

In Turkey First Year of Pre-Service Teachers: Difference between the East and the West

Türkiye’deki Aday Öğretmenin İlk Yılı: Doğu – Batı Farkı

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Abstract: Being a first year teacher in the teaching profession is a critical period in terms of the teaching profession process. Therefore, in-depth research and understanding of the first-year teaching in the teaching profession is important in terms of practical and political practices related to the development of the teaching profession. In this research, the comparison of candidate teachers' first years of their professional life within the east-west difference is examined in terms of the experiences and effects of those experiences in and out of school. The study group consists of prospective teachers working in Edirne and Van in the spring term of 2013-2014 academic year. This research has been conducted with a qualitative research approach and phenomenological desing has been utilized as research technique. Semi-structured interview form was used as data collection tool. The interviews with the participants took place between 25 and 40 minutes on average and the collected data were analyzed with content analysis and frequency analysis and reported by grouping according to categories. According to the results of the study, it is observed that there have been several differences between in (first meeting with the school principal, the mentor and the educational problems encountered) and out-school (transportation, housing and social activities and preparatory and basic trainings) experiences of the pre-service teachers working in Edirne and the pre-service teachers working in Van during the first year of their professional life. The results of this study were discussed with reference to similar studies in the literature.

Keywords: pre-service teachers, first year, experiences

Öz: Öğretmenlik mesleğinde ilk yıl öğretmeni olmak, öğretmenlik mesleği süreci açısından oldukça kritik bir dönemdir. Bundan dolayı, öğretmenlik mesleğinde ilk yıl öğretmenliğinin derinlemesine araştırılması ve anlaşılması, öğretmenlik mesleğinin gelişimi ile ilgili pratik ve politik uygulamalar bakımından önemlidir. Bu çalışmada, aday öğretmenlerin meslek yaşamlarının ilk yıllarının doğu-batı farkı ile karşılaştırılması okul içinde ve okul dışında geçirdiği yaşantılar ve yaşantılara ilişkin etkiler incelenmiştir. Araştırmanın çalışma grubunu, 2013-2014 öğretim yılı bahar döneminde Edirne ilinde ve Van ilinde görev yapan aday öğretmenler oluşturmaktadır. Araştırma nitel araştırma yaklaşımı içinde yer alan olgu bilim (fenomenoloji) deseninde yürütülmüştür. Verilerin toplanmasında, yarı yapılandırılmış görüşme formu kullanılmıştır. Verilerin analizinde, yüzde ve frekans kullanılmış, bulgular kategorileştirilerek yorumlanmıştır. Araştırma sonuçlarına göre Edirne ilinde görev yapan aday öğretmenler ile Van ilinde görev yapan aday öğretmenlerin meslek yaşamlarının ilk yılında geçirdiği okul içi (okul müdürü ile ilk görüşme, rehber öğretmen ve karşılaşılan eğitimsel sorunlar) ve okul dışı (ulaşım, barınma ve sosyal aktiviteler ve hazırlayıcı ve temel eğitim) yaşantıları arasında çeşitli farklılıklar tespit edilmiştir. Bu araştırmanın sonuçları, alan yazındaki benzer çalışmalardan hareketle tartışılmıştır.

Anahtar Kelimeler: aday öğretmen, ilk yıl, deneyimler

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Introduction

Organizations have a variety of economic, physical and human resources (Palmer and Winters, 1993) and try to accomplish their goals by coordinating these resources efficiently (Özgan, 2013). The most important variable and resource that provides an efficient and effective operation for the organizations is human resources (Yıldırım, 2012). As in many organizations, the efficiency of human resources in educational organizations directly affects the success of the system and the quality of the process and output. The most basic human resource input in educational organizations is the teacher. The selection, training, recruitment and professional development of teachers are of vital importance for organizational efficiency. Fundamentally, processes of training, development and maturation constitute the general framework of teacher education (Erdoğan, 2015). All of these indicate that more powerful teacher education systems are vital for more powerful educational systems. The main determinant of the quality of a country's education system is the teachers who are the implementers of the system (Baskan & Aydın, 2006). Since the teaching profession requires deep theoretical knowledge, it could be seen as a profession branch and it could be seen as an art branch because it is developed and acquired over time (Öztürk & Yıldırım, 2013). When teaching profession is evaluated as a maturation process, starter of this maturation process is the pre-service period. Johnson (2008) states that in today's world, moral values are the most important factor determining the quality of teachers and that teachers acquire consciousness of professional values in the first period when they start working.

That teaching profession gains a formal identity depends on Article 54, 55 and 58 of the Law on Civil Servants No. 657. Accordingly, Article 54 of the Law on Civil Servants No. 657 defines being accepted as a civil servant, Article 55 defines the nomination of the candidates and Article 58 defines the appointment to the principal office. Those who have applied to open duties to be appointed as a civil servant and are eligible to be recruited as a result of the selection are subjected to testing for a while in the organization. This period is called as the employee nomination period. Those who are going through this period in public organizations are also called civil servants nominees (Başaran, 1985). When related literature is reviewed, the pre-service period refers to the first year of the people who started working in an official institution for the first time (Özgan, 2013). According to Balcı (2000), this process, which expresses the process of candidacy in the teaching profession, is the most critical and difficult period in the teaching career. Katz (1972) calls this period a period of professional engagement, Fessler (1985) calls beginning in the profession and Huberman (1989) calls this period an apprenticeship period. According to Johnson (2008), teachers stated that they reached the consciousness of professional values in their first periods of work. Lay et al. (2005) also stated that the healthy planning and proper training of the pre-service teaching process is the most important factor that enables the individual to fulfill his / her professional and class belonging as a teacher, his / her adherence to the profession and his / her adaptation process in a healthy manner. However, Bakioğlu (1996) states that teachers at this stage complain that the school cannot provide a good learning environment. The first year of teachers is the Career Entry Stage. As this stage includes starting the profession and first couple years, teachers are faced with many problems. Because of this, these years are perceived as “critical period” of professional development (Bakioğlu, 1996). In this process, teachers are described as teachers who who need the most to be rewarded as they feel insecure and they experience “real shock” (İnceçay, 2007).

The first years of teaching constitute the most critical and fragile period of teachers' professional lives (Özdemir and Yalın, 2000). The prospective teacher, who has just graduated from pre-service training, creates his / her attitude towards the teaching profession and his / her attitude in the first year of the profession (Gökçe, 2013). At this stage there is struggle with daily events (Maureen, 2007). Pre-service teachers are anxious about their professional responsibilities and whether they could fulfill expectations related to development of children

during their first year of profession. It is not possible for the pre-service teachers who cannot master the basic subjects of his / her field gain the perspective of his / her field and cannot catch the basic subjects in the field and the relations among them (Özden, 1998).

First years of teaching profession are very important for both children and teachers because during the first years, the students also need to be guided, supported and acquire new skills. First of all, the first years are critical years when children need guidance and help in acquiring basic life skills. Starting from Farabi until Piaget, many pedagogues have shared the same opinion. Besides, according to the Turkish-Islamic philosopher Farabi, who is known as muallim-i Sani, the learner always needs a teacher and a guide (Aydın et al., 1980). Students will gain the ability to develop judgmental powers and make decisions and judgments with the guidance of their teachers. Teachers' developing these skills and qualifications has a vital meaning for students as well as for them. The fact that the skills and habits that will constitute the basis of their future successes in the first period of their professional life will be acquired during the period of pre-service while pointing to the effectiveness of the pre-service process (Ekinci, 2010).

Another critical aspect of this period for the pre-service teachers is that they begin to build their own philosophy of education, which will affect their entire career. It is thought that the experiences of the pre-service teaching period are effective in shaping the educational approach and practices according to whether the principles of contemporary pedagogy or traditional teaching practices. In composition of this, both teacher education institutions and institutions where teachers get their in-service education are responsible. Teacher training institutions have been established in the past to train people who will transfer culture to new generations. Nowadays, these institutions stand for environments that raise and develop their individual abilities by exploring the developmental and learning characteristics of children. Conducting this change of teachers' roles and ensuring quality development depends on the quality of the training they receive in the pre-service and in-service training periods, no matter which institution. Nevertheless, in order to ensure the continuous improvement of these processes and the preservation of the quality, research on teacher training is required. The theoretical and practical knowledge that will be obtained in these studies will continue as a never-ending necessity for better teacher training and development.

When the related literature is reviewed, it has been observed that many studies have been conducted related to pre-service teachers. It is seen that many of these studies focus on preparatory and basic education courses, pre-service training, director roles, professional competencies, self-efficacy perceptions, adaptation problems and socialization processes given to pre-service teachers (Ulubey, 2018; Özcan & Nanto, 2018; Cengiz, 2018; Sarıkaya et al., 2017; Nayır & Çetin, 2017; Gül, Türkmen & Aksel, 2017; Öztürk, 2016; Aksu et al., 2015; Öztürk & Yıldırım, 2013; Yıldırım, 2012; Demirtaş & Yıldırım, 2010; Yeşilyurt & Karakuş, 2011; Özgan, 2013; Özcan, 2004; Kösteriloğlu, 2008; Özcan & Dikici, 2001). These studies are undoubtedly very important and contributed to the literature. However, it is seen that the in-depth investigation of the phenomenon of being the first-year teacher in the profession is limited. In particular, the investigation of the first years of teaching experience in different cultures and geographies of Turkey is quite vital in terms of both teacher recruitments based on the region and professional development of teachers and coming up with multiple point of views of teacher training both regional sense is very vital in terms of teacher recruitment and teachers to create multiple perspectives related to both teacher training system. In this context, first-year experiences of pre-service teachers within the East and the West respect in their professional life were examined in this study.

Methodology

In this section, the model of the study, the study group, data collection tool, pilot implementation process, the analysis of data, validity and reliability are mentioned.

Desing of Study

This study which aims to compare and contrast pre-service teaching process within East and West respect was designed with phenemological approach based on qualitative research approach. Phenomological research is defined as focusing on phenomena that are known but unknown in an in-depth and detailed manner (Yıldırım & Şimşek, 2011). The main purpose of phenomenological studies is to reduce individual experiences related to a phenomenon to a universal explanation (Creswell, 2015). In the phenomenology method, the phenomenon investigated is tried to be explained by using unstructured or semi-structured interview techniques (Wimpenny and Gass, 2000). With the help of interview technique, it is tried to enter the interviewee's world and understand and perceive incidents from his perspective (Patton, 1987). In this respect, the focus of the research process was determined as the first year of the pre-service teachers.

Study Group

In phenomenological design, the case study is tried to be understood by the data collected from people who experience this phenomenon and share their experiences. Those people should be accessible, willing to provide information, to be specific to them or to be able to explain the specific phenomenon or subject explored (Creswell,2015). Within this respect, in phenomological studies, the study group may be consisted of one person ($n=1$) who is selected purposefully (Patton, 1990). In addition to this, Polkinghorne (1989) reports that researchers should interview with participants who experience the phenomenon thoroughly and whose number varies between 5 and 25 (Creswell, 2015). Rubin and Rubin (1995) state that when the number of the sample is taken into consideration, the sample is completed when a small amount of information is obtained from the interviews in an educational research study in which interview technique is used. In other words, this situation can also be explained by the fact that the number is complete when the information obtained becomes saturated or sufficient (Türnüklü, 2000). Similarly, Patton (1990) also emphasized that the number of samples could be flexible. As the aim of this study is to investigate the pre-service teaching process in the East and West locations of Turkey, Van is selected among the East provinces and Edirne is selected among the West provinces. In Turkish education system, teaching service regions are divided into different regions. The western provinces are classified as the 1st Service region and the eastern provinces as the 3rd Service Region (MONE, 2013). This classification is basically based on advantages and disadvantages. Teacher needs, geographical situation, economic and social development level, transportation conditions are basic criteria for classification. Accordingly, the eastern provinces are relatively disadvantaged while the western provinces are seen as advantageous regions. The rationale behind selecting Edirne province is that it is located at the farthest west point of Turkey and more developed than other provinces located in the same region. On the other hand, the selection of Van among the eastern provinces depends on that it is the province where appointment of teachers, their mobility and the need for the provinces that are in the highest demand (ERG, 2013).

The study group of this research consisted of pre-service teachers working in Edirne ($n = 19$) and Van ($n = 18$) in the Spring term of 2013-2014 academic year. Participants whose opinions were addressed were determined with maximum diversity sampling technique which is one of the purposeful sampling methods. The aim in this method is not to provide diversity to reach generalizations, but to try to find out whether there are differences between common and shared phenomena and to reveal different dimensions of the problem according to diversity (Patton, 1990; Maxwell, 1996; Yıldırım and Şimşek, 2012). In order to ensure diversity, it was ensured that the participants were from different branches, from different villages/ towns in terms of the place they work, and from different genders. The findings related to the personal characteristics of the pre-service teachers in the study group are shown in Table 1.

Table 1
Demographic Characteristics of Pre-services Teachers in the Study Group

| Category | Characteristics | <i>n</i> =37 |
|-----------------------------|---------------------------------|--------------|
| Place of duty | Edirne | 19 |
| | Van | 18 |
| Gender | Male | 16 |
| | Female | 21 |
| Settlement in Place of duty | Village | 17 |
| | Town | 20 |
| Residence | Village | 7 |
| | Town | 30 |
| Graduation faculty | Faculty of Science and Letters | 16 |
| | Faculty of Education | 21 |
| | Primary School Teacher | 9 |
| | Turkish Language and Literature | 7 |
| | | |
| Branch | Turkish | 6 |
| | Mathematics | 5 |
| | Science and Technology | 4 |
| | Religion and Ethics | 3 |
| | English | 3 |

Data Collection Tool

In this study, a semi-structured interview form was developed as the data collection tool. In phenomenological design, unstructured or semi-structured interview techniques are used to explain the phenomenon investigated (Wimpenny and Gass, 2000). In this design, the researcher attempts to enter the inner world of the interviewee using the interview method and to understand and grasp the events from his perspective (Patton, 1987). With the help of the semi-structured interview form developed within the scope of the research, the experiences of the prospective teachers in the east and the west locations were examined in depth and the pre-service teaching process was tried to be understood based on the location.

In the preparation of the semi-structured interview form which will be used in the research, firstly, related literature was reviewed and the concepts related to the pre-service teachers were tried to be determined. Based on these concepts, seven questions which were appropriate to the scope of the research were determined. The expert opinion was obtained from three faculty members for the prepared form and the form was finalized in line with their suggestions. In the selection of experts, several criteria were applied, which were *a) having conducted a phenomenological study b) having worked on the subject of this study c) having worked in the field of teacher training*. After the pilot implementation with six pre-service teachers, the form was finalised (Smith & Osborn, 2015).

Data Collection and Analysis Process

Interviews with pre-service teachers in the study group were conducted face to face. After the aim and scope of the study were explained to the participants, an appointment was made to interview in a place and on a date which the participants themselves determined. As video and voice recorders could have been misunderstood, interviewers took notes during the interviews. During the interviews, the interviewer remained neutral and also avoided asking directive questions. The interviews took place between 25 and 40 minutes on average.

Content analysis techniques were used during data analysis. The main purpose of content analysis is to reach the concepts and relations that can explain the data collected. The data summarized and interpreted in the descriptive analysis are subjected to a deeper process in the content analysis and the concepts and themes which cannot be recognized by the descriptive approach can be discovered with this analysis. The fundamental process in content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them by organizing them in a way that the reader can understand. (Yıldırım & Şimşek, 2012).

Content analysis technique was used in the analysis of interviews with pre-service teachers. With the help of computers, researchers could store the data and reach the codes obtained easily (Creswell, 2015). Therefore, the data obtained from the interviews have been transferred to the computer environment by correcting the spelling errors and coding. Written texts and computer records were given to a faculty member to control. According to Hansen (2000), the purpose of the quantitative content analysis method is; to determine and count the frequency of occurrence of certain qualities or categories within any text. In doing so, content analysis attempts to serve the need to say something about messages, images, representations and their comprehensive social meaning and significance (Silverman, 2001). While the data were transferred into themes, questions used during the interview process were taken into consideration. In order to reflect the current situation, direct quotations were included in the interpretation of the themes.

Validity and Reliability

In order to ensure the validity and reliability of the study, (1) questions were asked about the pre-service teachers' in-school and out-of-school experiences as deeply as possible. (2) expert opinion was obtained before the prepared interview form was used. (3) the interviews were conducted with six pre-service teachers before the interview form was finalized. (4) full volunteerism for participation in the study was sought. (5) interviews were conducted in a quiet environment away from external factors that would affect the interview. (6) the interviews were recorded by the researchers themselves. (7) the texts obtained after the interview were read to the interviewee and their approval was obtained. (8) The data obtained were coded by two faculty members who conducted the study independently. (9) As the last step of the analysis phase, inter-scorer reliability analysis was conducted on the themes and sub-themes, which were obtained, by an expert in the fields of educational science and qualitative research. The reliability of the codings obtained was calculated by the formula of Miles and Huberman, [Reliability = (Consensus Association / Opinion-H Disagreement) X 100]. Data on validity and reliability are reported in Table 2. According to these data, it can be said that the reliability of the data obtained in the study is high.

Table 2
Data on Reliability

| | Theme Number | Reliability |
|---|--|-------------|
| Semi-Structured Interviews Main Theme Headings | 1: The first day at school with school administrator | 85,21 |
| | 2: Educational problems encountered and reactions | 91,15 |
| | 3: Thoughts related to the mentor | 86,28 |
| | 4: Preparatory and basic education implementations | 89,63 |
| | 5: Housing, transportation and social environment | 82,25 |

Findings

The findings of the study are described as five sub-themes. Findings are presented with direct quotations from statements and pre-service teachers' opinions when making explanations.

Sub-Theme 1. The first day at school with school administrator

Pre-service teachers were asked how the school administrators met themselves and what the impressions were at the first meeting. Pre-service teachers' responses were summarized in Table-3.

Table 3.
The first day at school with school administrator

| | Edirne (f)* | Van (f)* |
|----------|----------------------------|----------------------------|
| Positive | Open-hearted welcome (2) | Paternalistic attitude (1) |
| | Warm welcome (1) | Warm welcome (1) |
| | Sincere welcome (1) | Sincere welcome (1) |
| | | Possessive welcome (1) |
| | | Protective (1) |
| Negative | Superficial behavior (6) | Warning talk (3) |
| | Distant behavior (4) | Superficial behavior (2) |
| | Prescriptive (2) | Distant behavior (1) |
| | Authoritarian attitude (2) | Prescriptive (1) |
| | Bossy (2) | |

* Four participants from Edirne and one participant from Van stated that they did not meet on the first day and week with the school administrator.

As shown in Table 3, 32 of the pre-service teachers stated that the school principals welcomed them on the first day of school and 5 of the candidate teachers were not welcomed. When pre-service teachers were asked that "How was your opinion about the first meeting?", 9 of them described it as a positive meeting while 23 of them described it as a negative meeting.

The pre-service teachers stated that when they first met, school principals behaved in a "strict, authoritarian, threatening, warning, superficial, prescriptive and distant" manner. One of the pre-service teachers stated the situation as follows; "On the first day, the school administrator told me about the Law 657, he scared me and sent me to the vice administrator, and I'm glad I didn't communicate more with the administrator. I can say that the vice administrators were warmer and more helpful" (E3, Mathematics Teacher). Another pre-service teacher stated his first meeting as follows; "I first contacted my school principal on the phone. I called him to ask if he was available for meeting and we arranged an appointment. I was at school at the time of the appointment, but after about forty minutes he accepted me. He said welcome before he got up from his desk. He quickly outlined the rules that must be

followed at school. He said that I would have a legal problem if I didn't follow them (B1, Turkish Language and Literature Teacher)". Another one stated that "The school principal spoke with me in a strict manner. He listed what to be careful about during my teaching, especially in the period of pre-service teaching, and he added that if I fail, I will lose my tenure (E13, Science and Technology Teacher)." Another one mentioned that "The first three days the school principal did not deal with me at all, on the fourth day he called me with other pre-service teachers who were assigned to school. That speech was so boring. He told us what we should do and should not do (K7, Class Teacher)".

The pre-service teachers who mentioned their first meeting as a positive one stated that school administration behaved them in a "open-hearted, warm, sincere, paternalistic, possessive and protective" manner. One of the pre-service teachers working in Van mentioned his first meeting with the school administrator as follows; "My school principal welcomed me sincerely. He gave some information about the school and its environment. But he didn't allow me to talk a lot. She said I could always call her when I needed something (K15, Turkish Teacher)".

Sub-Theme 2. Opinions and Expectations Related to the Mentor Teacher

Pre-service teachers were asked about their opinions and expectations about the mentor teacher.

The answers of the pre-service teachers are summarized in Table 4.

Table 4
Opinions and Expectations Related to the Mentor Teacher

| <i>Positive</i> opinions related to the mentor teacher | Edirne (f) | Van (f) |
|--|------------|---------|
| Helping with materials/resources | 3 | 5 |
| Giving information of course content/program | 2 | 3 |
| Helping with preparing the yearly program | 1 | 1 |
| Introducing to colleagues from the same branch | 1 | 4 |
| Introducing to other colleagues | 1 | 3 |
| Wandering at school | - | 2 |
| Inviting to social events | - | 4 |
| Helping with searching a house | - | 2 |
| Helping with communication with families | - | 3 |
| Helping with dealing with problematic students | - | 2 |
| <i>Negative</i> opinions related to the mentor teacher | Edirne (f) | Van (f) |
| Behaving as if we do not exist | 4 | 1 |
| Despising | 3 | 2 |
| Bestowing others while distributing classes | 2 | 1 |
| Being unjust with the weekly Schedule | 1 | - |
| Assigning to nonsense duties | 3 | 2 |
| Gossiping | 2 | 2 |
| Criticizing constantly | 3 | 1 |
| Perceiving the mentor unnecessary | 4 | 1 |
| Raising voice from time to time | 3 | - |
| <i>Expectations</i> from the mentor teacher | Edirne (f) | Van (f) |
| Information of legislations | 11 | 13 |
| Information on school rules | 8 | 6 |
| Information on yearly programs | 10 | 11 |
| Information on the school administrator | 8 | 12 |
| Information on the curriculum | 7 | 8 |
| Information on the students | 6 | 10 |
| Information on the parents | 5 | 13 |
| Information on presenting courses | 7 | 8 |

When Table 4 is examined, prospective teachers working in Van stated generally positive attitudes while prospective teachers working in Edirne stated fewer positive attitudes from mentor teachers. A prospective teacher started his career in Edirne stated that *“Our mentor teacher is our group leaders. Especially, his giving workbooks which were gifts from publisher to us was useful for us (B3, Turkish Language and Literature, Edirne).”* related to mentor teachers. One of the prospective teachers in Van stated that *“Our mentor teachers invited us to some places where they spent time with other teachers. Especially in the first weeks of school, that made us really happy because it was the first time that we have been there and we were strangers to atmosphere. They did not make us feel lonely. (K5, Social Sciences Teacher, Van).”*

Prospective teachers working in Edirne ($f=25$) stated more negative attitudes than prospective teachers working in Van ($f=10$). While a prospective teacher in Edirne explained her thoughts as *“Our mentor teacher did not communicate with us for a long time since our school administrator introduced us to each other. During a meeting, the mentor teacher said that his job was a kind of formality and we were going to learn our jobs in time (E7, Mathematics Teacher, Edirne)”*, a prospective teacher in Van explained his thoughts as *“.....only thing that can be said related to the mentor teacher is no guidance, no help at all (K12, English Teacher, Van)”*. Another prospective teacher mentioned that *“...age of our mentor teacher even passed the retirement age. While he was supposed to guide us, we were explaining him the new regulations and implementations (K13, Primary School Teacher, Van)”*.

Besides, prospective teachers declared that they had different expectations ($f=143$). It is observed that expectations from mentor teachers focused on legal regulations and rules mostly. A prospective teacher working in Edirne explained her expectations from the mentor teachers as *“...our mentor teacher is supposed to help me to have information about duties and responsibilities of prospective teachers and disciplinary regulations (K1, Science and Technology Teacher, Edirne). Another prospective teacher explained her expectation from the mentor teacher as “ In my opinion, the mentor teacher firstly should give information about the school, students and parents because we do not have many problems related to our field.”* şekilde dile getirmiştir.

Sub-Theme 3. Expectations and thoughts related to preparatory and basic education

Prospective teachers were asked about their expectations and thoughts related to preparatory and basic education. Their answers were summarized and shown in Table 5.

Table 5

Expectations and thoughts related to preparatory and basic education

| <i>Positive</i> thoughts related to preparatory and basic education | Edirne (<i>f</i>) | Van (<i>f</i>) |
|--|---------------------|------------------|
| Composing a social environment | 1 | 9 |
| Meeting with Province and District National Education Administrators | 2 | 6 |
| Having information related to regulations | 3 | 5 |
| Learning legal responsibilities | 4 | 7 |
| <i>Negative</i> thoughts related to preparatory and basic education | Edirne (<i>f</i>) | Van (<i>f</i>) |
| Time loss | 15 | 10 |
| Composing of unfunctional information | 12 | 9 |
| Unplanned | 9 | 6 |
| Tiring because of other responsibilities | 10 | 5 |
| Exams' being formality | 15 | 8 |
| Attending classes because it is compulsory | 18 | 9 |
| Lecturers' being inadequate | 9 | 10 |
| Threatening | 5 | - |
| Emphasizing superior-subordinate relationship constantly | 3 | - |
| Classes' focusing on abilities and culture for which participants are already prepared | 7 | 5 |
| Expectations related to preparatory and basic education | Edirne (<i>f</i>) | Van (<i>f</i>) |

| | | |
|---|----|----|
| Information on legal legislations | 13 | 14 |
| Information on their rights | 12 | 13 |
| Information on responsibilities | 10 | 11 |
| Information on career stages | 8 | 12 |
| Information on teaching methods for related field | 7 | 9 |
| Information on social environment | 6 | 13 |
| Information on classroom management | 9 | 6 |
| Planning weekends | 12 | 8 |

As seen in Table 5, 13 of prospective teachers working in Edirne and 27 of prospective teachers working in Edirne stated positive attitudes on preparatory and basic education. A prospective teacher working in Edirne mentioned that “*Thanks to this education, we learnt our rights and responsibilities related to being a sivil servant (K19, Turkish Language and Literature, Edirne)*” while a prospective teacher working in Van mentioned that “*Thanks to this education, I had chance to meet new friends (E11, Science and Technology Teacher, Van)*”. Another prospective teacher stated that “*.....I am working all alone at a village school, thanks to these courses I meet people (E4, Mathematics Teacher, Van)*”.

Prospective teachers working in Edirne stated negative attitudes ($f=103$) related to preparatory and basic education more than prospective teachers working in Van stated negative attitudes ($f=62$). A prospective teacher working in Edirne stated that “*.....during courses, we listened to memories of inspectors and school administrators, no one gave us information we could use at school (E19, Turkish Language and Literature Teacher, Edirne)*” while a prospective teacher working in Van “*.... Weekdays are already very busy, they take our weekends, I wish it is worth going (K12, Primary School Teacher, Van)*”.

When Table 5 is examined, it is seen that prospective teachers’ expectations related to preparatory and basic education focuses on legal regulations and rules mostly. One of the prospective teachers mentioned this situation as “*....at school, we have most difficulty in following regulations. This kind of education must focus on this situation. (E17, Turkish Language and Literature Teacher, Edirne)*”. Another prospective teacher mentioned that “*... we have many problems with especially watch, field meetings, exam preparation and implementation. We have to ask other teachers what to do related to these implementation according to legal regulations. Because of that, sometimes we have mistakes. Because of that, I need this kind of information a lot. (K3, Religion and Ethics Teacher, Van).*”

Sub-Theme 4.c Experiences Related to Transportation, Housing and Social Activities

Prospective teachers were asked about their experiences about transportation, housing and social activities. Prospective teachers' responses were summarized in Table 6.

Table 6
Experiences and Expectations Related to Transportation, Housing and Social Activities *

| | | Trasnportation | Housing | Environment |
|--------|-------------|--------------------------|----------------------------|-----------------------------|
| Edirne | Expectation | Shuttle (7) | Lodgement (10) | Cinema saloon at school (4) |
| | | Discount card (4) | Teacherage (9) | |
| Van | Expectation | Shuttle (12) | Lodgement (14) | Culture center (8) |
| | | Travel assistance (8) | Housing at teacherage (10) | Campus school (4) |
| | | Reduced plane ticket (4) | | |

* Frequencies in brackets indicate the frequency of the code that was repeated.

When Table 6 is examined, it is seen that the prospective teachers who work in Van have problems related to social activities and transportation, while the candidate teachers working in

Edirne have problems in transportation and housing. A prospective teacher working in Edirne mentioned that “*Although I was assigned to a district of Edirne, I had many problems with transportation and accommodation. Since it was a small town, I found it very difficult to find a rental home, and the prices of houses I found were very high. So, I had to stay at a hotel in the city center (K8, Mathematics Teacher, Edirne)*”. One of the prospective teachers working in Van mentioned about his experiences as “*Although I was one of my last choices, I was incredibly happy on the day I was assigned to Van. But I started my life by borrowing money. I have borrowed money from my relatives for my flight tickets and expenses that I made until I got my salary. (Van, B1, Turkish Teacher)*”. It is observed that the majority of prospective teachers working in Van and Edirne were expecting support for housing and transportation.

Sub-Theme 5. Educational problems encountered and reactions

Prospective teachers were asked about the problems they encountered in the classroom during teaching activities. Prospective teachers stated that they had a lot of problems especially in class management. Prospective teachers were asked about their unwanted student behaviors and their reactions to these behaviors. The responses of the Prospective teachers were summarized in Table 7.

Table 7
Unwanted Student Behaviors Encountered and Reactions

| Problems encountered | (f) | Reactions | (f) |
|--------------------------------------|-----|---------------------------------|-----|
| Talking without asking for the floor | 34 | Warning strictly | 32 |
| Attending classes late | 27 | Threatening for grade | 29 |
| Not doing homework | 25 | Asking questions | 21 |
| Not bringing class material | 20 | Ignoring | 18 |
| Not fulfilling a duty | 18 | Disregarding | 14 |
| Using mobile phone | 16 | Marking + / - | 12 |
| Indifference | 14 | Changing desks | 10 |
| Mocking with each other | 11 | Sending to school administrator | 9 |
| Entering with food and drink | 10 | Calling parents | 9 |
| Chewing gum | 8 | Sending outside | 7 |
| Annoying each other | 7 | Making them standing on foot | 5 |
| Sleeping | 6 | Informing the class teacher | 4 |
| Discussing | 5 | Beating | 3 |
| Swearing | 4 | | |
| Threatening | 4 | | |
| Quarrel | 3 | | |
| Not observed | - | | - |

When Table 7 is examined, it is seen that talking without asking for the floor (f=34) is an unwanted behavior that was encountered most. When reactions to those behaviors are examined, it is seen that prospective teachers mostly warn strictly (f=32), threaten for grade (f=29) and ask questions (f=29). Some quotes from prospective teachers’ reactions are given below:

“In my school, students were used to enter the classroom late, especially after the break. I’ve warned them once or twice. But they didn’t take me seriously. I’m sending those to the school administrator now and asking them to get a tardy slip. (K5, Edirne, Mathematics Teacher)”.

“I have a student named Ahmet. He doesn’t want to do any homework and assignments. He says he doesn’t want to when I ask him why. He’s making fun of me. I called his parents, but they didn’t come. I’m gonna give him a restraining order. Sometimes he does his homework. (E3, Van, English Teacher)”.

“I'm having serious problems, especially with three students sitting at the back of the class. They talk during classes, they're playing games with a cell phone. I've warned and threatened them many times, but it didn't work. When I sent it to the school administrator she just seized their phones and sent them back. One time, I squeezed the shoulder of one of them hard. (E9, Edirne, Turkish Language and Literature Teacher)”.

Discussion

In this study which was conducted to figure out experiences of prospective teachers during their first year of their career, five main findings were obtained. The first finding obtained after data analysis is that almost all of the prospective teachers communicate with the school administrators on the first day of school. However, the majority of prospective teachers expressed a negative opinion related to the first interview with the school administrators. Generally, prospective teachers observed that principals acted as distant, authoritarian, strict, prescriptive, commanding and superficial in the first interview. When prospective teachers working in Edirne which is the farthest west province of Turkey and Van which is the farthest east province of Turkey are compared, it is stated that prospective teachers working in Van had a more positive meeting with school administrators. This situation is similar to conclusions of other studies: In their research, Öztürk and Yıldırım (2013) state that school administrators do not try to understand the new teachers; Hamarat (2002) brings forward that school administrators seldomly help teacher when they are in need; and Ekinci (2010) indicates that school administrators are inadequate in guiding teachers for on-the-job education. Öztürk (2016), in his research, identified communicating with the school administrator as the most common problems encountered by prospective teachers. Similar results are consistent with the findings of studies conducted by Ekinci and Ayar (2000), Ekinci (2010), Çermik (2003) and Kuzey (2002). Asyalı (2005) states that approximately two-thirds of mentor teachers state that school administrators are not sufficient in terms of leadership skills. In this phase, the mentor teachers generally evaluated their managers as strict and authoritarian. In this phase, some teachers think that they are not seen as colleagues by their managers because they are new and they are young and they are perceived as people who will do chore in the school (Asyalı, 2005). The training of prospective teachers is carried out under the responsibility of the school administrators. This responsibility of the school administrators is stated in the job descriptions of the school administrators as “They take the necessary measures for the training of the prospective staff (2508 T.D)”. The findings of this study are in line with the claim that school administrators do not display these roles adequately.

Prospective teachers' having a positive experience in their early years has a decisive influence on their careers (Poom-Valickis, 2014). In this study, it was concluded that the school administrators did not adequately exhibit their leadership roles during the Prospective teaching period, which is one of the most critical periods of the teaching profession. In the contemporary schools, the school head has to serve as a catalyst, as a facilitator and as a coordinator among various expertise areas (Balçı, 2000). In order to be a catalyst and a coordinator, it can be said that the school administrator should have the necessary theoretical knowledge in terms of both human relations and management and put them into practice (Turan, Yıldırım and Aydoğdu, 2012). It is difficult to develop a positive attitude towards the profession for a prospective teacher, who is left on her own and has no guidance, and that it is difficult to expect her service to function properly (Ekinci, 2010). As Çelik (1999) states, a communication between the administrator and the teacher will help to play the roles in schools.

Teachers who are new to the profession have many professional and social fears in the school. In order to cope with these fears, school administrators should spend more time with their prospective teachers, guide them in their activities and provide feedback. Sabancı (1994) in

his research mentions that the two-way communication between the administrator and the teacher positively affects motivation. The fact that school administrators are a good role model in the early years, which is considered to be the staging phase of professional development, is critical for prospective teachers. In her study, Özgan (2013) determined that prospective teachers had expectations from school administrators about their duties, the school situation, the operation of the school, interpersonal relations and social activities. The fact that school administrators give this information to prospective teachers in the first week of school is important for both the prospective teachers and school effectiveness. Çelik (1999), Sabancı (1994) and Eryılmaz (1987) determined that communication skills of school administrators are important factors for job satisfaction and professional motivation of teachers. Lay et al. (2005) put forward that prospective teachers' gaining a positive view towards their profession and working environment and acquiring basic competencies related to the practice depends on social interaction with firstly school administrators, colleagues and school environment. School administrators should play a facilitating role in supporting both their professional development and their adaptation to school for prospective teachers. They should establish bidirectional communication channels in a positive way and act like a visible and accessible leader.

The second finding obtained in the study is that while most of the prospective teachers working in Edirne had a negative opinion related to the mentor teachers assigned to provide guidance in the first year of prospective teachers, most of the candidate teachers working Van stated a positive opinion. Teachers who have just begun to teaching might isolate themselves from the school's aims or learning environments very quickly. In order to protect novice teachers from this situation, mentor teachers should do their utmost to ensure that novice teachers gain their identity. In spite of accelerator and facilitator effect of guidance in professional life (Burke, 1984), it also affects the career motivation of inexperienced employees who have just started their career. The positive behaviors of the mentor teachers are fundraising, introduction to the community and invitations to social environments. Negative attitudes are ignoring prospective teachers, despising them and saying that their work is unnecessary. According to Yalçinkaya (2002), several problems are pending for prospective teachers with little experience. According to Korkmaz et al (2004), the graduates of teacher education programs, regardless of how successful they are, face the real world's problems when they start to work. These problems could be listed as adaptation to the profession (Yeşilyurt and Karakuş, 2011), managing with teaching process (Yıldırım, 1997), teaching in crowded classes and choosing the appropriate teaching methods (Toker, 2013), course preparation and teacher appropriately according to general status of students (Gökçe, 2010); identity complexity, classroom management, workload, conflict with colleagues, relations with parents (Öztürk and Yıldırım, 2013). In this study, it was determined that the prospective teachers could have the necessary support in guidance issue which they need the most neither from the school administrators nor the mentor teachers. Based on these findings, it is seen that the prospective teachers are left alone in the school and classroom systems of which they are new members. It can be said that the traditional thought that teaching profession is learnt in classroom still exists. It is not wrong to say that the students are left to choices of prospective teachers who have entered the class without learning professional skills and inadequacies.

The third main finding in this study is related to preparatory basic education. Almost all of the prospective teachers working in Edirne reported negative opinions about this issue while the prospective teachers working in Van reported fewer negative opinions. Negative opinions stated are that preparatory and basic education is a waste of time, useless information is given, planning of training is problematic and tiring and they have some problems related to transportation while positive opinions stated are that it creates a social environment and it helps to gain information about the regulations and legal responsibilities. These findings are similar to the study conducted by Yıldırım (2012) putting forward effects of basic education implementation in socialization. Kocadağ (2001) and Yıldırım (2010) also found that participants did not find the content of preparatory and basic education implementations adequate in their research. Those findings are parallel to the study conducted by Yıldırım (2012)

stating negative aspects of planning and learning-teaching environment in basic education implementations identified. Similarly, Okutan and Aydođdu (2009) found that teachers found it necessary to meet the needs of government officials on official legislation. In the study conducted by Uar (2005), it was determined that preparatory basic education practices were not performed at appropriate times. ozonay (2004) found that the programs carried out did not meet the practical requirements and the process was not efficient in terms of educational aspects in his study. It is concluded that this finding is consistent with previous research and that preparatory and basic education practices are not sufficient to prepare prospective teachers for working life. Planning, content, teaching processes and evaluation activities of preparatory basic education applications which are insufficient to solve the problems faced by teachers in the period of nomination should be renewed according to needs.

The fourth finding in the study is related to the experiences of prospective teachers about transportation, housing and social activities. Prospective teachers working in Edirne stated positive opinions about transportation and environment while they stated negative opinions about housing. Prospective working in Van stated that there are fewer problems with housing while they stated more problems related to transportation and environment. Findings of the study of Yeřilyurt and Karakuř (2011) are consistent with this study and they also found that prospective teachers experience some difficulties in transportation and physical problems. Similarly, the findings of this study are consistent with the findings stated by Yıldıırım (1997), Kocadađ (2001) and ozonay (2004), which is that prospective teachers could not adequately meet their social needs such as accommodation and transportation. In the study conducted by Korkmaz et al. (2004), the findings are also consistent on the point that almost half of the prospective teachers who were class teachers had some difficulties in adapting to school and environment.

The fifth finding in the study is related to the educational problems encountered by the prospective teachers in the first years. It is seen that these problems focus on classroom management, course planning, time setting and planning. According to Fuller (1969), prospective teachers have certain concerns in creating a professional identity and focus on discipline. That they experience those concerns in those situations limits them to focus on professional development and other aspects of the profession (Shoham, Penso and Shiloah, 2003). One of the most important reasons for the young teachers to apply for strictness is that they become helpless and do not know what to do (Demirođlu, 2001). The findings of studies conducted by Gke (2013) and Duran, Sezgin and oban (2012) display consistency on the idea that prospective teachers have difficulty in managing classroom management and plan writing. Similarly, ztrk and Yıldıırım (2013) found that in terms of classroom management, prospective teachers find it one of the most difficult aspects of the teaching profession and have difficulty in managing classes with disciplinary problems. Similar findings were found in the study of ztrk (2016). All of the results above indicate that the prospective teachers who were in the initial stage of the teaching profession have to face many negative situations on their own during the stage of gaining identity and teaching culture. It is seen that the courses offered at the faculties of education during pre-service process were not sufficient to cope with the negativities they faced. Therefore, it can be said that the re-planning of the preparatory and basic education implementations will help them to deal with the problems they face. A healthy and well-planned pre-service period will be efficient for teachers to fulfill their tasks and to become a member of their profession.

Conclusion and Suggestions

The aim of this study is to examine the pre-service teaching process deeply in the east and the west locations of Turkey. This study was designed with phenomenological approach which is one of the qualitative research designs. The study group of this study consists of prospective teachers working in Edirne (n = 19) and Van (n = 18) in the spring term of 2013-2014 academic

year. The semi-structured interview form used in the study was developed by the researchers. The semi-structured interview form consists of five basic questions. The data were collected through face-to-face interviews with prospective teachers in the study group. Content analysis techniques were used in the analysis of the data.

According to the results obtained from the findings of this study, prospective teachers think that the school administrators behave in a distance, authoritarian, strict, prescriptive, commanding and superficial manner in the first meeting. It was determined that the mentor teachers who were assigned to provide guidance in the first year of the prospective teachers in Edirne did not have enough awareness about supporting the prospective teachers.

Prospective teachers who participated in the study considered preparatory and basic education as a waste of time. According to the teacher candidates participating in the research, preparatory and basic education process, useless information is presented, there are some problems related to planning of it, it is exhausting and they are faced with some problems because of transportation and housing. In addition to negative features of preparatory and basic education, teacher candidates stated that it provides a social environment and information about regulations and they learn their legal responsibilities. Prospective teachers working in the province of Edirne have problems in housing while teacher candidates in Van have problems in environment and transportation. Prospective teachers working in the provinces of Edirne and Van have problems with educational (classroom management, course planning, time setting and planning).

Some suggestions can be made in order to support the prospective teachers to gain professional identity and to learn the organizational culture and to prevent them from leaving the profession. These are;

1. In order for the school administrators to be more sincere to the prospective teachers, in-service trainings on communication in management could be offered to prevent such problems.
2. Awareness of teachers who will provide guidance to prospective teachers should be raised to support teachers in the process of candidacy. Seminars or conferences can be offered to mentors on importance of the guidance service they will provide.
3. The preparatory and basic education programs for prospective teachers should be revised and operationalized by the MoNE.
4. In small settlements, guesthouses can be rented or lodgements can be provided by provincial education directorates for prospective teachers for one year until they get to know the environment.
5. To cope with educational problems prospective teachers experienced, certain in-service training and seminars could be offered to them in certain periods.

Further research could be conducted with participants from seven regions with a comparative point of view. Also, teachers who completed their pre-service period should be addressed to make suggestions for prospective teachers how to solve their problems.

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Uzun Öz

Giriş

Örgütler çeşitli ekonomik, fiziksel ve beşeri kaynaklara sahiptirler (Palmer ve Winters, 1993) ve bu kaynakları verimli bir şekilde eşgüdümlü olarak amaçlarına ulaşmak için gerçekleştirmeye çalışırlar (Özgan, 2013). Örgütlerin verimli ve etkili çalışmasını sağlayan en önemli değişken ve kaynak insan kaynağıdır (Yıldırım, 2012). Birçok örgütte olduğu gibi eğitim örgütlerinde de insan kaynaklarının verimliliği, sistemin başarısını; sürecin ve çıktının kalitesini doğrudan etkilemektedir.

Eğitim örgütlerindeki en temel insan kaynaklarından birisi öğretmendir. Öğretmen adaylarının seçilme, yetiştirilme, işe alım ve mesleki gelişimlerinin niteliği, örgütsel verimlilik için hayati öneme sahiptir. Bu ise bütünsel ve kaliteli bir öğretmen yetiştirme ve geliştirmeye yönelik bir öğretmen eğitim sisteminin varlığıyla amacına ulaşır. Öğretmen eğitiminin genel çerçevesi de yetiştirme, geliştirme ve olgunlaşma temelinde gerçekleşir (Erdoğan, 2015). Bütün bunlar, güçlü öğretmen eğitim sistemlerinin, daha güçlü genel eğitim sistemlerinin var olması için zorunlu olduğunu göstermektedir. Çünkü eğitim sisteminin niteliğinin temel belirleyicisinin, sistemin birinci dereceden uygulayıcıları olan öğretmenlerin olduğu dile getirilir (Baskan ve Aydın, 2006).

Öğretmenliğin ilk yılları, öğretmenlerin meslek hayatlarının en kritik ve en kırılgan dönemini oluşturur (Özdemir ve Yalın, 2000). Hizmet öncesi eğitimden henüz mezun olmuş aday öğretmen, öğretmenlik mesleğine ilişkin bakışını ve tutumunu mesleğin ilk yılında edindiği deneyimlerle oluşturur (Gökçe, 2013). Adaylık döneminin bu aşamada büyük çoğunlukla günlük olaylarla mücadele vardır. Bununla birlikte ilk yıllarda öğretmenler öğrencilerin gelişimlerine ilişkin beklentileri ve mesleki sorumlulukları karşılayıp karşılayamama konusunda derin endişelere sahiptir. Bu endişe, ilk deneyimleri olumsuz geçen öğretmenler için doğal bir sonuç olarak görülebilir. Çünkü öğretmenlerin ilk yıllarda alanı ile ilgili temel konulardaki bilgi eksikliğinin olması ve alanına özgü perspektiften yoksunluğu onların mesleki anlamda bir profesyonel gibi davranmasının önündeki temel engel olarak görülebilir (Özden, 1998).

Öğretmenlik mesleğinin ilk yılı sadece öğretmen adayının kendisi değil öğrencileri için de önemlidir. Çünkü ilk yıllar, öğrencilerin de yönlendirilmeye, desteklenmeye ve yeni öğrenmeler kazanmaya yoğun ihtiyaç duydukları yıllardır. Her şeyden önce ilk yıllar, çocukların temel yaşam becerisi edinmede rehber ve yardıma ihtiyaç duyduğu kritik yıllardır. Bu gerçek üzerinde Farabi'den başlayarak Dewey, Rousseau ve Piaget gibi önemli pedagoglar hem fikirdir. Öğrenciler öğretmenlerinin rehberliğinde, muhakeme güçlerini geliştirip, yerinde karar verme ve yargılarda bulunma becerileri kazanacaktır. Öğretmenlerin, öğrencilerin bu becerilerini ve niteliklerini geliştirmedeki rollerinin bilincinde olması, eşsiz bir öneme sahiptir. Öğretmen adaylarının ilk yıllarda geliştireceği bu bilinç, onların mesleki beceri, tutum ve alışkanlıkları için temel oluşturacaktır (Ekinci, 2010).

İlgili alan yazın incelendiğinde aday öğretmenlerle ilgili olarak birçok araştırmanın yapıldığı gözlenmiştir. Bu araştırmaların birçoğunun aday öğretmenlere verilen hazırlayıcı ve temel eğitim kurslarına, hizmet öncesi eğitime, adaylık sürecinde müdürün rollerine, mesleki yeterliliklerine, özyeterlilik algılarına, uyum sorunlarına ve sosyalleşme süreçlerine yoğunlaştığı görülmektedir (Ulubey, 2018; ve Özkan Nanto, 2018; Cengiz,2018; Sarıkaya ve diğ. 2017; Nayır ve Çetin,2017; Gül, Türkmen ve Aksel, 2017; Öztürk,2016; Nayır ve Çetin ,2016; Bozok,

Özdemir ve Seraslan, 2016; Aksu ve diğ., 2015; Öztürk ve Yıldırım, 2013; Yıldırım, 2012; Demirtaş ve Yıldırım, 2010; Yeşilyurt ve Karakuş, 2010; Özgan, 2013; Özonar, 2004; Kösteriloğlu, 2008; Özkan ve Dikici, 2001). Bu çalışmalar oldukça önemlidir ve alan yazına katkı sağlamıştır. Ancak mesleğe yeni başlayan ilk yıl öğretmeni olmak olgusunun derinlemesine araştırılmasının sınırlı olduğu da görülmektedir. Özellikle Türkiye'nin farklı kültür ve coğrafyalardaki ilk yıl öğretmenlik deneyimlerinin araştırılması, hem bölgesel anlamda öğretmen istihdamı ve öğretmenlerin mesleki gelişimleri hem de öğretmen yetiştirme sistemine ilişkin çoklu bakış açısı oluşturması bakımından oldukça yaşamsaldır. Bu bağlamdan hareketle aday öğretmenlerin meslek yaşamlarının ilk yıllarının doğu-batı farkı ile karşılaştırılması okul içinde ve okul dışında geçirdiği yaşantılar ve yaşantılara ilişkin etkiler incelenmiştir.

Yöntem

Aday öğretmenlik sürecinin doğu-batı farkı ile karşılaştırılmasıyla incelendiği bu araştırma, nitel araştırma desenlerinden olgu bilim (fenomenoloji) deseninde yürütülmüştür. Olgu bilim çalışmalarının temel amacı bir fenomen ile ilgili bireysel deneyimleri evrensel nitelikte bir açıklamaya indirgemektir (Creswell, 2015). Bu çalışmada incelenen olgu aday öğretmenliktir. Aday öğretmenlik olgusu, doğu-batı lokasyonlarının özellikleri bağlamında derinlemesine araştırılmış ve ayrıntılı bilgilere ulaşılmaya çalışılmıştır.

Araştırmanın çalışma grubu, 2013-2014 öğretim yılı bahar döneminde Edirne (n=19) ve Van (n=18) ilinde görev yapan aday öğretmenler oluşturmaktadır. Görüşlerine başvuru alan öğretmenler, amaçlı örnekleme yöntemlerinden birisi olan maksimum çeşitlilik örnekleme yöntemiyle belirlenmiştir. Bu yöntemdeki amaç, genellemelere varmak için çeşitlilik sağlamak değil, çeşitlilik yaratan durumlar arasında ortak ve paylaşılan olguların ve ayrılıkların olup olmadığını bulmaya çalışmak ve çeşitliliğe göre problemin farklı boyutlarını ortaya koymaktır (Patton, 1990; Erdoğan, 2000; Maxwell, 1996; Yıldırım ve Şimşek, 2012). Araştırma kapsamında geliştirilen yarı yapılandırılmış görüşme formuyla, aday öğretmenlerin doğu-batı lokasyonundaki deneyimleri derinlemesine ele alınmış ve aday öğretmenlik süreci lokasyona bağlı olarak anlaşılmasına çalışılmıştır.

Bulgular

Verilerin çözümlenmesinin ardından ulaşılan ilk bulgu, aday öğretmenlerin tamamına yakınının okulun ilk günü okul yöneticileri ile iletişim kurduğudur. Ancak okul yöneticileri ile ilk görüşme ile ilgili aday öğretmenlerin çoğunluğu olumsuz görüş belirtmiştir. Aday öğretmenler temel olarak okul yöneticilerinin, kendileri ile ilk görüşmede mesafeli, otoriter, sert, kuralcı, emir verici ve yüzeysel davrandıklarını belirtmişlerdir. Türkiye'nin en batısı olan Edirne ile doğusu olan Van ilinde görev yapan aday öğretmenler karşılaştırıldığında Van ilindeki aday öğretmenlerin okul yöneticileriyle daha olumlu bir görüşme geçirdikleri tespit edilmiştir. Araştırmada ulaşılan ikinci bulgu, aday öğretmenin ilk yılında rehberlik yapmak ile görevlendirilmiş rehber öğretmen ile ilgili Edirne ilinde görev yapan aday öğretmenlerin çoğu olumsuz görüşlerini belirtirken, Van ilinde görev yapana aday öğretmenlerin çoğu olumlu görüş belirtmişlerdir.

Bu çalışmada ulaşılan üçüncü temel bulgu ise hazırlayıcı temel eğitim ile ilgilidir. Edirne ilinde görev yapan aday öğretmenlerin tamamına yakını konuya ilişkin olumsuz görüş bildirirken, Van ilinde görev yapan aday öğretmenler Edirne ilinde görev yapan aday öğretmenlere göre daha az olumsuz görüş bildirmiştir. Hazırlayıcı ve temel eğitimin zaman kaybı olduğu, işe yaramayan bilgilerin verildiği, planlama sorununun yaşandığı, yorucu olduğu, ulaşım ve barınmada sorun yaşadıkları gibi olumsuz düşünceler belirtilirken, sosyal bir çevre

oluşturması, yönetmeliklerle ilgili bilgi kazandırması ve yasal sorumluluklarını öğrenmeleri gibi olumlu yanları olduğu belirtilmiştir.

Araştırmada elde edilen dördüncü bulgu aday öğretmenlerin ulaşım, barınma ve sosyal aktiviteler ile ilgili geçirdikleri yaşantılar ile ilgilidir. Edirne ilinde görev yapan aday öğretmenler ulaşım ve çevre ile ilgili olumlu görüşler belirtirken barınma ile ilgili olumsuz görüş belirtmişlerdir. Van ilinde görev yapan aday öğretmenler ulaşım ve çevre ile ilgili daha çok sorun yaşadıklarını belirtirken barınma ile ilgili daha az sorun yaşadıklarını belirtmişlerdir. Araştırmada elde edilen beşinci bulgu aday öğretmenlerin ilk yıllarında karşılaştıkları eğitsel sorunlarla ilgilidir. Bu sorular sınıf yönetimi, ders planlama, süre ayarlama ve plan yapma ile ilgili olduğu görülmektedir.

Tartışma

Aday öğretmenlerin, mesleki yaşamlarının ilk yılında geçirdikleri deneyimleri incelemek amacıyla yürütülen bu çalışmada altı temel bulguya ulaşılmıştır. Verilerin çözümlenmesinin ardından ulaşılan ilk bulgu, aday öğretmenlerin tamamına yakınının okulun ilk günü okul yöneticileri ile iletişim kurduğudur. Ancak okul yöneticileri ile ilk görüşme ile ilgili aday öğretmenlerin çoğunluğu olumsuz görüş belirtmiştir. Aday öğretmenler temel olarak okul yöneticilerinin, kendileri ile ilk görüşmede mesafeli, otoriter, sert, kuralcı, emir verici ve yüzeysel davrandıklarını belirtmişlerdir. Türkiye'nin en batısı olan Edirne ile en doğusu olan Van ilinde görev yapan aday öğretmenler karşılaştırıldığında Van ilindeki aday öğretmenlerin okul yöneticileriyle daha olumlu bir görüşme geçirdikleri tespit edilmiştir. Öztürk ve Yıldırım (2013) Hamarat (2002) (Ekinci, 2010). Öztürk (2016) Ekinci ve Ayar (2000), Ekinci (2010), Çermik (2003) ve Kuzey'in (2002); Asyalı (2005) araştırma bulguları ile tutarlılık göstermektedir. Aday öğretmenlerin ilk yıllarında olumlu deneyimler geçirmesi kariyerleri açısından belirleyici bir etkiye sahiptir (Poom-Valickis, 2014). Bu çalışmada, öğretmenlik mesleğinin en kritik dönemlerinden birisi olan aday öğretmenlik döneminde okul yöneticilerinin liderlik rollerini yeterince sergilemedikleri sonucuna ulaşılmıştır.

Göreve yeni başlayan öğretmenler, mesleki ve sosyal birçok korku taşımaktadır. Bu korkularla baş edebilmesinde okul yöneticileri aday öğretmenlerle daha fazla zaman geçirmeli, faaliyetlerinde ona rehberlik etmeli ve dönütler sağlamalıdır. Araştırmada ulaşılan ikinci bulgu, aday öğretmenin ilk yılında rehberlik yapmak ile görevlendirilmiş rehber öğretmen ile ilgili Edirne ilinde görev yapan aday öğretmenlerin çoğu olumsuz görüşlerini belirtirken, Van ilinde görev yapana aday öğretmenlerin çoğu olumlu görüş belirtmişlerdir. Mesleğe yeni başlamış öğretmenler, çok çabuk kendilerini okulun amaçlarından ya da öğrenme ortamlarından soyutlayabilirken, rehber öğretmenlerin mesleğe yeni başlayan öğretmenlerin kendi kimliğini kazanmasına ve meslektaşlarını koruması için elinden geleni yapmaları gerekmektedir. Rehberliğin iş yaşamında hızlandırıcı ve kolaylaştırıcı etkisi (Burke, 1984) olmakla birlikte kariyerinde yeni başlangıç yapan deneyimsiz çalışanların kariyer motivasyonlarını da aynı zamanda etkilemektedir. Kaynak sağlama, zümre öğretmenleri ile tanıştırma ve sosyal ortamlara davet etme rehber öğretmenlerin sergiledikleri olumlu davranışlar olarak sıralanırken. Aday öğretmenleri görmezden gelme, hor görme, yaptıkları işin gereksiz olduğunu söyleme ise rehber öğretmenlerin olumsuz davranışları arasında yer almaktadır. Yalçınkaya'ya (2002) göre, deneyimi çok az olan aday öğretmenleri çeşitli sorunlar beklemektedir. Korkmaz ve diğerlerine (2004) göre de öğretmen eğitim programlarından mezun olanlar fakültede ne kadar başarılı olursa olsunlar, esas olarak göreve başladıklarında gerçek dünyanın problemleri ile karşı karşıya gelirler. Bu sorunlar mesleğe uyum sağlama (Yeşilyurt ve Karakuş, 2011), öğretim süreçlerini yönetme (Yıldırım, 1997), kalabalık sınıflarda öğretim yapma ve uygun öğretim yöntemi seçme (Toker, 2013), plan hazırlama ve düzeye uygun ders işleme (Gökçe,2010); kimlik karmaşası, sınıf yönetimi, iş yükü, meslektaşları ile uyumsuzluk, veli ile ilişkiler (Öztürk ve Yıldırım,2013)

olarak sıralanabilir. Bu arařtırmada, aday öğretmenlerin, adaylık döneminde en çok ihtiyaçları olan rehberliğe okul yöneticilerinden gerekli destekleri göremedikleri gibi rehber öğretmenlerinden de göremedikleri tespit edilmiştir. Bu bulgulara dayalı olarak aday öğretmenlerin yeni üyesi olduđu okul ve sınıf sistemlerinde tek başına bırakıldıđı görülmektedir. Öğretmenlik mesleđi sınıfta öğrenilir geleneksel düşüncesinin hala varlığını koruduđu söylenebilir. Mesleki becerilerindeki eksikliklerini tam olarak belirleyemeden sınıfa giren aday öğretmenlerin tercihlerine çocukların bırakıldıđını söylemek hatalı bir düşünce olmaz.

Bu arařtırmada ulařılan üçüncü temel bulgu ise hazırlayıcı temel eğitim ile ilgilidir. Edirne ilinde görev yapan aday öğretmenlerin tamamına yakını konuya ilişkin olumsuz görüş bildirirken, Van ilinde görev yapan aday öğretmenler Edirne ilinde görev yapan aday öğretmenlere göre daha az olumsuz görüş bildirmiştir. Hazırlayıcı ve temel eğitimin zaman kaybı olduđu, işe yaramayan bilgilerin verildiđi, planlama sorunun yaşandıđı, yorucu olduđu, ulaşım ve barınmada sorun yaşadıkları gibi olumsuz düşünceler belirtilirken, sosyal bir çevre oluřturması, yönetmeliklerle ilgili bilgi kazandırması ve yasal sorumluluklarını öğrenmeleri gibi olumlu yanları olduđu belirtilmiştir. Bu bulgular Yıldırım (2012)'ın temel eğitim uygulamaların sosyalleşmede etkisini bulduđu arařtırması ile benzerlik göstermektedir. Kocadađ (2001) ve Yıldırım (2010) da yaptıkları arařtırmalarda katılımcılar hazırlayıcı ve temel eğitim çalışmalarının içeriklerini yeterli bulmadıkları saptamıştır. Yıldırım (2012)'ın temel eğitim uygulamalarındaki planlama ve öğrenme-öğretme ortamında yaşanan olumsuzlukları belirlediđi arařtırması ile örtüşmektedir. Benzer şekilde Okutan ve Aydođdu (2009) arařtırmasında öğretmenlerin devlet memurluđu ile ilgili mevzuat gibi konularda ihtiyaçlarını karřılamada gerekli bulduđunu saptamıştır. Uçar (2005)'in arařtırmasında ise hazırlayıcı temel eğitim uygulamalarının uygun zamanlarda yapılmadıđını tespit edilmiştir. Özönay (2004) tarafından yapılan çalışmada yürütölen programların uygulamaya yönelik gereksinimleri karřılamadıđı ve sürecin eğitsel bakımdan verimli geçmediđi saptanmıştır. Bu bulgunun da önceki arařtırmalarla tutarlık gösterdiđi; hazırlayıcı ve temel eğitim uygulamalarının aday öğretmenlerin çalışma hayatına hazırlanmada yeterli olmadığı sonucuna ulařılmıştır. Adaylık döneminde öğretmenlerin karřılařtıkları sorunları çözmede yetersiz olan hazırlayıcı temel eğitim uygulamalarının planlama, içerik, öğretim süreçleri ve deđerlendirme etkinlikleri ihtiyaça göre yenilenmelidir.

Arařtırmada elde edilen dördüncü bulgu aday öğretmenlerin ulaşım, barınma ve sosyal aktiviteler ile ilgili geçirdikleri yaşantılar ile ilgilidir. Edirne ilinde görev yapan aday öğretmenler ulaşım ve çevre ile ilgili olumlu görüşler belirtirken barınma ile ilgili olumsuz görüş belirtmişlerdir. Van ilinde görev yapan aday öğretmenler ulaşım ve çevre ile ilgili daha çok sorun yaşadıklarını belirtirken barınma ile ilgili daha az sorun yaşadıklarını belirtmişlerdir. Yeşilyurt ve Karakuş (2011) yaptıđı arařtırmada da aday öğretmenlerin ulaşım, yaşam ve fiziksel sorunlar yaşadığı tespit edilmiştir. Yapılan çalışmada elde edilen bulgular ile Yeşilyurt ve Karakuş (2011) yaptıđı arařtırmanın bulguları tutarlılık göstermektedir. Benzer şekilde Yıldırım (1997), Kocadađ (2001) ve Özönay'ın (2004) yaptıkları arařtırmalarda ortaya çıkan aday öğretmenlerin konaklama ve ulaşım gibi sosyal gereksinimlerini yeterince karřılayamadıklarına dair bulgular bu arařtırmanın bulgularını desteklemektedir. Korkmaz ve diđerlerinin (2004) yaptıkları arařtırmada, aday sınıf öğretmenlerinin yarısına yakınının okula ve çevreye uyum sağlama konusunda güçlük çektikleri yönündeki bulgusu bu arařtırmanın bulguları ile tutarlılık göstermektedir.

Arařtırmada elde edilen beşinci bulgu aday öğretmenlerin ilk yıllarında karřılařtıkları eğitsel sorunlarla ilgilidir. Bu sorular sınıf yönetimi, ders planlama, süre ayarlama ve plan yapma ile ilgili olduđu görülmektedir. Fuller (1969)'e göre, aday öğretmenler meslekî olarak var olma kaygısı taşırlar ve disipline odaklanırlar. Bu durumda da bu kaygıları taşıması, aday öğretmenin öğretim, kendini geliştirme ve mesleğin diđer yönleriyle ilgilenmesini sınırlandırır (Shoham, Penso ve Shiloah, 2003). Genç öğretmenlerin sertliğe başvurmasındaki en önemli sebeplerden

biri de çaresiz kalıp ne yapacaklarını şaşırma durumlarıdır (Demiroğlu, 2001). Yurt içinde yapılan çalışmalar incelendiğinde aday öğretmenlerin öğretim sürecini yönetmede (Gökçe, 2013), günlük plan yazmada (Gökçe,2010), sınıf yönetiminde (Gökçe, 2010; Duran, Sezgin ve Çoban, 2012) zorluk çektikleri yönünde bulgulara rastlanmaktadır. Alan yazındaki bu bulgular araştırmanın bulguları ile tutarlık göstermektedir. Benzer şekilde Öztürk ve Yıldırım (2013) Sınıf yönetimiyle ilgili olarak, aday öğretmenlerin sınıf yönetimini, öğretmenlik mesleğinin en zor yönlerinden biri olarak gördükleri ve disiplin problemleri olan sınıfları yönetmede zorlandıklarını ortaya çıkarmışlardır. Benzer bulguları Öztürk (2016) de ortaya koymaktadır. Yukarıdaki tüm bu bulgular ışığı altında öğretmenlik mesleğin başlangıç evresinde bulunan aday öğretmenler kimlik ve öğretmenlik kültürünü kazanmaya çalışırken birçok olumsuz durum ile tek başlarına yüzleşmek zorunda kaldığını göstermektedir. Aday öğretmenlerin hizmetöncesinde fakültelerinden aldıkları derslerin, karşılaştıkları sorunlarla baş etmede yeterli olmadığını göstermektedir. Bundan dolayı hazırlayıcı ve temel eğitim uygulamasının içeriği yeniden oluşturulmalı, sorunlarla baş etme yolları öğretilmelidir. Sağlıklı ve nitelikli planlanmış bir adaylık eğitimi dönemi, öğretmenlerden beklenen görevleri yerine getirmelerine, mesleklerine aidiyet kazanmalarında etkili olacaktır.