



PROBLEMS RELATED TO PHYSICAL EDUCATION AND SPORTS EXPERIENCED BY NEW TEACHERS

Fikret Alincak¹,
İbrahim Halil Berk²,
Mehmet Faik Öztürk³ⁱ

¹Gaziantep University,
Faculty of Sports Science,
Department of Physical Education and Sports,
Gaziantep, Turkey

orcid.org/0000-0003-3459-3441

²Şehitkâmil Public Education Center,
Gaziantep, Turkey

orcid.org/0000-0002-5318-3651

³MEB, Asiye Ziyilan Primary School,
Gaziantep, Turkey

orcid.org/0000-0002-2605-5267

Abstract:

In this study, the problems faced by the new physical education and sports teachers were investigated. For this purpose, the interview, which is one of the qualitative research methods, was used in the research. The working group consisted of physical education teachers who have just started working in the Gaziantep Provincial Directorate of National Education. Maximum variation sampling, which is one of the purposive sampling methods, was used in the selection of the study group. Face-to-face interviews were conducted with the participants. Interviews were held by obtaining permission for the place and time they deemed appropriate for them. A tape recorder and note-taking technique were used to record the interviews. As a result, it has been determined that physical education and sports teachers, who have just started to work, generally have problems with regulations and legislation, but they have problems due to the lack of communication with the administration and parents. As a result, it has been determined that physical education and sports teachers, who have just started to work, generally have problems with regulations and legislation, but they have problems due to the lack of communication with the administration and parents. Physical education and sports teachers who participated in the research stated that they had problems in classroom management due to lack of equipment and insufficient physical environmental conditions.

ⁱ Correspondence: email alincakfikret27@gmail.com; ibrahimhalilberk@hotmail.com; faik2363@hotmail.com

Keywords: physical education and sports, problem, empathy

1. Introduction

The teacher is a determinant in shaping the classroom and teaching process. The teacher is the most important building block of the teaching-learning process in the classroom. In general, all the features in the classroom environment affect the teaching, while the teacher plays an active role in the process (Şişman, 2002). Teachers are the most important element of the education system. Therefore, teachers take an active role in the progress and development of a country (Arslan, 2007; Vural, 2000). The fact that teachers practice their profession and try to fulfill it under difficult conditions causes them to lose their belief and attitude toward their profession (Gömlüksiz *et al.*, 2010). It is said that the problems that arise in the early stages of the teaching profession are the most critical stage for new teachers to continue their profession or not (Ergenekon, 2005; Yalçınkaya, 2002; Karge, 1993; Quaglia, 1989; Veenman, 1984). While performing their duties, teachers reveal their personal qualities and professional qualifications due to their profession. The teacher, who is faced with a number of problems in the classroom, needs to have some characteristics in order to overcome these problems. Personal behavior and attitudes of the teacher are very important, especially in motivating students to school (Başaran, 2004).

In general, it is stated that those who have just started teaching as a teacher have difficulty adapting to the profession because they receive more theoretical education during their undergraduate education (Korkmaz, Saban, & Akbaşlı, 2004; Boyraz, 2007). There are different research results in studies on the problems experienced by teachers (Erkoç, 2010; Kösterelioğlu and Kösterelioğlu, 2008; Erdemir, 2007; Ergenekon, 2005; Hamarat, 2002; Ekinci and Ayar, 2000; Korkmaz, 1999; Afşin, 1988). When the literature on the subject is examined, it is seen that there are studies on teachers' professional problems in general (Kelly, Gningue, & Qian, 2015; Öztürk, Kaya & Durmaz, 2015; Gökçe, 2013; Demir & Arı, 2013; Uygun, 2012; Aitken & Harford, 2010; Özpınar and Sarpkaya, 2010; Ekinci, 2010; Ünal and Başaran, 2010, Fantilli and McDougall, 2009; Alincak and Pancar, 2021; Tucuogulları *et al.*, 2017). In this sense, we can say that there are some difficulties in fulfilling the teaching profession in our country. Branch teachers are faced with a number of problems both when they try to be appointed and after they are appointed (Gömlüksiz *et al.*, 2010). This study, it is aimed to examine what kind of problems the physical education and sports teachers, who have just started working in schools affiliated with the Ministry of National Education, encounter.

2. Method

Interview, one of the qualitative research methods, was used in the research. Qualitative research is a method that offers different approaches to data collection method analysis and research design, which allows the researcher to move freely compared to quantitative research (Gay, Mills, & Airasian, 2006). Qualitative research is an approach that focuses

on researching and understanding social phenomena in their environment with an understanding based on theory building (Yıldırım & Şimşek, 2013). The interview method is prepared in order to get the same type of information from different people by focusing on similar issues (Patton, 1987:111; cited in Yıldırım & Şimşek, 2013). A tape recorder and note-taking technique were used to record the interviews. The interviews lasted between 15 minutes and 45 minutes.

2.1. Research Group

For this purpose, the working group consists of newly appointed physical education teachers within the body of Gaziantep Provincial Directorate of National Education. Maximum variation sampling, which is one of the purposive sampling methods, was used in the selection of the study group. According to Yıldırım and Şimşek (2013), the aim is to create a relatively small sample and to reflect the diversity of individuals who may be a party to the problem studied in this sample at the maximum level. In this study, the number of samples was determined as 10.

Table 1: Personal characteristics of the research group (n = 10)

Variable	Groups	n	%
Gender	Male	7	70
	Female	3	30
Age	24	4	40
	25	2	20
	26	2	20
	27	1	10
	28	1	10
Marital Status	Single	6	60
	Married	4	40
Educational Status	Licence	8	80
	Graduate	2	20
Professional Year	1 Year	6	60
	2 Year	2	20
	3 Year	1	10
	4 Year	1	10

2.2. Preparation and Application of the Open-Ended Questionnaire

In the research, a semi-structured interview form consisting of 5 items was used to collect qualitative data. In order to prepare the interview form, a comprehensive literature review was conducted and the interview form was prepared. While preparing the semi-structured interview form used as a data collection tool, a field survey was first conducted by the researcher and a semi-structured interview form question pool was created, which includes questions that can be asked to the teachers about the subject. Then, the questions created by three experts were examined and the semi-structured interview form was given its final form. None of the participants included in the study was compelled to participate in the research, and the confidentiality principle was meticulously complied with during the implementation and collection of the

questionnaires. The interviews were recorded with a voice recorder and then these recordings were transcribed.

In this context, answers to the following questions were sought:

- 1) What are the problems you have faced as a teacher?
- 2) With whom do you experience the problems you have encountered?
- 3) How do you overcome the problems you have encountered?
- 4) What qualifications should new physical education and sports teachers have?
- 5) What are your suggestions to physical education and sports teachers who have just started their job?

2.3. Analysis of Data

The data obtained from the interview form used in the research were recorded with a voice recorder. After the application, the qualitative data in the audio recordings containing the answers of the physical education and sports teachers were transferred to the computer environment by the researcher. Qualitative data were analyzed by the content analysis method. The content analysis technique, which is frequently used, was used in the analysis of the data obtained from the questions in the interview form. The aim is to reach the concepts that can explain the collected data (Yıldırım and Şimşek, 2013: 259).

3. Results

In this section, the findings related to the data obtained after the interviews with the working group are included.

Table 2: Distribution of the participants' views on the problems they encountered

Themes	n	%
On regulation and legislation	9	20.5
On communication with administration and parents	7	16
About the paperwork	6	13.7
Regarding the lack of equipment	5	11.3
On the lack of physical environmental conditions	5	11.3
On environmental compliance	5	11.3
On accommodation and transportation	3	6.8
On accommodation and transportation	3	6.8
About crowded classrooms	1	2.3
Total	44	100

When the problems faced by the participants are examined in Table 2, almost all of them, 20.5%, stated that they had problems with regulations and legislation. In addition, 16% stated that they had problems communicating with the administration and parents, and 13.7% stated that they had problems with documents.

Table 3: Opinions of the participants about whom they have problems with

Themes	n	%
With the school administration	6	31.6
With parent	6	31.6
With senior teachers	4	21.1
With students	3	15.7
Total	19	100

When examining who the participants had problems with, within Table 3, 31.6% of them stated that they had problems with the school administration and parents. At the same time, the participants stated that they had problems with senior teachers and students.

Table 4: Opinions of the participants on how they overcame the problems they faced

Themes	n	%
By following the regulation	6	31.6
By communicating effectively	5	26.4
With the support of the school administration	4	21
With the support of experienced teachers	4	21
Total	19	100

When the opinions of the participants on how they overcome the problems they encountered are examined in Table 4, 31.6% stated that they overcome the problems by following the regulation, 26.4% by communicating effectively, and 21% by the support of the school administration and the support of experienced teachers. He said he overcame it.

Table 5: Opinions of new teachers about what characteristics they should have

Themes	n	%
Must love the teaching profession	9	21
Must be good in his field	8	18.6
Must be in command	8	18.6
Must have effective communication skills	7	16.3
Should give importance to social values	6	13.9
He should develop himself	5	11.6
Total	43	100

When the opinions of the participants on the characteristics of physical education and sports teachers who have just started working in Table 5 are examined, almost all of them stated that 21% should love the teaching profession, 18.6% should be good in their field and have command of the regulations. In addition, 16.3% of physical education teachers stated that they should have effective communication skills, 13.9% should attach importance to social values, 11.6% should improve themselves.

Table 6: Opinions of the participants on the suggestions of new teachers

Themes	n	%
Regulation should be well learned	9	23.2
In-service training seminars should be increased	8	20.6
You should attend the class with an experienced teacher for a certain period of time.	6	15.3
The lesson should be given importance	6	15.3
Effective communication with parents	5	12.8
Paying attention to individual differences among students	5	12.8
Total	39	100

When the opinions of the participants on the suggestions of the participants to the new physical education and sports teachers in Table 6 are examined, almost all of them suggested that 23.2% of them should learn the regulations well and 20.6% of them suggested that in-service training seminars should be increased.

4. Discussion

The results obtained depending on the findings obtained with the aim of examining the problems faced by the new physical education and sports teachers are included. When the problems faced by the physical education and sports teachers participating in the research were examined, it was seen that almost all of them had problems with regulations and legislation. In addition, while it was stated that the study group had problems in communicating with the administration and parents, and with paperwork, it was found that they had problems in classroom management, lack of tools and equipment, and insufficient physical environmental conditions.

It was stated that some of the participants who participated in the research had problems adapting to the environment, accommodation and transportation. From this point of view, we can say that physical education and sports teachers, who have just started to work in general, do not have a good command of regulations and legislation, are in a lack of communication, as well as lack of tools and equipment due to the fact that physical education and sports lessons are mostly applied, and therefore they have problems. It has been revealed that novice teachers did not receive training on how to carry out legislation, official correspondence and administrative affairs during their university education and after being appointed to the teaching profession, and therefore they had problems (Başar and Doğan, 2015). In a similar study, it was observed that novice teachers had problems because they did not know how official correspondence was made and carried out (Gömleksiz *et al.*, 2010).

In the results of the study, it was stated that the teachers had problems in the teaching of different courses and in the provision of equipment. It was concluded that the teachers had difficulties in the lesson due to the fact that they had problems accessing the materials related to the lesson and the class sizes were too large (Korkmaz *et al.*, 2004; Gökçe, 2010). In addition, in another study, teachers who have one year of teaching experience in a rural area stated that there are problems such as the characteristics of the

region where they work, the density of the classroom, the lack of tools and equipment, the indifference of the students' parents, and the low level of education (Anılan, Kılıç and Demir, 2015).

Başar and Doğan (2015) stated in their study that schools are not sufficient both physically and materially. In the same studies, it has been observed that teachers have quite a problem in reaching the materials related to the course (Alıncak, 2021; Abakay *et al.*, 2015). In different studies, it has been stated that novice teachers have difficulties in maintaining discipline in the classroom, getting to know students and increasing their motivation (Sünbül, 2005; Güçlü, 2004). In the study of Gülay and Altun (2017), newly appointed teachers; they stated that they had problems in estimating student behaviors and recognizing students because they could not know the parents adequately. In addition, it has been determined that there are problems due to the indifference of the parents, the unbalanced teacher-student relationship, the characteristics of the working environment, and the personal characteristics and differences of the students. On the other hand, in different studies, it was stated that the guidance support of the school administrators with the newly appointed teacher is not sufficient (Ekinci and Ayar, 2000; Ekinci 2010). In their studies, Çermik (2003) and Kuzey (2002) concluded that teachers could not get support from school administrators regarding the problems they encountered. In another study, it was determined that while the administrators stated that they did not provide any information or support to the new teachers, the novice teachers were inadequate and helpless in this regard (Aksoy, 2008). Arslanargun and Bozkurt (2012) stated in their study that there is a problem from time to time due to the lack of communication between teachers and school administrators.

When we look at whom the physical education and sports teachers who participated in the research had problems, it was seen that they had problems with the school administration and the parents. At the same time, it was determined that the participants had problems with senior teachers and students. In line with the views expressed by physical education teachers, we can say that they experience problems from time to time, both inside and outside the school when they start their new job (Sarı and Altun 2015). It has been concluded that teachers who have just started working at school cannot communicate effectively because they do not receive the necessary support from their colleagues and school administrators in the pedagogical sense and therefore experience problems (Başar and Doğan, 2015; Erdemir, 2007; Çermik, 2003; Kuzey, 2002). In a study, it was revealed that the parents were not involved in the education-teaching process, were indifferent, did not take care of the children, were prejudiced against the school and the teacher, and therefore there were problems (Yıldız, 2011).

When we look at how the physical education and sports teachers who participated in the research overcame the problems they faced, it is seen that they overcome the problems by following the regulation, communicating effectively, getting support from the school administration and getting support from experienced teachers. In this sense, it can be said that the physical education and sports teachers participating in the research mostly follow the regulations and receive support from the school in order to overcome the problems (Parlak, 2005; Kilgore *et al.*, 1990).

When the opinions of the teachers participating in the research about what characteristics they should have, the majority of them; stated that they should love the teaching profession, be good in their field and have a command of the regulations. In addition, the participants stated that new teachers should have effective communication skills, attach importance to social values and improve themselves. From this point of view, it can be said that physical education teachers should develop themselves both in the professional field and in other fields and be open to innovation. There are studies that explain that teachers should be understanding, there should be strong empathy among students, and the communication process should be more effective (Taşkaya, 2012; Aydın and Sağlam, 2009; Işıktaş, 2015; Üzümlü and Alıncak; Acun *et al.*, 2017). Considering the opinions of the research group regarding the suggestions of the new physical education and sports teachers, it was seen that the majority suggested that the regulation should be learned well and that in-service training seminars should be increased. Researchers have reported similar views (Sarı and Altun, 2015; Öztürk *et al.*, 2015; Özgan, 2013; Baştürk, 2012; Sarı, 2011; Nartgün, 2006).

As a result, it has been determined that physical education and sports teachers, who have just started to work, generally have problems with regulations and legislation, but they have problems due to the lack of communication with the administration and parents. Physical education and sports teachers who participated in the research stated that they had problems in classroom management due to lack of equipment and insufficient physical environmental conditions. The research group stated that they overcame the problems by following the regulations, communicating effectively, getting support from the school administration and getting support from experienced teachers. In addition, they stated that the new physical education and sports teachers should love the teaching profession, be good in their field and have a command of the regulations. In addition, it is recommended that new physical education and sports teachers learn the regulation well, increase in-service training seminars and attend classes with an experienced teacher.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Fikret Alıncak is an associate professor working at Gaziantep University in Faculty of Sports Sciences Department, Gaziantep, Turkey. He works in the field of education.

İbrahim Halil Berk is a classroom teacher and a principal at Şehitkâmil Public Education Center, Gaziantep, Turkey. He works in the field of education.

Mehmet Faik Öztürk is a classroom teacher at Asiye Ziyilan İlkokulu, Gaziantep, Turkey. He works in the field of education.

References

- Abakay, U., Alıncak, F., Akyel, Y., Yetiş, Ü. (2015). Ortaokul Beden Eğitimi ve Spor Dersine Yönelik Öğretmen Görüşlerinin Değerlendirilmesi. *Route Education and Social Science Journal*. 2(4):1-9.
- Acun, A., Alıncak, F., Üzüm, H. (2017). Pedagojik Formasyon Sertifikası Programında Öğrenim Gören Öğrencilerin Öğretmenlik Mesleğine İlişkin Görüşlerinin Değerlendirilmesi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi*. 2(4): 32-42.
- Afşin, F. N. (1988). Stajyer Öğretmenlerin Meslekle İlgili Sorunlar ve Çözüm Yolları. Hacettepe Üniversitesi, Sosyal Bilimleri Enstitüsü, Yüksek Lisans Tezi, Ankara.
- Aitken, R., Harford, J. (2010). Induction needs of a group of teachers at different career stages in a school in the Republic of Ireland: challenges and expectations. *Teaching and Teacher Education*, 27: 350-356.
- Aksoy, N. (2008). Birleştirilmiş Sınıflarda Eğitim-Öğretim: Genç ve Deneyimsiz Öğretmenlerin Görüşlerine Dayalı Bir Araştırma, *Eğitim Bilim ve Toplum Dergisi*, 6(21): 82-108.
- Alıncak F., Pancar Z. (2021). Beden Eğitimi Öğretmenlerinin İnternet Kullanım Durumlarının İncelenmesi. *International Journal of New Approaches in Social Studies*. 5(2), 439-453.
- Alıncak, F. (2021). Göreve Yeni Başlayan Beden Eğitimi Öğretmenlerinin Yeterlik Algılarının ve Karşılaştıkları Sorunların İncelenmesi. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi*, 5(1): 232-247.
- Anılan, H., Kılıç, Z., Demir, Z. M. (2015). Kırsal Alanda Öğretmen Olmak: Sınıf Öğretmenlerinin Bakış Açısı. *Electronic Turkish Studies*, 10(11):149-172.
- Arslan, M. (2007). Constructivist Approaches in Education. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 40 (1):41-61.
- Arslanargun, E. ve Bozkurt, S. (2012). Okul müdürlerinin okul yönetiminde karşılaştığı sorunlar. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 11 (4), 349-368.
- Aydın, R., Sağlam, G. (2012). Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Tutumlarının Belirlenmesi (Mehmet Akif Ersoy Üniversitesi Örneği). *Türk Eğitim Bilimleri Dergisi*, 10(2):257-294.
- Başar, M., Doğan, Z. G. (2015). Göreve Yeni Başlayan Öğretmenlerin Yaşadığı Sosyal Kültürel ve Mesleki Sorunlar. *Route Educational and Social Science Journal*, 2(4):375-398.
- Başaran, İ. E. (2004). Yönetimde İnsan İlişkileri-Yönetimsel Davranış. Ankara: Nobel Yayın Dağıtım.
- Baştürk, R. (2012). İlköğretim Öğretmenlerinin Hizmet İçi Eğitime Yönelik Algı ve Beklentilerinin İncelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 42(42):96-107.
- Boyraz, A. (2007). İlköğretim Okullarında Görev Yapan Aday Öğretmenlerin Sınıfta Karşılaştıkları Disiplin Sorunları. *Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi*. Ankara, (Prof. Dr. Nezahat Güçlü).

- Çermik, A. (2003). Sınıf Öğretmenlerinin İnsan İlişkileri Sorunları ve Bu Sorunların Performans Üzerindeki Etkileri (Denizli ili örneği). Pamukkale Üniversitesi Sosyal Bilimleri Enstitüsü, Yüksek Lisans Tezi, Denizli, (Prof.Dr. Abdurrahman Tanrıoğen).
- Demir, M. K., Arı, E. (2013). Öğretmen sorunları-Çanakkale ili örneği. Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi. 32(1), 107-126.
- Ekinci, A. (2010). Aday Öğretmenlerin İş Başında Yetiştirilmesinde Okul Müdürlerinin Rolü. Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi. 15(1):63-77.
- Ekinci, G., Ayar, A. (2000). Stajyer Beden Eğitimi Öğretmenlerinin Mesleki Problemleri. II.Ulusal Öğretmen Yetiştirme Sempozyumu, Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi, Çanakkale, 68-71.
- Erdemir, N. (2007). Mesleğe Yeni Başlayan Fen Bilgisi Öğretmenlerinin Karşılaştıkları Sorunlar ve Şikâyetleri. Elektronik Sosyal Bilimler Dergisi. 6(22):135-149.
- Ergenekon, Y. (2005). İşe Yeni Başlayan Zihinsel Özürlüler Öğretmenlerinin Mesleki Sorunlarının Belirlenmesi ve Bu Sorunları Gidermeye Yönelik Çözüm Önerilerin Geliştirilmesi. Anadolu Üniversitesi; Nadir Kitap, Eskişehir.
- Erkoç, A. (2009). Aday Öğretmenlerin Göreve Başladıklarında Karşılaştıkları Sorunlar. Sütçü İmam Üniversitesi, Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi, Kahramanmaraş.
- Fantilli, R. D. & McDougall, D. E. (2009). A study of novice teachers: challenges and supports in the first years. Teaching and teacher education, 25, 814-825.
- Franc, L. H. (1970). Problems Perceived By Seventy-Five Beginning Elementary School Teachers. Teacher College, Columbia University, New York.
- Gay, L., Mills, G., Airasian, P. (2006). Educationalresearch: Competenciesfor Analysis And Application. New York: Prenticehall.
- Gökçe, A. T. (2010). Aday öğretmenlerin öğretme ve öğrenmeye yönelik yeterliklerine ilişkin yaşadıkları sorunlar. Eğitim Bilimleri ve Uygulama Dergisi, 2013; 12(23), 23-42.
- Gökçe, A. T. (2021). Alternately certified elementary school teachers in Turkey, Procedia Social and Behavioral Sciences. 2: 1064–1074.
- Gömleksiz, N., Ülkü, A. K., Biçer, S., Yetkiner, A. (2010). Mesleğe Yeni Başlayan Sınıf Öğretmenlerinin Yaşadıkları Zorluklarla Öğretmen Adaylarının Yaşayabilecekleri Zorluklara İlişkin Algılarının Karşılaştırılması. e-Journal of New World Sciences Academy, 5(3):12 -23.
- Güçlü, N. (2004). Öğretmenlik mesleğine başlarken yeni öğretmenlerin örgütsel sosyalleşmeleri (1. Basım). S.Ş.Erçetin. (Ed.), İlk günden başöğretmenliğe (ss.15-36). Ankara: Asil Yayıncılık.
- Gülay, A., Altun, T. (2017). Göreve Yeni Başlayan Öğretmenlerin Yeterlik Algılarının ve Karşılaştıkları Sorunların Belirlenmesi. Dicle Üniversitesi, Ziya Gökalp Eğitim Fakültesi Dergisi, 31;738-749.
- Hamarat, F. (2002). İlköğretimde Okul Yöneticilerinin Aday Öğretmenleri İşbaşında Yetiştirmedeki Roller ve Yetiştirme Uygulamaları. Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi, Ankara.

- Işıқтаş, S. (2015). Öğretmen adaylarının iyi öğretmen olma ile ilgili görüşleri. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 30(4), 119-131.
- Karge, B. D. (1993). Beginning Teachers: In Danger of Attrition. American Educational Research Association, Atlanta, GA.
- Kelly, A. M., Gningue, S. M. & Qian, G. (2015). First-year urban mathematics and science middle school teachers: classroom challenges and reflective solutions. Education and Urban Society, 47(2), 132-159.
- Kilgore, K., Ross, D., Zbikowski, J. (1990). Understanding the Teaching Perspectives of First-Year Teachers, Journal of Teacher Education, 41(1):28-38.
- Korkmaz, İ., Saban, A., Akbaşı, S. (2004). Göreve Yeni Başlayan Sınıf Öğretmenlerinin Karşılaştıkları Güçlükler. Kuram ve Uygulamada Eğitim Yönetimi, 38(1):266-277.
- Korkmaz, S. (1999). Göreve Yeni Başlayan Öğretmenlerin Mesleğe Uyum Sorunları. Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi, Kocaeli.
- Kösterelioğlu İ. ve Kösterelioğlu M. A. (2008). Stajyer öğretmenlerin mesleki yeterliliklerini kazanma düzeylerine ilişkin algıları. SAÜ Fen Edebiyat Dergisi, 10(2), 257-275.
- Kuzey, M. (2002). Sınıf Öğretmenlerinin Bazı Sorunları ve Çözüm Önerileri. Atatürk Üniversitesi, Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi. Erzurum.
- Nartgün, Ş. S. (2006). İlköğretim Okulu Öğretmenlerinin Hizmet İçi Eğitim Programlarının Etkileri Üzerine Düşünceleri (Bolu ili örneği). Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi 6(1):157-178.
- Özgan, H. (2013). Stajyer Öğretmenlerin Sosyalleşme Sürecinde Okul Yöneticilerinden Beklentileri. Eğitim ve Bilim, 38(168):17-29.
- Özpinar, M. & Sarpkaya, R. (2010). Köyde görev yapan sınıf öğretmenlerinin sorunları. Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 27, 17-29.
- Öztürk, F. Z., Kaya, N., Durmaz, E. (2015). Okul Öncesi Öğretmenlerinin Görev Sürecinde Yaşadıkları Eğitimsel Sorunlar Ve Çözüm Önerileri. Karadeniz Sosyal Bilimler Dergisi, 7(3):68-94.
- Parlak, C. (2005). Stajyer Öğretmenlerin Formal ve İnfomal Sosyalleşme Süreçleri (İğdır İli Örneği). Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi, Ankara.
- Quaglia R. (1989). Socialization of the Beginning Teacher: A Theoretical Model from the Empirical Literature. Research in Rural Education, 5(3):1-7.
- Sarı, M. H. (2011). Göreve Yeni Başlayan Sınıf Öğretmenlerinin Karşılaştıkları Sorunlar. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi, Ankara, (Doç. Dr. Yüksel Altun).
- Sarı, M. H., Altun, Y. (2015). Göreve Yeni Başlayan Sınıf Öğretmenlerinin Karşılaştıkları Sorunlar. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 30(1):213-226.
- Sünbül, A. M. (2005). Bir meslek olarak öğretmenlik (2. Basım). Ö. Demirel ve Z. Kaya (Eds), Öğretmenlik mesleğine giriş (ss. 245-278). Ankara. Pegem A Yayıncılık.
- Şişman, M. (2002). Eğitimde Mükemmellik Arayışı Etkili Okullar. Ankara: Pegem A Yayıncılık.

- Taşkaya, S. M. (2012). Nitelikli Bir Öğretmende Bulunması Gereken Özelliklerin Öğretmen Adaylarının Görüşlerine Göre İncelenmesi. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 1(33):283-298.
- Tuzcuoğulları Ö. T., Pancar Z., Bozdal Ö. (2017). A Research on the Role of Relative Age Effectiveness in Sports Termination. *European Journal of Physical Education and Sport Science*. 3(12):461-469.
- Uygun, S. (2012). Basında öğretmen sorunları. *Milli Eğitim Dergisi*, 194, 72-91.
- Ünal, Ç. & Başaran, Z. (2010). Yeni program çerçevesinde sosyal bilgiler öğretmenlerinin sorunları (Erzurum). *Milli Eğitim Dergisi*, 186, 291-309.
- Üzüm, H., Alıncak, F. (2019). Beden Eğitimi Öğretmeni Adaylarının Öğretmenlik Mesleğine Yönelik Tutumları İle Öğretmenlik Mesleğini Tercih Etmelerinde Etkili Olan Faktörlerin Değerlendirilmesi, *International Social Sciences Studies Journal*, 5(40): 3928-3936.
- Veenman, S. (1984). Perceived Problems of Beginning Teachers. *Review of Educational Research*, 54(2):143-178.
- Vural, B. (2004). *Yetkin-ideal-vizyoner Öğretmen* (1. Basım). İstanbul: Hayat Yayıncılık, 2004.
- Yalçınkaya, M. (2002). Yeni Öğretmen ve Teftiş. *Milli Eğitim Dergisi*. 153-154.
- Yıldırım, A., Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. (9. Baskı). Ankara: Seçkin Yayınevi.
- Yıldız N. (2011). Birleştirilmiş Sınıflarda Görev Yapan Öğretmenlerin Çalıştıkları Yerin Kültürü ile Etkileşiminin Değerlendirilmesi, *Yayımlanmamış Yüksek Lisans Tezi*, Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Yuen-Fun, I. W. (1991). Toward an Agenda for Helping the Beginning Teacher: Perceptions of Concerns and Best Help Strategies, Paper presented at the Annual Conference of the Eastern Educational Research Association, Boston, MA.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).