Induction into Teaching in Turkish Secondary Schools: A Muliple Case Study of First Year Teachers' Experiences

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Abstract: The aim of this study was to examine the experiences of the first year of four novice teachers regarding their classroom experiences, relationships with colleagues, mentoring process and the reflections on the pre-service teacher education they received. The study adopted a qualitative multiple-case study design and the data were collected from four novice teachers through semi structured interviews. Additionally, 28-hour classroom observations were conducted and documents such as teachers' materials, exam papers and meetings reports of the committee of teachers' group were analyzed to supplement the interview findings.

The results of the study suggested that novice teachers had trouble in classroom management, handling student behaviors, relationships with colleagues, principals and parents, using appropriate teaching learning methods and techniques, motivating students, establishing a productive relationship with mentors, and handling workload. Moreover, ineffective mentoring and inadequacies of the pre-service teacher education turned out to be challenging. The most significant weakness of the pre-service teacher education was found to be the lack of an efficient training period, and the results indicated that the pre-service teacher education failed to prepare novice teachers for the realities of teaching and for their first year in the profession.

Keywords: Induction into Teaching, Novice Teachers, Pre-service Teacher Education, Mentoring, Case Study.

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INTRODUCTION

In recent years, the induction process of novice teachers into the challenges of the teaching profession have increasingly become a source of interest in international terms (i.e. Ingvarson et al. 2007; Villar&Strong 2005; Williams, et al. 2001). The first year in the profession is thought to have an enormous influence on a teacher's personal and professional life and especially problems experienced by novice teachers may turn out to be quite stressful (Babad 2009). Research shows that novice teachers usually define the first year in the teaching profession as challenging, and report that they are in need of precise types of assistance (Danielson, 1999; Gilbert, 2005; Kauffman et al., 2002; Wayne, Youngs & Fleischmann, 2005). In a similar manner, Kellough (2005) defines the first year in the profession as "full of highs and lows, with few days in-between or neutral" (p. 1), which Hebert and Worthy (2001) also refer to as the "frustration, anxiety, isolation and self-doubt" (p. 896) experienced by beginning teachers.

According to Smethem (2007), novice teachers are easily influenced by the kind of experiences they go through than more experienced teachers (as cited in Ulvik, Smith & Helleve, 2009), and they establish their personal identity as teachers through such experiences. Likewise, Cochran-Smith (2004) mention that teachers' initial experiences affect the quality of their teaching and have an influence on whether and for how long a teacher will stay in the teaching profession. In fact, "few experiences in life have such a tremendous impact on the personal and professional life of a teacher as does the first year of teaching" (Gold, 1996; p. 548). However, the first year usually turns out to be an especially lonely and challenging time for many new teachers, because of "false expectations, shattered dreams, and serious attacks on one's competence and self-worth" (Rogers & Babinski, 2002; p. 1). It is, for this reason, essential that novice teachers undergo positive experiences at school because good experiences establish resilience upon facing difficult situations and complicated dilemmas as part of their professional work in the future (Ulvik, Smith & Helleve, 2009).However, Wayne, Youngs and Fleischman (2005) assert that "[u]nfortunately, schools do not operate like hospital emergency rooms, where experienced personnel routinely watch novices work, spot their mistakes, give advice, and model new techniques" (p. 76). It is therefore not surprising that a majority of novice teachers state that they feel unable to cope with challenges and feel isolated (Stanulis et al., 2007), frustrated, demoralized and bewildered (Kane & Mallon, 2006) about the demands of the teaching profession during the induction period.

According to Murshidi, Konting, Elias, and Fooi (2006), "when beginning teachers enter the teaching force, they often encounter a reality shock as they confront the complexity of the teaching task" (p. 266). There are a great many studies showing the disparities between teachers' expectations and the realities of the teaching practice. For example, a study conducted by Cherubini (2007) on the novice teachers' critical perceptions regarding their professional induction process showed that the participants accepted that workload was far greater than they expected, the job of teaching was far

more challenging than they considered, and the unexpected and continuous pressure from students' parents, feeling disrespected as a professional, and being told by the principal to cover all bases with parents were really challenging. Similarly, Ferfolija (2008) argues that the 'shock' encountered by novice teachers is definitely acute since teaching is one of the very few professions in which novice practitioners suddenly undertake many of the same responsibilities as their more experienced colleagues and therefore, "beginning teachers actually learn how to teach when they enter the classroom in their first year" (Wideenet al., 1998; p. 158), rather than during their pre-service teacher education. The reality shock experienced during the transition from being a student teacher to school teacher may be due to the fact that teacher training fails to prepare new teachers adequately for the demands of full-time teaching (Carre, 1993) and initial teacher education does not provide right balance between theory and practice (Allen, 2009). Therefore, pre-service teacher education programs are often criticized for being irrelevant to the real practice of teaching (Awender & Harte, 1986). In a study conducted by Barrett Kutcy and Schulz (2006) on novice elementary school teachers, it was reported that novice teachers experienced discontent in going on to teach as there was a disparity between their pre-service teacher education programs and the real world of teaching.

A large body of literature reports teacher attrition in the first 5 years to be 30% or greater (Darling-Hammond, 2000; Henke, Chen, & Geis, 2000; Murnane, et al., 1991). According to Darling-Hammond, Furger, Shields, and Sutcher (2016) attrition has variations specifically in terms of teacher preparation, which means the less preparation a teacher has received before entering the profession, the more likely this will lead to a rate of two to three times higher attrition. Therefore, education specialists put forward that high-quality preparation, induction, and mentoring programs were urgently needed to keep teachers in the profession (Berry & Hirsch, 2005; Darling-Hammond, 1997; Ingersoll & Smith, 2003; Johnson & Birkeland, 2003) as Wynn et al. (2007) suggest "that the transition into the teaching profession can be eased through induction and mentoring programs" (p. 212). On the other hand, broader research on retention of teachers suggests that mentorship, collaboration with other teachers, and administrative support have a really favorable impact on the retention and commitment of new teachers (Johnson et al. 2004).There is evidence that mentoring can promote novice teachers' sense of well-being and job satisfaction (Strong, 2009). Research on mentoring has reported several important and positive benefits related to mentoring, such as novices' sense of well-being, greater work attitude, career advancements, job satisfaction, higher productivity, commitment to work and job performance (Darling-Hammond, 1999; Murray, 2001; Ragins & Kram 2007; Strong, 2009) and positive effects on retention of the beginning teachers (Ingersoll & Smith, 2004; Wang & Odell, 2002). Many research studies support that a mentor in the initial years of a teaching career increases teacher retention and develops pedagogical practice (Little, 1990; Villar, Strong, & Fletcher, 2005). Likewise, McIntyre and Hagger (1996) define the advantages of mentoring as "reduced feelings of

isolation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem-solving capacities" for beginning teachers (as cited in Hobson et al. 2009, p.209).

As for the induction process that teachers currently undergo in Turkey, according to the change made in Article 43/6 of the Basic Law of National Education No. 1739 in 2014 with an attempt to improve the induction process of teachers, candidate teachers are subject to a training process in the first six months of their career. The training process is to be applied in the school where the teacher is appointed and under the responsibility of the school management and mentors within the framework of the Training Program determined by the MONE (MEB, 2016). The school principal is to assign a mentor for the candidate teacher in this process and the mentor is to contribute to the professional development of the candidate teacher through the principal's supervision and planning (MEB, 1995).

The candidate teacher has a responsibility to observe the mentor in the training process; however, in Turkey, many novice teachers are given a class because of the teacher shortage (Duran, Sezgin & Çoban, 2011), as a result of which the induction process may not reach its purpose. Furthermore, the guidance support principals provide novice teachers with is found to be really inadequate (Ekinci, 2010). The limited number of studies conducted on the effectiveness of the induction process yield similar results on the deficiencies of the process. While primary school principals believed the existing program failed in contributing to novice teachers' qualifications (Çimen, 2010), in a similar vein, Özonay (2004) found that the induction program for candidate teachers in Turkey, which should normally aim to facilitate and increase the teaching effectiveness of novice teachers by means of the expertise of veteran teachers (Goldrick, 2016), was inadequate in meeting novice teachers' needs with regard to practice issues. Likewise, AyvazDüzyol (2012) highlighted that there was inconformity between the aims of the induction program and the needs of the candidate teachers and that the methods and techniques applied in the program were not adequate. Similarly, Yıldırım and Yılmaz (2013) mention that mentoring should be made more efficient and be applied more frequently in order to train staff and ensure their professional development and that school managements should also participate in this process, should develop their leadership skills. Therefore, it might be concluded that the induction process novice teachers undergo in Turkey is weak and it seems that novice teachers do not undergo a structured and strong induction process with adequate guidance and assistance from more experienced teachers and mentors.

Purpose of the Study

This study aims to explore teachers' induction process into the teaching profession through their perceptions about the pre-service teacher education they received, the experiences they undergo regarding classroom processes, relationships with colleagues or students, teaching performance and mentoring. In light of this overall purpose, this study attempts to answer the following research questions: (i) What do teachers experience in their first year at schools in relation to classroom

processes, mentorship and collegial relationships?(ii) How do teachers perceive the pre-service teacher education in terms of preparing them for the initial year in teaching?

METHOD

Research Design

In order to answer these research questions, a qualitative multiple case study design was employed in this study. Furthermore, the researcher aimed to draw a holistic picture of the novice teachers' realities by talking to them and observing them in their natural setting throughout the induction process. Thus, the data collected through the data collection processes were subjected to content analysis to identify the main themes and concept underlying their induction experiences and processes. Multiple case study design is applied frequently in qualitative research paradigm, where the purpose is "not to represent the world, but to represent the case … the utility of case research to practitioners and policy makers is in its extension of experience"(Stake, 1994, p. 245). This study adopted the multiple case holistic design as the researcher followed the same data collection procedure for each case and attempted to compare the findings from each case with one another.

Selection of the Cases

Criterion sampling was used for the selection of teachers in this study, where the purpose is to select cases which meet some predetermined criterion of importance (Patton, 2002).The first criterion was determined as having no job experience beforehand. The next criterion was about the counties teachers were appointed as all cases were selected from different counties. The third criterion was about the level of schools they were appointed at. They were all selected from high schools. The fourth criterion was about the content areas teachers were teaching and all of them were selected from different content areas. The final criterion was about their gender and the researcher did not want them to be all females and males. Although the researcher did not have such a criterion, out of the four cases, only two were graduates of the same university, yet from different departments. Luckily, all of the criteria were fulfilled and four cases were selected for the study.

The cases selected as the participants of the study were four novice teachers appointed to different high schools in four counties of Ankara. Accordingly, an alumna of Hacettepe University Faculty of Education, Defne was a 26-year-old novice Biology teacher working at an Anatolian High School in Şereflikoçhisar; an alumna of Anadolu University Faculty of Education, Aslıhan was a 22-year-old novice English teacher working at a Vocational and Technical Anatolian High School in Nallıhan ; an alumna of Hacettepe University Faculty of Literature, Esra was a 26-year-old novice German teacher working at an Anatolian High School in Kalecik, and an alumnus of Gazi University Faculty of Education, Kemal was a 26-year-old novice Geography teacher working at a Multiple-Program Anatolian High School in Evren.

Data Collection Instruments

Interviewing is the main source of evidence in this study while non-participant observation was employed as complementary sources. In line with this, the researcher tried to collect in-depth data about the novice teachers' beliefs, opinions and feelings about the teaching profession and their first-year experiences from a variety of aspects through conducting semi-structured interviews in six phases throughout an academic year. For this purpose, six interview guides for the four novice teachers were prepared as interviewing a number of participants makes it possible to "connect their experiences and check the comments of one participant against those of others"(Seidman, 2006, p.24).

In addition to the interview guides, an observation form was prepared as a supplementary data collection tool. A non-participant observation was applied in this study, which is defined as "a relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants" (Williams, 2008; p. 561), which is directly related with the purpose of the study.

Lastly, documents were used as data sources in this study and they were analyzed to provide additional data to answer the research questions. Bowen (2009) defines document analysis as "evaluating documents in such a way that empirical knowledge is produced and understanding is developed" (2009, p. 33) Eight meeting reports of the committee of teachers' group, sixteen exam papers, and twenty pages of worksheets and teaching materials made up the documents to be examined in this study.

Data Collection Procedures

After getting consent from the Applied Ethics Research Center (UEAM) at the Middle East Technical University with regard to the data collection tools and permission from the Ministry of National Education for conducting the study, the researcher started collecting data from the field. The schedule for the interviews and observation can be seen in the following table:

Table 1. Interview and Observation Schedules for the Teachers

Phase of Data Collection	Teacher	Date	Length of the Interview	Length of the Observation
1st Phase	Defne	November 12, 2014	37 minutes	3 class hours
	Aslıhan	November 10, 2014	37 minutes	3 class hours
	Esra	November 11, 2014	34 minutes	2 class hours
	Kemal	November 12, 2014	52 minutes	2 class hours
2nd Phase	Defne	January 26, 2015	40 minutes	-
	Aslıhan	January 27, 2015	49 minutes	-
	Esra	January 27, 2015	45 minutes	-
	Kemal	January 26, 2015	54 minutes	-
3rd Phase	Defne	March 14, 2015	47 minutes	-

	Aslıhan	March 15, 2015	48 minutes	-
	Esra	March 15, 2015	43 minutes	-
	Kemal	March 14, 2015	50 minutes	-
4th Phase	Defne	April 21, 2015	33 minutes	2 class hours
	Aslıhan	April 27, 2015	55 minutes	2 class hours
	Esra	April 22, 2015	40 minutes	2 class hours
	Kemal	April 21, 2015	37 minutes	2 class hours
5th Phase	Defne	May 25, 2015	48 minutes	-
	Aslıhan	May 28, 2015	50 minutes	-
	Esra	May 26, 2015	51 minutes	-
	Kemal	May 25, 2015	54 minutes	-
6th Phase	Defne	November 10, 2015	47 minutes	3 class hours
	Aslıhan	November 12, 2015	54 minutes	2 class hours
	Esra	November 11, 2015	60 minutes	2 class hours
	Kemal	November 10, 2015	43 minutes	3 class hours

As it can be seen in the table above, in the first phase of data collection, the researcher both interviewed the teachers and observed their classes. Each time, the interviews were recorded during the observations, and the researcher took field notes. The second phase of data collection was in January, 2015 during the semester break. The researcher wanted to wait for two months after the first session of the interviews and observations so that the teachers would have some more time to experience teaching in the real world of practice.

The third phase interviews and observations were again conducted in a café that met the conditions of being silent and not crowded. In this third phase of data collection, the researcher had built strong rapport with the four teachers one by one as they had no difficulty in talking about their experiences, thoughts or any mistakes they had done during their first months in the profession. The fourth phase of data collection was in April 2015 and as determined earlier by the researcher and the teachers, the researcher generally first conducted the observations, while the interviews were conducted during lunch breaks. The fifth phase of data collection was conducted in May, 2015. However, when the researcher got into contact with the teachers to determine an exact date to conduct the interviews and observations, she learnt that few students were going to schools as most of the exams had finished. The summer holiday was about to start, on June 12, and the absenteeism rate had increased in schools. Thus, the researcher did not have a chance to make observations as there were very few students. The sixth phase of data collection was conducted in November, 2015 owing to a number of reasons. Firstly, the academic year started on September 28, 2015, a relatively late date compared to earlier years. In October, one of the teachers was on sick leave. Moreover, it was holiday from October 29until November 3 because of the Republic day and general elections. Due to all these reasons, the last phase of data collection was conducted in November, 2015.

Data Analysis Procedures

As this study employed multiple case design, there was a large set of data after all the interviews conducted with the teachers and mentors as well as the observations and to deal with this amount of data, the researcher applied content analysis to the data set. According to Patton (2002), content analysis is "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (p.453). For this purpose, after each phase of data collection was completed, the interviews were transcribed by the researcher herself word by word on a word document and the themes and codes were written. In fact, some themes and codes changed continuously when better and more explanatory phrases were found until the write-up stage and that meant re-coding nearly all the data set for the researcher which hopefully contributed a lot to the trustworthiness of this study.

Trustworthiness

Polit and Beck (2014) mention that trustworthiness refers to the degree of confidence in data, interpretation, and the methods used to ensure the quality of a study. Therefore, some strategies were used to ensure trustworthiness to establish credibility, transferability, dependability and confirmability in this study. One of the techniques used to ensure credibility, persistent observation, involves learning more about the culture of those studied and according to Lincoln and Guba (1985), it provides depth to the study. In this study, *persistent observation* of the novice teachers in their classrooms and school enabled the researcher to get an in-depth understanding of the context of their world of practice and experiences they undergo in their first year in the profession. Furthermore, the advisor and the thesis committee played an important role in *peer debriefing* as they followed the procedure of the study and guided the researcher in making important decisions about each step of the study. Furthermore, the *inter-coder reliability*, which is a "measure of agreement among multiple coders for how they apply codes to text data" (Kurasaki, 2000; p. 179) was also checked in this study. Among the 24 interviews conducted with the teachers, 12 interviews (referring to three phases of interviews) were selected and their transcriptions were sent to three researchers in this field. The themes and codes written by these researchers were compared to those written by the researcher and, it was seen that there was a considerable similarity among the coders.

In an attempt to establish *member check*, the findings gathered from some of the interviews, selected randomly, were shared with two of the participants to get feedback to avoid any misinterpretation of the data. For transferability, the researcher has to provide the detailed account of field experiences in which the patterns of cultural and social relationships are made explicit and put in context (Holloway, 1997). In reporting the findings of the study, the researcher tried to explain each case in detail and also used quotations so that the readers could feel the exact context, feelings and

perceptions of the participants. Additionally, the data in this study were collected using multiple sources of data.

For *audit trail*, the audit was the thesis advisor in this study as he was provided with all the aforementioned data upon the completion of the study. Confirmability and dependability of the research was provided with the help of the advisor, who guided the researcher during the whole process.

RESULTS

The results of the study are organized under four headings: a) experiences with classroom processes, b) experiences with mentors, c) experiences with colleagues, d) perceptions on pre-service teacher education.

Experiences with Classroom Processes

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

Reshaping Relationships with Students: 'Change' appears to be the keyword to define the nature of novice teachers' relationships with students. While the change was from building friendly relationships to more arms' length relationships for Kemal and Aslıhan, it was the opposite for Defne and Esra. Especially Kemal underwent a sharp change regarding his relationships with students, which can best be seen in his own comments:

I told in our second interview that I started to have an arm's length relationship with students. I still protect that line as I have understood that is better. Otherwise, I lose control in classroom management and off topic talk starts during the lesson……Before, the lesson was disrupted and it was perceived somewhat different by my colleagues as they told me that my students saw me as their friend (Kemal, 14.03.2015).

Furthermore, it should be noted that Defne and Esra became more understanding towards their 9th grade students in time, through a better knowledge of their age groups, which Esra defined as she became "more understanding towards students and did not get angry quickly, feeling more patient with especially the 9th grade as she saw them more like children" (Esra, 11.11.2015). Although Defne felt serious discomfort because of male students' disrespectful and flirtatious attitude towards her at the beginning, the change in the nature of her relationship with students was obvious during the observations. She looked too strict and tense at the beginning and pretended not to hear their jokes; however, especially in the last observation, she seemed to be more relaxed and frequently laughed with them when someone made a joke, but without letting students exploit her attitude. Teachers'

experiences indicate that they needed to undergo certain different situations to develop healthier relationships with their students.

Challenges in Classroom Management: Classroom management appears to be an area of struggle and continuous concern for teachers in their first year of teaching. All teachers tried to find effective strategies to manage their classes and the change in their relationships with students was reflected in their classroom management. The way Kemal displayed a considerable change in his classroom management in time can best be seen in his own comments quoted from two different interviews:

I am a teacher who wants his students to talk. I do not want to tell them to shut up, do this, etc. all the time. A student should talk but of course within certain limits. I permit this….(Kemal, 10.11.2014).

I told in our second interview that I started to have an arm's-length relationship with students. Otherwise, I lose control in classroom management… (Kemal, 14.03.2015).

During the observations, Kemal's classroom environment included less noise and chaos, and students could still make jokes but within certain limits and more respectfully. Yet, Kemal had some highly problematic students, who made him feel like banging your head against a brick wall" since his efforts usually resulted in nothing regarding these students (Kemal, 26.01.2015). There were even two serious discipline problems among Kemal's students, both of which resulted in his sending the students to the discipline board. He usually warned his students using loud voice, hitting on the board or talking to them in private; however, in time, he changed his attitude, especially on duty days. He started to show a calmer attitude on duty days instead of a burst of anger in previous months.

Defne's biggest challenge about classroom management was teaching in a very large laboratory classroom full of glass objects. Therefore, noise was very hard to control for her at the beginning, which resulted in her shouting a lot, indicating her anxiety to lose control over the class. Although shouting less to the students in time but showing less tolerance for especially noise, in the second semester, she said she had better classroom management as she made students feel the authority more, especially through assigning them more tasks using group work, competitions, or much more active participation. A big change was observed in the later observations as the class was considerably focused and busy through the various and frequent tasks assigned by the teacher, although Defne shouted less and smiled more. Yet, her authority, strict attitude and self-confidence were also observable. In this respect, Kemal and Defne were similar to each other because they seemed to achieve to be authoritarian but friendly and self-confident in their classroom management towards the end of the year.

Although Aslıhan related her classroom management ability with her personality, she usually underlined that there were very few problematic students at their school except for the 11th grade

students where males outnumbered females and there was excessive talk. In nearly all interviews, Aslıhan said she tried to solve this problem saying she was disturbed a lot, in a try to affect their feelings, and changed their seats because she always mentioned she avoided offending her students. She believed that when students felt the teacher loved and cared about them, they tried not to offend the teacher and behaved better. Like Defne, Esra also found that establishing an active learning environment was one of the best strategies to manage a classroom. As in Defne's case, she suffered especially from the 9th grade students. The biggest problem she experienced was unpermitted talk and their easy distraction. She indicated her feelings as in the following:

I have problems with the 9th grade students. They haven't got rid of the primary school mood yet. All teachers suffer from this problem. When you say something, they can get easily distracted… (Esra, 10.11.2014).

Esra coped with the problem about the 9th grades by using various kinds of materials such as videos, power point presentations and smart board creating an active learning environment, even much more than she used with the other levels. She mentioned that although this did not solve the problem of unpermitted talk completely, it worked a lot and provided her with more control over the class. Like Kemal and Aslıhan, Esra also highlighted the importance of mutual love and respect in classroom management and student relationships.

It appeared that the novice teachers learned through their experiences and by trial-error technique; however, despite finding some effective ways to cope with classroom management problems in their first year, they knew there were still areas they needed develop themselves.

Variance in Covering the Curriculum: Covering the curriculum in time was an area where Defne and Esra had no problems throughout the whole year, while Kemal and Aslıhan faced some difficulties. Especially for Kemal, heavy workload mainly resulting from extra-curricular responsibilities was the reason of this problem. Chemistry and computer lessons were appointed to himbut he taught Geography in Chemistry lesson, as he "had no capacity or knowledge to teach students Chemistry" (Kemal, 21.04.2015). It was noted that although Kemal had good content knowledge with regard to Geography, he had inadequate knowledge of high school curriculum as "they had not learnt enough about it at the faculty" (Kemal, 12.11.2014). For Aslıhan, the curriculum content of some grades and problematic class hours were the reasons of the difficulties in covering the curriculum. Being assigned the last hour for English after ten hours of vocational courses, Aslıhan said she felt "ignored as a culture teacher" (Aslıhan, 27.04.2015).

Progress in Using Teaching-Learning Strategies: Using appropriate teaching learning strategies was an area where all teachers in this study had some difficulty and they realized that they had neither enough theoretical nor practical knowledge about these. Kemal always placed emphasis on the use of real life examples either while he was using direct instruction or group work during the

whole year. However, he was discouraged when he realized most of the students were unmotivated without any goals or wishes for the future and he started using "traditional method", namely direct instruction with a teacher centered approach, especially in some classes (Kemal, 26.01.2015). Towards the end of the second semester, Kemal also tried to use the station technique, but it did not work with his students as they did not appreciate or want to continue each other's work. During the observations, Kemal always preferred to use the smart board with maps and pictures on it; however, he started using power point presentations in the second semester. Direct instruction and question-answer methods were dominant in his classes.

Defne tried to do her best in using various methods and techniques, and creating an active learning environment. She made a real effort to use teaching learning strategies for active participation of students although her knowledge about which method to use for different topics was weak due to her inexperience in applying methods. When she "rearranged the classroom" to make it appropriate for using different teaching learning strategies in the second semester, she also made students "prepare boards about different subjects". This "turned the laboratory classroom into a more colorful learning environment" embedded with "class-specific boards" prepared by students. They also built cell models together (Defne, 26.01.2015). In the second semester, Defne made her students prepare "galleries and boards to classify living things" and by this way, she "added more joy to the flow of the lessons" (Defne, 14.03.2015). She then started using group work and station technique as well as an expedition in the garden as "students needed to solve problems". The observations indicated that the most frequent techniques used by Defne were question-answer, lecturing or direct instruction, students' own presentations and group work in the second semester while the smart board was always open with presentations and videos, a great way to make a connection between real life and the subject in discussion, as Defne preferred using authentic materials such as news from bulletins.

Aslıhan had great difficulty in using teaching learning strategies because of several reasons. She tried to teach through elicitation technique and communicative approach first; however, the students had difficulty in grasping this way. Moreover, she had limited opportunities although she wanted to prepare different materials. She felt really sad and disappointed since she could not use the techniques she wanted and turned to the traditional method in her teaching despite seeing the students were bored during the lessons (10.11.2014). Therefore, to Aslıhan, theory versus practice was the reality in terms of using teaching learning strategies. Furthermore, realizing that some students belittled English course discouraged her about teaching. During the second semester, Aslıhan preferred using "pair work instead of group work as students were distracted and she could not control them well during group work" (Aslıhan, 27.04.2016). Like Defne, Aslıhan tried to ensure students' active participation through activities such as by making them prepare an invitation card and writing a poem; however, her disappointment was obvious again when she tried to teach the subject of 'some-any' through the "use of real life objects such as bottles and water" and most of the students "looked at her with empty eyes"

(Aslıhan, 12.11.2015). Therefore, both Kemal and Aslıhan gave up their idealist approaches and turned to traditional method in some classes after some student-centered methods they tried had failed, making them feel displeased.

Esra had little theoretical knowledge about teaching learning strategies, which she attributed to her graduation from a pedagogical formation program in a very short time. Therefore, until the beginning of the second semester, she tried to find the best techniques through trial-and-error and in the second semester, she realized students learnt best through "games and visual materials" (Esra, 15.03.2015). Esra was observed to create a rich learning environment through the use of smart board, on which she showed colorful power point presentations, like Kemal and Defne, and she also used games to add joy to the flow of lessons. What's more, she used continuous question-answer method and her lessons were in kind of competition form in which students contested each other to give the right answer. Therefore, an active learning environment was predominant in Esra's classes although she sometimes failed in making all students participate in the lesson especially because of her tendency to make eye contact with the right side of the classroom. She also tried to use elicitation method and making analogy between German and English in teaching rules of grammar topics. Similar to Aslıhan, Esra "preferred using pair work instead of group work", which she tried once as a competition among students, as it was noisier (Esra, 22.04.2015).

Adapting to Student Assessment Requirements: Assessing students was an area where teachers needed some guidance and underwent some changes. The most obvious change was observed in Kemal and Defne, as Kemal had to become more objective in assessing his students while Defne increased the variance of assessment methods she used.

To Kemal, personality of students, or their overall attitudes and behaviors, was as important as the grades they got at the beginning of the first semester. By the second semester, Kemal had changed his mind and started to "evaluate students more objectively" as he realized that his feelings, such as anger, towards students were affecting his assessment (Kemal, 14.03.2015). Therefore, he set some criteria and began evaluating students out of their in-class and exam performance based on those criteria rather than his personal feelings for them. Examining his exam papers showed that he used multiple choice questions in addition to visual and open ended questions and he also graded students' performance during group work activities in the second semester.

Defne placed great importance on student assessment and she used different assessment types during both semesters. First, she used "various kinds of questions in her exams, such as fill in the blanks, open ended questions, true-false and multiple choice so that there was at least one question type appropriate for each student" (Defne, 12.11.2014) as well as evaluating students' group work performance in the second semester, where she also made students perform peer and self assessment. Defne mentioned that her exams became easier in the second semester, supported on examining her

exam papers, when she had a better knowledge of students' age properties and she attributed her earlier attempt to prepare complicated exams to her lack of practical knowledge. She also used oral student presentations and quizzes at the beginning and end of the lessons in the second semester, which helped her in student assessment. An examination of Aslıhan's exam papers indicated that she tried to use different types of questions in her exams, just as mentioned by Defne and Esra. She also tried to assess different language skills of students, such as grammar, reading, listening and writing, in the same exam. Moreover, like Defne, what Aslıhan underlined throughout the whole year was that "student evaluation was better through a better knowledge of students" (Aslıhan, 15.03.2015).

Like Aslıhan, Esra usually emphasized that she could do better evaluation through a better knowledge of her students. She "did not give high grades to undeserving students who did not participate in lessons but if a student made an effort, she remunerated this effort" (Esra, 26.05.2015). Esra always needed her mother's guidance, a retired German teacher, during her first year in the teaching profession in every area including student assessment, and similar to Defne, she asked various types of questions in her exams, which was her "mother's technique" (Esra, 11.11.2015). Therefore, it can be concluded that teachers' earlier beliefs and perceptions on the best ways to assess students changed in accordance with the rules they needed to follow and with a better knowledge of their students' properties in their first year.

Awkward Relations with Students' Parents: The type of the relationship between parents and the participating teachers changed depending on different situations throughout the whole year. Two teachers, Kemal and Defne, had some relationships with parents throughout their first year, most of which were challenging. Both suffered from the accusive attitudes of parents, especially after some discipline events in Kemal's case and about their children's grades at the end of the year. Kemal mentioned he was "tired to see the same people at school and telling the same things to them" at the end of the semester (Kemal, 25.05.2015).Defne also felt tired of dealing with indifferent parents although they seemed to be very interested with their frequent school visits. Although they "did not behave rudely, they behaved as if the teacher had to give high grades to their children. They have no ideas about how good or bad the achievement level of their children is" (Defne, 25.05.2015). Esra and Aslıhan, in contrast, had very limited relationships with the parents, which were fairly good. It was noted that teachers had very little practical knowledge in teacher-parent relationships and when they started the profession, they underwent some obvious difficulties in their relationships.

Table 2. Summary of the Data on Teachers' Experiences with Classroom Processes

Experiences with Classroom Processes	
Reshaping Relationships with Students	
Kemal	Has changed from a friendly to an arms' length relationship
	Shows less tolerance for noise and misbehaviors

Defne	Has shown a frustrated and strict attitude towards male students at the beginning
	Has developed a friendlier relationship in time but still at arms' length
	Feels more understanding towards the 9th grades within certain rules
Aslıhan	Has changed from a friendly to an arms' length relationship
Esra	Feels more understanding and patient especially towards the 9th grades
	Has developed a closer and friendlier relationship in time

Challenges in Classroom Management

Kemal	Has developed a feeling from anxiety to comfort
	Deals with highly problematic students
	Has become both authoritarian and friendly towards the class in time
Defne	Teaches in a large laboratory classroom which is challenging
	Has shouted too much due to anxiety to lose control at first
	Feels more controlling especially through more active participation of students
	Has become both authoritarian and friendly through a better knowledge of different age groups
Aslıhan	Has established good classroom management from the beginning
	Manages classroom mainly through love and respect
Esra	Deals with the easy distraction of the 9th grades
	Feels more controlling especially through more active participation of students
	Manages classroom mainly through love and respect

Variance in Covering the Curriculum

Kemal	Has difficulty due to extracurricular responsibilities
	Makes changes in lesson plans to close the gap
Defne	Coveres curriculum in time
Aslıhan	Has difficulty due to problematic class hours (e.g. last lesson of the day)
Esra	Coveres curriculum in time

Progress in Using Teaching Learning Strategies

Kemal	Has weak practical knowledge in using appropriate strategies
	Uses real life examples
	Has turned to direct instruction plus question-answer
	Feels discouragement due to unmotivated students
Defne	Has weak practical knowledge in using appropriate strategies
	Establishes an active learning environment (galleries and boards prepared by students)
	Uses group work and station technique
	Uses real life examples
	Uses direct instruction with student presentations and question-answer
Aslıhan	Establishes active learning environment
	Has turned to the traditional method with some classes
	Uses pair work instead of group work
Esra	Has weak theoretical and practical knowledge in using appropriate strategies
	Established active learning environment
	Uses pair work instead of group work
	Uses games and question-answer
	Uses elicitation and analogy between German and English

Adapting to Student Assessment Requirements

Kemal	Has changed from a subjective to an objective assessment
	Sets some criteria to evaluate students' in-class and exam performance

Defne	Uses various kinds of questions in the exams
	Gives oral grades for student presentations
	Has started to use peer and self assessment through group work in the second semester
	Applies quizzes at the beginning or end of lessons to revise the lesson
Aslıhan	Uses various kinds of questions in the exams
	Has developed a better evaluation through a better knowledge of students
Esra	Has developed a better evaluation through a better knowledge of students
	Uses various kinds of questions in the exams
Awkward Relationships with Students' Parents	
Kemal	Has tenser relationships after sending some students to the discipline board
	Feels tired of parents begging for grades at the end of the year
Defne	Feels tired of indifferent parents despite their frequent visits to school
	Feels tired of parents begging for grades at the end of the year
Aslıhan	Has very limited relationship with parents
Esra	Has very limited relationship with parents

Experiences with Mentors

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

Inadequate Mentoring: Among the four participating teachers in the study, a mentor was appointed for Aslıhan at the beginning of the first year and Esra just before the end of the second semester. Although Kemal did not have an official mentor, the History teacher at their school, appointed as his official mentor towards the end of the second semester, tried to help him in every issue. It was noted that Kemal was very pleased with this relationship, got a lot of help from him throughout the whole year but it was not a systematic mentoring process since the help he got was mostly incidental. A mentor was appointed for Defne at the end of the second semester, before the inspector's visit and she had no relationship with him. She had to cope with every difficulty on her own or through the incidental help she got from her colleagues. Towards the end of the first semester, the principal asked Defne "if they should appoint a mentor for her," to which she replied there was "no need any more as the academic year was about to finish" and they agreed (Defne, 26.01.2015).At the

end of the second semester, the Physics teacher at the school was appointed as Defne's mentor. They had some short dialogues in the teachers' room yet he could not help Defne in any issues. Therefore, like Kemal, Defne did not go through a systematic mentoring process in her first year; however, her situation was too bad to be compared with Kemal in terms of the mentoring process as she survived the whole year without the help of a specific experienced teacher. Aslıhan was the only teacher in this study who had a mentor early in the first semester. She was an English teacher, and she did not teach in the same grades with Aslıhan. Although the mentoring process she went through should have been more systematic when compared to the cases of Kemal and Defne, Aslıhan could get little help from her mentor throughout the whole year and they did not have a close relationship. Aslıhan, as a comment for the overall mentoring process, stated;

I guess mentoring is just on paper or in formality. I wish it could be different but I think most teachers have a perception that they also learnt everything on their own when they were appointed. Unfortunately, things do not work with such a perception (Aslıhan, 27.01.2015).

Aslıhan also mentioned her mentor "could not help her with writing the classroom notebook, performance homework and project homework, their grading, club works and the regulation" (Aslıhan, 15.03.2015). Therefore, she consulted her sister, a teacher in another county of Ankara, when she faced a problem regarding school issues. She defined this process as on-the-job learning since she learnt most of the things in her first year by her own efforts. Just like Aslıhan, Esra thought that it was an inefficient process and that mentoring was just on paper since there was nothing special done in terms of mentoring. She mentioned that "she asked her mentor as much as she asked her other colleagues" and that "she did not know the mentor's duty" and thought that also her "mentor probably had no idea about the mentoring process" (Esra, 26.05.2015). Esra usually emphasized that her mother was a better mentor for her as she was a retired German teacher and could guide her well in many issues.

Teachers' experiences indicate that mentorship process did not work as planned and alternative strategies were not developed in cases where teachers had problems with their mentors. They mostly were not able to have the advantage of a mentor fully, and except rare cases, mentorship appears to be a weak link in the chain in the induction year of the teachers.

<u>Confusing Performance Evaluation Process</u>: Performance evaluation of novice teachers was one of the most problematic aspects of the induction year. Teachers were not sufficiently informed about the processes and performance criteria. After the participating teachers were appointed to their posts, the performance evaluation process was changed by the MoNE and the seminars teachers had taken by that time were suddenly cancelled. Accordingly, they were supposed to be evaluated by their mentor, principal and the inspector throughout the year. While they were already struggling with the challenges of the first year, this change also confused them to a great extent. As a result, teachers

were not able to make use of the performance evaluation process in favor of their professional development, nor did they feel that they received informative feedback about their development in this process.

Kemal defined the new system of performance evaluation as "a poor system". By the beginning of the second semester, Kemal still had very little information on the new system and he started to think the new system was likely to fail in evaluating teachers effectively as "most things were just on paper" such as annual plans or group teachers' meeting reports. He was confused about what the inspector would evaluate as "s/he would not know what the teacher had really done throughout the whole year" (Kemal, 21.04.2015). By this date, the mentor observations had not started for Kemal as his official mentor was not appointed. On the day the inspector came, Kemal did not have a class; therefore, a make-up lesson was arranged and during the lesson, Kemal put his dossier including documents such as group teachers meeting reports, annual plan and performance evaluation rubrics in front of the inspector. He conducted a student-centered lesson, which the inspector liked a lot and got a very high grade and although the principal and mentor did not observe his lessons, they also gave high points to Kemal.

Defne, similar to Kemal, was very confused about the new performance evaluation system as she had inadequate information about the process. In fact, she had a great distrust in this system as she was suspicious about how much a principal could evaluate her or which mentor would evaluate her without observing her in-class performance. Thus, she "needed to know the evaluation criteria"so that she could do kind of self-assessment and understand the procedure better (Defne, 26.01.2015). Before the inspector's visit, Defne's "mentor came and asked how many points she would like", to which Defne answered "as you like" (Defne, 25.05.2015). She believed that was because her mentor "did not have an opinion about her as he had not observed her in-class performance, did not know her approach to the students or which methods she used" (Defne, 25.05.2015). In contrast, the principal observed Defne in the classroom and graded her performance highly, giving some feedback.

The inspector's field was Biology and he not only had a look at the dossier and observed the lesson but also examined the classroom, such as the cupboards separated for each classroom by Defne and the materials on the walls prepared by her students. He did not give feedback about Defne's in-class performance but tried to inform her about every aspect of the profession, making recommendations about what she needed to know better about the curriculum, objectives and the regulation. Defne found all this feedback helpful and she was pleased with his observation.

It was obvious that like Kemal and Defne, Aslıhan was displeased about the performance evaluation system and she had almost no information so she defined this as a "vague system"(Aslıhan, 27.01.2015) and at the beginning of the second semester, the continuing uncertainty about the system created a feeling of disturbance in Aslıhan, just like Defne. She stated this was a "backbreaking

process" for her (Aslıhan, 15.03.2015). By this time, her mentor had not observed her yet but the director made an observation, giving no feedback about her in-class performance. He was a Maths teacher; therefore, Aslıhan felt that was "a deficient performance evaluation as the principal did not know about teaching English"(Aslıhan, 27.04.2015). At the end of the second semester, Aslıhan was observed by both the inspector and the mentor, from whom she got high grades. The inspector also mentioned that Aslıhan "was successful, worked in order, used technology and drew students' attention during the lesson" (Aslıhan, 28.05.2015).

Just like the others, Esra was very confused about the new performance evaluation system. Like Aslıhan, she underlined the need for a process-based performance evaluation applied from the beginning of the first year to the end as "such a system cannot evaluate someone's teaching performance and it cannot be limited to one day" (Esra, 22.04.2015). Esra was not observed by her principal and mentor, like the case of Kemal; however, she felt that the principal was pleased with her performance. She was graded by the principal and mentor without being observed. On the day the inspector came, Esra had no lessons and like Kemal, they put a make-up lesson to be observed. The inspector, a German teacher himself, did not look at the documents Esra put in her dossier, which surprised her a bit. She thought "the inspector would look at the lesson plan at least and therefore, had planned the lesson minute by minute" (Esra, 26.05.2015). After the lesson, the inspector gave really good feedback to Esra and she graded herself upon the inspector's request, like self-assessment, and he gave her that grade.

While it should have been one of the strongest links in the chain of the induction process, performance evaluation of novice teachers failed in being useful for the novice teachers in this study. The requirements of the performance evaluation process were not fulfilled in most cases and teachers did not go through an efficient performance evaluation with regard to the observations to be done by the principals and mentors. Moreover, the informative feedback they should have received was mostly absent or inadequate for the professional development of the teachers.

Table 3. Summary of the Data on Teachers' Experiences with Mentors

Experiences with Mentors	
Inadequate Mentoring	
Kemal	The history teacher has acted as a mentor as from the first semester
	The history teacher has been appointed as his mentor towards the end of the year
	Feels pleased with the relationship though it was not a systematic mentoring process
Defne	Mentor has been appointed just before the inspector's visit towards the end of the year
	Has no relationship with the mentor
Aslıhan	Mentor has been appointed at the beginning of the first semester
	Feels unpleased with the relationship and little help
	Has undergone an inefficient mentoring process
Esra	Mentor has been appointed towards the end of the year
	Has undergone an inefficient mentoring process

Confusing Performance Evaluation Process	
Kemal	Feels confused and has little information about the new performance evaluation system
	Has been observed by the inspector but not by the mentor or principal
	Has received good grades from the inspector, mentor and principal
Defne	Feels confused and has little information about the new performance evaluation system
	Has been observed by the inspector and principal but not by the mentor
	Has received good feedback from the inspector and principal
Aslıhan	Feels confused and has little information about the new performance evaluation system
	Has been observed by the inspector, mentor and principal
	Has received good feedback from the inspector and mentor
	Has received no feedback about her performance from the principal
	Feels the need for a process-based performance evaluation continuing for the whole year
Esra	Feels confused and has little information about the new performance evaluation system
	Has been observed by the inspector but not by the mentor or principal
	Has received good feedback from the inspector
	Feels the need for a process-based performance evaluation continuing for the whole year

Experiences with Colleagues

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

Relationships with Experienced Colleagues: Having good relationships with colleagues turned out to be an important issue for the participating teachers as it affected their feelings towards their school and job. This relationship involved partial professional communication and collaboration as well as social interactions and personal help.

Relationships with colleagues were helpful for Kemal and Esra in getting used to the school context while the problematic relationships made the process even harder for Aslıhan. Kemal always felt that "they were like friends, both at school and outside" (Kemal, 10.11.2015). In Defne's case, the distant and unhelpful attitudes of the colleagues affected her feelings towards the school negatively. She thought "there was not a warm climate in the teachers' room as most teachers were sitting in groups and talking to those they felt closer" (Defne, 26.01.2015). Luckily, in time, she developed better relationships. It appeared that especially Defne and Aslıhan complained about the incidental help they got, where Defne mentioned she "learnt anything either from the directorship or the internet" (Defne, 12.11.2014) and Aslıhan wished "there had been a meeting for the novice teachers at school so that she would have felt safer especially at the beginning" (Aslıhan, 15.03.2015). Aslıhan usually underlined that she mostly learnt through experience, in other words, through on-the-job learning. Moreover, she "grew away from some of her colleagues because of some private reasons after she became homemates with one of them for a short period" (Aslıhan, 12.11.2015), which resulted in Aslıhan's finishing her relationship with some of her colleagues. Esra was always pleased with the friendly climate at school and stated that her "colleagues never treated her as a novice teacher and

sometimes even made her forget that was her first year" (Esra, 27.01.2015). All in all, especially Defne and Aslıhan seemed to suffer from a lack ofadequate professional collaboration among colleagues, which had an important influence on the professional development of novice teachers in the induction year.

Relationships with the Principal: All teachers' principals changed throughout the year which normally resulted in a changing pattern in their relationships. It appeared that the nature of teachers' relationships with the principals affected their adaptation to the profession in the induction process. Accordingly, while Kemal and Esra almost always had good relationships with their principals resulting in positive feelings for the profession, Defne and especially Aslıhan had more distant and problematic relationships, which made the induction year much more challenging for them. Kemal was unhappy with the extra workload the first principal loaded on him, such as extra courses like Physics and Chemistry in his weekly schedule and as he had to work even during the holiday to determine students who would be given a certificate of honor. Thus, he "sometimes felt that there were no other teachers at school except for him" (Kemal, 26.01.2015). In the second semester, when Kemal's mentor became the president, he changed Kemal's schedule upon his request and as they already had good relationships, Kemal felt "like at home" at school (10.11.2015). Defne, at the very beginning of the first semester, was asked by the first principal why she "did not complete the school roster after one month at school", in a way of criticizing, to which she replied she "did not know it as she was not told to do so" (Defne, 12.11.2014). She was also frustrated by the attitudes of the second principal as he still saw Defne as a candidate teacher at the beginning of the second year and wanted her to bring him some documents without guiding her. Like Defne, Aslıhan was not informed about the school system and therefore had little information about what she had to do. She was threatened by the principal about her internship when she "let her students leave class three minutes early so that they could catch the bus home" (Aslıhan, 15.03.2015) and when she got a report for one week. Such attitudes of the principal sometimes resulted in a deep feeling of disappointment for her. Esra had two principals in time, with whom she had good relationships although she defined the older principal as an "elder brother" while the new one as "exactly a principal" (Esra, 11.11.2015).

Either in a positive or negative way, teachers' relationships with their principals made the adaptation process easier or more difficult for them. What's noteworthy is that these relationships did not include professional cooperation or serve as guidance for the novice teachers in terms of their professional development in the induction process.

Relationships with the Novice Colleague(s): All of the participating teachers had a novice colleague throughout the year while some had one in their second semester. While Kemal and Esra had almost no or very limited relationships with their novice colleagues, Aslıhan and Defne had somewhat continuing and supporting relationships; however, this relationship depended on their personal interactions instead of a systematic relation through any orientation or mutual meetings held

for them. Novice teachers in this study did not have enough opportunities or did not go through a systematic process to come together with the other novices at their school and share their experiences or learn together within the framework of the induction process. This might have had a negative effect on their professional development process as their schools seemed to have veteran-oriented cultures instead of establishing the necessary environment for the novice teachers to develop in professional terms.

Table 4. Summary of the Data on Teachers' Experiences with Colleagues

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

Perceptions on Pre-Service Teacher Education

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

Deficiencies in Pre-service Teacher Education: Three teachers in this study graduated from education faculties while one graduated from German Language and Literature Department and later went through a pedagogic formation program to get a teaching certificate. It was noteworthy that all teachers shared similar opinions regarding the education they got and its reflections upon their first year in the profession. The most significant weakness of the pre-service teacher education was the lack of an efficient training period for the teachers in this study. Except for Esra, who was not a graduate of a faculty of education, all three teachers thought the pre-service teacher education could not prepare them for the realities of teaching and for their first year in the teaching profession; therefore, having a great influence on the difficulties they went through in the induction process.

All novice teachers except Esra thought the main reason of the difficulties they experienced in the induction process was the deficiency of the pre-service teacher education in practical terms and the artificial learning environment at faculty. The novices in this study emphasized the need for a longer, more efficient and realistic training period in order for them to be better equipped and prepared for the challenges of the first year. Kemal, finding the training practice at faculty very artificial and unrealistic, said they "felt like a fish out of water" when they started the profession (Kemal, 10.11.2015). Therefore, he always underlined the need for a realistic training period with the cooperation of universities, the ministry and schools. He expressed his opinion and feelings in the following way:

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

Defne was of the same opinion about the unrealistic and inefficient training process during pre-service teacher education as they "graduated with a deep deficiency in practical knowledge". She mentioned they had no practical knowledge regarding regulation issues, social activities at school, club works, classroom consultancy reports or ŞÖK, just like Aslıhan, and said:

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

What's more, Defne and Aslıhan even asserted that the pre-service teacher education was inadequate in teaching theoretical knowledge in addition to the practice dimension.Aslıhan mentioned the pre-service education at her faculty "mostly emphasized how to teach, especially by using technology", and was inadequate regarding other components of the teaching profession, such as using the appropriate teaching learning strategies in any situation, consultancy issues and relationships (Aslıhan, 12.11.2015). Like the teaching learning process, paper work to be done in school, extracurricular activities as especially in Kemal's case and classroom management, in which the pre-service teacher education failed in preparing the teachers for the first year, their lack of theoretical and practical knowledge on consultancy issues also had a seriously negative impact on teachers' induction process. Kemal suffered very much from highly problematic students at school. These were about ten students, who, for example, once broke the table in the classroom on the teacher's day and one of whom changed his student ID number in the attendance sheet and Kemal was not able to communicate with them, either by talking in private or ignoring. Like Kemal, Defne found herself inadequate in consultancy issues especially in dealing with frequent misbehaviors of students and when one of her student's elder sister died. She could not know how to approach her student or what to say as a teacher. Aslıhan was also confused about what to do during the lesson when "one of her students had a quarrel with another teacher in the previous lesson and had a nervous breakdown" (Aslıhan, 12.11.2015) and when one of the students attempted suicide and jumped off from the fourth floor of the dormitory. She did not die but broke her bones. Aslıhan did not know how to talk about this to other students as they were badly affected or what to do about this situation.

Unlike other teachers in the study, Esra thought nothing could be done to overcome the barriers in adaptation to the profession including a long training period or education. She emphasized everything could be learned on the job and mentioned she "heard a lot of experienced teachers feeling sorry for their students in their first year in the profession" (Esra, 11.11.2015) and thought this was the nature of this job. Teachers' experiences show that they faced most of the difficulties because of their inadequate practical knowledge in many issues regarding the teaching profession in the induction process, which stemmed from the deficiency of the pre-service teacher education in practical terms and the artificial learning environment at faculty.

Table 5. Summary of the Data on Teachers' Perceptions on Pre-Service Teacher Education

Perceptions on Pre-Service Teacher Education	
Deficiencies in Pre-service Teacher Education	
Kemal	Feels the need for a much more efficient training period
	Finds the practice at faculty inadequate despite information overload
	Feels unequipped in many respects because of pre-service teacher education
	Finds the education inadequate in teaching consultancy issues, dealing with students with serious behavior problems, dealing with parents, using appropriate teaching learning strategies in different situations and addressing different learning needs of students
Defne	Feels the need for a much more efficient training period

	Feels unequipped in many respects because of pre-service teacher education
	Finds the learning environment at faculty artificial
	Finds the education partly adequate in teaching theoretical knowledge
	The material development course and experiments have proved to be useful
	Finds the education inadequate in teaching classroom management, relationships with students and parents, consultancy issues, using appropriate teaching learning strategies and teaching performance
Aslıhan	Feels the need for a much more efficient training period
	Finds the learning environment at faculty artificial
	Finds the education inadequate in teaching how to put theory into practice but not bad in teaching how to teach
	Finds the education inadequate in teaching using the appropriate teaching learning strategies in any situation, consultancy issues and relationships
Esra	Finds the training period and theoretical information inadequate during pedagogical formation

DISCUSSION

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

The results indicated that the nature of teachers' relationships with the students changed throughout their first year, which could be attributed to their perceptions of students, their different reactions towards them or the strategies they used in establishing these relationships. Younger and his colleagues (2004) reported that novice teachers thought good teachers as building a good rapport with and having respect for their pupils, whereas bad teachers as having unfavorable relationships with them and treating them without respect. Likewise, Thompson (1998) mentions, "the most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students" (p. 6). In line with this, especially Kemal and Aslıhan wanted to be favored by their students in order for them to love the lesson more; however in time, they needed to develop more arms'-length relationships, while it was the opposite for Defne as she tried to be more understanding towards her students in later months. Thus, the participating teachers' desire to have good relationships with their students can be attributed to their desire to be good teachers in their students' eyes. Furthermore, in her study about the novice teachers in Portugal, Flores (2004) found out while some novice teachers' motivation was weakened by stress, exhaustion and loneliness, others' motivation was strengthened by strong and positive relationships with their students. As it was

the first time they were in the actual teaching environment having their first real students, the teachers in this study might have needed to feel the trust and motivation of having good relationships with them.

Classroom management and struggling with student misbehaviors turned out to be challenging areas for the novice teachers in this study and these results were supported with many research studies in the field (Corbell, Booth &Reiman, 2010; Donaldson, 2009; Dowding, 1998; Gergin, 2010; Gün, Üstünlüoğlu&Yürekli, 2010; Hertzog, 2002; Meister &Melnick, 2003; Rizza, 2011). In terms of the frequency of student misbehaviors and problematic students, Kemal and Defne were in more difficult schools compared to the others. Indeed, Kemal's feeling of desperateness when he could do little or nothing about such disturbing student misbehaviors is in line with the existing literature (Eisenschmidt, Heikkinen&Klages, 2008; Webb et al., 2004). Nevertheless, the fact that teachers in this study felt better in time in managing their classes was due to their increasing practice in the field and seeing their own strengths and weaknesses. As Ross and his colleagues (2011) mentioned, "Strong classroom management involves judgment and skills that are developed over time and with practice and novices struggle with finding the balance between nurturing students and being authoritative" (p. 7). However, misbehaviors had a negative effect on the teachers' capacity in classroom management, influencing also the self-efficacy of them, as they were left on their own to develop strategies to manage student behaviors and their classes. This lends support to earlier work as a great many novice teachers report insufficient training and very little help from their colleagues or mentors in building positive and productive classroom climates (Baker, 2005).

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

The results of the study indicated that the participating teachers had difficulty and felt inadequate in using the appropriate teaching learning methods and techniques in the classroom, which is found to be consistent with some studies in the literature (Çakmak, 2010; Gordon, 1991; Yalçınkaya, 2002) while inconsistent with the study conducted by Öztürk and Yıldırım (2013), where more than half of the novice teachers never or rarely felt insufficient in the issue of teaching strategies and with the study of Henning and Gravett (2011), where more than half of the novices mentioned they used a variety of teaching methods well or very well. Although Kemal tried to use more group work in the second semester in some topics, the main teaching method he employed was direct instruction, just like Aslıhan, who had difficulty in using different teaching methods and strategies and tended to turn to traditional methods. Indeed, this result was also supported with the literature as without adequate support, novice teachers were found to turn to the traditional teaching approaches, namely teacher-centeredness, for a number of reasons in some other research studies (Feiman-Nemser, 2010; Gergin, 2010; Kartal, 2006; Uugwanga, 2010; Yılmaz&Tepebaş, 2011). To illustrate, "high-stake accountability policies (Valli&Buese, 2007), contrived collegiality (Hargreaves, 1991) and other job stressors (Veenman, 1984), to name a few, may encourage contexts that require teachers to relate to their students differently and implement pedagogies that conflict with their views of best practices" (as cited in Confait, 2015, p. 3). In this study, the reasons for turning to traditional methods were inadequate support from mentors or experienced colleagues, unmotivated students, concerns for covering the curriculum and technological or social limitations for the teachers.

Another challenging area for the novice teachers in this study was student assessment, which seemed to be in line with the literature (Badali, 1996; Darling-Hammond et al., 2002; Ewart, 2009; Kane et al., 2012; Lundeen, 2004; Veenman, 1984).All teachers in the study went through some kind of a process of change in terms of student assessment in accordance with the rules and principles that should be followed in schools in relation to student assessment and with a better knowledge of their students. Nevertheless, this change was more noteworthy in Kemal and Defne's cases.

Building positive and effective relationships with parents appears to be challenging and problematic for Kemal and Defne, while Aslıhan and Esra nearly had no problems due to their rare encounters with the parents. Therefore, the results about parental relationships were somewhat in line with the related research that showed that most novice teachers suffer from problematic relationships with parents, and it is a critical and serious issue for them (Avalos &Aylwin, 2007; Badali, 1996; Cherubini, 2007; Dickson, et al., 2014; Hobson, et al., 2009; Jarvis&Algozzine, 2006; Meister&Melnick, 2003; Veenman 1984).Defne always complained about the indifference of parents and both novices saw that parents put all the responsibility on teachers and tended to accuse them in case of any incident. This seems to be in line with the literature as novices generally suffered from the lack of support from parents and their indifference for their children's learning (Feiman-Nemser, 1983; Veenman, 1984). Indeed, as Veenman (1984) mentioned, they suffered from "parents'

insufficient support for their ideas, and ... the parents' lack of confidence in the beginning teachers' competence" (p. 156).

The results indicated that mentorship was a weak chain in the induction year of the novice teachers in this study and they did not go through a structured mentoring process, which seems to be in line with many other studies conducted in the field (Flores, 2006; Martinez, 1994; Mazibuko, 1999; Ulvik, et al., 2009;Veenman, 1984).This resulted in their survival on their own or mostly with the help of the internet in their first year in the teaching profession, experiencing problems from feeling isolated to lacking support from experienced colleagues and mentors (Lunenburg, 2011).Unfortunately, the situation of the novice teachers in this study in terms of receiving effective mentoring was echoed in related research as they mostly worked out of sight and sound of the other teachers, preparing their lessons and materials on their own (Marshall, 2009) and struggling individually to work out their problems regarding instructional, curricular or behavioral management issues (Inger, 1993), which resulted in their struggle without any structured mentorship, help from experienced colleagues or any opportunities to learn cooperatively from other teachers in the induction process.

Within the framework of the performance evaluation system, classroom observation of teachers in the first year appears to be an area not well structured. On top of all the differences and unsystematic observations faced by teachers, the changes by the MONE in the new teacher performance evaluation system made the process more unclear for the teachers. As a result, teachers were not able to make full benefit of the observation and performance evaluation process they deserved and this could be one of the sources of the problems they experienced in classroom management and teaching methods they used in class. As an attempt to draw attention to the importance of observations, Guskey (2000) states that classroom observations, which should include stages of pre-observation interview, observation, post-observation interview and evaluation of the process, can prove to be very useful if teachers are observed in their classrooms and supervised, as the learning of their students can considerably improve and they can develop in professional terms (as cited in Bümen, et al., 2012).The lack of effective supervision, feedback or support during the induction process is a common problem echoed in many studies (Ewing & Smith, 2003; Martinez, 1994; Rizza, 2011) which leaves novice teachers in a paradox about how their teaching can be assessed properly and how they can develop in professional terms recognizing their strengths and weaknesses in their first year in the profession.

Although a number of studies in the literature show that novice teachers have poor collegial relationships and suffer from kind of isolation during their first year (Carroll & Fulton, 2004; Hobson, et al., 2009; Johnson, 2004; Karsenti&Collin, 2013; McCann, Johannessen, &Ricca, 2005; Yılmaz&Tepebaş, 2011), the results of this study were half in line with them. While Kemal and Esra had exceptionally good relationships with their colleagues and principals, relationships with

colleagues and the principal was challenging for Defne and Aslıhan. Both of them felt themselves isolated in their relationship at first as "in many schools the prevailing culture is individualistic rather than collegiate, encouraging conformism and inhibiting the acquisition by probationers of their own teacher identity" (Ashby, et al., 2008, p. 41). The limited and somewhat negative relationships of Defne and especially Aslıhan with their colleagues and principals directly affected their feelings towards their school, which acted as a significant stressor during the induction process, in a way distancing them from the other teachers and school management and feeling the pressure of surviving on their own. Similar to their need to learn together with the other novices in a cooperative environment, Feiman-Nemser (2003) asserts that novice teachers "long for opportunities to learn from their experienced colleagues and want more than social support and instructions for using the copying machine" (p. 28). It was noted that all novices in this study got incidental help from their colleagues and mentors if ever, and if they did not ask, almost no once came and asked if they needed any guidance and help. This lends support to a large body of literature that highlights the importance of having positive relationships with and getting support from the principal and colleagues during the induction of novice teachers (Boyd et al., 2009; Feng, 2006; Ingersoll, 2001; Johnson & Birkeland, 2003; Loeb, Darling-Hammond & Luczak, 2005)since this could have a significant influence even on novice teachers' retention decisions.

In agreement with the other studies, the teachers in this study reported a conflict between what they learned during pre-service education process and the real school environment (Awender & Harte, 1986; Barrett Kutcy & Schulz, 2006; Gömleksiz, et al., 2010; Mandel, 2006; Nahal, 2010; Öztürk, 2008; Ulvik, et al.,2009; Yalçınkaya, 2002). Likewise, Senemoğlu (2011) reported practice teaching was found to be the most inadequate aspect of pre-service teacher education by teacher candidates and Eret (2013) reported some deficiencies with regard to teaching practice and allocation of much more time to theoretical knowledge in comparison to teaching-related courses in a study conducted with teacher candidates.

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

Calling for a need for longer periods of training, the demand of novice teachers in this study is supported by Melnick and Meister (2008), as they mentioned "doing school cannot be simulated in the university classroom, and one intensive field experience cannot equip pre-service teachers with the essentials to succeed in their own classroom" (p. 53).Furthermore, the teachers' call for realistic training in a partner school is echoed in the study conducted by Darling-Hammond (2007) as she recommended establishing "teaching schools partnered with universities" for more efficient practical learning for novice teachers (p. 73). Drawing attention to the importance of practice during pre-service teacher education, Baumgartner, Koerner and Rust (2002) described the training period as, "a complicated emotional and interpersonal experience that is often critically important to the making of a teacher" (p.36).As stated by Akyeampong and his colleagues(2011), if pre-service teacher education programs can be more closely related to the realities of classroom practice and student teachers can be more exposed to school materials while they are learning how to teach, this might narrow the gap between theory and practice (as cited in Deacon, 2012, p. 23) and this should be a well-known fact that teacher candidates acquire the necessary skills and knowledge to be able to teach, to a great extent, through an efficient practice and mentoring during pre-service teacher education (Caires& Almeida, 2005).

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