bu programların pek çoğu mesleğe giriş sürecinde yer alan mentörleri ve mentör eğitimini içermektedir (Wei, Andree & Darling-Hammond, 2009). Öğretmenin mesleğe girişi, yeni öğretmenlerin kendileri için belirlenen standartları başarabildiklerini göstererek bütün rolleri ve sorumluluklarıyla öğretmen olarak çalıştıkları bir dönemdir (Holmes, 2006) ve yeni öğretmenlerin mesleklerine devam edip profesyonel olarak gelişmelerini sağlamada önemli bir role sahiptir (Cochran-Smith, 2004). Son yıllarda uluslar arası alan yazında oldukça ilgi çekmeye başlayan öğretmenlerin mesleğe giriş sürecinin (Ingvarson ve diğerleri, 2007; Villar & Strong 2005; Williams ve diğerleri, 2001) öğretmenin kişisel ve mesleki yaşamında büyük bir etkisi olduğuna inanılmaktadır. Bu süreçteki ilk deneyimler, öğretmenlik mesleğine, öğrencilere, okul ortamına ve öğretmenlik rolüne ilişkin iz bırakan fikirler ve davranışlardır (Gold, 1996).

Araştırmalar, yeni öğretmenlerin meslekteki ilk yılı zorlayıcı bulduklarını ve yardıma ihtiyaç duyduklarını göstermektedir (Danielson, 1999; Gilbert, 2005; Kauffman ve diğerleri, 2002; Wayne, Youngs, & Fleischmann, 2005). Öğretmenlerin

ilk deneyimleri öğretme kaliteleri ve meslekte kalıp kalmayacakları veya ne kadar süre ile mesleğe devam edecekleri üzerine önemli bir etkiye sahiptir (Cochran-Smith, 2004). Meslekteki ilk yıllarda, ortam, kültür ve biyografik faktörler mesleki kimliği ve, iş ve kariyere olan yatkınlığı oluşturan önemli olgulardır (Ulvik, Smith & Helleve, 2009; Watson, 2007) ve Rots ve diğerleri (2007) mesleğe devam etme üzerinde en çok etkiye sahip olan şeyin meslekteki ilk deneyimler olduğunu ve bu nedenle öğretmenlerin mesleğe olumlu şekilde başlatılmaları gerektiğinin altını çizmektediler. Ancak ilk yıl, yanlış beklentiler, kırılan hayaller ve kişinin zedelenen öz saygısı nedeniyle genellikle pek çok yeni öğretmen için yalnız geçen ve mücadele dolu bir dönem olmaktadır (Rogers & Babinski, 2002). Wayne, Youngs ve Fleischman (2005) okulların ne yazık ki deneyimli bir personelin mesleğe yeni başlayan doktorları sürekli izlediği, hatalarını tespit ettiği, önerilerde bulunduğu ve yeni tekniklerin kullanımını göstredikleri hastane acil servisleri gibi çalışmadıklarını belirtmektedir. Bu yüzden de yeni öğretmenlerin mesleğe başladıklarında pek çok zorlukla mücadele edemeyip kendilerini soyutlanmış hissetmeleri şaşırtıcı değildir (Stanulis ve diğerleri, 2007).

Türkiye'de öğretmen yetiştirme ve eğitim programları, adayların seçilmesi, belli bir sure ve öğretim programı dahilinde yetiştirilmeleri (meslek öncesi öğretmen eğitimi), mesleğe atanmaları ve bir hizmet içi program dahilinde iş başında eğitilmeleri aşamalarından oluşmaktadır (Akdemir, 2013). 2014 yılında 1739 no'lu Milli Eğitim Temel Kanunu'nda yapılan değişiklikle, aday öğretmenlerin meslekteki ilk altı ayda bir eğitim sürecine tabi tutulmaları kararlaştırılmıştır. Eğitim süreci öğretmenin atandığı eğitim kurumunda, okul yöneticileri ve mentörün sorumluluğunda, Milli Eğitim Bakanlığı tarafından belirlenen Yetiştirme Programı dahilinde uygulanır (MEB, 2016). Bu süreçte okul müdürü aday öğretmene bir mentör atamaktadır ve mentör de müdürün kontrolü ve planlaması doğrultusunda aday öğretmenin mesleki gelişimine katkıda bulunmaktadır (MEB, 1995).

Aday öğretmen yetiştirme sürecinde mentörünü gözlemlemekten sorumludur ancak Türkiye'de öğretmen açığı yüzünden pek çok aday öğretmene sınıf verilmektedir (Duran, Sezgin & Çoban, 2011). Ayrıca okul müdürlerinin yeni öğretmenlere sağladığı rehberlik de yetersiz bulunmaktadır ve bu durum müdürlerin yeni öğretmenlerin iş üzerindeki eğitimleri ve öğretimsel liderlik konularında eğitilmeleri gerektiğini göstermektedir (Ekinci, 2010). Türkiye'de yeni öğretmenlerin mesleğe giriş sürecinin etkiliği konusunda yapılan sınırlı sayıdaki çalışma sürecin

eksikleri konusunda benzer sonuçlar vermektedir. Buna göre, aday öğretmenler için yürütülen yetiştirme programı uygulama açısından ilköğretim müfettişleri tarafından yetersiz bulunmuştur ve müfettişlere göre söz konusu program deneyimli öğretmenler veya akademisyenler tarafından yürütülmelidir. Okul müdürlerine göre ise mevcut program öğretmen yeterliklerine yeterince katkıda bulunmamaktadır (Çimen, 2010). Benzer şekilde, Özonay (2004) ülkemizdeki yeni öğretmenlere yönelik programın öğretmenlerin uygulamaya yönelik ihtiyaçlarını karşılamada yetersiz olduğunu belirtmiştir. Ayrıca yeni öğretmenler mentörlerinden bir miktar yardım almalarına rağmen, mentörlerinin derslerine düzenli şekilde katılamamış ve müfettişler de yeni öğretmenlere yeterli yardım ve rehberliği sağlayamamıştır. Mesleğe giriş programı ve aday öğretmenlerin ihtiyaçları arasında bir uyumsuzluk bulunmakta ve programda kullanılan yöntem ve teknikler yetersiz kalmaktadır (Ayvaz Düzyol, 2012). Bu araştırmalar göstermektedir ki, Türkiye'de yeni öğretmenlerin mesleğe giriş süreci olması gerektiği gibi değildir. Yeni öğretmenler, deneyimli öğretmenler ve mentörlerinden yeterli rehberlik ve yardım aldıkları yapılandırılmış ve güçlü bir mesleğe giriş sürecinden geçmemektedirler.

Türk Eğitim Derneği (2009), "Öğretmen Yeterlikleri" başlıklı raporunda öğretmen yeterliklerinde bir dönüm noktası olduğu için Türkiye'deki mesleğe giriş sürecinin yeniden yapılandırılması gerektiğini belirtmektedir. Rapora göre, Türkiye'deki pek çok yeni öğretmen mesleğe giriş sürecinde işlevsel bir rehberlik ve mentörlükten uzak olarak ücra yerlerde çalışmaktadır. Yapılan önerilerden bazıları, yeni öğretmenlerin mesleğe giriş sürecini merkezi bir okulda deneyimli bir öğretmenin rehberliğinde geçirdikten sonra daha küçük yerlere atanmaları, daha güçlü bir mesleki gelişim için etkili bir mentörlük sürecinin oluşturulması ve mentörün görevinin haftada 5 saat olarak haftalık iş yükü şeklinde tanımlanmasıdır. Benzer şekilde Yıldırım ve Yılmaz (2013) da personeli eğitmek ve mesleki gelişimlerini sağlamak için mentörlüğün daha verimli ve daha sık uygulanır hale getirilmesini ve okul yönetiminin de bu süreçte yer alarak liderlik becerilerini geliştirmeleri ve okulları etkili ve başarılı kurumlar haline getirmek için mentörlük rollerini verimli şekilde gerçekleştirmelerini önermektedir.

Bahsedilen bu nedenlerden dolayı, Türkiye'de yeni öğretmenlerin mesleğe giriş sürecinin incelenmesi, eğitimde kalitenin artırılması ve öğretmenlerin mesleğe daha sorunsuz şekilde başlamalarının sağlanabilmesi için önem arz etmektedir. Bu kapsamda, bu çalışmanın amacı yeni öğretmenlerin mesleğe giriş sürecini,

öğretmenlerin meslek öncesi öğretmen eğitimine ilişkin düşünceleri, sınıf süreçleri, mesleki gelişim, meslektaşlarla ve öğrencilerle ilişkileri, mentörlük, kişisel yaşamları ve mentörlerin mesleğe giriş sürecine ilişkin düşünceleri kapsamında incelemektir. Bu amaca yönelik olarak, çalışma aşağıdaki araştırma sorularını cevap vermeyi amaçlamaktadır:

1. Öğretmenler okullardaki ilk yıllarında
   a) sınıf süreçleri,
   b) mentörlük,
   c) meslektaşlarla ilişkiler, açısından neler deneyimlemektedirler?

2. İlk yıl deneyimlerinin öğretmenlerin
   a) mesleki gelişimine,
   b) öğretmenlik performansına,
   c) kişisel yaşamına (sosyal ve psikolojik açılardan), olan yansımaları nelerdir?

3. Öğretmenler, kendilerini meslekteki ilk yıla hazırlaması açısından meslek öncesi öğretmenlik eğitimi hakkında neler düşünmektedirler?

4. Mentöler
   a) öğretmenlerin ilk yıl deneyimleri,
   b) öğretmenlerin mesleki gelişimi,
   c) öğretmenleri meslekteki ilk yıla hazırlaması açısından meslek öncesi öğretmenlik eğitimi, hakkında neler düşünmektedirler?

Bu çalışmanın önemi öncelikle öğretmenlerin profesyonel kariyerlerindeki önemli bir dönem olarak meslekteki ilk yıllarında geçtikleri süreçleri ve aşamaları anlama ihtiyacından kaynaklanmaktadır. Mesleğe giriş süreci, meslek öncesi öğretmen eğitimi ve gerçek öğretmenlik uygulaması arasındaki bir köprü niteliği taşımaktadır. Bu yüzden de bu süreci derinlemesine anlamak, yeni öğretmenlere gerekli donanımı sağlamak için stratejiler geliştirmeye ve ilk yıllarında onlara gereken desteği sağlamaya yardımcı olacaktır. Bu çalışmanın sağlayacağı sürece

dayalı veri, öğretmenlerin mücadele ettikleri alanlar, buldukları çözümler ve meslekte sağladıkları ilerleme arasındaki birbirini etkileyen ilişkileri anlamaya yardımcı olacaktır. Alan yazındaki çalışmalar söz konusu konular hakkında genelde sınırlı bir bakış açısı sağlarken, öğretmenler zamanla bir değişimden geçtikleri için bu süreçler arasındaki etkileşimli ilişkilerin derinlemesine anlaşılması, mesleğe giriş sürecine ilişkin fikir edinmemizde oldukça önemli görünmektedir.

Öğretmenlerin meslekteki ilk yılına ilişkin kısıtlı sayıda boylamsal çalışma yapılmış olması, çalışmanın önemi artırmaktadır. Alan yazındaki çalışmaların birçoğu anket veya tek seferlik görüşmeler yöntemiyle gerçekleştirildiğinden, söz konusu süreç hakkında yeterince derinlemesine bilgi sağlamamaktadır. Bu açıdan çalışmanın, farklı geçmişlerden gelen katılımcıları ve bir yıl boyunca çoklu veri toplama araçlarıyla kendilerinden toplanan veri ve bu verinin durumlar arasındaki benzerlikler ve farklılıkları gözler önüne sererek yorumlanması yoluyla alana farklı bir bakış açısı kazandırması beklenmektedir. Öğretmenlerin ilişkileri, okul sistemine ilişkin bilgileri, öğretmenlik uygulamaları veya karşılaştıkları zorluklar ve bunlara buldukları çözümlerden oluşan tüm deneyimlerinin değişken doğası düşünüldüğünde, konuya ilişkin boylamsal bir çalışma yapmanın oldukça gerekli olduğu görülmektedir.

Bunların yanında çalışmanın, öğretmenlerin mesleğe giriş sürecine ilişkin uluslararası araştırmalara Türkiye'den bir perspektif sunabileceği düşünülmektedir. Öğretmenlerin mesleğe giriş süreci, çeşitli ülkelerden örneklerle uluslararası alan yazında sıkça çalışılan bir konu olmasına rağmen, ülkemizdeki yeni öğretmenlerin meslekteki ilk yılda yaşadıklarını yansıtacak kapsamlı çalışmalar bulunmamaktadır. Benzerlikleri ve farklılıklarına rağmen, her ülkenin öğrenci profilinden öğretmenlerine ve okul ortamlarına, kendine has eşsiz bir eğitim bağlamı bulunmaktadır. Bundan dolayı Türkiye'deki öğretmenlerin tüm bu ayırıcı ve eşsiz özelliklerle birlikte nasıl bir mesleğe giriş sürecinden geçtiklerini yansıtmak önemli görünmektedir.

Çalışmanın diğer bir önemi, meslek öncesi öğretmen eğitiminin öğretmenleri ilk yıl deneyimlerine ve zorluklara ne kadar hazırladığı konusunda, yeni öğretmenlerin gözünden birtakım çıkarımlar sunabilecek olmasıdır. Böylece çalışmanın sonuçları, fakültelerde öğretilen teori ile öğretmenlik mesleğinin gerçekleri arasındaki farklılıkları mesleğe giriş süreci dahilinde ortaya koyabilir ve eğitim fakültelerinde bazı önemli değişiklikler yapılabilir.

Bu araştırmada, nitel araştırmalarda sıklıkla kullanılan çoklu durum deseni kullanılmıştır. McMillan ve Schumacher (1993) çoklu durum desenini, verinin kategoriler şeklinde düzenlendiği ve kategoriler arasındaki desenlerin (ilişkiler) tanımlandığı bir tümevarım süreci olarak tanımlamışlardır. Çoklu durum desenine uygun olarak bu çalışmada davranışları, deneyimleri veya algıları araştırmacı tarafından kesinlikle değiştirilemeyecek olan katılımcılara pek çok "nasıl" ve "neden" soruları sorulmuştur. Bir başka deyişle, araştırmacının olaylar üzerinde herhangi bir kontrolü olmamıştır. Bağlamsal şartlar da araştırmanın doğası açısından önemlidir. Bu yüzden de, dört katılımcı Ankara'nın dört farklı ilçesindeki dört farklı liseden seçilmiştir. Her bir durum kendi doğal ve eşsiz ortamında derinlemesine çalışılmış ve aynı zamanda araştırmacı benzersiz her bir durumu bütüncül bir bakış açısıyla da değerlendirmeye çalışmıştır. Ek olarak, veri 2014-2015 akademik yılında, Kasım 2014 ile Kasım 2015 arasında belli bir zaman diliminde, görüşmeler, gözlemler ve doküman analizi yoluyla toplanmıştır.

Bir olgunun farklı ortamlar ve farklı zamanlardaki farklı bireyler tarafından nasıl göründüğünü anlamak için, bu çalışmadaki katılımcılar ölçüt örnekleme yoluyla seçilmiştir. Ölçüt örnekleme yönteminin mantığı, belirlenmiş bazı önemli ölçütleri karşılayan tüm durumların çalışılmasıdır (Patton, 1990). Bu çalışmada katılımcıların seçilmesindeki ilk ölçüt, öğretmenlerin daha önceden bir deneyimleri olmaması ve yeni öğretmen olmaları şeklinde belirlenmiştir. İkinci ölçüt, katılımcıların farklı ilçelerde çalışmaları, üçüncü ölçüt ise lise düzeyinde çalışmaları şeklinde belirlenmiştir. Dördüncü ölçüt olarak, bütün öğretmenler farklı konu alanlarından seçilmiştir. Son ölçüt, katılımcıların cinsiyeti olarak belirlenmiştir ve araştırmacı tümünün kadın veya erkek olmasına dikkat etmiştir. Tüm bu ölçütleri sağlayan dört yeni öğretmen, çalışmanın katılımcıları olarak belirlenmiştir.

Çalışmanın katılımcılarından Defne, 26 yaşında bir Biyoloji öğretmenidir. Şereflikoçhisar'daki bir Anadolu Lisesi'ne atanan Defne, Hacettepe Üniversitesi Biyoloji Öğretmenliği bölümünden mezun olmuştur. Diğer bir katılımcı olan Aslıhan, 22 yaşında bir İngilizce öğretmenidir. Nallıhan'daki bir Mesleki ve Teknik Anadolu Lisesi'ne atanan Aslıhan, Anadolu Üniversitesi İngilizce Öğretmenliği bölümünden mezun olmuştur. Esra 26 yaşında bir Almanca öğretmenidir. Kalecik'teki bir Anadolu Lisesi'ne atanan Esra, Hacettepe Üniversitesi Alman Dili ve Edebiyatı bölümünden mezun olmuştur. Son katılımcı olan Kemal, 26 yaşında bir

Coğrafya öğretmenidir. Evren'deki bir Anadolu Lisesi'ne atanan Kemal, Gazi Üniversitesi Coğrafya Öğretmenliği bölümünden mezun olmuştur.

Çalışmanın diğer katılımcılarını öğretmenlerin mentörleri oluşturmaktadır. Aslıhan'ın mentörü Nihal 31 yaşında, altı yıllık mesleki deneyimi olan bir İngilizce öğretmenidir. Ankara Üniversitesi Amerikan Kültürü ve Edebiyatı bölümünden mezun olup, pedagojik formasyon alarak öğretmen olmuştur. Esra'nın mentörü Berrin, 30 yaşında altı yıllık mesleki deneyimi olan bir İngilizce öğretmenidir. Gazi Üniversitesi İngilizce Öğretmenliği bölümünden mezun olmuştur. Kemal'in mentörü Salih, 38 yaşında, on bir yıllık mesleki deneyimi olan bir Tarih öğretmenidir. Osmangazi Üniversitesi Tarih Öğretmenliği bölümünden mezun olmuştur. Salih, Kemal'in ikinci yılının başında okul müdürü olmuştur. Defne'nin mentörü, başka bir okula atandığı için ve Defnede kendisinin iletişim bilgileri olmadığı için çalışmanın katılımcılarından biri olamamıştır. Bu durumun veri kaybına yol açtığı düşünülmemektedir, çünkü kendisi ilk yılın sonunda mentör olarak atanmış ve Defne'yle neredeyse hiçbir iletişimleri olmamıştır.

Çalışmada dört katılımcı öğretmene uygulanmak üzere altı görüşme formu ve mentörlerine uygulanmak üzere bir görüşme formu geliştirilmiştir. Formlar hazırlandıktan sonra uzman görüşüne sunulmuştur. Araştırmacı danışmanından, hazırlık okulunda çalışan bir İngilizce okutmanından, ortaöğretimde çalışan bir İngilizce öğretmeninden ve doktorasını Eğitim Programları ve Öğretim bölümünden almış bir uzmandan görüş almıştır. Alınan dönütler doğrultusunda, soruları daha açık ve anlaşılır hale getirmek için, bazı sorularda kullanılan kelimeler değiştirilmiş ve bazı alt sorular eklenmiştir. Formların pilot çalışması mesleğe yeni başlayan bir ortaöğretim öğretmeni ve mesleğe yeni başlayan bir lise öğretmeni ile yapılmıştır. Pilot çalışma sonrasında, formlarda herhangi bir değişiklik yapılmamıştır.

Öğretmenleri sınıflarında gözlemlemek üzere geliştirilen gözlem formu, gözlemin amacını, rehber oluşturması amacıyla bazı soruları ve alan notları için bir kodlama sistemi içermektedir. Gözlem formu da tıpkı görüşme formları gibi uzman görüşüne sunulmuştur. Buna göre, araştırmacı doktorasını Eğitim Bilimleri ve Öğretim bölümünden mezun iki uzman ve danışmanından uzman görüşü almıştır ve sonuç olarak forma bazı yeni sorular eklenmiştir. Görüşme ve gözlem formları son halini aldıktan sonra ODTÜ Uygulamalı Etik Araştırma Merkezi'nden formların etik olduğuna ilişkin onay alınmıştır.

Araştırmadaki bir diğer veri toplama aracı doküman analizidir. Bu amaçla

öğretmenlerden kendileri tarafından hazırlanan yıllık planlar, raporlar ve öğretim materyalleri toplanmıştır. Ancak yıllık planlar belirli bir standart dahilinde ve birbirine çok benzer şekilde hazırlandığı için incelemeye alınmamıştır. Bunun yerine, öğretmenlerin zümre öğretmenler kurulu toplantı raporları, bazı sınav kağıtları ve öğretim materyalleri toplanmıştır. Toplamda sekiz zümre öğretmenler kurulu toplantı raporu, on altı sınav kağıdı ve yirmi sayfa öğretim materyali analiz edilmiştir.

Araştırma dahilinde veri toplamak için Milli Eğitim Bakanlığı'ndan izin alındıktan sonra veri toplama süreci başlamıştır. Araştırmacı bütün verileri kendisi toplamıştır. Buna göre, Kasım 2014'de öğretmenlerle görüşme ve sınıflarında toplam 10 saat gözlem, Ocak 2015 yarıyıl tatilinde öğretmenlerle okul dışında görüşme, Mart 2015'te araştırmacının rahatsızlığı nedeniyle öğretmenlerle okul dışında görüşme, Nisan 2015'te öğretmenlerle görüşme ve sınıflarında toplam 8 saat gözlem, Mayıs 2015'te öğretmenlerle görüşme ve son olarak Kasım 2015'te öğretmenlerle görüşme ve sınıflarında toplam 10 saat gözlem yapılmıştır. Kasım 2015'te ayrıca üç mentör ile de görüşmeler gerçekleştirilmiştir. Öğretmenlerle ve mentörlerle yapılan görüşmeler ortalama 45 dakika sürmüştür. Tüm görüşmeler katılımcıların onayı alındıktan sonra ses kayıt cihazı ile kaydedilmiştir. Okulda yapılan görüşmeler gürültüden ve dikkat dağıtıcı faktörlerden uzak olması açısından sessiz ve boş sınıflarda yapılmıştır. Okul dışında yapılan görüşmeler ise yine kalabalık ve gürültülü olmayan bir kafede gerçekleştirilmiştir.

Araştırmada elde edilen veriler, tema ve kodları elde etmek amacıyla içerik analizine tabi tutulmuştur. Bu amaçla, her veri toplama aşamasından sonra görüşmeler ve gözlemler sırasında elde edilen alan notları araştırmacı tarafından Microsoft Word dokümanına aktarılmıştır. Bu durum verilerin analizi aşamasında araştırmacının ortak tema ve kodları daha kolay görebilmesi konusunda büyük yarar sağlamıştır. Her veri aktarımından sonra veri araştırmacı tarafından birkaç kez okunmuş ve ortaya çıkan tema ve kodlar sayfanın sağ tarafına not alınmıştır. Veri toplama süreci toplamda bir yıl süreceği için, veri toplama ve kodlamanın aynı anda yapılması araştırmacı açısından önemli olmuştur. Miles ve Huberman (1994) tarafından da belirtildiği gibi verilerin kodlanması veri toplama sürecinin sonuna bırakılmamalıdır.

Görüşmelerin ilerleyen aşamalarında daha fazla tema belirlendiyse de, araştırma sorularına yönelik ortaya çıkan genel temalar aşağıdaki gibidir:

1. Sınıf süreçleri
   a) Öğrencilerle ilişkiler
   b) Sınıf yönetimi
   c) İstenmeyen öğrenci davranışlarıyla baş etme
   d) Ebeveynlerle ilişkiler
   e) Öğretme öğrenme stratejileri
   f) Alan bilgisi
   g) Değerlendirme
   h) Programı yetiştirme
2. Mesleğe yönelik duygular
   a) Okula yönelik duygular
   b) Deneyimli meslektaşlara yönelik duygular
   c) Öğrencilere yönelik duygular
   d) Okul müdürüne yönelik duygular
   e) İş yüküne yönelik duygular
   f) Mesleğe devam etmeye yönelik duygular
   g) Mesleğin sevilen yönleri
   h) Mesleğin sevilmeyen yönleri
3. Mentörlük
4. Meslektaşlarla ilişkiler
   a) Deneyimli meslektaşlar
   b) Okul müdürü
   c) Yeni öğretmen meslektaş
5. Mesleki gelişim
6. Öğretme performansı
7. İlk deneyimlerin kişisel hayata yansımaları
   a) Sosyal açı
   b) Psikolojik açı
8. Meslek öncesi öğretmenlik eğitimi
9. Performans değerlendirme sistemi

Gözlem sırasında elde edilen alan notlarının araştırma soruları çerçevesindeki analizinde ortaya çıkan temel temalar aşağıdaki gibidir:

1. Öğrenme ortamı

2. Sınıf yönetimi

3. Öğretmenin iletişimi

4. Öğrencilerin beden dili ve sesi

    a) Beden dili

    b) Ses

5. Öğretme öğrenme stratejileri

6. Sınıf ortamının öğrenciler üzerindeki etkisi

7. Öğretmenin öğrenci ihtiyaçlarına cevabı

8. Duygularının göstergesi olarak öğrenci davranışları

Bu çalışmada geçerlik ve güvenirliğin sağlanması amacıyla sürekli gözlem, akran değerlendirmesi, üye kontrolleri, zengin anlatım, çeşitleme ve denetim yolu tekniklerinden yararlanılmıştır. Buna göre, sürekli gözlem amacıyla mesleğe yeni başlayan dört öğretmen üç aşamada sınıflarından gözlemlenmiştir. Tez danışmanı ve tez komitesi akran değerlendirmesinde önemli rol oynamışlar, tezin aşamalarını takip ederek araştırmacıya rehberlik etmişlerdir. Üye kontrollerini gerçekleştirmek amacıyla, rastgele seçilen bazı görüşme dokümanları katılımcılardan ikisiyle paylaşılmış ve verilerin yorumlanması başlamadan önce kendilerinden dönüt alınmıştır. Zengin anlatımı sağlamak amacıyla araştırmacı çalışmanın bulgularını rapor ederken, her durumu detaylı ve ayrıntılı anlatmaya çalışmıştır. Çeşitleme tekniği kapsamında çalışmanın verileri çoklu veri toplama araçları kullanılarak toplanmıştır. Buna göre görüşmeler ana veri toplama aracını oluştururken, gözlem ve doküman analizi de yardımcı veri toplama araçları olmuştur. Bunlara ek olarak, denetim yolu bağlamında, araştırmacı tez danışmanına alan notları, verilere ilişkin temalar, kodlar, görüşme dökümleri, veri toplama araçlarının formları gibi araştırmaya ilişkin bütün kayıtları sağlamıştır. Değerlendiriciler arası güvenilirliği sağlamak için ise, araştırmanın üç aşamasında yapılan on iki görüşmeye dair dökümler, Eğitim Programları ve Öğretim bölümü doktora tez öğrencisi olan üç kişi tarafından kodlanmış ve bunlar araştırmacının kodlarıyla karşılaştırılmıştır. Kullanılan ifadelerde yer yer farklılıklar olsa da, kodlayıcılar arasında ciddi bir benzerlik bulunmuştur.

Araştırmadan elde edilen sonuçlar, araştırma sorularını yanıtlamaya yönelik olarak, öğretmenlerin mesleğe giriş yılında sınıf süreçleri, mentörler ve meslektaşlara

ilişkin deneyimleri, mesleğe giriş yılının öğretmenlerin mesleki gelişimi, öğretme performansı ve kişisel hayatına yansımaları, meslek öncesi öğretmen eğitimine ilişkin görüşler ve mesleğe yeni başlayan öğretmenlerin ilk yıl deneyimleri ve mesleki gelişimine ilişkin mentör görüşleri başlıkları altında düzenlenmiştir.

*Öğretmenlerin mesleğe giriş yılında sınıf süreçleri, mentörlük ve meslektaşlara ilişkin deneyimleri* ile ilgili sonuçların raporlanmasında, sınıf süreçlerine yönelik öğrencilerle yeniden şekillenen ilişkiler, sınıf yönetimindeki zorluklar, istenmeyen öğrenci davranışlarıyla baş etme, programı yetiştirmede çeşitlilik, öğretme öğrenme stratejileri kullanımında ilerleme, alan bilgisini okul programına uyarlama, öğrenci değerlendirme gerekliliklerine uyum sağlama ve ebeveynlerle uyumsuz ilişkiler; mentörlüğe yönelik, yetersiz mentörlük ve karmaşık performans değerlendirme süreci ve meslektaşlarla ilişkilere yönelik deneyimli meslektaşlarla ilişkiler, okul müdürüyle ilişkiler ve mesleğe yeni başlayan meslektaşla ilişkiler temaları oluşturulmuştur. Buna göre, sınıf süreçleri bağlamında, öğretmenlerin tamamı öğrencileriyle iyi ilişkiler kurmuş olmalarına rağmen, onlarla olan ilişkileri ilk yıl boyunca değişime uğramıştır. Bu değişimin nedeni öğretmenlerin öğrencilerine yönelik algıları, farklı tepkileri ve onlarla iletişimde kullandıkları stratejiler olabilir. Younger ve diğerlerine göre (2004), yeni öğretmenler öğrencilerle iyi iletişim kuran ve onlara saygı gösteren öğretmenleri iyi öğretmenler, onlarla kötü ilişkileri olan ve onlara saygı duymayan öğretmenleri kötü öğretmenler olarak görmektedirler. Buna paralel olarak, özellikle Kemal ve Aslıhan en başlarda öğrencileriyle oldukça yakın ilişkiler kurarken, zamanla bu ilişkiyi daha seviyeli bir hale getirmişlerdir. Defne ise bu durumun tam tersini yaşamıştır. Sınıf yönetimi ve istenmeyen öğrenci davranışlarıyla baş etme, katılımcılar için en zorlayıcı alanlardan olmuştur ve alan yazındaki pek çok araştırmada da benzer sonuçlar vardır (Corbell, Booth & Reiman, 2010; Donaldson, 2009; Dowding, 1998; Gergin, 2010; Gün, Üstünlüoğlu & Yürekli, 2010; Herztog, 2002; Meister & Melnick, 2003; Rizza, 2011). Özellikle Kemal ve Defne sınıflarındaki istenmeyen öğrenci davranışlarıyla baş etmekte sorunlar yaşamıştır. Öğrencileriyle olan ilişkilerindeki değişimler zamanla sınıf yönetimlerine de olumlu katkı sağlamıştır. Öğretmenler zamanla öğrencilerini daha iyi tanıyarak, deneyim kazanarak ve kendi güçlü ve zayıf yanlarının farkına vararak sınıf yönetiminde ve istenmeyen davranışlarla baş etmede daha iyi bir duruma gelmiştir. Programı yetiştirme konusundaki sonuçlar, programla ilgili meselelerin yeni öğretmenlerin uyum sorunları arasında bulunduğunu belirten bazı araştırma

sonuçlarıyla benzerlik göstermemektedir (Hudson, 2012; Jarvis & Algozzine, 2006; McCann, Johannessen & Ricca, 2005; Souder, 2005; Wyatt III & White, 2007). Bu çalışmadaki öğretmenlerin üçü programı yetiştirme konusunda neredeyse hiç sorun yaşamamıştır. Kemal katılımcılar arasında iş yükü en fazla öğretmen olduğu için ve liselerde uygulanan Coğrafya dersi öğretim programı hakkında kısıtlı bilgiye sahip olduğundan, programı yetiştirmede sorun yaşamıştır. Ders programı ve okuldan çıkış saatleri nedeniyle Aslıhan da bu konuda bazı sorunlar yaşamıştır. Bu durum öğretmenler için zaman zaman yorgunluk ve bıkkınlık hislerine yol açmıştır. Öğretme öğrenme yöntemleri ve teknikleri konusunda ise, bu çalışmadaki öğretmenlerin tamamı birtakım zorluklar yaşamış ve kendililerini yetersiz hissetmişlerdir. Bu sonuç bazı çalışmalarla desteklenirken (Çakmak, 2010; Gordon, 1991; Yalçınkaya, 2002), bazı çalışmalar yeni öğretmenlerin bu konuda neredeyse hiç zorluk yaşamadığı (Henning & Gravett, 2011; Öztürk & Yıldırım, 2013) sonucuna ulaşmıştır. Kemal ve Aslıhan daha öğrenci merkezli bir yaklaşım sergilerken bazı sınıflarda ve zamanla daha öğretmen merkezli bir öğretime yönelmişlerdir ve bu sonuç yeni öğretmenlerin zamanla öğretmen merkezli bir tutum sergilediği sonucuna ulaşan çalışmalarla benzerlik göstermektedir (Feiman-Nemser, 2010; Gergin, 2010; Kartal, 2006; Uugwanga, 2010; Yılmaz & Tepebaş, 2011). Bunun nedeni, mentör ve deneyimli öğretmenlerden yeterince destek alınamaması, motivasyonu düşük öğrenciler, programı yetiştirme çabaları ve teknolojik ve sosyal imkanların kısıtlı olmasıdır. Esra ve özellikle grup çalışması, sunum ve pano hazırlama gibi teknikleri sıkça kullanan Defne ise öğrencileri daha fazla derse kattıkları yöntemleri tercih etmiş, ancak farklı konularda farklı yöntem ve metotlar kullanma konusunda zorluk çekmişlerdir. Bazı çalışmalar yeni öğretmenlerin alan bilgisi konusunda kendilerini yetersiz buldukları sonucuna ulaşsa da (Uugwanga, 2010; Wang, Strong, & Odell, 2004), bu çalışmadaki öğretmenler yeterli alan bilgisine sahip olduklarını belirtmişlerdir. Bunun nedeni, çalıştıkları okulların seviyesi ve öğrenci profili olabilir. Öğretmenler için bir diğer zorluk alanı öğrenci değerlendirmesi konusu olmuştur ve bu sonuç alan yazındaki pek çok çalışma ile benzerlik göstermektedir (Badali, 1996; Darling-Hammond ve diğerleri, 2002; Ewart, 2009; Gordon, 1991; Kane ve diğerleri, 2012; Lundeen, 2004; Veenman, 1984). Öğretmenler zamanla öğrencilerini daha iyi tanıyarak ve onların yaş dönemine ait özellikleri daha iyi anlayarak öğrenci değerlendirmesi konusunda kendilerini geliştirmiştir. Bu değişimin en belirgin olduğu Kemal, zamanla

öğrencilerini daha objektif değerlendirmeye başlamış, Defne ise ilk aylarda daha zorlayıcı sorular sorarken zamanla öğrencilerin seviyesine daha uygun değerlendirmeler yapmaya başlamıştır. Ebeveynlerle iletişimde ise Kemal ve Defne ebeveynler tarafından suçlanma, eleştirilme veya yüksek not isteme gibi bazı zorluklar yaşarken, Aslıhan ve Esra ebeveynlerle neredeyse hiç karşılaşmadıkları için bu konuda sorun yaşamamıştır. Bu anlamda çalışmanın sonuçları yeni öğretmenlerin ebeveyn ilişkileri konusunda sorunlar yaşadığını gösteren çalışmalarla kısmen benzerlik içindedir (Avalos & Aylwin, 2007; Badali, 1996; Cherubini, 2007; Dickson ve diğerleri, 2014; Hobson ve diğerleri, 2009; Jarvis & Algozzine, 2006; Meister & Melnick, 2003; Veenman 1984). Öğretmenlerin ebeveynlerle ilişkiler konusunda teorik ve pratik bilgilerinin yetersizliği bu konuda yaşadıkları zorlukların nedeni olabilir.

Araştırma sonuçlarına göre, mentörlük mesleğe giriş sürecinin en zayıf halkasını oluşturmaktadır ve öğretmenler yapılandırılmış bir mentörlük sürecinden geçmemiştir. Alan yazında bu sonucu destekleyen çalışmalar mevcuttur (Flores, 2006; Martinez, 1994; Mazibuko, 1999; Ulvik ve diğerleri, 2009; Veenman, 1984). Katılımcılardan sadece Aslıhan'a atanır atanmaz bir mentör tayin edilmiştir ancak Aslıhan sistematik bir mentörlük sürecinden geçmemiş ve ilk yılın zorluklarıyla mücadele etme ve mesleki gelişimine katkı sağlama açısından bu süreci verimli bulmamıştır. As an effort to find a secondary mentor, the novice teachers in this study preferred to get help from their parents, siblings or other close friends. Bunun sonucu olarak öğretmenler sorunlarla kendi başlarına mücadele etniş ve çoğunlukla aileleri, kardeşleri, arkadaşları ve internete başvurarak sorumluluklarını yerine getirmişlerdir. Mentörlük sürecinin etkili işlememesi, öğretmen kendilerini dışlanmış hissetmesine ve kendilerinden deneyimli kişilerden rehberlik alamamasına neden olmuştur (Lunenburg, 2011). Performans değerlendirme sürecinde ise, öğretmenlerin sınıf içinde gözlemlenmesi iyi yapılandırılmış bir alan olarak görünmemektedir. Bazı durumlarda öğretmenler mentörleri veya müdürleri tarafından gözlemlenmemiş ve yeterli dönüt alamamışlardır. Ayrıca performans değerlendirme sisteminde Bakanlık tarafından sene ortasına doğru yapılan değişiklik, öğretmenlerde kafa karışıklığına, bıkkınlığa ve umutsuzluğa neden olmuştur. Etkili bir danışmanlık, dönüt veya destek eksikliği, öğretmenlerin mesleğe girişte yaşadıkları önemli sorunlardan birini oluşturmaktadır (Ewing & Smith, 2003; Martinez, 1994; Rizza, 2011) ve bu durum mesleki gelişimlerinin nasıl tam olarak değerlendirileceği konusunda öğretmenleri

ikilemde bırakmaktadır. Meslektaşlara ilişkilere gelince, alan yazındaki pek çok araştırma mesleğe yeni başlayan öğretmenlerin meslektaşlarıyla sorunlu ilişkileri olduğunu ve dışlanmışlık yaşadıklarını gösterse de, (Carroll & Fulton, 2004; Hobson ve diğerleri., 2009; Johnson, 2004; Karsenti & Collin, 2013; McCann, Johannessen, & Ricca, 2005; Yılmaz & Tepebaş, 2011), bu çalışmanın sonuçları söz konusu çalışmalarla kısmen benzerlik göstermektedir. Kemal ve Esra meslektaşları ve müdürleriyle çok iyi ilişkiler içindeyken, Defne ve Aslıhan bu konuda bazı sorunlar yaşamıştır. Her ikisi de ilk aylarda kendilerini dışlanmış hissetmiş ve meslektaşlarından yardım isteme konusunda da sorun yaşamışlardır. Ancak Defne ve özellikle Aslıhan, okullarındaki mesleğe yeni başlayan meslektaşlarıyla yakın ilişkiler kurmuş ve yardımlaşmışlar. Yapılan çalışmalara göre, meslektaşlarla ve müdürle iyi ilişkiler kurmak, özellikle mesleğe yeni başlayan öğretmenlerin mesleğe devam etmelerinde oldukça önemli etkenler olarak karşımıza çıkmaktadır (Boyd ve diğerleri, 2009; Feng, 2006; Ingersoll, 2001; Johnson & Birkeland, 2003; Loeb, Darling-Hammond & Luczak, 2005).

*Mesleğe giriş yılının öğretmenlerin mesleki gelişimi, öğretme performansı ve kişisel hayatına yansımaları* ile ilgili sonuçların raporlanmasında, mesleki gelişime yönelik mesleki yeterlilikler, hatalar ve pişmanlıklar, en iyi mesleki deneyim ve öğretmenliğe uyum; öğretme performansına yönelik, öğretmenlik uygulaması, farklı öğrenme stillerine ve ihtiyaçlara cevap verme ve eğitim felsefesi; kişisel hayata yönelik ise okula yönelik duygular, iş yüküne yönelik duygular, mesleğin sevilen ve sevilmeyen yönleri ile sosyal ve psikolojik durum temaları oluşturulmuştur. Buna göre, öğretmenlerin mesleki gelişim bağlamında, katılımcıların sınıf yönetimi, değerlendirme, öğrencilerle ilişkiler, öğrencilerin ilgisini artırma ve motivasyonu düşük öğrencilerin derse dikkatini çekme konularında geliştikleri söylenebilir. Öğrencilerin dikkatini çekme konusunda yaşadıkları zorlukların sebebi öğrenci motivasyonuna yönelik bilgilerinin eksikliği olabilir (Charles & Senter, 2008). Ayrıca araştırma sonuçlarına göre, rehberlik ve özel öğrenme ihtiyaçları olan öğrencilere öğretim konuları öğretmenlerin zorluk çektikleri ve kendilerini geliştirmek istedikleri alanlardır. Özel öğrenme ihtiyacı olan öğrenciler, bu ihtiyaçların tespiti ve söz konusu öğrencilerin desteklenmesi mesleğe yeni başlayan öğretmenlerin kendilerini yetersiz hissettikleri alanlar olarak karşımıza çıkmaktadır (Henning & Gravett, 2011; Jensen ve diğerleri, 2012). Meslekteki ilk yılın sonunda, Esra dışındaki öğretmenler, mesleki gelişim süreçlerinde iyi yönde değişmelerini

sağlayan bazı pişmanlıkları olduğunu belirtmiştir. Bunlar genelde kullandıkları öğretim yöntem ve teknikleri, değerlendirme, nasıl öğretim yapacaklarına karar verme ve öğrenci ilişkileri konusundadır. Yaşadıkları en iyi mesleki gelişim deneyimlerine gelince, Kemal için zaman içinde öğrencilerle daha seviyeli bir ilişki geliştirme, Aslıhan ve Esra için derse ilgisiz olan iki öğrenciye dersi sevdirerek motivasyonlarını artırma, Defne için ise rekabet içeren grup çalışması ve bahçede düzenlediği keşif gezileriyle öğrencilere yaparak yaşayarak öğretme yöntemini kullanmak en öğretici mesleki deneyimleri olarak bulunmuştur. Araştırma sonuçlarına göre, ilk yıl mesleğe uyum sağlama katılımcılar için bazı sebeplerden dolayı zor olmuştur. Meslek öncesi öğretmen eğitiminin kendilerini uygulama ve pedagojik bilgi açısından meslekteki ilk yıla yeterince hazırlamaması mesleğe uyum sağlamadaki en önemli engellerden biri olarak bulunmuştur ve alan yazında bunu destekleyen çalışmalar bulunmaktadır (Gömleksiz ve diğerleri, 2010; Nahal, 2010; Ulvik ve diğerleri, 2009). Ayrıca okullarda oryantasyon ve etkili bir mentörlük süreci olmaması da mesleğe uyum sağlamada engeller oluşturmaktadır (Flores, 2006). Aslıhan müdürüyle olan olumsuz ilişkisinin de mesleğe uyumda bir engel oluşturduğunu belirtmiştir ve meslekteki ilk yılda müdürle olan olumlu ilişkilerin önemini belirten pek çok araştırma mevcuttur (Kapadia ve diğerleri, 2007; Lee, 1993; Scherff, 2008; Thompson, 2004; Wynn ve diğerleri, 2007).

Çalışmanın sonuçlarına göre, öğretmenler öğretmenlik uygulaması konusunda ciddi bir değişim geçirmişlerdir. Teoriyi pratiğe dökmek ve farklı öğretim yöntemleri kullanmak onlar için zor olduysa da (Gordon & Maxey, 2000), zamanla birtakım yöntemleri kullanmada gelişme göstermişlerdir. Özellikle Kemal ve Defne öğretecekleri konunun kapsamını ve nasıl öğreteceklerini belirlemede gelişme göstermiştir. Yeni öğretmenler mesleğe başladıklarında yetersiz veya yüzeysel pedagojik alan bilgisine sahiptir (Feiman-Nemser & Parker, 1990; Shulman, 1987). Ancak öğrencilerini zamanla daha iyi tanıyan ve onlara öğretmeleri gereken konuların kapsamını daha iyi anlayan katılımcılar, mesleğe giriş sürecinde pedagojik alan bilgisi konusunda gelişme göstermişlerdir. Ayrıca, öğrencilerin farklı öğrenme stillerine ve ihtiyaçlarına cevap verme ve özel öğrenme ihtiyaçları olan öğrenciler katılımcıların zorluk yaşadıkları alanlardan olmuştur. Alan yazındaki bazı araştırmalar da benzer sonuçlar vermektedir (Forlin & Chambers, 2011; Louden ve diğerleri, 2005; Tomlinson ve diğerleri, 1994). Öğretmenlerin bu konuda zorluk çekmesi konu hakkında yeterli bilgi sahibi olmamalarından ve mentör ve deneyimli

öğretmenlerden yeterince destek alamamalarından kaynaklanmış olabilir. Eğitim felsefesine gelince, iki öğretmen ideallerinden uzaklaşarak daha öğretmen merkezli bir yaklaşım sergilemeye başlamıştır. Bu değişimin sebebi mesleki anlama yeterli destek almamaları, öğrenci profili ve çalıştıkları okulların öğretme konusuna yaklaşımı olabilir.

Katılımcıların okula yönelik olan duygularına gelince, Kemal ve Esra okullarını evleri gibi benimsemiş ve her zaman olumlu duygular içinde olmuşlardır. Defne'nin hisleri meslektaşlarıyla olan ilişkilerinin iyiye gitmesiyle daha olumlu hale gelmiştir ancak Aslıhan'ın özellikle meslektaşları ve müdürüyle olan olumsuz ilişkilerinden ve meslek lisesinde çalışıyor olmasından dolayı olumsuz duyguları fazla değişmemiştir. Defne ve Aslıhan'ın yaşadıklarından elde edilen sonuçlar, meslektaşlar ve müdürle olan olumlu ilişkilerin ve iş birliğinin mesleğe giriş sürecindeki önemine dikkat çeken araştırmalarla benzerlik göstermektedir (Day ve diğerleri, 2006; Grossman & Thompson, 2004; Kapadia ve diğerleri, 2007; Smith & Ingersoll, 2004; Youngs, 2007). Diğer öğretmenlerin aksine, Kemal alan dışında verdiği dersler ve ders dışı bazı faaliyetlerden sorumlu kılındığı için iş yükünden en fazla muzdarip olan katılımcı olmuştur ve bu sonuç, yeni öğretmenler için iş yükünün en ciddi sorun olduğunu belirten çalışmalarla benzerlik içindedir (Cherubini, 2007; Hobson ve diğerleri, 2009; Meister & Melnick's, 2003; Öztürk, 2008; Şat Yılmaz, 2004). Son olarak, Esra dışındaki tüm katılımcılar kısıtlı sosyal imkanlara sahip ilçelerde çalışmanın ve küçük bir yerde öğretmen olmanın üzerlerinde baskı yarattığını belirtmişlerdir. Bunun nedeni muhtemelen meslek öncesinde öğretmenlerin küçük yerlerde öğretmenlik yapma konusunda oldukça az şey bilmeleri (Beutel, Adie & Hudson, 2011; Sharplin, 2002) ve bu konuda da mesleğe hazırlıksız başlamalarıdır.

*Meslek öncesi öğretmen eğitimine ilişkin görüşler* ile ilgili sonuçların raporlanmasında, meslek öncesi öğretmenlik eğitimindeki eksiklikler teması oluşturulmuştur. Buna göre, alan yazındaki diğer pek çok çalışmayla benzer şekilde, öğretmenler meslek öncesi öğretmenlik eğitiminde öğrendikleriyle gerçek okul ortamı arasında çelişki bulunduğunu belirtmişlerdir (Awender & Harte, 1986; Barrett Kutcy & Schulz, 2006; Gömleksiz ve diğerleri, 2010; Mandel, 2006; Nahal, 2010; Öztürk, 2008; Ulvik ve diğerleri, 2009; Yalçınkaya, 2002). Çalışmadaki bütün öğretmenlerin meslek öncesi öğretmenlik eğitimi sürecinde daha uzun ve daha verimli bir uygulama sürecine ihtiyaç olduğunun altını çizmesi çarpıcı bir sonuçtur.

Öğretmenler fakültedeki öğrenme ortamının yapay ve okul gerçeklerinden uzak olduğunu belirtmişlerdir. Çalışmanın sonuçlarına göre ayrıca teori ve uygulama arasında ciddi farklar vardır. Buna göre gerçek okul ortamı fakültedeki sınıf ortamında yansıtılamaz ve bir alan deneyimi öğretmenlere kendi sınıflarında başarılı olmalarını sağlayacak donanımı sunamaz (Melnick & Meister; 2008).

Mesleğe yeni başlayan öğretmenlerin ilk yıl deneyimleri ve mesleki gelişimine ilişkin mentör görüşleri ile ilgili sonuçların raporlanmasında, sınıf süreçleri, mentörlük süreci ve meslek öncesi öğretmen eğitiminin yeterliliği temaları oluşturulmuştur. Buna göre, mentörler mesleğe yeni başlayan öğretmenlerin ilk yıl en fazla sınıf yönetimi, fakültede öğrendikleri yöntem ve teknikleri kullanma, öğrencilerle yakın ilişkiler kurma, programı yetiştirme, değerlendirme, atandıkları yerlere uyum sağlama, meslektaşların, müdürün ve ebeveynlerin olumsuz tavırları konularında zorluk yaşadıklarını belirtmişlerdir ve bu sonuç alan yazındaki pek çok araştırmayla desteklenmektedir (Avalos & Aylwin, 2007; Dickson ve diğerleri, 2014; Dowding, 1998; Fantilli & McDougall, 2009; Gergin, 2010; Gün, Üstünlüoğlu & Yürekli, 2010; Rizza 2011). Mentörlük sürecine gelince, çalışmadaki mentörler konu hakkında kendi deneyimlerinden çok genel düşüncelerinden bahsetmişlerdir ve bu durum onların mentör olarak deneyimli olmamalarından kaynaklanıyor olabilir. Mentörlerin tümü, etkili ve verimli bir mentörlük sürecinin öncelik öğretmen ve mentör arasındaki iyi bir ilişkiye dayandığını belirtmişlerdir. Mentörlere göre öğretmenlerin en çok rehberlik ve desteğe ihtiyaç duydukları alanlar öğrencileri, meslektaşları ve müdürleriyle ilişkileri, sınıf defteri ve yıllık plan yazma, sınıf yönetimi, öğretim ve değerlendirmedir. Ancak alan yazındaki pek çok çalışma mentörlüğün mesleğe yeni başlayan öğretmenlerin mesleki gelişimleri üzerindeki olumlu etkilerinden söz etse de (Darling-Hammond, 1999; Ingersoll & Smith, 2003; Murray, 2001; Ragins & Kram, 2007; Strong, 2009; Wang & Odell, 2002), bu çalışmadaki öğretmenler sistematik bir mentörlük sürecinden geçmemiştir. Kendilerine atanan mentörlerin de tamamı mentörlük konusunda eğitimsiz olup, sadece alan bilgilerine göre seçilmişlerdir. Joseph ve John (2014) tarafından yapılan çalışmanın da gösterdiği gibi, mentörlerin mentörlük süreci hakkında eğitimsiz olmaları sonucu öğretmenlere sağladıkları yardım ve destek pek çok aşamada yetersiz olmuştur. Araştırma sonuçlarına göre, mentörler de tıpkı katılımcı öğretmenler gibi meslek öncesi öğretmenlik eğitiminin uygulama açısından yetersiz olduğunu belirtmişlerdir. Buna yönelik olarak, mentörler yeni öğretmenlerin mesleğe

daha hazır şekilde başlayabilmeleri ve sınıf ve okul süreçlerine ilişkin daha gerçekçi bilgi ve donanıma sahip olabilmeleri için, gerçekçi, verimli ve daha uzun süreli bir öğretmenlik uygulamasına ihtiyaç olduğunun altını çizmişlerdir.

Araştırma sonuçlarına dayalı olarak bu çalışma, sınıf yönetimi ve istenmeyen öğrenci davranışlarıyla baş etme konularının meslek öncesi öğretmenlik eğitiminde en önem verilen konular arasında olmasını ve Sınıf Yönetimi dersinin simülasyonlar, durum çalışmaları, rol oynama ve problem çözme yöntemleri gibi etkileşimli öğretme yöntemleri ile güçlendirilmesini önermektedir. Ayrıca öğretmenlere hangi öğretim yöntemi veya tekniğinin hangi konuda kullanılabileceğinin ve konuları nasıl en etkili şekilde anlatabileceklerinin de yine meslek öncesinde aldıkları teorik dersler ve yaptıkları öğretmenlik uygulamasında daha etkili şekilde öğretilmesi önerilmektedir. Öğretmenlerin değerlendirme konusunda fazla bilgi sahibi olmadıkları ve öğrencilerin yaş ve zihinsel gelişim özelliklerine uygun davranmakta zorlandıkları görülmüştür. Bu konuların da yine meslek öncesi öğretmenlik eğitiminde hem teorik hem pratik anlamında daha iyi pekiştirilmesi ihtiyacı öne çıkmaktadır. Mesleğe giriş sürecinin en önemli ve kritik unsuru olarak karşımıza çıkan mentörlük sürecinin daha profesyonelce ele alınması ve öğretmenler atanır atanmaz kendilerine bir mentör tahsis edilmesi önerilmektedir. Mentörlerin öğretmenlerle aynı düzeydeki derslere giriyor olması da önemli görülmektedir. Ayrıca mentörlerin sadece dersler konusunda değil, aynı zamanda ders dışı görev ve sorumlulukları da içine alacak şekilde öğretmenlik mesleğinin her aşamasında yeni öğretmenlere destek olması önerilmektedir. Performans değerlendirme süreci sürece dayalı değerlendirme şeklinde ilerleyip, öğretmenlere her aşamada gözlem ve görüşmelerle etkili dönüt sağlanmalıdır. Bu konuda mentör, müdür, müfettiş ve en önemlisi öğretmen iş birliği içinde çalışmalıdır. Meslek öncesi öğretmenlik eğitimine öğretmenliğin sosyal tarafı ve profesyonel ilişkiler kurmaya yönelik yeni bir ders eklenerek öğretmenlerin bu konuda daha donanımlı hale getirilmeleri de çalışmanın bir başka önerisidir. Fakültede verilen Rehberlik dersinin içeriğinin gözden geçirilmesinin ve daha uygulamaya dönük hale getirilmesinin de, öğretmenlerin rehberlik konularında yaşadıkları ciddi sorunların çözümünde önemli rol oynayabileceği düşünülmektedir. Öğrencilerin farklı öğrenme stillerine ve ihtiyaçlarına cevap verme ve özel öğrenme ihtiyacı olan öğrenciler konusu da yine meslek öncesi öğretmenlik eğitiminde daha titiz ele alınması gereken konulardandır. Ayrıca okulların rehberlik servisleri ve mentörler ile müdürler de öğretmenlere bu

konuda rehberlik etmelidirler. Meslek öncesi öğretmenlik eğitiminde yapılan uygulamanın süresinin uzatılması, anlaşmalı okullarda gerçek öğrencilerle daha fazla uygulama imkanı yaratan bir şekilde yeniden yapılandırılması önerilmektedir. Türkiye, öğretmenlik uygulamasının iki yıl sürdüğü Almanya, İngiltere ve Fransa gibi ülkelerin gerisindedir. Özellikle Finlandiya'da meslek öncesinde öğretmenler kampsüleri içinde yer alan okullarda dört yıl boyunca uygulama yapma imkanına sahiptirler. (Aykaç, Kabaran & Bilgin, 2014). Okullarda müdürler tarafından mesleğe yeni başlayan öğretmenlere yönelik bir toplantı ve oryantasyon programının düzenlenmesi de öğretmenlerin öğrencilikten öğretmenliğe geçişini kolaylaştırabileceği düşünülmektedir. Son olarak mentörlerin ders programları hafifletilmeli, böylece mentörlük görevlerine daha fazla zaman ayırabilmeleri sağlanmalıdır. Ayrıca mentörlerin görev ve sorumlulukları ve mesleğe yeni başlayan öğretmenlere nasıl rehberlik edecekleri konularında da hizmet içi eğitime tabi tutulmaları önerilmektedir.

Bu çalışma mesleğe yeni başlayan öğretmenler ve mentörleri ile yürütülmüştür. Ancak, öğretmenleriyle olan ilişkileri ve öğretmenlerinin ders anlatma stilleri hakkında bilgi verebilecek öğrenciler, müdürler ve fakültelerdeki öğretim görevlilerinin de görüşlerinin alınması ile mesleğe giriş sürecinin daha kapsamlı incelenmesi sağlanabilir. Bu çalışmada ana veri toplama aracı görüşmeler olmuştur ancak daha derinlemesine veri toplayabilmek için gözlem konusuna daha fazla zamanın ayrıldığı ve sahada daha uzun süreli gözlemlerin yapıldığı çalışmalara da ihtiyaç vardır. Bu çalışmada öğretmenlerin meslekteki ilk yılını incelemektedir. Mesleki gelişimin uzun soluklu bir süreç olduğu düşünüldüğünde, öğretmenlerin ikinci, üçüncü ve hatta dördüncü yıllarında da izlendiği çalışmalara ihtiyaç vardır. Fakültedeki öğretim görevlilerinin, mentörlerin, öğretmen adaylarının ve mesleğe yeni başlayan öğretmenlerin işbirliğinde, meslek öncesi öğretmenlik eğitimine yönelik daha etkili bir öğretmenlik uygulaması planlamak üzere çalışmalar yapılabilir. Türkiye'de mentörlük sürecinin nasıl ve ne miktarda işlediğine dair yapılacak araştırmalar mesleğe yeni başlayan öğretmenlerin durumunu ortaya koyabilir ve bunların sonucunda mentörlük sürecine hak ettiği değer verilebilir. Son olarak, daha sistematik, etkili ve faydalı bir mentörlük süreci geliştirebilmek ve bu süreci hem öğretmenler hem de mentörler için faydalı hale getirebilmek için, mentörlerin görüşleri, ihtiyaçları ve yaşadıkları sorunlar üzerine araştırmalar yapılabilir.

# CURRICULUM VITAE

## PERSONAL INFORMATION

Surname, Name: Cihan, Tuğba
Nationality: Turkish (TC)
Date of Birth: 27 January 1983
Gender: Female
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## EDUCATION

| Degree | Institution | Year of Graduation |
|---|---|---|
| MA | Hacettepe University, Curriculum and Instruction | 2009 |
| BA | Bilkent University, English Language and Literature | 2005 |
| High School | Sırrı Yırcalı Anadolu Lisesi, Balıkesir | 2001 |

## WORK EXPERIENCE

| Year | Place | Enrollment |
|---|---|---|
| 2008-Present | Ankara University, School of Foreign Languages | English Instructor |
| 2007-2008 | IFEKS Fuar Organizasyonları Merkezi A.Ş., Ankara | Fair Coordinator |
| 2006-2007 | TÖMER, Ankara | English Instructor |
| 2005-2009 | Karanfil Tercüme, Ankara | Freelance Translator |
| 2005-2006 | Türk Ekonomik Basın Ajansı, Ankara | Translator |

## FOREIGN LANGUAGES

Advanced English

## PUBLICATIONS

1. Gürlen, E. & Cihan, T. (2013). İlköğretim 5. Sınıf İngilizce Öğretim Programına İlişkin Öğretmen Görüşleri. *Anadolu Üniversitesi Sosyal Bilimler Dergisi, 13*(1), 131-146.

2. Yıldırım, A. & Cihan, T. (2014). Instructors' Perceptions of Social Interaction and Its Practical Reflections in Foreign Language Classes. *Elementary Education Online, 13*(3), 1033-1048.

3. Gürlen, E. & Cihan, T. (2016). Barriers to Effective Learning of High School Students in Turkey. *International Journal of Assessment Tools in Education (IJATE), 3*(2), 161-173.

# APPENDIX O

## TEZ FOTOKOPİSİ İZİN FORMU

**ENSTİTÜ**

| | |
|---|---|
| Fen Bilimleri Enstitüsü | ☐ |
| Sosyal Bilimler Enstitüsü | X |
| Uygulamalı Matematik Enstitüsü | ☐ |
| Enformatik Enstitüsü | ☐ |
| Deniz Bilimleri Enstitüsü | ☐ |

**YAZARIN**

Soyadı         : CİHAN
Adı              : TUĞBA
Bölümü       : Eğitim Bilimleri (Eğitim Programları Ve Öğretim)

**TEZİN ADI** (İngilizce) : Induction Into Teaching: A Multiple-Case Study of the First Year Teachers' Experiences At Schools

**TEZİN TÜRÜ** :   Yüksek Lisans  ☐          Doktora  X

1.  Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.  ☐

2.  Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.  ☐

3.  Tezimden bir bir (1)  yıl süreyle fotokopi alınamaz.  X

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ**: