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Abstract

This study investigated Teacher Reality Shock (TRS), referring to the challenges novice teachers encounter during their early career years, through bibliometric analysis. A total of 59 studies obtained from the Web of Science database via keyword searches for “reality shock” and “teacher” were analyzed using performance analysis and scientific mapping techniques. Results revealed a steady rise in TRS research between 1987 and 2024, with a notable increase after 2011. Key themes in the literature include beginning teachers, burnout, job satisfaction, self-efficacy, and occupational socialization. The United States and Germany are leaders in TRS research, while Turkey, despite recent progress, lacks substantial international impact. Current studies mainly focus on individual and organizational factors, highlighting gaps in understanding teachers’ self-efficacy, professional experiences, and cross-cultural comparisons of TRS. To address these gaps, interdisciplinary research and programs supporting teachers’ adaptation to their careers are essential. This study underscores the importance of incorporating TRS into teacher training policies to improve early-career teacher support and professional development.

Keywords: Teacher Reality Shock, Beginning Teachers, Early-Career Teachers, Bibliometric Analysis in Education

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Introduction

Teaching is a profession that fundamentally shapes individuals' academic, social, and emotional development while contributing directly to societal progress. The quality of teachers and their ability to adapt effectively to their roles have a significant impact on student achievement and the overall effectiveness of educational policies (Dicke et al., 2015). However, novice teachers often face significant challenges when transitioning from teacher education programs to real-world classroom settings. One of the most critical issues in this transition is *Teacher Reality Shock* (TRS), which refers to the misalignment between teachers' expectations and the realities of classroom practice. This misalignment can lead to professional dissatisfaction, emotional distress, and, in some cases, early career attrition (Correa et al., 2015).

Research has demonstrated that novice teachers encounter various challenges in their professional lives, including classroom management, student motivation, adaptation to school culture, administrative responsibilities, professional identity formation, lesson planning, teacher status, and school-community relations (Kutsyuruba et al., 2013; Özdemir & Büyükgöze, 2016; Özpınar & Sarpkaya, 2010; Öztürk & Yıldırım, 2013; Saban et al., 2004). These challenges contribute to heightened stress and burnout, which significantly impact teachers' commitment to the profession and ultimately affect retention rates (Özdemir & Büyükgöze, 2016). When teachers' expectations do not align with the realities of their profession, they may experience shock, frustration, anxiety, confusion, and even hopelessness. In the literature, these emotional responses have been conceptualized as reality shock (Kramer, 1974) or transition shock (Corcoran, 1981).

Kramer (1974) first introduced the concept of reality shock, describing it as the physical, emotional, and social reactions individuals experience when faced with unfamiliar professional responsibilities. Later, Duchscher (2009) expanded on this idea with the Transition Shock Model, which characterizes the phenomenon as a period of physical, emotional, socio-developmental, and intellectual adaptation occurring within the first three to four months of professional practice. Reality shock is not unique to teaching; it can also manifest in various life transitions such as career changes, organizational shifts, marriage, financial instability, and academic adjustments. However, in the context of teaching, reality shock has been shown to have profound long-term effects on teachers' motivation, well-being, and career longevity (Veenman, 1984; Chubbuck, 2008).

Empirical studies suggest that pre-service teachers often hold idealistic views about classroom management and instructional practices, perceiving teaching as a unidirectional transfer of knowledge (Koyuncu, 2017; Feiman-Nemser & Remillard, 1995; Rimm-Kaufman et al., 2006). These perceptions often clash with the realities of classroom environments, resulting in professional disillusionment. The first year of teaching is especially marked by feelings of disappointment and struggle, and is frequently described as the most challenging phase in

a teacher's career (de Jesus & Paixo, 1996; Potts, 2007). In light of growing concerns about teacher retention and well-being, addressing the effects of reality shock has become a critical issue in teacher education research. Previous studies have indicated that pre-service teachers generally hold moderate expectations regarding TRS, highlighting the need for improved preparation for the challenges they will face in the teaching profession (Karabatak & Alanoğlu, 2023; Alanoğlu & Karabatak, 2023).

The consequences of reality shock are both positive and negative. On the negative side, TRS has been associated with decreased organizational commitment (Dean et al., 1988; Dean & Wanous, 1983), higher turnover intentions (Dhar, 2012; Guerin et al., 1999), and increased stress levels (Gold, 1996; Hultell et al., 2013). High attrition rates among novice teachers have been widely reported, with TRS identified as a primary contributing factor (Borman & Dowling, 2008; Gallant & Riley, 2014; Gray & Taie, 2015; Guarino et al., 2006; Lindqvist et al., 2014; Schaefer et al., 2012; Voss & Kunter, 2020). Additionally, some studies indicate that early-career teachers often experience significant emotional exhaustion due to the complexities of classroom instruction (Chaplain, 2008; Fives et al., 2007; Goddard et al., 2006; Voss et al., 2017). Conversely, reality shock is not exclusively negative; in some instances, it can act as a catalyst for professional growth, motivating teachers to develop new coping mechanisms and refine their teaching strategies (Depolo et al., 1994). To minimize the negative effects of TRS, it is crucial for teacher education programs to provide pre-service teachers with realistic and structured experiences that prepare them for the realities of the classroom (Duchscher, 2009). Mentorship programs, extended practicum experiences, and reflective teaching practices have been proposed as effective strategies to reduce reality shock and enhance teacher retention rates. Despite the increasing amount of empirical research on TRS, there has yet to be a comprehensive bibliometric analysis that examines the development of TRS research, identifies key themes, and maps academic collaborations in this field. Conducting such an analysis of TRS-related literature will offer valuable insights into research trends, influential publications, and existing gaps, ultimately advancing the field of teacher education research.

Research aim and research questions

This study aims to conduct a comprehensive bibliometric analysis of the existing literature on TRS to identify the key themes, research trends, influential publications, and academic collaborations in the field. By systematically analyzing the intellectual structure of TRS research, this study seeks to provide insights into how TRS has been studied, which research areas have been most influential, and where gaps remain in the literature. This study will address the following research questions:

1. What are the key publication trends, citation impacts, and international research collaborations in TRS literature? Which countries and institutions have made the most significant contributions?

2. How has the volume of TRS-related research evolved over time? What factors have influenced these changes?
3. Who are the most influential authors in TRS research? How are scientific collaborations among researchers, universities, and countries structured?
4. What are the predominant themes in TRS literature, and how have they evolved over time?
5. Which academic journals, key authors, and keywords have played a central role in shaping TRS research? What patterns can be observed in global research networks?

Methodology

Research model

This study employs a descriptive research design using bibliometric analysis to systematically examine the research landscape of TRS. The descriptive research model aims to analyze and explain a phenomenon, process, or individuals' characteristics as they exist, allowing for an in-depth understanding of the subject matter (Karasar, 2012). Bibliometric analysis, as a quantitative research method, enables the systematic evaluation of academic publications, authors, research trends, and scientific collaborations in a given field (Yayla & Zencir, 2023).

Data collection and analysis

A comprehensive literature search was conducted on *December 15, 2024*, using the *Web of Science (WoS) Core Collection* database. The search query applied was “*reality shock*” AND “*teacher*”, targeting all fields. No time restrictions were applied, and the search covered the full publication range available (1987–2024). The results were limited to *peer-reviewed publications* including journal articles, conference proceedings, meeting abstracts, and early access articles.

The search initially yielded *59 documents*, all of which were included in the analysis. The *inclusion criteria* encompassed documents that specifically addressed teacher reality shock in the context of educational settings. *Exclusion criteria* involved duplicate records, non-academic publications, and studies that referenced “reality shock” in unrelated disciplines (e.g., medicine or nursing). Additionally, no language restrictions were imposed; publications in English, German, Italian, Spanish, and Portuguese were all considered due to the small dataset size.

To enhance the transparency and reproducibility of the research process, the study strictly adhered to the *PRISMA 2020 guidelines* for systematic reviews. The *PRISMA flow diagram* (Figure 1) outlines the step-by-step procedure of identification, screening, eligibility, and inclusion stages. It details the number of records retrieved from the database, the removal of duplicates, the application of inclusion and exclusion criteria, and the final set of documents included in the analysis. By following the PRISMA framework, the study ensures methodological rigor and facilitates the replicability of its bibliometric approach.

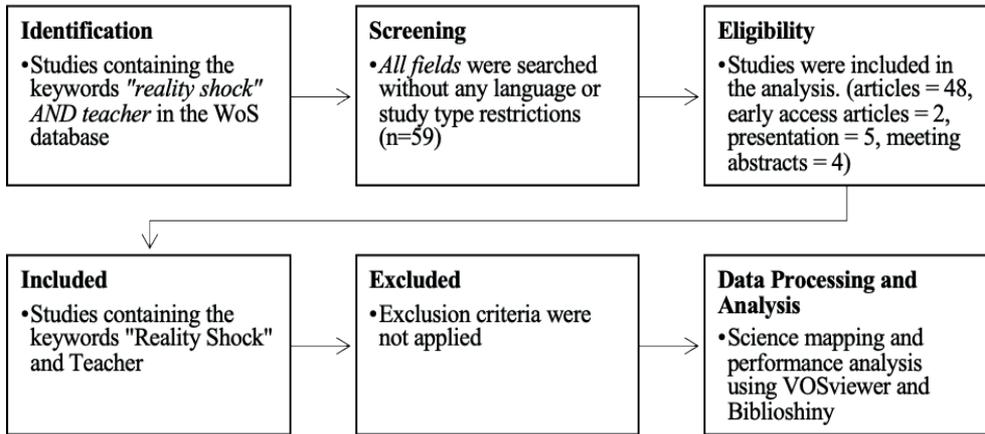


Figure 1. PRISMA Flow Chart

Bibliometric analysis approach

Bibliometric analysis is a systematic and quantitative method for evaluating scientific publications, identifying research trends, and mapping the intellectual structure of a field (Donthu et al., 2021). In this study, two complementary techniques were utilized: Performance Analysis and Science Mapping, as summarized in Figure 2.

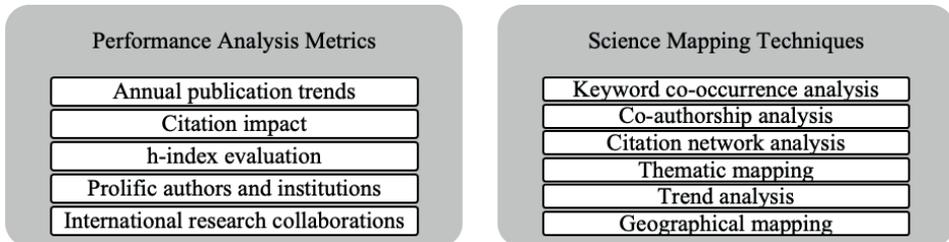


Figure 2. Bibliometric Analysis Methods and Applied Techniques

Performance Analysis focuses on measuring the productivity and scholarly influence of countries, institutions, authors, and journals(Donthu et al., 2021). Key bibliometric indica-

tors such as *total citations*, *h-index*, *g-index*, and *m-index* were used to assess research impact (Aria & Cuccurullo, 2017). This analysis also included *annual publication trends*, *citation dynamics*, and *international collaboration patterns*, offering insight into the historical development of TRS literature. Calculations and visualizations were conducted using *Biblioshiny*, the web interface of the *Bibliometrix R-package* (Version 4.1).

Science Mapping aims to reveal the conceptual, intellectual, and social structure of a scientific domain by examining bibliographic networks (Gutiérrez-Salcedo et al., 2018). In this study, *VOSviewer (Version 1.6.20)* was used for analyses including *keyword co-occurrence*, *co-authorship networks*, and *citation network mapping*. A *minimum threshold of two keyword occurrences* was set, and *association strength* was used for normalization. *Clustering resolution was set at 1.0*, allowing for the identification of major thematic areas. Visual outputs such as *network diagrams*, *density maps*, and *overlay visualizations* helped reveal dominant topics, emerging trends, and geographic distributions.

This combined bibliometric strategy enabled a comprehensive examination of TRS research, highlighting the field’s growth trajectory, core themes, influential contributors, and collaborative structures.

Results

1. Academic productivity, citation impact, and international research collaborations

The bibliometric characteristics of the TRS literature, including academic productivity, citation impact, and international research collaborations, are shown in Table 1.

Table 1. Descriptive Characteristics of TRS Literature

Description	Results	
Main information about data	Timespan	1987:2024
	Sources (Journals. Books. etc)	43
	Documents	59
	Annual Growth Rate	4.45%
	Document Average Age	7.86
	Average citations per doc	19.86
	References	2115
Document contents	Keywords Plus (ID)	121
	Author’s Keywords (DE)	182
Authors and authors collaboration	Authors	150
	Co-Authors per Doc	2.76
	International co-authorships	10.17%

Table 1 shows that TRS-related publications range from 1987 to 2024. This indicates that while the number of studies in this area is limited, research has evolved over an extended period. The dataset comprises 59 documents from 43 different sources, highlighting a diverse array of academic contributions. The average document age of 7.86 years indicates that the dataset contains relatively recent publications, while the average citation per document (19.86) suggests that TRS studies receive substantial academic attention. The total number of references (2115) reflects the strong citation network in this field. Additionally, the dataset includes 121 “Keywords Plus” terms and 182 author-assigned keywords, indicating that authors provide a broader and more specific conceptual framework when defining their studies. The large number of author-defined keywords suggests that the dataset supports thematic mapping and concept clustering analyses to identify major research themes. The author collaboration analysis shows that 150 authors have contributed to TRS research, demonstrating a relatively broad authorship network. The presence of 13 single-authored documents suggests that independent research is still present in this field, although 46 multi-authored studies indicate that collaborative research is more dominant. The average number of co-authors per document (2.76) further highlights the collaborative nature of TRS research. Additionally, the international co-authorship rate of 10.17% suggests that while global collaborations exist, most studies are conducted within national academic circles.

2. Global trends in TRS research output

To better understand the distribution of TRS research across countries and its development over time, the number of publications per country was analyzed. Figure 3 visualizes the growth of TRS-related publications across five key countries: Brazil, Germany, Turkey, the United Kingdom, and the United States.

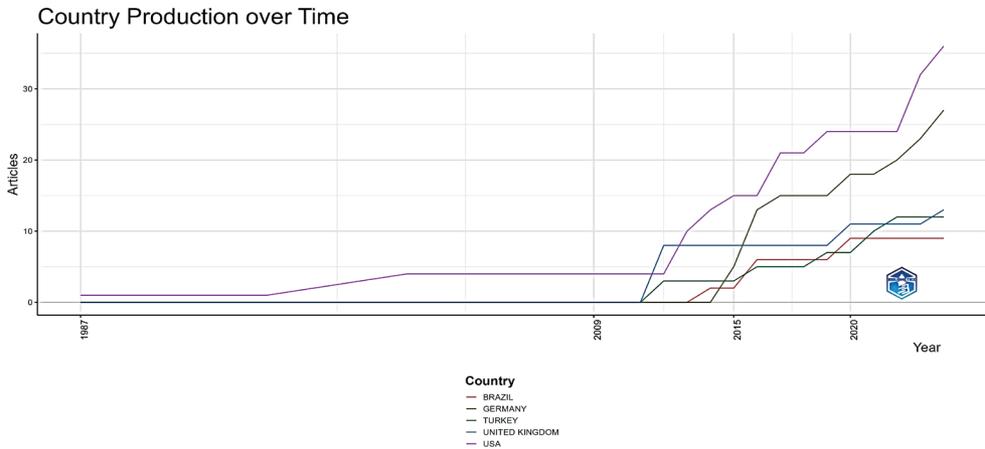


Figure 3. TRS Research Distribution by Country Over Time

As seen in Figure 3, the United States has been the most active contributor to TRS research, with publications dating back much earlier than other countries. A significant increase in academic output can be observed after 2010, with the highest publication growth occurring in the 2020s. Germany follows a similar trend, with a steady rise in publications since 2010. The United Kingdom and Turkey started contributing to TRS research at a later stage but have shown a significant increase since 2010. Meanwhile, Brazil has the lowest number of publications, indicating that TRS-related research remains relatively underdeveloped in this region. The fluctuations in publication trends suggest that certain periods have experienced a rise in academic interest, possibly driven by policy changes, teacher retention concerns, or shifts in educational research priorities. The noticeable increase in research output over the past decade highlights the growing importance of TRS as an academic and professional issue.

3. Country-based academic contributions and research collaborations

To further investigate the global distribution of TRS research, Table 2 presents the number of publications by country and the type of research collaborations.

Table 2. Country-Based TRS Publications and Collaboration Types

Country	Articles (%)	SCP	MCP (MCP %)	Country	Articles (%)	SCP	MCP (MCP %)
USA	13 (22%)	13	0	Norway	2 (3.4%)	1	1(50%)
Germany	7 (11.9%)	6	1 (14.3%)	Hungary	1 (1.7%)	1	0
Turkey	5 (8.5%)	4	1 (20%)	Indonesia	1 (1.7%)	1	0
Czech Republic	4 (6.8%)	4	0	Italy	1 (1.7%)	1	0
Japan	4 (6.8%)	4	0	Netherlands	1 (1.7%)	1	0
United Kingdom	4 (6.8%)	3	1(25%)	South Africa	1 (1.7%)	1	0
Brazil	3 (5.1%)	3	0	Singapore	1 (1.7%)	1	0
Spain	3 (5.1%)	2	1(33.3%)	Portugal	1 (1.7%)	1	0
Sweden	3 (5.1%)	3	0	Switzerland	1 (1.7%)	0	1(100%)
China	2 (3.4%)	2	0	Vietnam	1 (1.7%)	1	0

According to Table 2, the United States has made the largest contribution to TRS research, accounting for 22% of total publications (13 studies). However, these publications are primarily nationally conducted studies, with no international collaborations (MCP = 0). Germany follows with 7 publications (11.9%), of which 14.3% involve international collaborations. Turkey has contributed 5 publications (8.5%), and 20% of these studies involve international co-authorships. Countries like Norway (50% international collaboration) and Switzerland (100% international collaboration) exhibit a stronger focus on cross-border academic partnerships, despite having fewer total publications. Meanwhile, the Czech Republic, Japan, and

Brazil primarily focus on national research collaborations, with no significant international partnerships. These findings suggest that while TRS research is growing globally, international collaboration remains limited, except in a few cases where joint studies between different countries are emerging.

4. Temporal trends in TRS research – growth patterns and citation dynamics

To analyze the temporal development of TRS research, the annual scholarly production trends were visualized in Figure 4.

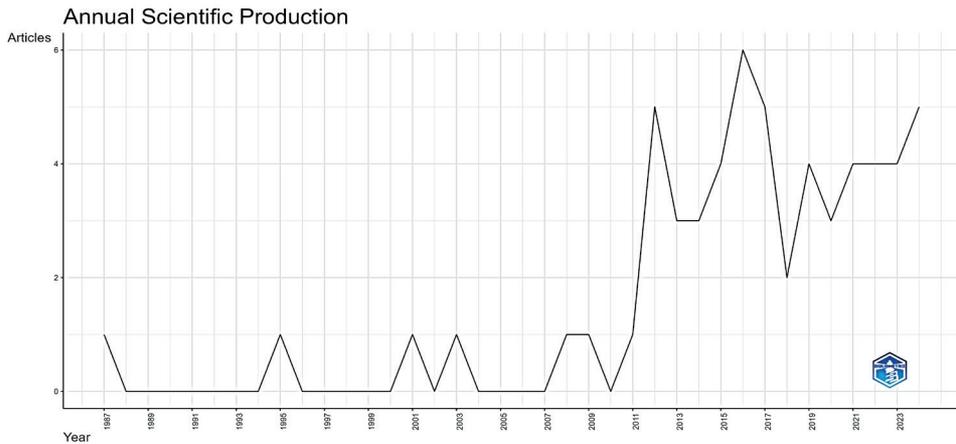


Figure 4. Annual Scholarly Production in TRS Research

As shown in Figure 4, the number of TRS-related publications exhibits a general upward trend over time, indicating a growing academic interest in the subject. Between 1987 and 2000, scientific production remained limited and sporadic, with only a few publications in this period. The 2000-2010 period saw some movement, but the growth pattern remained inconsistent. However, from 2011 onward, there was a significant increase in academic output, marking a shift in research interest. The peak in 2013, with six publications, indicates a turning point in TRS studies. Notably, certain years (e.g., 2008 and 2018) experienced a complete halt in publication, suggesting periodic declines in academic focus or possible gaps in available research data. However, after 2020, research output rebounded and showed a steady increase, reinforcing the relevance and evolving nature of TRS as a research area. This trend aligns with the 4.45% annual growth rate observed in the dataset, further supporting the growing attention TRS research has received in recent years.

5. Citation trends and academic impact over time

To further evaluate the evolution of TRS research, the citation impact of studies published between 1987 and 2024 was analyzed. Figure 5 presents the average citations per publication per year, providing insights into the influence of TRS studies over time.

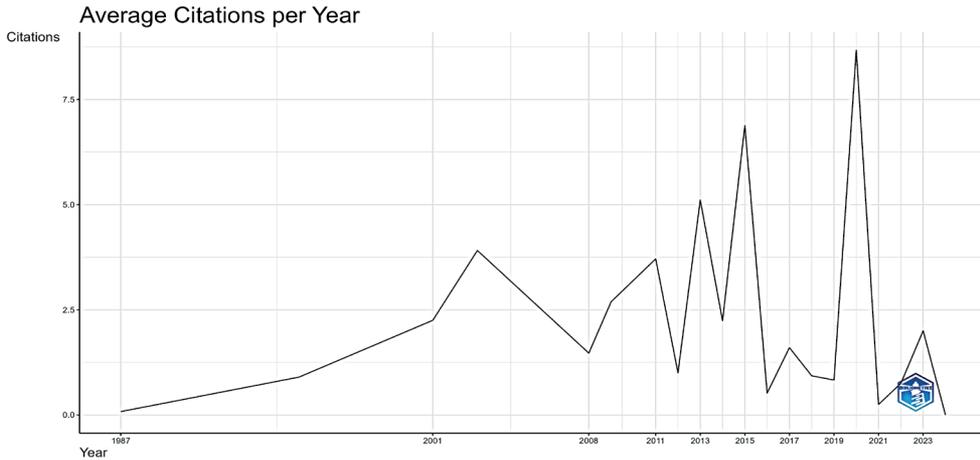


Figure 5. Citation Trends of TRS Research Over Time

As shown in Figure 5, initial studies in the field of TRS received few citations, indicating its limited academic presence during that period. However, a sharp increase in citations began in the early 2000s, signaling growing recognition of TRS studies within the academic community. Peaks in citation activity in 2013, 2015, and 2020 suggest that influential papers or shifts in research priorities contributed to the substantial impact of studies published in those years. The notably high citation rate in 2015 points to a significant breakthrough or conceptual advancement in TRS literature. Moreover, 2020 recorded the highest average citations per document, highlighting the increasing relevance of TRS-related studies in recent years. However, a marked decline in citation rates from 2021 onward indicates that newer publications have not yet garnered significant citations.

6. Key scholars, institutional networks, and global collaborations in TRS research

The productivity and academic impact of key scholars in TRS research were analyzed based on bibliometric metrics, and the results are presented in Table 3.

Table 3. Key TRS Scholars and Their Bibliometric Metrics

Author	h_index	g_index	m_index	TC	NP	PY_start
Dicke T	2	2	0.182	199	2	2015
Gaudreault Kl	2	2	0.154	135	2	2013
Haggarty L	2	2	0.143	31	2	2012
Kunter M	2	2	0.2	117	2	2016
Leutner D	2	2	0.182	199	2	2015
Postlethwaite K	2	2	0.143	31	2	2012
Westerlund R	2	2	0.5	16	2	2022
Aberasturi- Apraiz E	1	1	0.091	53	1	2015
Aikaterini A	1	1	0.167	37	1	2020
Allard J	1	1	0.04	54	1	2001

Table 3 highlights the key authors in the field, considering their h-index, g-index, and m-index values, which measure their academic influence and research productivity over time. In terms of total citations (TC), Dicke T and Leutner D emerge as the most influential scholars, each receiving 199 citations. Gaudreault KL follows with 135 citations, while Kunter M has 117 citations, demonstrating significant academic visibility. Regarding publication output (NP), most authors have contributed two publications each. However, Westerlund R and Aikatemi A have made an impact with only a single publication, suggesting that their contributions are well-cited despite limited output. Examining career starting years (PY_start), Allard J appears to be one of the earliest contributors to TRS research, having published his first work in 2001. However, his h-index (1) and m-index (0.04) indicate a relatively low academic impact over time. In contrast, Westerlund R, who began publishing in 2022, has an m-index of 0.5, suggesting a rapidly growing influence in the field. These findings indicate that TRS research is still an emerging area, with most influential scholars actively contributing since the 2010s.

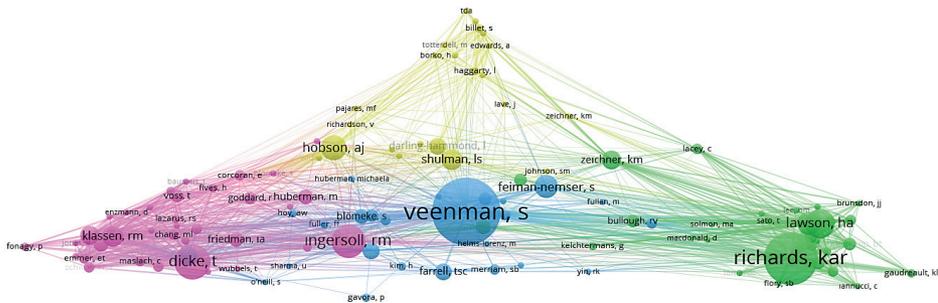


Figure 6. Citation Network Among TRS Scholars

As illustrated in Figure 6, Veenman S appears as the most central scholar, indicating that his work serves as a fundamental reference point in TRS research. Other highly cited authors include Ingersoll RM, Dicke T, Richards KAR, and Shulman LS, all of whom are positioned as prominent figures within different thematic clusters. The colored clusters in Figure 6 reveal distinct thematic research areas. The pink group, featuring Dicke T and Klassen RM, is primarily focused on occupational adaptation and emotional responses. The green group, which includes Richards KAR and Lawson HA, centers on teacher education programs and professional development. The blue group, led by Veenman S and Ingersoll RM, explores the systemic role of TRS in education policy and practice. Also Veenman, S stands out as the most central author in this field and is a fundamental reference point. Other important authors include Ingersoll, RM, Dicke, T, Richards, KAR, and Shulman, LS, who have taken an effective place in the literature by creating different thematic focuses and groups in their fields and have been prominent in different groups and are heavily cited by other authors. These findings suggest that TRS research is composed of multiple interconnected subfields, each contributing to a distinct aspect of TRS.

8. Co-authorship network in TRS research

To examine collaborative relationships among TRS researchers, a co-authorship network was constructed (Figure 7). This network helps identify which scholars actively collaborate and which researchers hold central positions in academic partnerships.

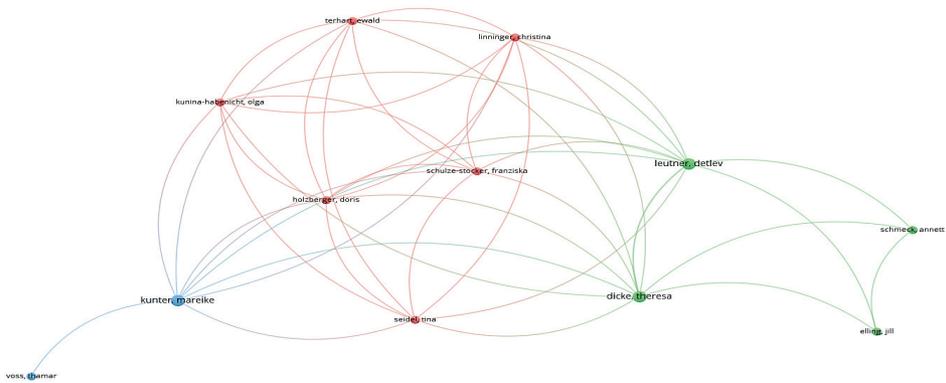


Figure 7. Co-Authorship Network in TRS Research

In Figure 7, Kunter Mareike, Dicke Theresa, and Leutner Detlev emerge as key figures in the TRS research network, indicating strong academic partnerships and frequent collaborations.

The red cluster represents scholars such as Kunina-Habenicht Olga and Holzberger Doris, indicating a thematic focus on educational psychology and teacher adaptation. *The green cluster*, featuring Dicke Theresa and Leutner Detlev, is centered around research on instructional methods and teacher training. The density of connections suggests that certain scholars have well-established networks, while others, such as Voss Tamar, have fewer collaborative ties. These findings indicate that expanding co-authorship relationships could enhance the field’s interdisciplinary reach and research impact.

9. Institutional networks in TRS research

In addition to author collaborations, institutional networks were analyzed to assess university-level academic partnerships. Figure 8 visualizes the co-authorship network at the institutional level, revealing the most active research institutions in TRS studies.

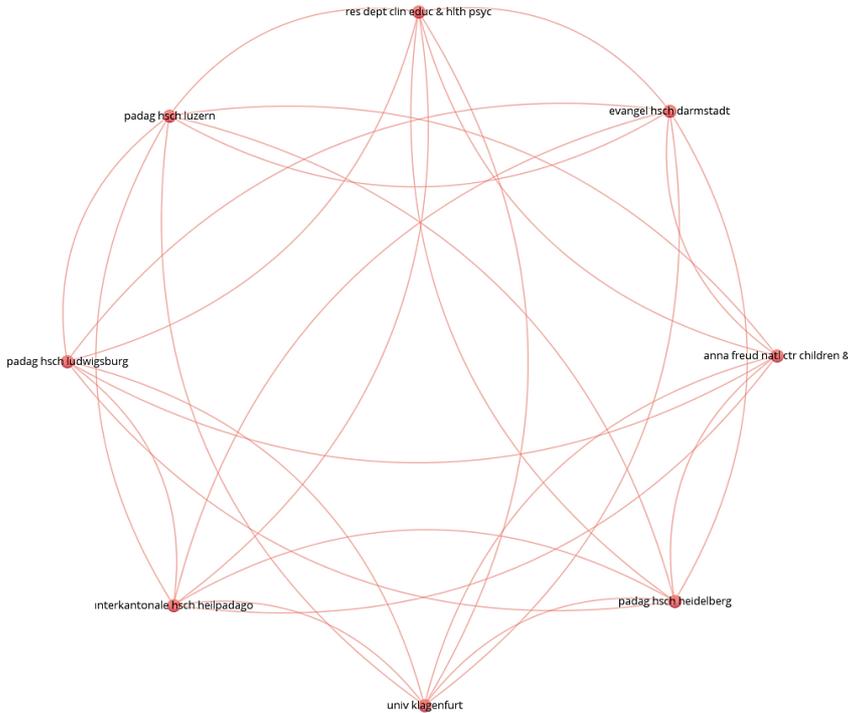


Figure 8. Institutional Collaboration in TRS Research

In Figure 8, leading institutions include “res dept clin educ & hlth psyc” and “padag hsch heidelberg”, both of which exhibit strong academic partnerships with multiple research centers. The overall structure of Figure 8 suggests a well-integrated research network, where key institutions maintain regular collaborations and knowledge exchange. These findings highlight the need to expand institutional partnerships and encourage cross-disciplinary collaborations to broaden TRS research impact.

10. International research collaborations in TRS studies

The global distribution of TRS research collaborations was examined through an international co-authorship network, as visualized in Figure 9.

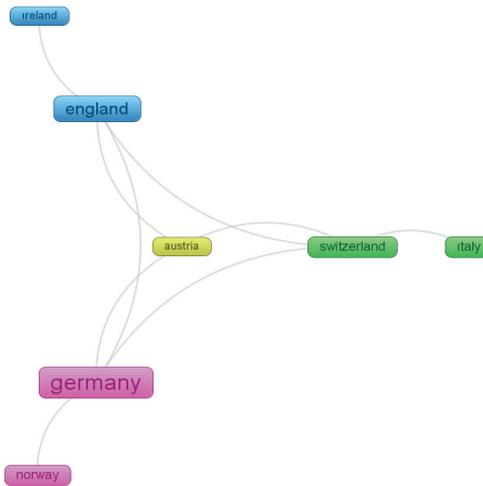


Figure 9. Global Collaborations in TRS Studies

As seen in Figure 9, Germany is identified as the central hub for international TRS research, actively collaborating with Norway, Austria, and Switzerland. England and Ireland form a strong bilateral partnership, indicating a shared research focus in TRS studies. Switzerland and Italy also show regional academic collaboration, further supporting the importance of European research networks in TRS. These findings suggest that TRS research is predominantly concentrated in European countries, with Germany playing a leading role.

11. Country-level contribution to TRS research

To evaluate the academic impact of different countries in TRS research, Table 4 presents the total citation counts (TC) and average citations per document (AAC) for each country.

Table 5. Frequency of Frequently Used Terms in TRS Research

Terms	f	Terms	f	Terms	f	Terms	f
education	10	stress	4	novice	2	caps	1
beginning teachers	7	occupational socialization	4	pedagogical content knowledge	2	cardiovascular mortality	1
induction	7	delivery	3	perceptions	2	career	1
preservice	6	emotional exhaustion	3	sport education	2	demands-resources model	1
beliefs	5	identity	3	students	2	commitment	1
job-satisfaction	5	knowledge	3	transition	2	community	1
school	5	motivation	3	abilities	1	competence	1
1st year	4	program	3	adjustment	1	comprehensive inventory	1
burnout	4	self-efficacy	3	anxieties	1	conflict	1
experience	4	socialization	3	autonomy	1	construct	1
impact	4	communities	2	context	1	behavior management	1
teachers	4	efficacy	2	blood-pressure	1	classrooms	1
perspectives	4	growth	2				

The analysis provides insights into the core conceptual framework of the studies, shedding light on the topics that have emerged in understanding teachers’ professional experiences. Figure 10 illustrates a word cloud that visualizes the prominent key terms in the literature, while Table 5 lists the most frequently used terms in TRS-related studies and their frequencies. Figure 10 and Table 5 show that terms such as “Education” (f=10), “Beginning Teachers” (f=7), “Induction” (f=7), and “Preservice” (f=6) highlight the core concepts of teachers’ professional transition and education, with a clear emphasis on the pre-service and early-career phases. Other significant terms like “Beliefs” (f=5), “Job Satisfaction” (f=5), “Burnout” (f=4), “Stress” (f=4), and “Occupational Socialization” (f=4) indicate the importance of emotional aspects and social adaptation processes in teachers’ professional lives. Moreover, terms like “Identity”, “Self-Efficacy”, and “Emotional Exhaustion” emphasize individual-level experiences such as self-perception and burnout. Terms such as “Behavior management”, “Adjustment”, “Anxieties”, “Autonomy” reflect the specific difficulties that teachers face, such as classroom management, adaptation process and autonomy. These findings show that TRS research focuses on the process of teachers’ adaptation to professional life, emotional resilience and professional identity development.

13. Temporal evolution of TRS themes

To understand the emerging themes in TRS literature over time and how these themes have evolved academically, a temporal analysis was conducted. The results are presented in Figure 11.

Figure 11 shows the trends in the frequency and evolution of key terms used in TRS studies over the years. The time-series analysis indicates that the term “School” was widely discussed between 2013 and 2018, but its importance has decreased in recent years. In contrast, the term “Job Satisfaction” gained prominence starting in 2016 and has been increasingly researched until 2022. The term “Preservice” has consistently appeared in studies since 2011 and has maintained its importance until 2021. Recently, it has been observed that especially the concepts of “Education”, “Induction” and “Beginning Teachers” have come to the forefront and academic interest in these areas has increased rapidly. These findings indicate an increased research focus on entering the teaching profession and the early career period.

On the other hand, the fact that the term “Beliefs” has started to be used as of 2017 reflects the increasing academic interest in teachers’ professional beliefs. General trends show that teachers’ professional adaptation, initiation processes and teacher training processes are finding more space in the literature. The rise of concepts such as “Education”, “Induction” and “Beginning Teachers” especially after 2018 reveals that these topics have become the focus of current research. However, the prominence of concepts such as “Job-Satisfaction” and “Beliefs” shows that they offer new research opportunities for studies on teachers’ professional satisfaction and beliefs. These findings suggest that future research on teachers’ professional experiences will increase and these issues will form an important framework in the field of educational sciences.

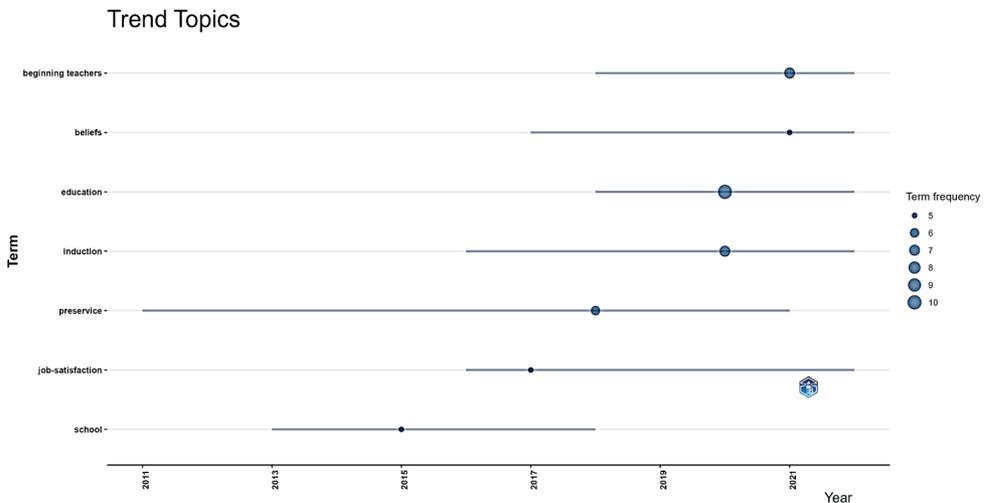


Figure 11. Distribution of Emerging Trend Topics in TRS Research Over Time

14. Strategic mapping and research priorities in TRS studies

To identify which themes dominate TRS research and which areas require more attention, strategic thematic mapping was conducted. The results are shown in Figure 12.

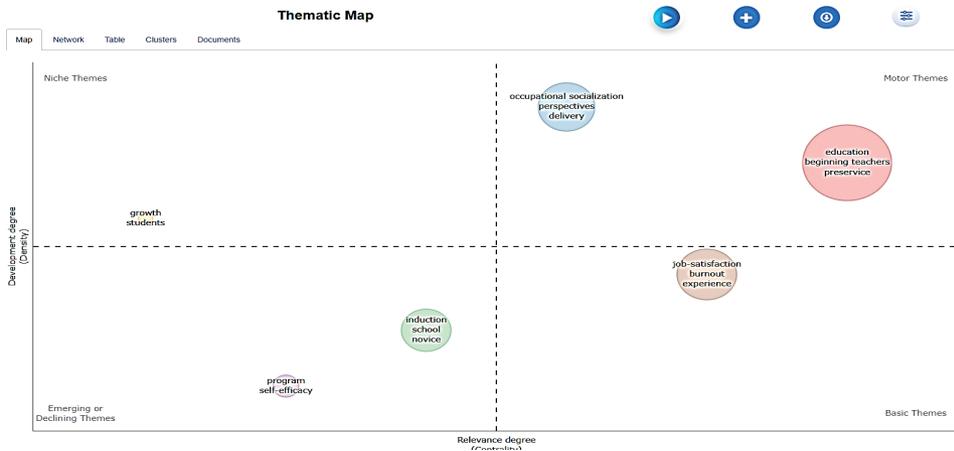


Figure 12. Strategic Map of Research Themes in TRS

Figure 12 categorizes research themes into four strategic categories: motor themes, basic themes, niche themes, and emerging or declining themes. These categories reflect the positioning of themes on the axes of importance (centrality) and development level (density), shedding light on current academic trends and future research potential. In TRS studies, themes such as “Education”, “Beginning Teachers”, and “Presence” are identified as motor themes, representing both high academic importance and strong development. These themes are central in the literature and serve as the primary focus of much of the research. “Job Satisfaction”, “Burnout”, and “Experience” are classified as basic themes. Although these themes are of high importance, their development level is lower compared to motor themes, suggesting that while they are frequently discussed in the literature, they still require more in-depth exploration. Themes like “Occupational Socialization”, “Perspectives”, and “Delivery” fall under niche themes. These areas have a high level of development, but they are less widely explored in the academic field, often emerging in specific contexts or focused studies. On the other hand, themes such as “Program” and “Self-Efficacy” are categorized as emerging or declining themes, characterized by low importance and development, indicating either limited academic attention or ongoing development. Additionally, themes like “Growth” and “Students” appear to be underexplored or addressed in more limited scope within the literature. Overall, the findings suggest that TRS research predominantly focuses on teachers’ adaptation processes and the educational context.

15. Influential journals, key authors, and conceptual trends in TRS literature

To analyze the scientific collaboration patterns among countries and the geographic distribution of these collaborations, the scientific mapping method was used to visualize the academic partnerships between countries, as shown in Figure 13.

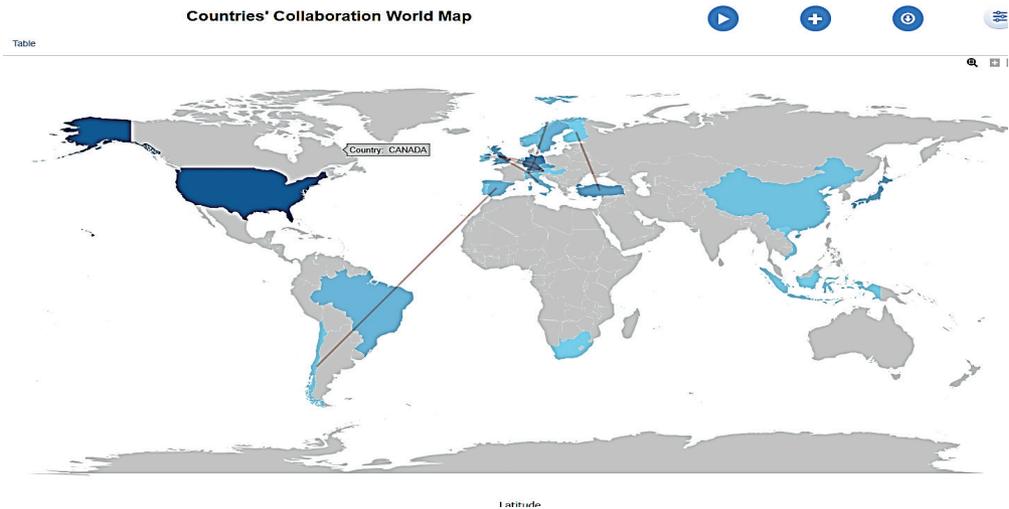


Figure 13. World Map of International Research Collaborations in TRS

Figure 13 illustrates the intensity of academic collaborations between countries, with dark blue areas indicating strong scientific cooperation. Notably, the USA and Canada play a central role in scientific collaborations related to TRS. European countries, particularly those in Western Europe, also exhibit significant academic partnerships. However, collaborations in South America and Asia are more limited, highlighting regional disparities in TRS research. Africa and the Middle East show minimal to no scientific partnerships in this field. This situation suggests that there are significant gaps in the geographical distribution of studies in the field of TRS and that more research should be conducted on education systems in these regions. When examined in general, it is seen that scientific collaborations on TRS are concentrated mainly in North America and European countries, whereas such collaborations are quite limited in African, Middle Eastern and some Asian countries.

16. Academic productivity and key contributors in TRS research

TRS research's productivity and major contributors are further illustrated in Figure 14. The analysis of journals (SO), key authors (AU), and major themes (DE) within TRS literature is represented using a three-field plot, which connects source journals, authors, and key terms.

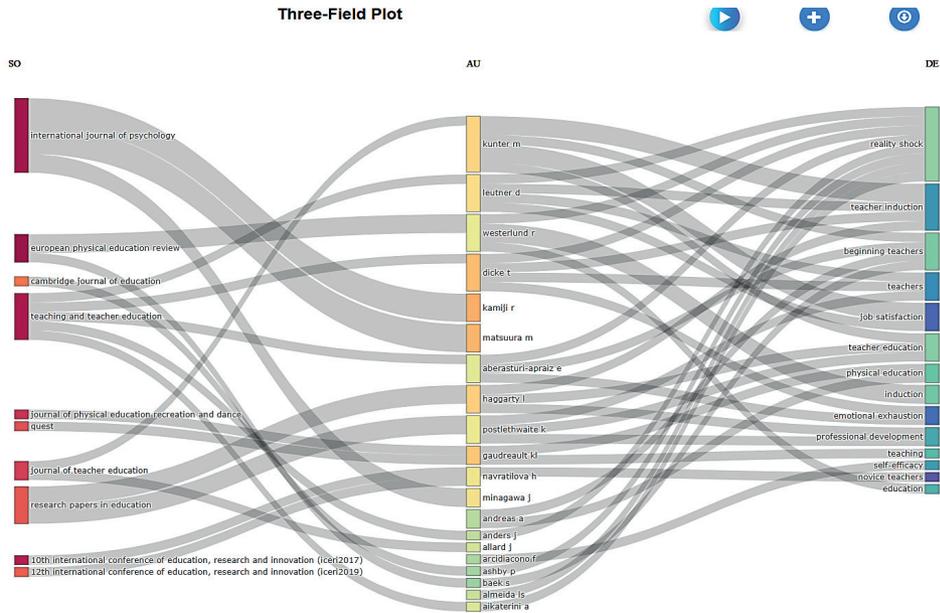


Figure 14. Three-Field Plot of Journals, Authors, and Keywords in TRS Research

Figure 14 visualizes the relationships between prominent journals, influential authors, and frequently used key terms in TRS studies. This visualization highlights important publications and major contributors to the field, with International Journal of Psychology and Teaching and Teacher Education standing out as influential journals. Authors like Hunter M and Westlund F are key figures contributing significantly to the TRS literature.

When the keyword analysis is examined, it is observed that concepts such as “reality shock”, “teacher induction” and “job satisfaction” are frequently used and these themes are at the center of the studies. The triple area graph more clearly reveals the scientific sources on which TRS research is based, influential academics and prominent themes. The analysis findings show that comprehensive journals such as International Journal of Psychology and Teaching and Teacher Education are important reference points in this field. In addition, it is understood that concepts such as “teacher induction” and “job satisfaction” are directly related to the difficulties experienced by teachers during the transition to professional life and the effects of reality shock on professional satisfaction. This trend reflects the increasing academic interest in TRS regarding teachers’ early career experiences.

17. Clusters by authors coupling

Finally, the analysis of research themes based on author coupling is showed in Figure 15.

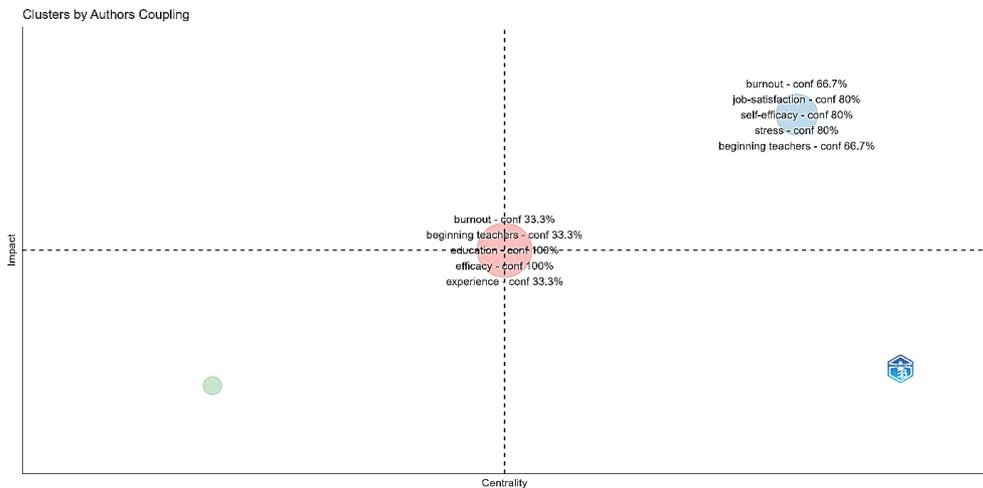


Figure 15. Clusters of Research Themes Based on Authors' Coupling in TRS

Figure 15 illustrates the centrality and density of themes in TRS research, positioning the most prevalent and extensively studied topics in the upper right corner. Among these, “burnout”, “job satisfaction”, “self-efficacy”, “stress”, and “beginning teachers” are identified as crucial areas of academic interest, particularly in relation to the emotional challenges teachers face during their initial years. These themes are central to the TRS literature, highlighting key issues that teachers encounter early in their careers. In contrast, themes such as “efficacy” and “experience”, located in the lower left corner, exhibit lower centrality and density. While essential for understanding how novice teachers cope with reality shock, these topics remain underexplored in the literature. The limited research on “efficacy”, a critical factor influencing teachers’ performance and their ability to navigate challenges, highlights the necessity for more in-depth studies examining the relationship between teachers’ self-efficacy, their professional experiences, and TRS. Furthermore, the theme of “education”, although widely discussed, occupies a less central position, indicating that while it is a focus in specific academic circles, it has a limited impact in the broader literature. Expanding research on this and other less central themes could help address existing gaps and enhance our understanding of TRS. Overall, the clustering analysis shows that while topics such as “burnout”, “job satisfaction”, and “self-efficacy” are well-explored, there is still a need for more research on themes like “efficacy” and “experience” to better grasp the complexities of teachers’ professional lives, particularly in the early stages of their careers.

Discussion

This study highlights the growing academic interest in TRS and the evolution of research on this topic across various themes. The findings indicated that TRS research has gained traction, especially since 2010, with an annual growth rate of 4.45%. This trend is consistent with the assertion by Ingersoll and Strong (2011) that the challenges faced by novice teachers have attracted increasing scholarly attention over time. Similarly, Dicke et al. (2014) emphasize that stress and burnout during the early stages of a teaching career significantly influence teacher retention. The findings from this study support these claims, as “Burnout”, “Job Satisfaction”, and “Self-Efficacy” emerge as central themes in TRS research.

In addition, it was found that TRS-related studies are primarily undertaken domestically, showing limited engagement in cross-border collaborations. The study showed that only 10.17% of TRS research is internationally co-authored. This observation aligns with Avalos (2011) and Kakoulli-Constantinou (2022), who suggest that studies on teachers’ professional development are frequently confined to local contexts. However, Germany, Norway, and Switzerland exhibit higher levels of international academic collaboration in TRS research. This supports the findings of Kunter et al. (2013), Klassen et al. (2011), Lyckander (2021), and Ustilaitė et al. (2024), which indicate that teacher training processes in these countries are approached more systematically and driven by research.

When examining the temporal evolution of TRS themes, it was noted that the term “School” was extensively studied between 2013 and 2018, but its academic relevance has waned in recent years. In contrast, concepts such as “Job Satisfaction” and “Beliefs” have gained prominence since 2016. This shift aligns with the argument made by Day and Gu (2010) that belief systems and job satisfaction are crucial to teachers’ career development. Furthermore, Beuchel and Cramer (2023) emphasize that the early years of teaching are characterized by increasing stress levels, which significantly affect teachers’ beliefs about their profession and their overall job satisfaction. Their study suggests that stress-reducing interventions, such as mindfulness-based training, can positively influence teachers’ perceptions, reinforcing the growing emphasis on psychological resilience and job satisfaction within TRS research. Additionally, Bolton (2022) discusses the instability of work values and expectations during the early career phase, a phenomenon also reflected in the evolution of reality shock research themes. The study underscores that young professionals experience a “reality shock” when their expectations of the profession do not align with workplace realities, often resulting in shifts in their job satisfaction and professional beliefs over time. This perspective supports the trend that recent TRS literature has increasingly focused on job satisfaction and belief systems, indicating a broader shift in research priorities from external institutional factors to individual psychological and emotional dimensions.

Theoretical implications

The reality shock that teachers experience during their transition into the profession can be explained through various theoretical models. One such model is Kramer's (1974) Reality Shock Model, which describes the distress that arises from the gap between the pre-service expectations of new graduates and their actual experiences in the workplace. Similarly, Duchscher's (2009) Transition Shock Model focuses on the cognitive and emotional changes that occur as individuals enter the profession. Additionally, Ingersoll and Strong's (2011) study emphasizes that a lack of support and high workload contribute to early teacher attrition. The prominence of burnout and job satisfaction in TRS research suggests that early-career teachers often experience emotional exhaustion, as detailed in Maslach's Burnout Theory (Maslach, 1982). In this context, the findings of this study indicate that TRS arises from the misalignment between teachers' idealized expectations prior to entering the profession and the realities they face in the classroom. Kramer's model asserts that this mismatch can lead to stress and burnout, while Duchscher's model highlights that the transition process is influenced not only by pedagogical competence but also by psychological and emotional factors. The study reveals that themes such as "Burnout", "Job Satisfaction", and "Self-Efficacy" are prominent in TRS research. This finding correlates with Ingersoll and Strong's (2011) Teacher Burnout Model, which suggests that teachers who lack adequate support in their early careers are at a heightened risk of leaving the profession.

The study's findings also connect to Social Cognitive Theory (Bandura, 1986) and Teacher Development Models (Huberman, 1995). The observation that teachers' perceptions of self-efficacy are crucial in the TRS process aligns with Bandura's self-efficacy theory. Bandura (1997) posits that an individual's perception of competence directly impacts professional success and influences how teachers confront challenges. According to the findings, the experiences of burnout and job satisfaction that teachers encounter early in their careers are closely linked to their self-efficacy. This underscores the importance of enhancing self-efficacy beliefs among early-career teachers to alleviate the effects of TRS. Huberman's Teacher Development Model (1995) suggests that teachers face different challenges at various career stages. In the early years, teachers often experience "frustration and conflict", encountering reality shock. The study's findings indicate that TRS research predominantly focuses on the challenges faced during early career years, particularly regarding burnout, job satisfaction, and self-efficacy. This supports Huberman's model and emphasizes the need for improved support mechanisms during this crucial phase. Furthermore, it is clear that TRS research requires more in-depth exploration of teachers' professional identity formation and stress management strategies. In this context, the study's findings resonate with Professional Identity Theory (Beijaard et al., 2004). Specifically, the notion that TRS significantly influences the development of teachers' professional identity aligns with this theoretical framework. Future research could benefit from a more thorough examination of the relationship between teachers' perceptions of identity and their self-efficacy.

Practical and policy implications

This study offers valuable insights into teacher training programs, educational policies, and professional support mechanisms. The growing body of TRS research underscores the urgent need for enhanced support for teachers in the early stages of their careers. Teacher training programs should be designed to better equip educators for their transition into the profession, with a focus on improving self-efficacy and classroom management skills.

For policymakers, these findings underscore the importance of establishing stronger support systems for teacher induction. In countries such as the United States, Germany, and the United Kingdom, mentoring and counseling programs are commonly used to aid teachers in their transition to the profession. International research demonstrates the positive effects of these programs on teacher adaptation (Kutsyuruba et al., 2019). However, in countries like Turkey, these programs are not yet systematically integrated. This limits their potential to improve teachers' professional adaptation. Moreover, it is crucial to develop stronger institutional support mechanisms aimed at enhancing teacher job satisfaction and reducing burnout levels. Research on TRS indicates that stress encountered in the early career phase is directly correlated with teacher attrition (Hong, 2010). Therefore, educational institutions must implement strategies that support teachers' professional development and establish psychosocial support programs to help them cope with burnout.

This study also emphasizes the importance of increasing international collaborations in TRS research. The findings reveal that only 10.17% of TRS-related studies involve international academic partnerships. This suggests a need for comparative examinations of different educational systems within the TRS framework. By comparing teacher support programs across various countries and sharing best practices, we can develop more effective strategies for addressing TRS.

Limitations and future studies

This study analyzes the academic literature in TRS through bibliometric analysis and focuses on research trends, citation dynamics, and international collaborations. However, this study has certain limitations. This study primarily focuses on WoS-indexed publications, excluding databases such as Scopus, ERIC, and ProQuest, which could provide a broader perspective. Future research should expand to include a variety of sources from different databases, providing a more holistic perspective on the field. Qualitative and quantitative methods should be integrated into bibliometric analysis to address early career challenges for teachers and deepen understanding.

Another limitation lies in the bibliometric analysis itself, which, while effective in identifying trends and citation dynamics, does not examine the theoretical frameworks or detailed content of the studies. This is particularly challenging for more recent studies with limit-

ed citations. Combining bibliometric methods with qualitative analyses such as thematic or content analysis can address this gap. Additionally, this study does not examine the roles of individual, institutional, and cultural factors in shaping TRS or assess the impact of mentoring and support mechanisms. Future studies should examine how these elements impact teachers' job satisfaction, burnout, and professional development over time. Discovering effective support structures and interventions will be crucial to mitigating the challenges posed by TRS. In conclusion, while this study provides valuable insights into TRS research trends, addressing its limitations and expanding future research will significantly increase understanding and contribute to better support systems for early-career teachers.

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Öğretmen Gerçeklik Şokunu Anlamak: Sistematik Bir Bibliyometrik İnceleme

Genişletilmiş Özet

Giriş

Öğretmenlik mesleğine yeni başlayan bireyler, idealist beklentilerle öğretmenlik yapmaya başlarlar; ancak bu beklentiler ile gerçek sınıf ortamında karşılaştıkları durumlar arasında ciddi bir uyumsuzluk yaşayabilirler. Bu uyumsuzluk, literatürde “gerçeklik şoku” kavramı ile tanımlanmaktadır. Gerçeklik şoku, meslek öncesi idealize edilmiş öğretmenlik algısının, gerçek sınıf dinamikleri ve mesleki sorumluluklarla çatışması sonucu ortaya çıkan bir durumdur. Öğretmenlerin idealize edilmiş sınıf yönetimi, öğrenci motivasyonu ve meslektaş desteği gibi beklentilerinin, pratikteki gerçeklerle uyuşmaması çoğu zaman hayal kırıklığı ve strese neden olmaktadır.

Gerçeklik şokunun etkileri, öğretmenlerin meslekten erken ayrılması, tükenmişlik sendromu ve profesyonel stres gibi ciddi sorunlarla görülmektedir. Özellikle yeni başlayan öğretmenler, profesyonel destek ve rehberlik mekanizmaları eksikliği nedeniyle bu durumu daha yoğun hissedebilmektedirler. Bu sorunlar, sadece bireysel değil, aynı zamanda öğretmenlerin öğrencileri ve çalışma ortamı üzerindeki etkilerini de olumsuz yönde etkileyerek daha geniş bir sistemik sorun yaratmaktadır. Gerçeklik şoku, eğitim politikaları ve öğretmen yetiştirme programlarının etkinliğini doğrudan etkileyen çok boyutlu bir konu olarak karşımıza çıkmaktadır. Bu nedenle, öğretmenlerin mesleki adaptasyon süreçlerini destekleyecek daha yapısal ve pratik temelli eğitim programları tasarlanması önem kazanmaktadır.

Bu çalışma, öğretmen gerçeklik şoku (ÖGS) konusundaki akademik literatürü kapsamlı bir şekilde değerlendirmek üzere bibliyometrik analiz yöntemi kullanmaktadır. Bibliyometrik analiz, bir araştırma alanının gelişimini, temel temalarını ve mevcut eksikliklerini ortaya koymak için akademik yayınların niceliksel bir analizini sağlar. Bu çalışmanın odaklandığı zaman aralığı, 1987 ile 2024 yılları arasında yayımlanan çalışmaları kapsamaktadır. Bu dönem, özellikle eğitim bilimlerinde gerçeklik şoku ile ilgili literatürün evrimini anlamak için önemlidir.

Yöntem

Bu çalışma, “gerçeklik şoku” ve “öğretmen” anahtar kelimelerini kullanarak Web of Science veri tabanında kapsamlı bir literatür taraması gerçekleştirmiştir. Bu tarama süreci, literatürdeki çalışmaların eksiksiz bir şekilde toplanmasını ve akademik katkıların değerlendiril-

mesini amaçlamıştır. Sonuçta, 59 akademik yayın belirlenmiş ve bu yayınlar hem performans analizi hem de bilimsel haritalama teknikleriyle detaylı olarak incelenmiştir.

Performans analizi, belirli bir alanın yayın çıktısını, en çok atıf alan çalışmaları, etkin yazarları ve akademik iş birliği modellerini değerlendirmek üzerine odaklanmıştır. Bu analiz, araştırma alanının gelişimi ve akademik etkisi konusunda önemli veriler sunmaktadır. Bilimsel haritalama ise, literatürdeki tematik yapıları, anahtar kelimeler arası ilişkileri ve yazarların iş birliği düzenlerini incelemeyi amaçlamıştır. Bu analiz sürecinde, anahtar kelime eş oluşumları kullanılarak literatürün temel temaları ortaya çıkartılmış ve yazarlar arasındaki ortak çalışma bağlantıları belirlenmiştir. Literatürün haritalanması, hem çalışma alanının temel unsurlarını daha iyi anlamaya hem de eksik kalan bölgeleri tanımlamaya yardımcı olmuştur.

Araştırmada Biblioshiny ve Vosviewer yazılımları kullanılarak detaylı analizler yapılmış, PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) kılavuzuna uygun bir sistematik tarama süreci izlenmiştir. PRISMA kılavuzunun uygulanması, seçim sürecinin şeffaf olmasını ve elde edilen verilerin güvenilirliğini artırmayı sağlamıştır. Bu titiz metodoloji, çalışmanın hem akademik literatüre olan katkısını hem de eksik kalan noktaları vurgulama kapasitesini büyüttürmüştür.

Bulgular

Çalışma, öğretmen gerçeklik şoku konusuna akademik ilginin 2011 yılından itibaren belirgin bir artış gösterdiğini ortaya koymuştur. Bu dönem, çağdaş eğitim politikalarında yeni öğretmenlere verilen desteğin önem kazandığı bir dönem olmuş ve bu alandaki bilimsel çalışmaların artmasına öncülük etmiştir. Literatürde en çok ele alınan temalar arasında “yeni başlayan öğretmenler”, “iş tatmini”, “tükenmişlik”, “öz yeterlilik” ve “mesleki sosyalleşme” bulunmaktadır. Bu temalar, özellikle öğretmenlerin ilk mesleki deneyimlerinde yaşadıkları zorlukların altını çizmektedir. Tükenmişlik ve iş tatmini, meslekte erken ayrılma oranları ve profesyonel bağlılık üzerindeki etkileri nedeniyle literatürde genç öğretmenlerin meslek hayatına adaptasyonu üzerine kritik bir rol oynamaktadır.

ABD ve Almanya, öğretmen gerçeklik şoku konusunda literatüre öncülük eden ülkeler olarak dikkat çekmektedir. Bu ülkeler, öğretmen yetiştirme politikalarının kalitesi ve yeni öğretmenlere yönelik sistematik destek mekanizmalarıyla öne çıkmıştır. ABD’deki mentorluk programları ve Almanya’daki uygulamalı eğitim modelleri, yeni öğretmenlerin mesleklerindeki ilk yıllarında yaşadıkları tükenmişlik ve stres seviyelerini azaltmada önemli bir etkiye sahiptir. Bunun aksine, Türkiye’de özellikle son yıllarda artan akademik ilgiye rağmen uluslararası literatürde henüz belirgin bir yer edinilememiştir. Türkiye’deki çalışmaların genelde ulusal odaklı kalması, bu ülkenin gerçeklik şoku konusundaki akademik etkisini sınırlamaktadır.

Çalışma bulgularına göre, uluslararası ortak çalışmaların oranının %10.17 gibi düşük bir seviyede kalması, gerçeklik şoku üzerine kültürlerarası çalışmaların önemini göstermektedir. Bu durum, özellikle farklı eğitim sistemlerini ve öğretmen yetiştirme uygulamalarını karşılaştıran çalışmaların eksikliğini gözler önüne sermektedir. Kültürlerarası farklılıkları anlamak, öğretmenlerin mesleki deneyimlerini çeşitli bağlamlar içinde değerlendirmek için kritik bir öneme sahiptir.

Çalışmanın başka bir bulgusuna göre, literatürde “öğretmen algıları” ve “sınıf yönetimi” gibi önemli konular yeterince derinlemesine ele alınmamış olması, özellikle bu alanlarda daha fazla çalışma gereksinimi ortaya koymaktadır. Bu bulgular, gerçeklik şokunun daha kapsamlı ve kültürlerarası bir bakış açısıyla incelenmesi gerektiğini göstermektedir. Gelecekte, destek mekanizmalarının öğretmenlerin mesleki adaptasyonundaki rolünü inceleyen uzunlamasına çalışmalar bu literatüre önemli katkılar sağlayabilir.

Sonuç ve Tartışma

Bu çalışma, öğretmen gerçeklik şokunun bireysel bir sorun olmaktan öte, eğitim politikaları ve öğretmen yetiştirme programlarının etkinliğini doğrudan etkileyen sistematik bir mesele olduğunu ortaya koymaktadır. Gerçeklik şoku, yeni başlayan öğretmenlerin idealize edilmiş beklentilerinin, sınıf içindeki karmaşık gerçekliklerle uyumsuzluğunu ifade eder. Bu durum, mesleki adaptasyonu zorlaştırarak öğretmenlerin mesleki başarısını ve iş tatminini olumsuz yönde etkileyebilir.

Gerçeklik şoku, özellikle tükenmişlik, iş tatmini ve öz yeterlilik gibi önemli temalar etrafında şekillenmekte ve bu temalar, öğretmenlerin mesleki adaptasyon süreçlerinde kritik bir rol oynamaktadır. Tükenmişlik, meslekten erken ayrılma oranlarını artıran temel faktörlerden biridir ve özellikle meslek öncesi beklentileri karşılanmayan öğretmenler için ciddi bir risk oluşturur. Aynı zamanda, öğretmenlerin iş tatmini, mesleki bağlılık ve dayanıklılık açısından kritik bir bileşendir. Bu nedenle, gerçekçi ve uygulamalı deneyimler sunan öğretmen yetiştirme programlarının tasarlanması son derece önemlidir. Bu programlar, yeni öğretmenlerin sınıf ortamına daha iyi adapte olmasına ve gerçeklik şokunu daha kolay aşmasına yardımcı olabilir.

Mentorluk ve danışmanlık gibi destek mekanizmalarının yaygınlaştırılması, öğretmenlerin mesleki bağlılığını artırabilir ve meslekten erken ayrılmalarını önleyebilir. ABD ve Almanya gibi ülkelerde, bu mekanizmaların başarıyla uygulandığı görülmüş ve uluslararası literatüre önemli katkılar sağladığı tespit edilmiştir. Bu ülkelerde, özellikle yeni öğretmenlere yönelik danışmanlık programları ve mesleki gelişim çalışmaları, öğretmenlerin sınıf ortamındaki zorluklara daha iyi hazırlanmasını sağlamıştır. Ancak, uluslararası iş birliklerinin eksikliği, özellikle kültürlerarası çalışmaların eksik olduğu alanlarda daha belirgin hale gelmektedir.

Farklı eğitim sistemlerini karşılaştıran ve bu sistemler arasındaki kültür farklılıklarını ele alan daha fazla çalışma, gerçeklik şoku literatürünü zenginleştirebilir. Kültürlerarası farklılıklar, öğretmenlerin mesleki başarılarını ve adaptasyon becerilerini etkileyen kritik bir faktördür. Bu nedenle, uluslararası ortak projeler ve akademik iş birlikleri, öğretmen gerçeklik şokunun daha iyi anlaşılmasına katkı sağlayabilir.

Sonuç olarak, gerçeklik şoku eğitim bilimlerinde daha fazla araştırılması gereken bir konudur. Gelecekteki araştırmalar, öz yeterlilik, mesleki kimlik gelişimi, stres yönetimi ve sınıf yönetimi gibi temalara odaklanarak, öğretmenlerin profesyonel hayatlarında karşılaştıkları zorlukları daha kapsamlı bir şekilde ele alabilir. Ayrıca, destek mekanizmalarının uzun vadeli etkilerini inceleyen çalışmalar, eğitim politikaları ve uygulamaları için önemli bir rehber olabilir. Daha fazla uluslararası iş birliği ve kültürlerarası perspektif, bu alandaki bilimsel bilgi birikimini zenginleştirerek, alanın evrensel kapsayıcılığını artırabilir.

