

An Evaluation of the New Teacher Induction Program in Turkey through the Eyes of Beginning Teachers

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Abstract

Aim of this study was to explore and compare beginning teachers' experiences and evaluations about the new teacher induction program put into practice by the Turkish Ministry of Education. According to the directive and training program announced by the Ministry of Education on March 2nd 2016, the teachers who were appointed in February, 2016 took part in a teacher induction program in schools where they experienced real classroom settings by way of observations, planning and preparation of teaching materials, demo-teaching practices and school life processes under guidance and supervision of their mentors for 14 weeks. The core components of the induction program included a) classroom practices, b) school practices, c) non-school practices to be completed by the second week of June, 2016. Thus, the focus of this study is on the content of the first 14 weeks of the program. The research design is qualitative case study which seeks to understand participants' experiences and the evaluations. Purposeful sampling strategy was adopted to get a deep understanding of the research topic and the interviewees were chosen from high school teachers. Data were collected in the province of Van, Turkey in June, 2016 via semi-structured interviews and the number of participating beginning teachers is 8. Analysis was done through content analysis, deciphering and finally reaching at thematic statements based on beginning teachers' positive and negative perceptions and accounts of the formal induction program.

Keywords: Teacher Induction Program, Beginning Teachers, Teacher Training

1. Introduction

Education is the one of the most fundamental means to shape and prepare a society, its institutions and members for a prosperous future. To make most out of the formal education, schools operate and function as a venue to transfer the scientific, cultural, political and economic knowledge to new generations. This brings forth the agency of well-equipped teachers and the importance of effective training programs for all teachers notably beginning teachers. Research literature has shown that teachers content mastery in their subject areas, and their expertise in conveying this content knowledge to students is one of the most guiding factors effecting student learning (Chennat, 2014). Initial teacher preparation programs offer underlying experiences and practice to some degree, however, becoming a successful teacher also requires contextual knowledge and experience which can only be accessed and learned in the classroom settings (Feiman-Nemser, 2003). Research focusing on pre-service and in-service training and teacher concerns has indicated that teachers often believe in the need for additional training to be successful in the classroom (Stair, Warner & Moore, 2012). From this stance, the first year is the most developmental period in a beginning teacher's career, hence provision of support is indispensable for the fact that beginning teachers tend to develop competencies, confidence and skills that will make them happy and successful in the job (Bubb, 2007). The first years of teaching is also an all-important time in that beginning teachers grow their own teacher identity (McCann & Johannessen, 2004) and the ideal type of a teacher they want to reach along with methodologies they must adopt to become this desired teacher (Cook, 2009; Koehler & Kim, 2012).

Working autonomously in individual classroom, novice teachers may lack easy access to more experienced educators for most of the time. In the process that beginning teachers develop their teaching identity and attune to the profession, they need support for they encounter many obstacles and challenges during early years of their career (Boone & Boone, 2007; Cook, 2009; Koehler & Kim, 2012). Researchers have identified many obstacles that novice teachers need to cope with. Some researchers indicate that beginning teachers face challenges mainly with classroom management, and administrative support (Boone & Boone, 2007; McCann & Johannessen, 2004; Bang et al., 2007; Stair et al, 2012). Similarly, some of the most significant challenges faced by beginning teachers are exemplified as classroom discipline, student motivation, assessing student work, relationships with parents, the structure of schools, isolation, reality shock, cultural adjustment, inadequate resources and support, lack of time for planning and interaction with colleagues, difficult work assignments, dealing with stress, lack of orientation and information about the school system, and institutional practices (Veenman, 1984; Stair, Warner & Moore, 2012; Britton et al, 2003; Darling-Hammond, 2003). Some sort of professional development activities have been employed in many countries to overcome such obstacles. In order to better address the concerns of

and difficulties faced by new teachers, schools endorse induction programs to build a professional culture of collaboration and problem solving (Feiman-Nemser, 2003). Research indicates that well-designed induction programs can make a difference in retaining beginning teachers and promoting student success (Ingersoll & Kralik, 2004; Ingersoll & Smith, 2004; Wong, 2004, Koehler & Kim, 2012).

Within this frame, the objective of this study was to evaluate both positive and negative aspects of the new induction program in Turkey based on beginning teachers' opinions with an emphasis on the first 14 weeks of the program. For conceptual clarification within this study, induction refers to "the formal training for easy adaptation to profession and to the school setting". While pre-service training is usually understood to be part of college education and for student teachers, induction is for those college graduates who have officially been designated as state teachers. As these teachers have recently been officially appointed and are in their first year of teaching, they have been denoted as "beginning teachers". The fundamental research question is "How do beginning teachers evaluate the new induction program from positive and negative aspects based on their experiences?"

2. Literature Review

Easily noticed in the school improvement and teacher development literatures, there has been a growing focus on support, guidance and orientation programs known as induction for beginning teachers during the transition into their first teaching jobs (Ingersoll & Smith, 2004). Although there are varied and sometimes confusing definitions of induction in the research literature, it should be made clear that teacher induction is distinct from both pre-service and in-service teacher training programs. While pre-service refers to training and preparation for candidates prior to employment, in-service training encompasses additional upgrading during employment. In essence, induction programs are not additional training but are particularly designed for those who have already completed basic training. These programs are often conceived as a bridge from student of teaching to teacher of students (Smith & Ingersoll, 2004; Ingersoll & Strong, 2011). Induction can be defined as "a process of initiating new teachers into their new roles, both as teachers and as members of the school organization" (Kessels, 2010). On a broader scale, it builds on the knowledge and skills that new teachers bring with them from their initial teacher education programs, and involves both socialization into the teaching workplace and ongoing professional learning opportunities to help them to adapt to the challenges and realities of teaching in school (Cameron, 2007; Breaux & Wong, 2003). A rudimentary component of most teacher induction programs is mentoring, which includes matching experienced teachers with novice teachers to support them to survive and develop as professionals (Wong, 2004; Ingersoll & Kralik, 2004). Owing to cultural differences and local policies, goals and content of induction programs may differ in various countries. Nevertheless, it is widely agreed that induction programs are essential, for the fact that even a very comprehensive initial teacher education program cannot entirely prepare prospective teachers for their job (Britton et al, 2003; Kessels, 2010).

Various research has uncovered that over the past two decades, participation in teacher induction programs has increased substantially. As of 2011, 27 states of the US required that all new teachers had to participate in some form of induction program, 15 states had established formal induction program standards, and 11 states required induction and mentorship for all first- and second-year teachers (Goldrick, 2012; CCSESA, 2016). Much as the scope and intensity of induction programs vary significantly between districts and states, a comprehensive induction program generally includes all of the following components (CCSESA, 2016):

- a) Formal or Informal Orientation. This first component includes basic school procedures and policies such as how to order supplies, how to fill up reports, how to organize a classroom, and where to find instructional resources.
- b) Mentoring. Mentors and beginning teachers are required to meet in person periodically to review what progress has been made and discuss challenges. Mentors conduct observations and assessments and provide feedback to the mentee.
- c) Professional Development. The third and last component incorporates the opportunity to involve in ongoing learning through coursework, in-service development, and/or participation in professional learning communities.

According to Britton et al. (2003) who reported on the induction programs of Switzerland, Japan, France, China, and New Zealand in a 4-year study, even though the approach to the induction of new teachers in the five countries is diverse and disparate, they do have three major similarities:

1. Comprehensiveness. Induction programs of the stated countries are highly structured, comprehensive, rigorous, and seriously monitored. Roles are well-defined, such as roles of the leadership personnel: staff developers, administrators, instructors, mentors.

2. Professional learning. The second similarity in the induction programs of the five countries is that each focus on professional learning, and delivering growth. These countries consider their induction program to be one part of a total lifelong professional learning process.

3. Collaboration. Collaboration is the basic tenet of each of the five induction programs in which there are shared experiences, shared practices, and a common language among all colleagues. What's more, it is the function of the induction to flourish a sense of group identity and treat new teachers as colleagues and cohorts (Wong, 2004).

Concluding from an international study about diverse examples of comprehensive induction programs, Britton et al. (2003) found that induction programs consist of:

1. Close contact with a mentor: Assigning a beginning teacher to a mentor may lead to more effective teaching in the early years as novice teacher learns from guided practice rather than from trial-and-error alone, which could be costly and time consuming.

2. Collegial relationships with other novice teachers: Peer support allows new teachers to interact, collaborate, and solve problems within a cooperative environment, creating a professional network.

3. Reflecting on one self and others: It is widely agreed that a reflective stance, personally and professionally, is relevant to shaping an analytic teaching perspective.

4. Observing other teachers: Observation of peers and other colleagues inside and outside the school may result in new and productive insights (Kessels, 2010).

The influence of induction programs on teaching practices, teacher development and on student learning has been investigated in a number of studies. It has been shown that induction programs are not only relevant to beginning teachers' well-being they also contribute to beginning teachers' feelings of being supported and being part of the school (Kessels, 2010). In addition, studies suggest that assistance provided to new teachers has a positive impact on teachers and their retention (Ingersoll & Kralik, 2004).

Examining teacher induction programs, education researchers Ingersoll & Strong (2011) published a meta-analysis of 15 empirical studies conducted over the previous 25 years. They found that, despite varying program components and intensity, induction programs have a consistently positive impact in three areas: 1) Taking part in induction programs increases the likelihood that a teacher will remain in the field. 2) Beginning teachers who participate in some form of induction are more effective in various aspects of teaching including getting students on task, developing lesson plans, promoting effective student questioning, designing classroom activities in line with student interests, keeping classroom atmosphere positive and demonstrating successful classroom management (Ingersoll & Strong, 2012). 3) Students of beginning teachers who have taken part in some induction generally have better scores and larger gains on academic achievement tests (CCSESA, 2016).

In their study, Ingersoll and Smith (2004) noted that the strongest forms of support for the beginner teachers were having a mentor from the same field, having common planning time with other teachers in the same subject, having regular collaboration with other teachers, and being part of an external network of teachers. That is, teachers who received these supports were significantly less likely to depart their school at the end of their first year.

As regards the negative impacts, high rates of teacher turnover can hinder the development and continuation of a learning community. In turn, poor community in a school may have a negative effect on teacher retention. Hence, high rates of beginning teacher turnover represent a problem in two dimensions. First, they worsen school staffing problems and perennial shortages and in the second place, this form of organizational instability is likely to be related to organizational effectiveness (Ingersoll & Smith, 2004).

2.1 The New Teacher Induction Program in Turkey

Any graduate who has a bachelor's degree from an education faculty can apply to become a state teacher. Graduates of other faculties must obtain a pedagogic formation certificate to meet the criteria to apply for a teaching post. What's more, all graduates have to take the KPSS exam, which is a qualifying and selection exam for candidates to fill vacant positions offered by the state. State teachers have been traditionally employed by the Ministry of Education. Public schools do not have the right to recruit teachers.

According to the directive and training program announced by the Ministry of Education on March 2nd 2016, the beginning teachers who were officially appointed in February, 2016 had to take part in a teacher induction program. Item 5 of Part II in the directive summarizes the content of the induction/training program. Newly appointed teachers shall have a training period of six months, the program of which has been prepared by

the ministry. The beginning teachers need to complete the components of the training program, namely a) classroom practices, b) school practices and c) non-school activities during the first 14 weeks in addition to in-service training sessions. Beginning teachers cannot be given classes and guard duties without the company of their mentor teachers (MEB, 2016).

As the focus of this study is on the core that is the first 14 weeks of the teacher training program, it is mandatory to provide a detailed work flow of tasks during this period starting with classroom practices component. For the first 6 six weeks of the 14 weeks, beginning teachers must have 3 hours of class observation and 3 hours of lesson planning, pre-preparation and evaluation for 3 days per week. For the next 8 weeks, they must teach 3 classes and spend 3 hours on lesson planning, pre-preparation and evaluation on daily basis for 3 days per week. School practices component include observing and taking part in school's social, economic, cultural and administrative processes for one day per week during 14 weeks. These activities aim at orienting beginning teachers with the works of school directors which include attendance and exam results entry on to the e-school system, personal data entry and update via MEBBIS, keeping a personal staff file, creating official correspondence, document filing, and other aspects of school management. Non-school activities which include visits to nearby public and private institutions will take place for one day per week for 14 weeks, too. This means, beginning teacher have to be at school 4 days a week. They will have a total work flow of 330 class-hours, and they will be supervised by their mentors in the meantime.

There are also suggested books and movies about education, educational systems and teaching profession by various producers and authors worldwide. Beginning teachers are required to choose 10 books and movies and reflect upon, compare and contrast after watching or reading them. Relating to paper work, beginning teachers have to fill in the required forms in a detailed way as regards their observations, practice and reflections about what they have experienced.

3. Methodology

This study employs qualitative case study design. Case study research allows for an exploration and understanding of complex issues enabling a researcher to closely examine the data within a specific context (Zainal, 2007). Case study is a robust research method particularly when a holistic, in-depth investigation is required based on “why” and “how” sort of research questions (Yin, 2009). Through case study methods, a researcher is able to go beyond the quantitative statistical results and understand the behavioral conditions through the actor's perspective (Zainal, 2007). When a study consists of more than a single case then a multiple-case study design is adopted. This often calls for multiple experiments where the context is different for each of the cases. A multiple case study will allow the researcher to analyze the issue within each setting and across settings and to replicate findings across cases (Yin, 2009; Baxter & Jack, 2008). In this study, each of the beginning teachers is treated as “the case” because case is the “unit of analysis” (Baxter & Jack, 2008) and the individual teacher's experiences about the induction period are examined. Including 8 cases (teachers) in the research makes it multiple case study research. Through triangulation of cases, multiple-case design enhances and supports the previous results which helps raise the level of confidence in the robustness of the method (Yin, 2009; Zainal, 2007).

3.1. Participants

To select participants, a purposeful sampling strategy, namely snowball sampling, was adopted. Purposeful sampling is a technique widely used in qualitative research to identify and select information-rich cases for the most effective use of limited resources such as time and money (Patton, 2002; Palinkas et al, 2015). It demands identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with the phenomenon of interest (Creswell, 2009; Patton, 2002). Snowball sampling works on a reference mechanism and is used to identify cases of interest from sampling people who know people that generally have similar characteristics (Palinkas et al, 2015). So, the researcher made use of his contacts to find a beginning teacher and to find more participants, each beginning teacher was requested to refer to some other new teachers from various contexts. The number of participants is 8, the characteristic of whom were given in the table below.

Table 1. Information on the characteristics of participants

Code	Gender	Subject/Field	Degree	Appointed officially as a teacher to a	Experiences the induction program at
A1	<i>Female</i>	Counseling	B.A.	Middle School	Religious Voc. High Sch.
A2	<i>Male</i>	Informatics	B.A.	Middle School	Vocational High School
A3	<i>Male</i>	English	B.A.	High School	Vocational High School
A4	<i>Female</i>	Biology	B.A.	Special Educ. High Sch.	Vocational High School
A5	<i>Male</i>	English	B.A.	Middle School	Science High School
A6	<i>Male</i>	Biology	M.A.	Vocational High School	Science High School
A7	<i>Female</i>	Turkish Lit.	B.A.	Vocational High School	Anatolian High School
A8	<i>Male</i>	Geography	B.A.	High School	Anatolian High School

3.2. Data Collection

Data were collected in Van (Turkey) through face-to-face interviews with 8 beginner teachers at their school sites during June, 2016. The instrument is a semi-structured interview form with questions to cover different aspects of the induction program. The questions were prepared by the researcher with a focus on the content of the induction program to analyze the experiences of participant beginning teachers. Pilot applications were made with two teachers not included in this study. Before interviews, participants were given information including the aim of the study, data collection, data analysis and the interview protocol. They were assured that their privacy would be protected by not using the true names but the corresponding codes. All interviews were audio-recorded with prior oral consent by the participants.

3.3. Data Analysis

All audio files were transferred onto a specific folder on PC and renamed with corresponding codes given to participants. Then the audio files were transcribed carefully into a MS Word file where all interview questions were organized in such that participants' answers could be placed underneath in order. Thus, it was easier to comprehend and compare similarities and varieties in participants' comments. The next step was qualitative content analysis based on words and sentences categorized by their meaning.

4. Findings and Discussion

This study evaluated the new teacher induction program in Turkey through the eyes of beginning teachers based on the both positive and negative dimensions. The first question within the scope this study was if there was a waiting period between college graduation and recruitment as a full-term teacher to shed light on what sort of a process college graduates go through before starting work. University graduates in Turkey must take the KPSS exam to qualify as candidates for state posts like full-term teaching. The exam has questions in general culture, general ability and education sciences. Based on beginning teachers' explanations, it is clear that eight teachers all had to wait for at least one term before they were appointed. The reasons are -as they emphasize- not being able to get a sufficiently high score in KPSS exam and the rather limited quota for the number of teachers to be employed by the state. They either attend KPSS prep courses or start teaching classes for about four months on a temporary contract earning only one-third of the amount that a contracted teacher does. Beginning teachers' accounts are as follows:

I was expecting an appointment in September (2015) however I was recruited in February (2016), so I waited for one term. (A1)

I graduated in June but I could not get employment in September as my KPSS score was not sufficient. I was recruited in February (2016), that is, I had to wait for one term. I did work at a school on a temporary contract in the meantime. (A2)

Graduating in June, I was appointed in next February. During that waiting period, I prepared for MA and attended KPSS course. I wasn't expecting appointment. (A3)

I finished college in June and was recruited in next February. In between, I worked as a temporary teacher. (A4)

I graduated from college in 2013, and I was not able to get employment in that year and the next. I taught classes at a private school for that year. (A5)

Upon graduating from college, I started my MA studies. Also, I worked as a teacher for four years on a temporary contract. Later, I completed my service in the army and found a job in a bank. The hard working conditions made me decide to choose teaching as a profession. I enrolled in the pedagogic formation program and was appointed by my KPSS score. (A6)

I graduated from the college of Science and Literature in 2009. In 2011, I completed pedagogic formation program. In the same year, I taught classes for a short time as a temporary teacher. Later, I prepared for the KPSS exam in 2013 and 2014. I could not get a post in 2015 despite my relatively high score. (A7)

I am a graduate of faculty of Science and Literature. I graduated in 2008, and in the same year, I got my pedagogic formation certificate. I was appointed as a full-term teacher in February, 2016. The gap between graduation and appointment is almost 8 years. (A8)

The second question asked beginning teachers about their reactions and feelings upon appointment. We can infer that beginning teachers had mainly positive reactions when they got the news that they had been appointed as teachers. Thus, they became state staff, which is a most desirable gain for all college graduates in return for all efforts taken up during college years. It is noticeable that although the intensity of excitement for new graduates is immense in the form of "surprise", teachers who had to wait for appointment for a long period of time did not show a high level of enthusiasm perhaps because they had already found a job and got accustomed to working in private sector. As stated before, KPSS score and recruitment quota are important factors in teacher employment in Turkey.

I felt so happy. I had expected to be appointed in September, but the quota was limited which came to me as a shock. However, I managed to get in the list of appointed teachers in February. (A1)

I was really happy very much. Those feelings cannot be told but experienced. So far, I can say that teaching has been a great job for me. (A2)

I wasn't expecting it. It was really surprising and comforting for me. (A3)

I became very pleased because I had been striving for it for years. It's wonderful to approach the profession. (A4)

Sure, there was a feeling of content as you become state staff, but it did not last for long as I was accustomed to that atmosphere. I had worked in private sector. (A5)

I cannot say I was deeply happy due to a long waiting period. All the experiences I lived during those years left me with little excitement and strength. (A6)

Honestly, I was not that happy. After waiting for 7-8 years for an appointment, the intensity of emotions has faded. The number of teachers to recruit on our subject was so little for years. I was almost hopeless. (A8)

Third question focused on their experiences and feelings on the first day as a teacher. Beginning teachers had their first step in to an unfamiliar world with confusions and hesitations. Three of the teachers interviewed said that they had teaching experience before and it helped them ease the worries and stress. However, for most new teachers, first day at workplace sounded troublesome and fearful causing complex feelings, which indeed could be overcome with a welcoming approach by either the school management or other teachers and mentors.

When I came to school, I met the principal first. Most of my day was spent on bureaucratic processes such as preparing official documents to register and start my job. I could not actually live the excitement. (A1)

On the first day at school, I wasn't sure about what to do and how, so I was worried. There was an obscurity, which was frightening for me. I talked to the principal first and was enlightened on what was expected of me. I was introduced to teachers and my mentor. (A2)

I was excited and had hesitations for I was about to enter an atmosphere that I did not know. I was walking my first steps into the profession. However, upon meeting teachers and seeing the working climate, my hesitations disappeared. The warmth with which teachers approached me influenced me deeply in a positive way. Thus, I could adapt to the teachers and workplace easily. (A3)

As I had experienced teaching for a term on a temporary contract before appointment, I did not find my situation so strange. I felt as if I had left that school and come to this one. (A4)

I had already taught classes at primary school on a temporary contract. My worries gathered around

the profile of students as they were high school students with whom I did not have enough experience. (A7)

I had already known a few of the teachers working in this school. I did not have so much excitement. It came to me like changing workplaces. (A8)

The forth question inquired into how beginning teachers assessed the new training program based on the positive aspects from their perspectives. The components of assessment were classroom practices, school practices, non-school practices, and suggested books and films. As for classroom practices, all beginning teachers expressed that more or less they benefited from the program. They learnt and practiced how to prepare lesson plans and instructional materials, manage the classroom effectively, use their voice controllably, manage time, make use of smart board for increased interactivity, and understand student behavior. They had many opportunities to test various teaching techniques and methods to see what works and what not with the assistance by their mentors. In addition, they had chances to fill in the gap between theory-based training at college and practice at school. As stated by researchers teachers' sense of preparedness is significantly correlated to their perceived teaching efficacy. Teachers feeling poorly prepared are also more likely to teach only until "something better comes along" (Darling-Hammond, Chung, & Frelow 2002). As for having experienced mentors, there is a shared underlying assumption that one does not learn to teach alone. One can tap into that collective experience of the profession through close contact with a more experienced teacher (Britton et al, 2003).

We were endowed with theoretical knowledge at university more about psychological counseling and we had counseling with individual interview sessions. We had little classroom experience. However, now, at school we are confronted with classroom guidance as well and I have had difficulty in directing a crowd of students in classroom settings. Classroom applications are very different from individual counseling. From this standpoint, acquiring classroom experience is noteworthy as the benefit of this induction program. Also, I got familiar with many forms such as yearly guidance work-plan, paper records of counseling sessions, and those forms to be filled for special education students. We did not know those forms at university. (A1)

During the first 6 weeks, I observed my mentor in classroom for 9 hours per week. For the later 8 weeks, I prepared teaching materials and taught classes where the mentor evaluated my performance. I felt there had been distressing burden on my shoulders in the first few classes that I taught. Knowing that my mentor would be observing my class increased my worries. I finished my teaching task earlier than I was supposed to. With more practice, I was able to improve my time management skill. So, the induction program was beneficial but maybe without the presence of a mentor, it could be much better. Class performance evaluation could be made by students. (A2)

During observation period, I took notes about my mentor's classroom management and teaching techniques which eventually helped me develop a lot. Taking my previous experience and what I learnt from my mentor into account, I believe I taught classes effectively. I also improved myself in material preparation and smart board applications. During first classes, my voice was not loud enough as I felt excited. I also had problems with time management as I ended my first classes before actual time. In the process, I gained more experience and fixed all. (A3)

We had a chance to work with very precious mentors who had 15-16 years of experience. I learnt many things from my mentor and other teachers. This is really important. (A5)

Understanding in-classroom applications, class and time management, making sense of student behaviors and effective teaching methods are the most important gains of the program for me. (A6)

I had some degree of experience in teaching a lesson, classroom management and preparation of exams beforehand, nonetheless, having high school students was a different situation for me. I feel fortunate that I had a mentor to guide me and that I did not have to teach on my own. I learnt a great deal about what works in class and what not. I truly believe in the benefits of the induction process. (A7)

Part of the forth question is related to positive evaluations of school practices. School practices are mainly the formal works which must be done by school administration. Those formal works include attendance data input, maintaining official correspondence with other schools and institutions, calculating amount of money to pay teachers for extra classes, filing and keeping staff documents, and use of e-school student management and MEBBIS online staff data management systems. It seems obvious that beginning teachers got an idea about and learnt how to cope with many of administrative tasks by working closely with school management one day per

week for a period of 14 weeks.

For one day per week, I worked with the principal and vice principals. I got familiar with administrative works of a school. I learnt to a great extent how to compose official writing, enter students' attendance data and how to use e-school and Mebbis online management modules. Still, I think too much time was allocated for this and it could be decreased.(A3)

I learnt what a school principal usually does and how he spends his time at school as regards administrative works. I observed and worked with vice principals to keep a track of attendance, calculate amounts of additional classes per month to pay teachers and organizing and keeping all incoming documents in their respective folders. (A5)

I understood that school managers did not sit in their room doing nothing. They do a lot. (A7)

Non-school practices were activities that needed to be completed out of school including visits to other institutions, schools, public institutions, historical and natural surroundings. What non-school practices aim to achieve was adaptation to social-cultural context where the school was located. Based on participant accounts, it can be noted that although beginning teachers think these activities were useful to some extent for introductory adaptation, they were not of great influence.

As for the non-school activity, beginning teachers gathered and met with other beginning teachers coming from other cities and regions. We visited some other schools and public institutions. We also had an opportunity to see historical and natural sites to know and feel part of culture more. (A5)

This process is aimed at facilitating both teacher training and adaptation to local settings. We toured around different places like the historical castle, the governorship and theatre building. There was not much to do. (A6)

The goal of this activity was to get beginning teachers acquainted to the social, natural and cultural context. We had excursions to a few places like the island, the castle and some institutions. We didn't have a lot to do. (A3)

The last part of the fourth question is related to the suggested books and films. Teachers found the books and films as contributing to their professional development as they open up a base for understanding individual and collective efforts put into schooling, student needs and behaviors as well as constructive teaching processes from different cultural perspectives through examples. Teachers' comments are given below:

Beginning teacher needed to select five books to read and ten films to watch and finally reflect upon them in a report. To me, this activity was informative. Out of the books I read, I was mostly influenced by *The Country of White Lilies*. I take it important that farmers, villagers, teachers and the whole community tried to increase their education level. I also liked *3 Idiots*. They defined the causes of failure well such as exerting pressure on students, not giving sufficient time, and not allowing them to try new things.(A2)

I had already watched many of the films. The books *The Ignorant Teacher* and *The Country of White Lilies* and the films "Like Stars on Earth" and "Good Will Hunting" were influential. The messages given in the books and my opinions were similar. I agree that the books and films contributed to my professional development in terms of understanding institutions and individual behaviors.(A3)

I think the books and films have positive returns on me. I am lucky to have watched these films. (A7)

I am not actually a bookworm, but I liked the list of books to read and I truly believe in the benefits of them. I was able to evaluate both positive and negative points of view on education and teaching. (A8)

The fifth question of this study is about the negative aspects of the induction program based on beginning teachers' views. Beginning teachers were given the opportunity to participate in the training program where they normally inhabit, so they did not have to participate induction at schools they were appointed to which collected a great deal of criticism about being unfruitful and useless. The induction program was also criticized against having ambiguities without much consideration, which could be attributed to its being implemented for the first time. However, the most talk was gathered around the similarity of the program to the internship practices at college and excess of forms to be filled in. Most of the teachers mentioned that paper work was too much and it was simply a waste of time and resources to fill up so many forms. Beginning teachers also complained about their status with students and the misfit between the school type of appointment and the school type of induction.

There are some uncertainties in the work plan. It would also have been more functional if beginning teachers had received this training program in schools where they were appointed. It could have provided us with a plus in knowing and experiencing the locality of school. (A1)

This process should have been implemented where the teachers were appointed for full term service, because the teacher actually needs to learn about his/her school and students for an easy adaptation and effective teaching outcomes. What's more, we participated in almost the same training process during our initial training at university. This place is my hometown already and I don't think it contributed to me.(A2)

This process seems to be unplanned and hasty. It could be implemented by combining the current program with internship/pre-service training at university.(A3)

At my school that I was appointed as a teacher, there are hearing-impaired students. But in my current training school, students do not have such obstacles. I mean my target populations are so varied, even contrasting. (A4)

There was confusion about our position and status. We were seen as having different statuses among teachers and students. Some thought we were pre-service student teachers coming from university, some thought we were inspectors and some others regarded us as older brother/sisters. (A6)

My mentor introduced me as a real class teacher and after that I felt safe and secure. (A7)

There is too much paper work. It is unnecessary to have so many forms. Forms could be filled weekly or monthly but not per class observation and per activity. It is a waste of expense and time. The training forms and files should be reproduced in 3 copies. In addition, there are no rewards or returns for mentors, which is not fair. (A8)

The last question made beginning teachers compare the training program and the internship in the last year of college education based on similarities and differences. Beginning teachers mostly think the two training programs are similar in that they both are focused on classroom management, teaching techniques and material preparation. That's why some of the participants see that one of the two programs is unnecessary and should be either removed or combined with the other. However, the greatest difference was spotted on internship being rather theoretical and short-lived and induction program being more practice-based, informative, and providing rich experiences with a supervising mentor. Britton et al, (2003) stated that teacher-training universities have been criticized for their strong emphasis on academic training and limited attention to pedagogy. This reflects a long-standing proposition that teachers cannot be prepared by university programs alone: graduates become teachers and learn to teach after they enter teaching positions at schools and learn by doing the job.

The current training program is very similar to that of initial training at university but there is more application than theory and it is very desirable. Nevertheless, to me, one of the two training programs should be terminated or maybe both could be combined. (A2)

The training during college education is only one day per week in the last year whereas activities of the current training program are spread over the week and are more comprehensive. (A3)

Classroom practices and relationships with mentors are the same as the internship I received on the course. For this reason, one of them should be discarded. Excluding the books and films, I see this process as a repetition. (A4)

The process here is a little bit more intense, so there is a little variation. Either this training program or the internship at college should be removed. If there had been a more detailed internship program at college, and the candidate could not have graduated without a successful internship, there would be no need for this sort of induction training after appointment. (A5)

Formal internship at college is short and not so intense. In the current process, we have had various achievements in each class. (A6)

You are now more responsible for your training because you have been appointed as a teacher.(A7)

There is much more practice now and practice is so different from theory. Each context requires a different set of practice skills. (A8)

5. Conclusion and Recommendation

There is clear evidence that beginning teachers benefited from the new teacher induction program to varying degrees. Under classroom practices component, beginning teachers prepared lesson plans, observed lessons, took

notes, taught classes, practiced classroom management and grasped a bunch of teaching experience. They developed their competencies, confidence and skills in both transferring content knowledge and understanding school context. Some of the interviewed teachers said that classroom practices were very similar to the internship program at university so they did not benefit the induction much and time span for that component should be decreased to 4-8 weeks only. However, what all beginning teachers accept is that teacher induction program is very detailed and intense leading to more varied experiences and achievements, which college internship lacks. They had many opportunities for integrating their theoretical information obtained from college years with practice at school. What received criticism was the excess of paper work. They had to fill out many forms per class observation and per activity which indeed could be completed on a daily or weekly basis as well. The school practices were related to administrative tasks of the school management, like entering attendance data onto the e-school management system, composing official correspondence, updating staff data, and calculating the extra-class payments. This component seems to have received enough recognition as beginning teacher had almost never practiced such tasks. Teachers have become more knowledgeable and familiar with managerial works of schools and they are more aware of a principal's daily tasks. However, there is some degree of displeasure in that the allocated time frame (14 days) was too long for this activity.

Non-school activities which aimed to adapt the teachers to the local surroundings appeared to receive the least attention. Most teachers regarded this component partly useful however not necessary. It was left upon the preference of the teachers to choose a province where they would like to have the induction program, and this led to many beginning teachers not working at their designated schools. So, it seems probable that those teachers had difficulty and lost time adapting to their designated school when they started teaching in September.

The last component was the list of books to read and films to watch reflecting various beliefs and cultures. Beginning teachers truly believe in the contribution of books and films to themselves. Teachers could compare and integrate diverse opinions and efforts about education, educational systems, student behaviors and rules of success from both positive and negative perspectives. They were able to internalize those opinions expressed in books and films after an integrative selection period of comparison and contrast.

As a recommendation for future direction (1), new teachers employed in September 2016 in Turkey had to teach classes and undergo the induction program at the same time due to a high demand for teachers by schools. This new practice can be studied and both practices could be compared by new research.

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Notes

- 1) While the data for this study was being analyzed, there was an amendment to the induction program. Ministry of Education slightly altered the induction program in September, 2016. Newly appointed beginning teacher had to teach classes (whereas in February 2016, they did not have to) and participate in the induction program as well. This amendment was due to the scarcity of teachers at schools.