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EVALUATION OF NOVICE TEACHER TRAINING PROGRAM: ŞANLIURFA EXAMPLE

Yüksek Lisans Tezi

ZAFER ŞİRBAN YILDIRIM

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Danışman Prof. Dr. İbrahim ANIL

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Sosyal Bilimler Enstitüsü Müdürlüğü

Tez Onay Belgesi

KAMU YÖNETİMİ Anabilim Dalı HUMAN RESOURCES MAN.& DEV. Bilim Dalı Yüksek Lisans öğrencisi ZAFER ŞİRBAN YILDIRIM nın EVALUATION OF NOVICE TEACHER TRAINING PROGRAM: ŞANLIURFA EXAMPLE adlı tez çalışması ,Enstitümüz Yönetim Kurulunun 08.02.2010 tarih ve 2010-2/2 sayılı kararıyla ile oluşturulan jüri tarafından oy birliği /~~oy çokluğu~~ ile Yüksek Lisans Tezi olarak kabul edilmiştir.

	Öğretim Üyesi Adı Soyadı	**İmzası**
Tez Savunma Tarihi :	10.1.6.1.2010	
1) Tez Danışmanı :	**PROF. DR. İBRAHİM ANIL**	.....
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ABSTRACT

This study aimed to evaluate the Novice Teacher Training (NTT) program depending on ideas of novice teachers. The population was 437 elementary school teachers who have attended this training program between 2004 and 2009 in Şanlıurfa city center. A questionnaire was used to gather data. Number and percentage distribution is used as the statistical technique and the analysis is achieved via the SPSS 15.0 (Statistical Package for the Social Sciences) package computer program.

The results showed that teachers found the NTT program insufficient from the points of the aims of the program, content of the program, methods-techniques and materials used in the program. Also teachers thought that the trainers (inspectors, managers and school counselors) were unqualified and insufficient for NTT program. Moreover the evaluation of the program was not objective and valid, and the organization of training programs was not satisfactory according to responses of novice teachers. Only the duration of the program and learning environment satisfied the novice teachers.

ÖZET

Bu araştırma Aday Öğretmenlerin Eğitim Programını (AÖEP) aday öğretmenlerin görüşlerine dayanarak değerlendirmeyi amaçlamaktadır. Çalışma evreni 2004-2009 yılları arasında Şanlıurfa İl Merkezi'nde bu eğitim programını tamamlamış olan 437 öğretmendir. Veri toplamak için bir anket kullanılmıştır. İstatistiksel metod olarak sayı ve yüzde dağılımı kullanılmıştır ve veriler SPPS 15.0 (Sosyal Bilimler İçin İstatistiksel Paket) bilgisayar tabanlı programda analiz edilmiştir.

Çalışma sonuçları, öğretmenlerin AÖEP'yi amaçlar, içerik ve programda kullanılan metodlar ve teknikler açısından yetersiz bulduğunu göstermiştir. Aynı zamanda öğretmenler eğitimcilerin (müfettiş, yönetici ve okul rehber öğretmenleri) AÖEP için donanımsız ve yetersiz olduklarını düşünmektedir. Bunun dışında, öğretmenlerin cevaplarına göre programın değerlendirilmesi objektif ve geçerli değildir ve program organizasyon açısından yetersizdir. Sadece program süre ve öğrenme ortamı açısından aday öğretmenleri memnun etmiştir.

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ABBREVIATIONS

ACT: Alternatively Certified Teacher

CD-ROM: Compact Disc

INSET: In-service Training

MONE: Ministry of National Education

NTT: Novice Teacher Training

OJT: On The Job Training

PRESET: Pre-service Training

SCT: Second Career Teacher

T&D: Training and Developmentt

INTRODUCTION

Developments in technology and economy, cultural and social changes affect the education and training activities in any part of human life. Also these developments and changes play an important role in schools. Schools are the main institutions where new generations are educated according to the needs of the human being. Teachers are one of the most important key factors in the education system. For this reason teacher education and development has a big influence on the education and training of the new generations.

Teacher education, although defined as the process for the preparation of those individuals who want to practice in the teaching profession is an important component of the quality of educational systems, and divided into two stages: (1) pre-service teacher education (PRESET), and (2) in-service teacher education (INSET). As every teacher finds out, there appear two elements to become a successful educator. These are the processes of becoming a teacher and a professional, both of which start with student teaching and continue until retirement. The novice teachers, who have recently completed PRESET and who are inducted into teaching profession, go through a stage in-between, which constitutes the intersection of the two previously mentioned stages; since their development has a close connection to both PRESET and INSET and they are closer to both stages than any student teachers or experienced teachers. Both stages of training have a significant effect on novice teachers' induction into the profession. Therefore, the findings in this study will be a good basis for providing a better PRESET and INSET, and improving planning and leading activities within them

CHAPTER 1: TRAINING AND DEVELOPMENT

1.1 Definition Of Training

One of the main issues of our century is training. Information is increasing and changing very rapidly all over the world compared to the past centuries. Big and rapid changes and developments in industry make the effectiveness of employees very important day by day. In every country, training is accepted as a basic right and continuing work. It is obvious that training is not limited with school, it continues throughout the life. There are lots of training definitions. Some of them are explained in the below[1].

Training is a systematic process that aims people increase their information and abilities by gaining new information and abilities[2]. Training is a process that changes the attitudes and behaviors of people by informing them[3].

Training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Because this process is tied to a variety of organizational purposes, in a limited sense, training provides employees with specific, identifiable knowledge and skills for use on their present jobs[4].

Training activities are planned programs of organizational improvement undertaken to bring about a relatively permanent change in employee knowledge (e.g., familiarity with all the items in a particular product lines), skills (e.g., ability to deal diplomatically with irate customers), attitudes (e.g., satisfaction with training, which may lead the employee to seek out further training), or behavior (e.g., acceptable

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[1] Nuri Tortop, **Personel Yönetimi**, 5. Baskı, Ankara, 1994, p. 235

[2] Dursun Bingöl, **Personel Yönetimi ve Beşeri İlişkiler**, Atatürk Üniversitesi Basımevi, Erzurum, 1990, p.148

[3] Adem Uğur, **İnsan Kaynakları Yönetimi**, Sakarya: Sakarya Kitabevi, 2003, p.115

[4] Robert L. Mathis, John H. Jackson, **Human Resource Management**, 9th Edition, Ohio: South-Western College Publishing, 2000, p. 317.

performance of the job for which training was provided)[5]. For an organization, training can be defined as teaching the competencies of the organization to its employees. These competencies are consisted of information, abilities, behaviors which are essential for a successful job performance. The training activities should support the job and be strategic[6].

1.2 Training And Development

While the terms training and development may be used interchangeably, a distinction is sometimes made between the two. Training is designed to provide learners with the knowledge and skills needed for their present jobs. Showing a worker how to operate a lathe or a supervisor how to schedule daily production are examples of training. On the other hand, development involves learning that goes beyond today's job; it has a more long term focus. It prepares employees to keep pace with the organization as it changes and grows. Training and development activities have the potential to align employees of a firm with its corporate strategies[7].

As a result there are two main differences between training and development. The first one is time period. The starting and ending times of training activities can be identified by the organization but it is not the same in development. Development activities are continues , timeless and unlimited. The second one is the aim. As mentioned before training is a systematic process that aims people increase their information and abilities by gaining new information and abilities. However development is an effort to provide employees with the abilities the organization will

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[5] Gerald R. Ferris, M. Donald Buckley, **Human Resources Management**, 3rd Edition, New Jersey: Prentice-Hall, 1996, p. 330-331.

[6] Raymond A. Noe, **İnsan Kaynaklarının Eğitim ve Gelişimi**, Çev: Canan Çetin, 1. Baskı, İstanbul: Beta
Yayınevi, 1999, p.2

[7] R. Wayne Mondy, Robert M. Noe, **Human Resource Management**, 9th Edition, New Jersey: Prentice Hall, 2005, p. 215.

need in the future. That means; development focuses more on the employee's personal growth for the long period[8].

1.3 Purposes Of Training

An organization should consider the purposes of a training activity in order to perform an effective training activity. Training activities have two main purposes. The first one is social and the second one is economic.

1.3.1 Social Purposes

Social purposes of training can be summarized as (from employee to organization):

- Makes improvements in the individual behaviors of the employee
- Increases the job knowledge and experience of the employee, and as a result job satisfaction, moral and self-confidence of the employee improves.
- Solve organizational problems
- Orient New Employees
- Prepare for Promotion and Managerial Success
- Satisfy Personal Growth Needs

1.3.2 Economical Purposes

- Provides standardization in organizational procedures and works
- Helps keep costs down in many areas, e.g., production, personnel , administration, etc

[8] David A. De Cenzo, Stephen P. Robbins, **Human Resources Management**, 5th Edition, New York: John Wiley and Sons, 1996, p. 245.

It is clear that these purposes are related each other. For example work accidents can decrease by training activities and productivity will increase. Also training creates an appropriate climate for growth, communication and aids in improving organizational communication.

1.4 The Benefits Of Employee Training

Main benefits of employee training are mentioned below[9]:

- Leads to improved profitability and/or more positive attitudes toward profit orientation.
- Improves to job knowledge and skill at all levels of the organization.
- Improves the morale of workforce.
- Helps people identity with organizational goals.
- Helps create a better corporate image.
- Fosters authenticity, openness and trust.
- Improves the relationship between boss and subordinate.
- Aids in organizational development.
- Learns from the trainee.
- Helps prepare guidelines for work.
- Aids in understanding and carrying out organizational policies.
- Provides information for future needs in all areas of the organization.

9 William Werther B., Keith Davis, **Human Resources and Personel Management**, Fifth Edition, Boston: Irwin Mc Graw-Hill, 1996, p. 285.

- Organization gets more effective decision-making and problem solving.
- Aids in development for promotion from within.
- Aids in developing leadership skill, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

1.5 The Training Process

The training process is composed of some stages. These stages are[10]:

- Identification of training needs and setting training objectives
- Identification of resources and distributing of the resources according to the resources.
- Developing a training program
- Implementing the training program
- Evaluating the training program

Also there are some necessary rules should be considered during planning the training activities. These are[11]:

- Training is a continuous process and this brings an organizational communication,
- Experts, managers and advisors should be in a cooperation,
- The evaluation of training should be continuous because it should be checked that whether the goals are achieved or not,
- The planning of training should be flexible for the unexpected situations,

[10] Tuğray Kaynak ve Diğerleri, **İnsan Kaynakları Yönetimi**, İ.Ü. İ.F. İ.İ.E. Araştırma ve Yardım Vakfı Yayın No:7, İstanbul: Dönence Basın Evi, 2000, p. 20

[11] Kaynak ve diğerleri, p. 177

- After the evaluation, the plan should be adopted to the new situations and conditions,

A successful training plan starts with identification of expected results and also the training needs should be identified in the first step. After identification of training needs, expected results (changes at personal attitudes, behaviors and etc) are determined and the training program are revised according to these results. The last step is evaluating the training program, that is the results of training program are compared with the conditions before the training activities and the training program is revised.

For a successful training process the three steps should be followed as shown in the Figure 1. These steps are[12]:

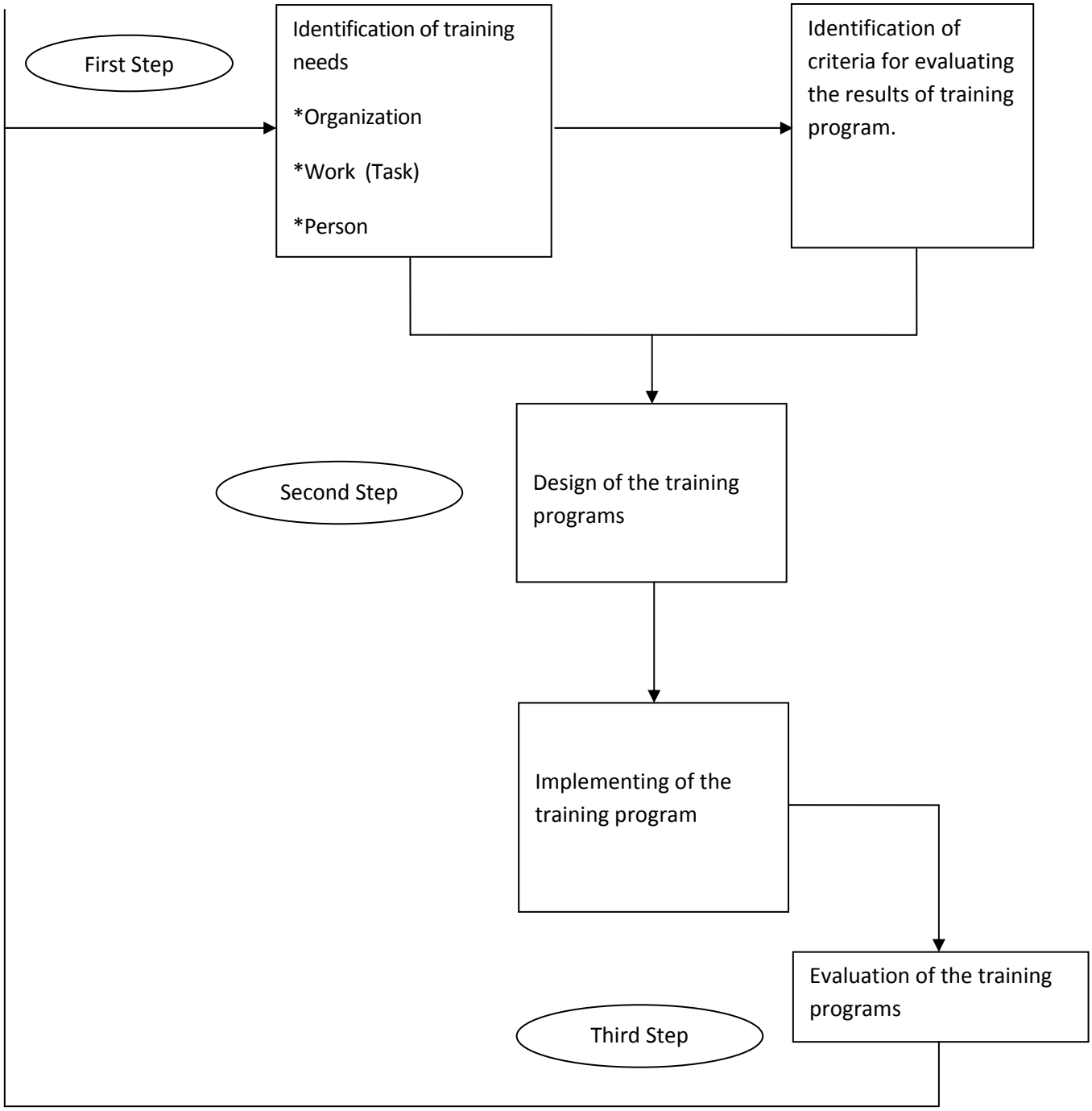
1. Identification of training needs and setting training objectives
2. Identifying and selecting training and development methods and techniques, implementing of these methods and programs
3. Evaluating the training program

[12] Don Harvey ve Robert Bruce Bowin, **Human Resource Management: An Experiential Approach,** Upper Saddle River New Jersey: Prentice Hall, 1996, p.158

Figure 1. Training Process

Identification of Training needs Training and Development

Evaluation



Source: Don Harvey ve Robert Bruce Bowin, ***Human Resource Management: An Experiential Approach,*** *Upper Saddle River New Jersey: Prentice Hall, 1996, p.158*

1.6 Identification Of Training Needs

The first stage of training program is identifying training needs. In order to do this an assessment document is prepared. Then it is aimed to reach the observable and measurable training objectives. In this step the important point is whether there is a need for the training or not. From this point of view needs assessment determines current problems and future challenges to be met through training development[13].

There are three kinds of training need analysis. These are[14]:

1. Organizational analysis focuses on identifying where within the organization training is needed. Organizational effectiveness measures- such as labor costs; production efficiency; quality; and rates of accidents, turnover and absenteeism- should be considered in the assessment of Human Resource Management needs.

2. Operational analysis involves determining for each job the type of behavior required of the jobholder and the standards of performance that must be met to achieve the desired results.

3. Individual analysis determines what behaviors should be developed in a specific employee and focuses on the individual trainee.

There are eight methods can be used to gather needs assessment information: interviews, surveys/questionnaires, observations, focus groups, document examination, advisory committees, assessment centers, and skill tests. The general eight methods are explained in the below:

Interviews: Interviews with employees, to determine training, can be conducted by specialists in the human resource department or by outside experts. If interviews are to provide useful information, employees must believe their input will be valued and not be used against them. Basic questions that should usually be asked are as follows[15]:

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[13] Werther and Davis, p. 286.

[14] William H. Holley and Kenneth M. Jennings, **Personel/Human Resources Management: Contributions and Activities**, 2nd Edition, Chicago: The Dryden Press, 1987, p. 287–288.

[15] Lloyd L. Byars and Leslie W. Rue, **Human Resources Management**, 6th Edition, Boston: Irwin Mc Graw-Hill, 2000, p. 210.

1. What problems in the employee having in his or her job?

2. What additional skills and/or knowledge does the employee need to better perform the job?

3. What training does the employee believe is needed?

Surveys and / or questionnaires: There are some questions to identify employee's training needs. The employees are generally the respondents. The questionnaire usually specifies vital skill areas, the importance of the skill, and the employee's perception of training need for each area[16].

Observation: Trainers or supervisors may directly observe employees' behavior to identify training needs. This method is generally limited to the assessment of technical skills and behaviors. Its primary disadvantage is that it is time-consuming and thus costly[17].

Focus groups: Focus groups are composed of employees from various departments and various levels within the organization. A specialist in the human resource department or an outside expert can conduct the focus group sessions. Focus group topics should address issues such as the following[18]:

1. What skills/knowledge will our employees need for our organization to competitive over the next five years?

2. What problems does our organization have that can be solved through training?

Document examination: Document examination involves examining organizational records on absenteeism, turnover, and accident rates and also

[16] Michael R.Carrell, Norbert F. Elbert, Robert D. Hatfield, **Human Resources Management**, 5th Edition, New Jersey:Prentice Hall, 1995, p. 406.

[17] Carrell, Elbert, and Hatfield, p. 406.

[18] Byars and Rue, p. 211.

productivity[19] to determine if problems exist and whether any problems identified can be addressed through training. Another useful source to examine is performance appraisal information gathered through the organization's performance appraisal system. Performance problems common to many employees are likely areas to address training[20].

Advisory Committees: Advisory committees generally comprise various levels of management, and some organizations create multiple committees to represent the various functions, such as production and accounting. Committees often determine whether a particular problem is a T&D problem and establishing training priorities[21].

Assessment Centers: Assessment Centers used mostly for management selection and development, the assessment center requires participants to undergo a series of exercises and tests to determine their strengths and weaknesses in performing managerial tasks. Although the assessment center is used primarily to predict success in a managerial role, its use in measuring other training needs in increasing[22].

Skill test: A test of necessary skills, such as typing, computer programming, or driving, may also be used to measure training needs. When using skills tests for needs assessment, it is critical that the tests be job related and measure those skills and abilities required for successful job performance[23].

1.7 Establishing Training Objectives

After identifying the training needs, the training program should be planned according to the specific aims and objectives. These objectives should meet the identified needs. Identifying objectives help to determine the starting point of the training programs and activities. Also it will help to evaluate the training program.

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[19] Carrell, Elbert, and Hatfield, p. 407.

[20] Byars and Rue, p. 211.

[21] Carrell, Elbert, and Hatfield, p. 405.

[22] Carrell, Elbert, and Hatfield, p. 405.

[23] Carrell, Elbert, and Hatfield, p. 406.

Another important point is that, training objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Allowing employees to participate in setting goals increases the probability of success and motivate them[24].

The objectives should be clearly identified. If the objectives are clearly identified it will be possible to evaluate the training program. For this reason the objective should have these criterions[25]:

- Objective and measurable
- Results-oriented, clearly worded, and specific
- Focused only on important aspects of the job
- Action-oriented statements
- Measurable with both qualitative and quantitative criteria
- Written in terms of performance
- Specific about what the participants will be able to do
- Descriptive of the participant's behavior or performance
- Descriptive of desired competence at the end of the training
- Specific about the conditions under which the participants will be performing
- Indicative of the minimum level of performance acceptable

1.8 Selecting Training Methods

[24] Kaynak ve diğerleri, p.182-183

[25] Karen Lawson, **The Trainer's Handbook**, 2 nd Edition, London: Kogan Page, 1988, p. 67.

There are many training methods but the important point is selecting the most appropriate training. Therefore, the most available technique should be chosen. In this choice, the best decision should be taken by examining these factors[26];

- The aim of the training
- The number of the trainees
- The occupation of trainees
- The information and capability level of trainees
- The personal differences of trainees
- The time that is needed for the training method
- The cost of training

There are mainly two kinds of training methods. These are:

1. Off the job training
2. On the job training

1.8.1 Off The Job Training

From the title it can be understood that this kind of training program is provided away from the job site. This training can be organized by company personnel or it is administered by professional training organizations. These kinds of techniques are applied as short term courses or long term intensive instruction programs[27].

There are many methods mentioned in the literature, but I will mention some of them. The methods of off the job training are conferences and debates, brainstorming, audiovisual training, in-basket training, case study, role playing, simulations, computer

[26] T. Bentley, **The Business of Training**, 1st edition, London: McGraw Hill, 1991, p.45.

[27] Kadri Mirze, **Introduction to Business,** 1st Edition, İstanbul: Literatür Yayıncılık, 2002, p.176.

based training, experiential programs (outdoor learning), vestibule training, management games, university related programs. Here, the most important methods will be mentioned.

Conferences and Debates: In this type of training the important point is that participants should have knowledge about the subject. In other words, participants should have a shared experiences and problems. The success of the leader is effective on the success of the training. Therefore the leader of training should provide all participants to give ideas, talk about debates. Also, discussions and debates can be extremely useful for encouraging group members to consider opposite views on particular topics. Conferences and debates are useful because they encourage participants to express their ideas and to make discussions on them[28].

Brainstorming: Brainstorming is similar to conferences and debates. But it is unstructured and demanding activity from learners. Many ideas can be created by a group in a short time. In this kind of training, the group is given a topic, a question or an unfinished sentence to focus on. For a few minutes, members of the group say anything that occurs to them on that topic, and everything that is said is written down. During this time there is no discussion. The purpose is to produce ideas in volume and variety. At the end of the brainstorm, members have a chance to elaborate on their comments and to challenge and discuss the ideas produced. Self-censorship is a notable difficulty in this method. It makes the method ineffective. Creative brainstorming requires supportive and friendly feedback[29].

Audiovisual Training: Training with videotapes has been used for improving communication skills, interviewing skills and customer service skills. Videotapes can also be effective for demonstrating how to follow procedures. Behavior modeling provides an illustration of the use of videotapes. Users of audiovisual training often have some control over the presentation. They can review material and may be slow down or speed up the presentation. Videotapes and video clips on CD-ROM can show

[28] Bentley, p.51.

[29] J. C. Swort, Mann, S. Brown and A. Price. **Human Resource Development: Strategy and Tactics.** 1st edition. Oxford: Elsevier, 2005, p.270.

situations and equipments that cannot be easily demonstrated in a classroom. Moreover, it is a powerful communication tool since it uses sights and sounds in combination. Also, it does not depend on reading skills of learners. Another advantage of this kind of training is that they give trainees a consistent presentation, not affected by an individual trainer's goals or skills70. The disadvantage of them is that these methods may include too much material, poorly written dialogue and drama that distract from the key points. Furthermore, learners **may** assume a passive role. A well written and carefully produced video can overcome these problems[30].

In-Basket Training: In this kind of training there is a simulation in which the participant is asked to establish priorities for and handle a number of business papers such as memoranda, reports and telephone messages that would typically cross a manager's desk. The participant is required to act on the information contained in these messages. In this method, the trainee assigns a priority to each particular situation before making any decision[31].

Case Study: This training method is concentrated on concrete events rather than abstract ones. Briefly, there are some cases which are prepared for the trainees and these cases comprise a written scenario about an event, situation, individual or problem that requires analysis, interpretation and recommendations for action. After trainees study the cases, they are asked to create solutions for the problems. When they are trying to find out solutions they also find possibility of improving their expression and convincing abilities. Also it is a good chance for the trainees to learn something from their colleagues.

By studying a case situation, trainees learn about real or hypothetical circumstances and the actions others take under those circumstances. Besides learning from the content of the case, a person can develop decision-making skills. When cases are meaningful and similar to work-related situations, there is some transference.

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[30] R. A. Noe, J. R. Hollenbeck, B. Gerhart and P. M. Wright, **Fundamentals of Human Resource Management**, 2nd edition, New York: McGraw-Hill, 2007, p.222.

[31] Mondy and Noe, p.213.

According to some researches this technique is most effective for developing problem-solving skills[32].

Role Playing: Trainees are asked to play roles of some specific managerial posts. When they are playing the roles which are given to them by the trainer, they find the chance of improving their role playing abilities, and meanwhile find the chance to develop their problem solving talents. Under this method, when one trainee group members are playing their roles, other trainee group members only watch them and make evaluations about the role players and criticize their behaviors and attitudes. This gives the chance to the observation group members to improve themselves too[33].

Ideally, they get to see themselves as others see them. The experience may create greater empathy and tolerance of individual differences and is therefore well suited to diversity training, which aims to create a work environment conducive to a diverse workforce. This technique is used to change attitudes, for example, to improve racial understanding. It also helps develop interpersonal skills. Although participation and feedback are present, the inclusion of other learning principles depends on the situation[34].

Simulation: This method uses a training site set up to be identical to the work site. In this setting, trainees can learn under realistic conditions but be away from the pressures of the production schedule. Consequently, there may be fewer mistakes in handling actual incoming calls[35].

This method aims to create artificial conditions of the work place. In other words, the working conditions are simulated. For example, spaceship pilots can be trained by this way. Spaceship and space conditions can be created and by this way spaceship pilots can be trained by simulation method[36].

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[32] Byars and Rue, p. 235.

[33] M. Nail Berzek, **Human Resources Management**, 2nd Edition, İstanbul: Private Marmara Contemporary Sciences, 1998, p. 90-91.

[34] Werther B. and Davis, p. 294.

[35] Mathis and Jackson, p. 335.

[36] Berzek, p. 87.

There are two forms of simulation; mechanical simulator and computer simulator[37].

Computer Based Training: Despite traditional training methods, as technology improves and becomes cheaper, new techniques are gaining popularity. With computer based training, participants receive course materials and instruction distributed over Internet or CD-ROM. Some of these materials include interactive items, so participants can answer questions. Online training programs may allow trainees to submit questions via e-mail and to participate in online discussions. Moreover, computer based training is a teaching method that takes advantage of the speed, memory and data manipulation capabilities of the computer for greater flexibility of the instruction[38]. This kind of training is less expensive than putting an instructor in a classroom to train trainees. Moreover, it is easy to customize computer based training for individual learners. For example, help screen can also be included in the program to give additional explanation for those who need it.

Experiential Programs: Organizations are increasingly seeking out new and innovative ways to motivate their staff to learn. This method is an example for this. Experiential programs are training programs in which participants learn concepts and apply them by simulating behaviors involved and analyzing the activity, connecting it with real-life situations[39]. These kinds of programs develop teamwork and leadership skills. Experiential training program should be related to a specific business problem. Participants should feel challenged move outside their comfort zone but within limits that keep their motivation strong and help them understand the purpose of the program. Moreover, one of the most important features of an organization today is teamwork. Experiential programs include team-building exercises like wall climbing and rafting to help built trust and cooperation among employees. One form of experiential program is called outdoor learning (adventure learning). It uses challenging and structured outdoor activities which may include difficult sports or some structured tasks such as climbing

[37] Werther B. and Davis, p. 296.

[38] Mondy and Noe, p.214.

[39] Noe, et all. p.227

walls, climbing ladders or making trust falls. One key for the success of such programs may be that the organization insists that entire work groups participate together. This encourages people to see, discuss and correct the kind of behavior that keep the group performing well. Before requiring employees to participate in experiential programs, the organization should consider the possible drawbacks. Because these programs are usually physically demanding and often require participants to touch each other, companies face certain risks[40].

Vestibule Training: It is virtually a necessity on jobs where it is too costly or dangerous to train employees on the job. It is therefore useful for training new assembly-line workers where putting them right to work could slow production. Similarly when safety is a concern- as with pilots- it may be the only practical alternative[41].

To keep instruction from disrupting normal operations, some organizations use vestibule training. Separate areas or vestibules are set up with equipment similar to that used on the job. This arrangement allows transference, repetition, and participation. Meaningful organization of materials and feedback are also possible[42]. Fast way to train employees is advantages of the vestibule training. Trainees can get the most from this method. A weakness of the vestibule training is to be expensive[43].

Management Games: Management games are simulations, computer-based or non-computer-based, that attempt to duplicate selected factors in a particular business situation, which participants manipulate. They usually involve two or more hypothetical organizations competing in a given product market. With business games, trainees gather information, analyze it, and make decisions that influence the outcome of the game. It is also an advantage that the game itself compresses a two or three year period into days, weeks or months usually. Games stimulate learning because they actively involve participants and mimic the comparative nature of business. A realistic game

[40] Noe et all. p.228.

[41] Dessler, p. 247.

[42] Werther B. and Davis, p. 293.

[43] Byars and Rue, p. 245.

may be more meaningful to trainees than presentation techniques' such as classroom instruction[44].

University-related programs: Many universities provide executive education and continuing education programs in leadership, supervision and the like. These can range from 1- to 4-day programs to executive development programs lasting one to four months. Numerous colleges and universities may possess expertise not available within business organizations. In these cases, academicians and management practitioners can advantageously present training and development programs jointly[45].

1.8.2 On The Job Training (OJT)

This is an informal approach to training that permits an employee to learn job tasks by actually performing them. It is the most commonly used approach in training. With OJT, there is no problem in later transferring what has been learned to the task. Individuals may also be more highly motivated to learn because it is clear to them that they are acquiring the knowledge needed to perform their jobs. The important point in this training that, firms should be selective about who provides OJT. The trainers can be either supervisors or peers: however, they must have a good work ethic and correctly model desired behavior[46].

There are several types of on-the-job training. Some of these methods are explained below:

Apprenticeship Training: An apprenticeship program provides an employee with on-the-job experience under the guidance of a skilled and certified worker. Apprenticeship develops employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker. Apprenticeships are especially appropriate for jobs

[44] Noe et all, p.227.

[45] Mondy and Noe. p.218.

[46] Mondy and Noe. p.215.

requiring production skills. Apprentice training is the suitable for implementing the theoretical knowledge to practical environment. The purpose of this training is to learn the practical skills of the job[47].

Apprentice training is widely used in the skilled trades, such as barbering, carpentry, printing, welding, and plumbing. Apprentice training involves cooperation among employees, the government, educational institutions (usually vocational or technical schools), and labor unions[48].

Orientation: Orientation training may be defined as training that introduces new employees to the organization to learn the roles and familiarizes them with the rules, procedures, tasks, and values of the organization. In general, the orientation process accomplishes the socialization of the new employee[49].

The objective of the orientation is to introduce the social environment (company or firm and people that work in there) to the employees who are new person in there. Time of the program is dependent on the new person's adaptation process. Learning the norms, values, goals, work procedures, and patterns of behavior that are expected by organization are socialization functions for the new employees[50].

Coaching: It is actively guiding another individual. When a senior employee takes an active role in guiding another individual, this activity is referred as mentoring or coaching. Coaching, which is carried out by experienced managers, emphasizes the responsibility of all managers for developing employees. Experienced managers advise and guide trainees in solving managerial problems. The idea behind coaching should be to allow the trainees to develop their own approaches to management with the counsel

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[47] Byars and Rue, p. 214.

[48] Carrell, Elbert, and Hatfield, p. 413.

[49] Don Harvey and Robert Bruce Bowin, Human Resource Management, New Jersey: Prentice Hall, 1996, p.160.

[50] İlhami Fındıkçı, **İnsan Kaynakları Yönetimi**, 3rd Edition, İstnbul: Alfa Yayınları, 2001, p. 246.

of a more experienced manager. This process lets the subordinates to improve their knowledge on their jobs and let them to be more efficient and productive[51].

Job Rotation: It involves moving employees to various positions in the organization in an effort to expand their skills, knowledge, and abilities. Job rotation can be either horizontal or vertical[52].

Job rotation is widely used as a development technique. For example, a promising young manager may spend three months in the plant, three months in corporate planning, and three months in purchasing. When properly handled, such job rotation fosters a greater understanding of the organization. The best lateral moves do one or more of the following[53]:

1. Move the person into the core business.
2. Provide closer contact with the customer.
3. Teach new skills or perspectives.

Job rotation represents an excellent method for broadening individuals' exposure to company operations and for turning specialists into generalists. In addition to increasing the individual's experience and allowing him or her to absorb new information, it can reduce boredom and stimulate the development of new ideas. It can also provide opportunities for a more comprehensive and reliable evaluation of the employee by his or her supervisors[54].

Understudy Assignments: Under this method, superiors delegate some of their responsibilities to their subordinates. Subordinates find the chance of handling and implementing their superior's responsibilities. When they are doing that, they find the chance of learning new things and are able to make several approaches to the problems. Under this method, the most vital point is not delegating critical responsibilities to the

[51] Byars and Rue, p. 231.

[52] De Cenzo and Robbins, p. 246.

[53] Mathis and Jackson, p. 359.

[54] De Cenzo and Robbins, p. 246.

subordinates, because if they make an error the bill will be paid by the company, and such event creates problems for all sides[55].

The advantage of understudy assignments is that the heir realizes the purpose of the training and can learn in a practical and realistic situation without being directly responsible for operating results. On the negative side, the understudy learns the bad as well as the good practices of the incumbent. In addition, understudy assignments maintained over a long period can become expensive. If an understudy assignment system is used, it should generally be supplemented with one or more of the other management development methods[56].

Giving a Duty in a Project or a Committee: If a successful employee or a manager is employed by a duty in an important project or a committee, he/she can gain extensive experiences. People who took important decisions, made plans and performed projects gain a large apprehension about personality, events and processes. With the help of this method, employees are able to gain the ability of analyzing organizational problems. Moreover, other benefits of this method are giving advices for them, working together as a group and making innovations[57].

Action Learning: Originally developed by Reg Revans as an approach to learning at work, action learning stresses the importance of 'doing' in the learning process. It is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections59. Action Learning is more than "learning through doing." It involves learning while accomplishing real work tasks. Moreover, it provides not only the advantages of "hands-on-learning" found with

[55] Berzek, p. 88.

[56] Byars and Rue, p. 231.

[57] Bentley, p.49.

simulations in training sessions, but also allows the participants to complete their work at the same time. Thus the learning/training enhances their productivity immediately[58].

1.9 Evaluation of Training Program

The credibility of training programs can be greatly enhanced if the tangible benefits of the organization can be shown. In order to this the training program should be evaluated and designed according to new outcomes of the evaluation. Moreover there are many reasons that make the importance of the evaluation of training programs. These are[59]:

- To identify the program's strengths and weaknesses.
- To assess whether the content, organization, and administration of the program contribute the learning and the use of training content on the job.
- To identify which trainees benefit most or least from the program.
- To assist the marketing programs through the collection of information from participants about whether they would recommend the program to others, why they attended the program, and their level of satisfaction with the program.
- To determine the financial benefits and costs of the program.
- To compare the costs and benefits of training versus nontraining investments.
- To compare the costs and benefits of different training programs to choose the best program.

Organizations have taken several approaches to determine the worth of training programs. These are[60]:

[58] R. Revans, "What is Action Learning?", **Journal of Management Development**, Vol.1, No. 3, (1982), p.68.

[59] Raymond A. Noe, **Employee Training and Development**, 3rd Edition, McGraw-Hill, 2005, p. 172.

[60] Mondy and Noe, p.233.

- Participants' Opinions: Evaluating a training program by asking the participants' opinions of it is an inexpensive approach that provides a response and suggestions for improvements. However you can't always rely on such responses. The important point of this method is that you should get opinions in time. Otherwise the participants forget the impression of the training.
- Extent of Learning: It aims to determine how much the trainees learnt by making a pretest and posttest or having a control group and experimental group. For the first method, the same trainees group has a test before the training and after the training. The difference between these two is compared.
- Behavioral Change: Some training aim to make difference at the behaviors of the training participants. By observing the behaviors of the trainee after the training may give an evaluation result for the Human Resources experts.
- Accomplishment of Training Programs: In this method it is determined the extent to which stated objectives have been achieved. For example, if the objective of an accident prevention program is to reduce the number and severity of accidents by 15 percent, comparing accident rates before and after training provides a useful measurement of success. The problem is that many programs dealing with broader topics are difficult to evaluate.
- Benchmarking: Benchmarking is one of the popular methods of the recent years. It is to use exemplary practices of other organizations to evaluate the firm's own training. So the aim is to learn the best practices and have lessons learned from these best practices.

CHAPTER 2: TEACHER EDUCATION AND DEVELOPMENT

2.1 Teaching Profession

In order to answer "Who is teacher?" firstly the general or particular qualities of a teacher must be determined. The teacher is the fundamental of the education. A teacher has an important role in every parts of life. Because a teacher teaches all the beauties, truths, goodness, and other values, and uses technology for the happiness of humanity in a communicative and sensitive respect and affection. It is all confirmed that there is not any other profession intrinsically honouring as teaching[61].

It is examined that the nature of teaching with questions asking whether the teachers are professionals as doctors or lawyers; or followers of a vocation like missionaries; or exponents of practical wisdom like sages or statesmen; or craftspeople, or technicians or technologists. Teaching appears to be in some countries and institutions as "the rigid application of a set of instructions, like cooking from a recipe book," where understanding the relationship between theory and application becomes crucial in defining the nature of teachers' work. Some claims put teaching in an important role as being a moral exemplar like church functionaries and arise the question of whether teaching is a vocation or a profession. In some cases, teachers without theory seem to be craft worker, whose occupational knowledge is largely practical. That time, their work both has an "ethical dimension," and also requires "occupational know-how," which will be acquired in context-dependent environments. Others point out that both soldiering and teaching require courage, but a different variant of courage in each case, as teaching does not have immediacy in preparing for a particular mission, rather it has a long-term purpose to prepare for the life itself. The teachers "cannot just do their job by displaying practical wisdom in their dealing with the students and other people, but need to display skills in teaching and in getting students to learn"[62].

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[61] Ataünal A., **Ögretmenlik mesleğine giriş veya nasıl bir insan?** Ankara, 20 Mayıs Egitim Kültür ve Sosyal Dayanısma Vakfı Yayını., 2000.

[62] Winch, C. (2004). What do teachers need to know about teaching? A critical examination of the occupational knowledge of teachers. *British Journal of Educational Studies*, V. 52 No:2, 180-196.

More importantly, teachers do many more things at once, because no other professionals assemble many of their clients at one time, as teachers do. It is, for sure, not simple to develop an authoritative classroom environment, to have a good radar for watching what many students are doing or feeling at each single moment, and to show skills for explaining, discussing, constructing tasks, facilitating work, questioning, giving feedback, and managing the classroom all at once. That is why teaching is a demanding and at times debilitating job that requires extraordinary expertise in human relations, tremendous organizational abilities, profound patience and demands for considerable judgment, a variety of pedagogical and instructional strategies, and a good understanding of the context in order to select strategies that best fit the situation[63].

Teaching profession is a special mastery profession, which undertakes the duties like education, instruction, and all related administration. Teachers are required to fulfill these duties according to the aims, objectives and fundamental principles of Turkish National Education. Teaching profession is acquired through general knowledge, special field education and pedagogic formation[64].

Considering the issues above, it is doubtlessly important how the teachers are educated, what social and political trends influence teacher training, who are responsible for preparing teachers, how the teacher education institutions are arranged and authorized, what truths and discussions about teaching are imposed, and what conflicts appear. All these have influence on both early and later processes of teaching, so they need to be taken into consideration in all improvement and reform efforts. Otherwise, changes might not be as effective as expected.

2.2 Teacher Education

In constructivist studies, "teacher learning" or "learning to teach" is described as a "process of organizing and reorganizing, structuring and restructuring a teacher's understanding of practice"[65]. Accordingly, it can be said that the teachers, are the

[63] Uhlenbeck, A. M., Verloop N., & Beijaard D. (2002). Requirements for an assessment procedure for beginning teachers: Implications from recent theories on teaching and assessment. *Teachers College Record, 104* (2), 242-272

[64] The Basic Law for National Education [MEB Temel Kanunu], 1971)

[65] Uhlenbeck, Verloop, & Beijaard, 2002, p. 248.

learners actively constructing knowledge by interpreting events using their existing knowledge, beliefs and experiences. That is why changing their beliefs enable teachers to learn new instructional practices. Existing knowledge and belief of novice teacher is mostly built during their pre-service education years. Similarly, their further understanding and beliefs will be shaped by the first experiences during their induction years.

It would be meaningless to perceive the duties of "preparing teachers" and "developing teachers" as separate roles of different units, because preparing teachers for today's diverse classrooms is clearly a hard task that teacher educators should not tackle alone and it is neither only the personal duty of teachers themselves. Hence, it is proposed that university educators should become more involved to support new teacher learning, because teacher educators stand in such a unique position that they are to understand and to tolerate the needs of beginning teachers; to learn about ways former students develop as teachers; and to connect university coursework with real life experiences. Teacher education is not only about assisting students in developing good and effective teaching competencies, but also educating novice teachers in professional communities and contributing to a career-long professional development. Collaborative approaches to identify core program concepts; engaging in self-study; sharing the ideas and resources, and supporting teacher candidate learning, are important to the development of teachers' professional knowledge. It should be recognized that the teachers' professional development includes their personal or individual development as well as their cognitive and skillbased development[66].

To conclude from these, there must be an effectual bridge between teacher education and teacher development stages. One example of such a bridge is effective induction into teaching. In this process, mentorship, as an important strategy for helping novice teachers, plays a vital role. The goal of mentoring is to pass on many of the experiences and possibilities in the teaching profession from more experienced teachers to novice teachers[67]. It is pointed out, almost in all studies, that teacher mentoring

[66] Rosaen, C.L. "Preparing teachers for diverse classrooms: Creating public and private spaces to explore culture through poetry writing" **Teachers College Record**, V. 105, No:8. 2003

[67] Lindgren, U. "Experiences of beginning teachers in a school-based mentoring program in Sweden" **Educational Studies**, V. 31, No:3 2005

develops the professional knowledge and helps in overcoming the difficult nature of the first year of teaching. Therefore, beginning teachers must be provided with mentoring support from both peers in schools and teacher educators in teacher training institutions.

2.3 Being A Novice Teacher

Beginning teachers' transitions from pre-service education to Professional practice are often 'unsettling,' because there is not a gradual induction into job responsibilities as in other professions. The novices, who are in the transition period from studentship to teaching occupation, have a multiplicity of roles like being a student, a teacher and a researcher, as well[68].For teaching occupation, there is not any difference in the applications between being a teacher and being a novice or any tolerance, in the expectations from a teacher and a novice teacher. There seems a common understanding about what is required from a teacher is also required from a novice teacher, as teaching must go on. Despite the fact that novices lack many other aspects that a normal teacher possesses, they are to meet the same requirements as soon as entering the field. Sometimes, this unfairness goes further and beginning teachers commonly receive the most difficult teaching assignments and are expected to perform as expertly as experienced teachers. This fact creates another effort in novice teachers' struggling[69]. As a consequence, education scholars theorize, beginning teachers leave the field at higher rates than beginning workers in other careers[70].

Beginning teachers' development struggles involve both a personal and professional reorganization of major individual investments. Research on new teachers identified two critical challenges in relation to how novices view their induction status: a "practice shock" that results in an over focus on controlling students and a "cultural

[68] Smith, K., & Sela, O. (2005). Action research as a bridge between pre-service teacher education and in-service professional development for students and teacher educators. *European Journal of Teacher Education*, V. 28, No:3

[69] Yalçınkaya, M. (2002). Yeni ögretmen ve teftis. *Milli Eğitim Dergisi* 150 (153-154). Retrieved from: http://yayim.meb.gov.tr/dergiler/153-154/yalcinkaya.htm (11 Ocak 2010).

[70] Wonacott, M. E. (2002). Teacher induction programs for beginning CTE teachers. In brief: Fast facts for policy and practice. *National Dissemination Center for Career and Technical Education*, Columbus, OH.

mismatch" that causes novices to see diversity as a problem[71]. Heretofore, new teachers must recognize that their students' cultural backgrounds will influence classroom teaching and learning…they must learn that success in school is not always the 'carrot' that previous generations cherished.

The questions arising in discussions are [72]:

> (1) Can the new teacher provide a caring and secure classroom while struggling with personal and professional development?; (2) Do the students of the new teacher fail to receive the nurturing and care they need from the classroom environment during the first year of teaching?; (3) What can be done to assist new teachers in facilitating a caring environment for children during the uncertain first year?

New arrangements for the induction of new teachers into the profession were introduced in England in 1999. Accordingly,

> newly qualified teachers who fail to meet the induction standards at the end of
> their first year in post will not have their qualified teacher status confirmed and
> will, therefore, be unable to continue employment as a qualified teacher. In order to minimize the likelihood of this occurring, schools are required to give NQTs a reduced teaching load, to undertake specified monitoring activities and to nominate a named induction tutor who is responsible for their day-to-day support and monitoring[73].

In the analysis of mentor-novice interactions it is suggested that the opportunities for novices to develop such knowledge were different in each country, and these interactions reflected the cultural influences of curriculum and organization of teaching and mentoring in each country. For instance, it is pointed out that beginning teachers were 'fragmented' by the demands on many levels such as how to meet the

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[71] Achinstein, B., & Barret, A. (2004). (Re)Framing classroom contexts: How new teachers and mentors view diverse learners and challenges of practice. *Teachers College Record*, V.106 (4), 716-746.

[72] Lundeen, C.A. (2004) Teacher development: The struggle of beginning teachers in creating moral (caring) classroom environments. *Early Childhood Development and Care*, V. 174 No:6, 549-564.

[73] Williams, A., & Prestage, S. (2002). The induction tutor: Mentor, manager or both? *Mentoring & Tutoring*, V.10, No:1, p. 35-46.

standards, how to fit into school culture, how to relate to parents, and how to have a life. With these fragments in mind, it is hard for them to keep the students in the centre[74].

In order to develop teaching effectively, teachers need the skills of inquiry to reflect on their own teaching practice. They need to be able to pose questions, interpret different situations, develop constructive criticism, and come up with useful ideas to solve certain problems in their teaching practice. The novices should find their own voice as young professionals as they learn to teach with mentors, which is regarded as an important step in becoming a professional teacher. The practice of professional development centers on novices' feelings, confidence, autonomy, ideas, and their own voices. This process is called professional development, because it is important for identifying their perceived struggles in the first occasions. "Induction-stage teachers require personalize professional growth activities that take into account their individual needs[75].

Besides defining what it is like to be a novice teacher, it should be made clear distinction between being an expert teacher and being an experienced teacher. The results indicated that experience alone is not the "master teacher" of reflective process. It should be ensured if the teaching need specialized practical skills together with acquisition of applied theoretical knowledge. As we all know, schools are not the best place to prove the acquired theory. They also receive some occupational formation in the workplace, where the fact that teachers are the interpreters of the curriculum, rather than simply followers of recipes, is best understood[76] .

2.4 Novice Teacher Training Program in Turkey

[74] Athanases, S. Z., & Achinstein, B. (2003). Focusing new teachers on individual and low performing students: The centrality of formative assessment in the mentor's repertoire of practice. *Teachers College Record*, V.105 No:8, p. 1486-1520.

[75] Walsdorf, K.L., & Lynn, S.K. (2002). The early years: Mediating the organizational environment. *The Clearing House*, V.75 No:4, p.190-194.

[76] Winch, C. (2004). What do teachers need to know about teaching? A critical examination of the occupational knowledge of teachers. *British Journal of Educational Studies*, V. 52 No:2, 180-196.

The novice teachers assigned by the MONE to a public school in any part of the country have to, compulsorily, attend an induction and mentoring program, named as Novice Teacher Training (NTT) Program. The courses in the program are administered by provincial NEDs (National Education Directorates) at the weekends, in the evenings, or in the semester break. During this period, each novice teacher either working in city centre or in villages has to attend the NTT program. This program aims orientation and professional development of the novice teachers in their first year[77] .

The program starts two or three months after the assignment of the teachers and lasts neither less than 3 and half months nor more than 10 months. It consists of maximum 400 hours of training including three stages: (1) basic education, (2) preparatory education, and (3) applied education. (See Appendix A for the outline of the program).

The basic education program aims to teach the novice teachers about the organizations of the state, constitution, civil service, current law related with being a civil servant in Turkish Republic, use of Turkish language and official correspondence, human relations, economic, saving and productive service, principles of Kemal Atatürk, and national safety topics in 60 hours of training (See Appendix A.1). The preparatory education program aims to teach the novice teachers about the structure of Turkish Educational System, the organizational structure of the MONE, the employee rights of civil servants, and training of educational staff in 120 hours (See Appendix A.2). The applied education program aims to teach the novice teachers about the rules for official correspondence and filing systems, economy and productivity in civil service, human relations, reform and development, security measures and civil defence, and applied program for educational staff including planning, instruction, testing and evaluation, learning and environment, school organization, and guidance in 220 hours (See Appendix A.3).

[77] MEB Personel Genel Müdürlügü: Adaylık Egitimi Genelgesi (1995/55, Agustos). Tebligler Dergisi [Journal of Notifications], 2436.

2.5 Research Studies Abroad Related With Teacher Education and Development

There are numerous studies related with teacher training and development, and many of these researches inquire the induction process of new teachers by displaying the necessities for improvement. In some studies, the Responses of novice teachers in the surveys and conversations were reflected. In others, recommendations were provided for all planning and implementation activities particular to teacher training and development. Some of these studies are presented in a chronological order.

A study was conducted in 1990 on the adequacy of induction, orientation, and in-service practices considering the needs of new teachers. The study aimed to see if there were changes in perceptions gained in experience, and to determine which in-service practices were perceived as most useful. The study involved novice high school teachers voluntarily participating across British Columbia. Major findings included some differences between genders in terms of choices of resource personnel, some significant differences in the perceptions of older novices regarding peers, some significant differences in the methodological influences between age groups, and differences between urban versus rural school districts in induction[78].

An ethnographic study was undertaken to support three veteran elementary teachers in different grades and their student interns during a teaching internship. In the case of student interns, their academic record, their writing and thinking abilities, and their history of becoming involved in improving the curriculum and instruction was taken into account. The six participants were required to keep dialogue journals and to become part of a support group. Unstructured schedule interviews were constructed and administered to all six teachers at the beginning and end of the semester. Field observations in each of the three classrooms under study were also conducted. The results showed that the participants shared many common characteristics typically

[78] Allingham, A. H. (1990). "**An examination of the socialization of newly-qualified inexperienced teachers: Formal and informal processes**", (Unpublished master's thesis, University of Victoria, Canada.)

associated with exemplary teachers and that the model was successful for the teaching internship experience and for Professional growth of the veteran and novice teachers[79].

About the problems among novice teachers, in a study these results were found: (a) 82% of respondents indicated that teachers needed more skill and training in handling disruptive behaviour, and (b) 78% indicated that stress related to classroom management was the most influential factor in failure among novice teachers. In the same study, most frequently occurring discipline problems were listed as: disrespect for fellow students, disinterest in school, lack of attention, and excessive talking. Additionally, major causes of problems were identified as: violence in media, broken families, drugs, and alcohol. The top ways to improve discipline were given as: counselling and guidance, administrative procedures, more consistent discipline, and better communication[80].

In 1995, a study was conducted on the first-year teachers and their mentoring by mostly focusing on the Responses of the mentors of beginning teachers. The Responses were mostly about discomfort due to being viewed as an evaluator, which created obstacles in mentoring. Mentoring of novice teachers were seen the central feature of many beginning teacher programs by veteran teachers, and support issues were discussed a lot[81] . On the other hand, in an another study a mentoring program was designed for novice teachers in the United States. It was proved that the success might be ensured through a detailed description of the program, the characteristics and other features of the mentoring and necessary modifications[82].

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[79] McClelland, S. M. "**The use of dialogue journals and support groups for the professional development of mentors and interns during the teaching internship**", (Unpublished doctoral dissertation, The University of Mississippi, 1991)

[80] Greenlee, A. R., & Ogletree, E. J. "**Teachers' attitudes toward student discipline problems and classroom management strategies**", Reports-Research Technical, *Educational Research Information Centre* (ERIC). 1993.

[81] Ganser, T. "**What are the Responses and questions of mentors of beginning teachers?"** NASSP Bulletin (Academic Search Premier), V.79, No:575, p.83-91, 1995.

[82] Harris, S. "A mentoring program for new teachers: Ensuring success**.**", NASSP Bulletin (Academic Search Premier), V.79 No:572, p.98-106, 1995.

In a study conducted in 1998, the interviews were made with individuals representing three different roles: mentees, mentors, and school principals. Information was gathered and examined with the objective of determining what occurred in an urban school district's mentoring program, including the first-year mentees. All participants were questioned about career identity, inter-personal and intra-personal experiences, the school as a work place, and particularly the dynamics occurring through their individual roles. The majority liked their workplaces, and liked each other. All expressed strong support of mentoring by suggesting improving the mentoring process through quality training programs and well thought-out goals and objectives. They made clear that there should be a grade level match in mentoring and consideration should be given to the personality dynamics of the two people being matched. There was agreement that the matched mentors' and mentees' offices should be located close to each other and the mentors should contact the mentees frequently[83].

A qualitative case study was conducted in 2001 for the sake of understanding the perceptions of novice second career teachers (SCTs) regarding their first year teaching experiences thorough interviews, documents, and use of a survey. The major arguments in the findings were: (1) experiences within a previous career had an impact on a career switcher's adaptation to teaching and teaching philosophy; (2) the impact of a previous career was more a positive influence than a negative one; (3) the specific career that SCT came from, the experience of that career as well as the age of the career switcher might influence the experience of the adaptation to teaching; (4) support during the induction was primarily needed for practical Responses, but there were emotional, intellectual, and social needs as well; and (5) taking into consideration a career switcher's Responses and needs, and providing the necessary support could aid the adaptation process. This study also presented a support model that emphasizes key components for meeting support needs of SCTs[84].

[83] Trent, T. S. "Evaluating a school district's mentoring program for use in future planning" (Unpublished doctoral dissertation, Arizona State University, 1998).

[84] Mayotte, G. A. "Examining the perceptions of second-career teachers regarding their first-year teaching experiences", (Unpublished doctoral dissertation, Boston College, 2001).

Another important study was about the evaluation of a program designed to support new teachers in a school district with the participation of multiple stakeholders like teachers union, school district administrators, and entry-year teachers. Responses from all stakeholders supported the mentor-evaluation program. Participants thought that the teacher education programs should not be applied to all participants in the same way. Accordingly, experienced but newly hired teachers should not receive the same focus as novice teachers. Participants also objected to the amount of record keeping required in mentoring activities. The issues raised in the evaluation reports were: (a) the need to prioritise time for the mentoring process; (b) the need to provide more time for consulting teachers to devote to the program, and (c) the need for consulting teachers and administrators to prioritise time to deal with evaluation requirements[85].

In 2003 a study was conducted to analyse the reflective pieces of student teachers' and the content was categorized as: (1) curriculum (like discussing specific activities, decisions about materials, topics of conversation, and goals for the students' actions); (2) pedagogy (such as specific activities they would use in the classroom, learning their students' interest, families, and individual struggles); (3) multicultural competence (as developing a sense of one's own background, reducing attitudes of prejudice and stereotyping, enhancing, intercultural knowledge, and developing knowledge of home and school discontinuities); and (4) social justice (like social issues and values, social action perspective). This study announced the need for more satisfying and informative ways to measure teacher candidates' learning, because findings were based on their self-report and immediate reactions[86].

Another research was conducted on the high attrition rate among first year public elementary school teachers in the states of Texas and Louisiana in 2004. The questionnaire developed to identify the causative factors that lead to attrition among teachers, was applied to seventy-one novices. In the responses, most of the participants indicated that their formal training in teacher education programs did not prepare them

[85] Trenta, L., Newman, I., Newman, C., Salzman, J., Lenigan, D., & Newman, D. (2002). Evaluation of a teacher mentoring program using a mixed methods approach. Paper presented for the Annual Meeting of the Eastern Educational Research Association, Sarasota, FL.

[86] Rosaen, C.L. "Preparing teachers for diverse classrooms: Creating public and private spaces to explore culture through poetry writing" **Teachers College Record**, V. 105, No:8. 2003

to teach in a culturally diverse classroom, and they did not believe the teaching profession was consistent with their expectations. On the other hand, the results showed that the first year teachers enjoyed working with children and had a positive working relationship with their colleagues. The number one reported reason why first-year teachers left the profession was low salary. Other important reasons were like overwhelming teacher workload, a lack of administrative support, and insufficient attention to student discipline. In relation to administration, the primary reasons were that school administrators did not provide sufficient feedback and assigned too many tasks and responsibilities unrelated to classroom teaching[87].

The results in a study which was conducted in 2005 suggested that participation in a high-quality teacher preparation program had a positive influence on the transition of teachers entering the profession and on the adoption of effective teaching practices by these teachers. Graduates of excellent programs were more effective than teachers in the comparison groups in creating and engaging their students with a high quality literacy environment. In accordance with this claim, there were three important arguments: (1) Learning to teach should be considered a career-long endeavour, because all reviewers advocated ongoing professional development and support for teachers in their first years of teaching. (2) Teacher educators constantly face the challenge of helping pre-service teachers link new knowledge learned through course work to instructional practice during field experiences. Therefore, most reviewers suggested that course work should build on a knowledge base that prepares teachers to be flexible, adaptive, and responsive to students' needs in reading. (3) Teacher education, which is field-based and emphasizes practicum experiences, seems to have the most positive effects. Specifically, supervised, relevant, field-based or clinical experience in which preservice teachers receive ongoing support, guidance, and feedback is critical[88].

Finally, the study conducted in 2005 presented nine major categories of Responses identified in interview transcripts of beginning teachers: (1) relationships

[87] Jeanlouis, G. "High attrition of first-year teachers in the states of Texas and Lousisiana" (Unpublished doctoral dissertation, Union Institute and University, 2004)

[88] Hoffman, J. V., Roller, C., Maloch, B., Sailors, M., Duffy, G., & Beretvas, S. N. Teachers' preparation to teach reading and their experiences and practices in the first three years of teaching. The Elementary School Journal, V.105, No:3), p. 267-287, 2005.

with students; (2) relationships with parents; (3) relationships with colleagues; (4) relationships with supervisors; (5) workload, time management, and fatigue; (6) knowledge of subject and curriculum; (7) evaluation and grading; (8) authority and control; and (9) appearance and identity[89].

2.6 Research Studies in Turkey

Studies related with the issues discussed above are very limited in Turkey. One of them was aimed to find out whether the novice teachers' problems in induction years show any difference with respect to gender, the faculty they graduated from, the location of their school, and the number of the teachers in the school. These four factors were evaluated in terms of their effect on the perceptions of novice teachers about their own job-adaptation stage. This study was limited to the novice classroom teachers that were assigned to Afyon province in the 1997-1998 academic year. The participants of the study were both the sample and the population of the research. The results revealed that there was not a significant difference between male and female novices in their perceptions of job-adaptation problems, but there was a significant difference between the teachers who were graduates of Education Faculty and the others, as the graduates of other faculties encountered a higher level of problems than the Education Faculty graduates. What is more, there appeared a significant mean difference in the perceptions of the novices with respect to the place where they work and the number of the teachers in their schools. Results of the multiple comparisons showed that the novices working in villages had more problems than the ones working in towns or cities. Lastly, the number of the teachers in the school had a significant effect on the adaptation levels. For instance, the ones encountering the most problems were from the schools, in which there were only 3 to5 teachers working[90].

[89] McCann, T.M., Johannessen, L.R., & Ricca, B. (2005). Responding to new: An indepth study of novice high school teachers suggests key strategies to address their most pressing challenges. Educational Leadership, May, 30-34.

[90] Korkmaz, S. "Novice teachers job adaptation problems", (Unpublished master's thesis, Kocaeli University, Kocaeli, 1999)

In 1999 another study was conducted in Malatya. This study aimed to evaluate the applied education of novice teachers. It was limited with 47 elementary school inspector, 160 novice teachers and 71 elementary school principles. As a result of this study the applied education was seen as an important training program for the novice teachers. However there are some deficiencies about the methods of the applied education program. For example school counselor should guide to the novice teacher much more than mentioned in the program and inspectors should visit the novice teachers twice a month rather than once a month[91].

In 2001 another research was conducted about the problems and perceptions of classroom teachers who were certified through alternative teacher training programs. The study was conducted with participant ACTs, primary school principals, and primary school inspectors. The general findings showed that ACTs could not, considerably, adapt to classroom teaching. The problems reported were about classroom management, instructional activities, and communication with principals and inspectors. Principals indicated that most of the ACTs had problems in planning, implementing instructional activities and teaching according to student level. Some ACTs preferred to be teaching at secondary levels. ACTs working in Aegean and Black Sea regions were more satisfied with teaching than the ones in other regions. Lastly, they perceived difficulty in relationship with school inspectors and that necessary assistance was received from colleagues and other resources[92].

Apart from these, a study was conducted to explore novice teachers' perceptions of a ten-week INSET program implemented at School of Foreign Languages at Anadolu University in the 2002-2003 academic year. He investigated to what extent novice teachers perceived the INSET courses valuable for their teaching. The results indicated that the perceptions of the novices on the INSET courses were

[91] Solak, İ. "Evaluation of Applied Education Program of Novice Teacher in The Regulation of Novice Teacher Training Program; Malatya Example".,(Unpublished master's thesis, İnönü University, Malatya, 1999)

[92] Toker, A. "A study on alternatively certified classroom teachers (ACTs) through the perceptions of ACTs, principals, and inspectors" (Unpublished master's thesis, Middle East Technical University, Ankara, 2001)

generally positive. An important finding was that one of the most beneficial INSET course for the novices were described as the sessions about classroom management, which reflected the prior needs of the novice teachers[93].

The last study was conducted in Eskişehir by Özonay which was a master's thesis about evaluation of teacher probationary training program. The aim of this research was to evaluate the Probationary Training Program that was applied to the teachers beginning the work newly, depending on the ideas of the teachers who participated the program. The research showed that the Probationary Training Program is sufficient for filling the needs of its aims, suitable for the features of its subject area and its content is available for reaching the aims, but it does not fill the needs of probationer teachers adequately and consist of new and interesting information. As a result, it is concluded that the Probationary Training Program being applied to probationer teachers in primary and secondary schools is adequate in the dimension of aims and evaluation, and has some sides open to be developed[94].

[93] Alan B. "Novice teachers' perceptions of an in-service teacher training course at Anadolu University" (Unpublished master's thesis, Bilkent University, Ankara, 2003)

[94] Özonay, İ. "Evaluation of Teacher Probationary Training Programme" (Unpublished master's thesis, Anadolu University, Eskişehir, 2003)

CHAPTER 3: FIELD SEARCH

3.1 Objective of The Study

The main factor that affects the quality of the education is the capacity and efficiency of the teacher. It is not always right that all teachers who have bachelors degree will be a sufficient teacher and effective in school environment. As discussed above and the studies showed that teachers should join in service training programs from the beginning of their work life and should continue these programs periodically. From this point of view, the first years of novice teacher are very crucial and the novice teacher should be supported via training programs. As a result, the Novice Teacher Education Program plays an important role in the orientation and professional development of the novice teachers in their first year. So, this study aims to evaluate the NTT according to the ideas of the teachers who attended this training program.

3.2 Limitation of The Study

This study is limited with the applications of Novice Teacher Training program. Also another limitation of this study is that respondents are teachers who have been working in the elementary schools located in the city center of Şanlıurfa and completed the Novice Teacher Training program.

3.3 Sampling Method and Size

The sample was selected from the elementary school teachers who have been working in the city centre of Şanlıurfa. Because of the time limitation elementary schools were selected. There were much more teachers in elementary schools who completed the Novice Teacher Training Program compared to teachers in secondary schools. As a result the population was 437 teachers who have been working in elementary schools and completed the Novice Teacher Training Program between 2004 and 2009. All of them was selected as the sample group.

3.4 Type of The Research

Descriptive Statistics are used to describe the basic features of the data in the study. They provide simple summaries about the sample and the measures.

3.5 Data Collection

A questionnaire was used to collect the data. This questionnaire was developed in a master's thesis study and has 4 Likert Scale. As it is known that Likert scale measures the extent to which a person agrees or disagrees with the question.

This questionnaire was developed according to the aims of the study, the needs of the teachers and literature review. Firstly the items had been constituted by the researcher with the help of the thesis advisor. In order to make the validity of this questionnaire, firstly 10 academician who have been working in the areas of program development and in-service training had reformed the items. Then 21 teacher who had completed the NTT program had answered the questionnaire and the last corrections had been done on the questionnaire[95].

The questionnaire have mainly three parts. In the first part there are 7 items about the demographic information of the respondent. The second part is consisted of 37 items about the aims, content, process and evaluation of the NTT program. The last part is consisted of 3 questions (one closed, two open ended) for the suggestions and problems of the respondents about the NTT program. In the original questionnaire there are 11 items in the first part, but in this study there was no need to get info about the trainers, location of the training program, school counselors and teacher certification. Therefore the 4 items about these issues were discarded from the questionnaire and total item number was 47.

437 questionnaires were given to the principals of the elementary schools in the city centre of the Şanlıurfa by the researcher in December 2009. The aim of the study was explained to the principals and by the help of the principals the questionnaires were

[95] Özonay, İ. "Evaluation of Teacher Probationary Training Programme" (Unpublished master's thesis, Anadolu University, Eskişehir, 2003), p.49-50.

applied to the teachers. After a week the questionnaires were collected by the researcher. As a result 194 of them were analysed, 24 of them were not answered completely, 219 of them were not filled. So, approximately 50% of the population have participated this study.

Reliability is the consistency of measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of measurement.

We can use the Cronbach Alpha Coefficient for the consistency among the questionnaire questions. Cronbach Alpha Coefficient Score should be more than .70 to say that the study is reliable. Our research Cronbach Alpha Coefficient Score is .961. Therefore it can be said that the questionnaire is reliable to measure the aim.

3.6 Analysis of Demographic Items

Table 1. Sex of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	85	43,8	43,8	43,8
	Male	109	56,2	56,2	100,0
	Total	194	100,0	100,0	

Sex of Respondents: 43,8% of respondents were female and 56.2% were male. It has been found out that the number of males who filled in the survey is more than females.

Table 2. Type of Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education Faculty	168	86,6	86,6	86,6
	Arts and Sciences	12	6,2	6,2	92,8
	Fine Arts	2	1,0	1,0	93,8
	Physical Educ.	5	2,6	2,6	96,4
	Other	7	3,6	3,6	100,0
	Total	194	100,0	100,0	

Type of Faculty: It is clear that many of the teachers have been graduated from Education Faculty (%86,6). Because of the education system, teachers graduated from education faculties work much more in elementary schools than other type of schools.

Table 3. Teacher Branch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-School	6	3,1	3,1	3,1
	Classroom Teacher	77	39,7	39,7	42,8
	Turkish Lang. And Lit.	4	2,1	2,1	44,8
	Mathematics	19	9,8	9,8	54,6
	Sciences	8	4,1	4,1	58,8
	Computer	8	4,1	4,1	62,9
	Foreign Lang.	14	7,2	7,2	70,1
	Guidance	16	8,2	8,2	78,4
	Ability Courses Teacher	17	8,8	8,8	87,1
	Others	11	5,7	5,7	92,8
	Social Sciences	14	7,2	7,2	100,0
	Total	194	100,0	100,0	

Teacher Branch: Many of respondents were classroom teachers (%39,7). Because the data were collected in Elementary Schools and as a result of it, classroom teachers were much more than other branches.

Table 4. Working Period of Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Than 1 Year	4	2,1	2,1	2,1
	1-2 Year(s)	34	17,5	17,5	19,6
	3-4 Years	84	43,3	43,3	62,9
	5 Years and More	72	37,1	37,1	100,0
	Total	194	100,0	100,0	

%2,1 of teachers have been working less than 1 year. %60,8 of teachers have been working between 1-4 years. This is an important percentage. Because as a result of the aims of the study many of the respondents should be the teachers who were in the first years of their work life. %37,1 of teachers were working for 5 years and more.

Table 5. Year of Participating The Novice Teacher Training Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004-2005	61	31,4	31,4	31,4
	2005-2006	20	10,3	10,3	41,8
	2006-2007	36	18,6	18,6	60,3
	2007-2008	47	24,2	24,2	84,5
	2008-2009	30	15,5	15,5	100,0
	Total	194	100,0	100,0	

It is known that the NTT program continues at least one year for a teacher. In order to get the right and fresh ideas of teacher about NTT, it was important to reach teachers who have completed NTT program in the last 3 years. So the results show that % 58,3 of the teachers have completed the NTT program in the last 3 years.

3.7 Analysis Of Teachers' Responses

3.7.1 Teachers' Responses About The Aims Of The NTT Program

Table 6. Item 8: "The aims of the training program was comprising the important issues about the teacher profession and public servant"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	19	9,8	9,8	9,8
	Partially Agree	104	53,6	53,6	63,4
	Mostly Agree	54	27,8	27,8	91,2
	Absolutely Agree	17	8,8	8,8	100,0
	Total	194	100,0	100,0	

Results showed that many of teachers (%63,4) thought that the aims of the training program were not comprising all the important issues about the teacher profession and public servant. In other words it can be said that aims of the training program were not adequate according to the teachers. Only 36,6% of teachers agreed that the aims of the program were completely about the issues of the teacher profession and public servant.

Table 7. Item 9: "The aims of the training program were enough for my needs"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	33	17,0	17,0	17,0
	Partially Agree	101	52,1	52,1	69,1
	Mostly Agree	44	22,7	22,7	91,8
	Absolutely Agree	16	8,2	8,2	100,0
	Total	194	100,0	100,0	

According to these results many of the teachers (69,1%) thought that the aims of the training program were not completely enough for their needs. Only 30,9 % of teachers agreed that the aims of the training program were enough for their needs.

As a result of items 8 and 9 about more than half of the teachers thought that the aims of the training program were not parallel with teacher profession and enough for their needs. As can be understood the aims of this program should be reformed depending on the new developments of the teacher profession and teacher needs.

3.7.2 Teachers' Responses Abut The Content of The NTT

Table 8. Item 10 "The subjects in the program were discussed enough to meet my needs."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	37	19,1	19,1	19,1
	Partially Agree	114	58,8	58,8	77,8
	Mostly Agree	32	16,5	16,5	94,3
	Absolutely Agree	11	5,7	5,7	100,0
	Total	194	100,0	100,0	

These results showed that the subjects were not discussed enough to meet teachers' needs. Because only 22,2% of teachers agreed that the subjects were discussed enough to meet their needs.

Table 9. Item 11 "Subjects discussed in the program were new and interesting for me"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	40	20,6	20,6	20,6
	Partially Agree	109	56,2	56,2	76,8
	Mostly Agree	33	17,0	17,0	93,8
	Absolutely Agree	12	6,2	6,2	100,0
	Total	194	100,0	100,0	

It is obvious that only 23,2% of teachers agreed on that subjects discussed in the program were new and interesting for them. Most of teachers (76,2%)thought that the subjects of program were not completely new and interesting for them.

Table 10. Item 12 "New issues about teacher profession and education were discussed in the training classrooms"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	74	38,1	38,1	38,1
	Partially Agree	78	40,2	40,2	78,4
	Mostly Agree	33	17,0	17,0	95,4
	Absolutely Agree	9	4,6	4,6	100,0
	Total	194	100,0	100,0	

Results showed that a small part of teachers' (21,6%) completely agreed on that new issue about teacher profession and education were discussed in the training classrooms.

Table 11. Item 13 "Subjects Were Discussed Related With The Aims of The Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	37	19,1	19,1	19,1
	Partially Agree	109	56,2	56,2	75,3
	Mostly Agree	40	20,6	20,6	95,9
	Absolutely Agree	8	4,1	4,1	100,0
	Total	194	100,0	100,0	

Results showed that a small part of teachers' (25,7%) completely agreed on that subjects were discussed related with the aims of the program. In other words the

subjects were not related with the aims of the training program according to many of the teachers' participated this research.

As a result of items 10-13, subjects of the training program were not new, interesting, and parallel with the aims of the NTT and teacher profession according to many of the teachers responses.

3.7.3 Teachers' Responses About the Methods and Techniques Used In the Training Program

Table 12. Item 14 "Appropriate Methods and Techniques Were Used In the Training Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	49	25,3	25,3	25,3
	Partially Agree	107	55,2	55,2	80,4
	Mostly Agree	34	17,5	17,5	97,9
	Absolutely Agree	4	2,1	2,1	100,0
	Total	194	100,0	100,0	

It is clear that only a small part of teachers (19,6%) agreed on that appropriate methods and techniques were used in the training program. Many of them (80,5%) thought that the methods and techniques were not appropriate for the training program.

Table 13. Item 15 "Training Methods and Techniques In the Program Were Encouraging Us and Providing Us to Take Part"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	65	33,5	33,5	33,5
	Partially Agree	96	49,5	49,5	83,0
	Mostly Agree	26	13,4	13,4	96,4
	Absolutely Agree	7	3,6	3,6	100,0
	Total	194	100,0	100,0	

A small part of teachers (27%) agreed on that training methods and techniques in the program were encouraging them and providing them to take part.

As a result of items 14 and 15 many of the teachers thought that the methods and techniques used in the training program were not well designed, effective and encouraging them to take part in courses.

3.7.4 Teachers' Responses About The Materials Used In The Training Program

Table 14. Item 16 "Training Materials were used enough during the training courses."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	64	33,0	33,0	33,0
	Partially Agree	100	51,5	51,5	84,5
	Mostly Agree	25	12,9	12,9	97,4
	Absolutely Agree	5	2,6	2,6	100,0
	Total	194	100,0	100,0	

Many of the teachers thought that training materials were not used enough during the training courses. Only 15,4% of the teachers agreed on that materials were enough for the training courses.

Table 15. Item 17 "Training Materials Provided Us To Learn The Subjects Easily and Enjoyable"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	73	37,6	37,6	37,6
	Partially Agree	92	47,4	47,4	85,1
	Mostly Agree	22	11,3	11,3	96,4
	Absolutely Agree	7	3,6	3,6	100,0
	Total	194	100,0	100,0	

According to these results a very small part of teachers (14,9%) agreed on that training materials provided them to learn subjects easily and enjoyable.

Table 16. Item 18 "Enough Materials About The Subjects Of Training Program Were Given To Teachers and Resources Were Advised"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	94	48,5	48,5	48,5
	Partially Agree	75	38,7	38,7	87,1
	Mostly Agree	21	10,8	10,8	97,9
	Absolutely Agree	4	2,1	2,1	100,0
	Total	194	100,0	100,0	

A very small part of teachers (12,9%) agreed on that enough materials about the subjects of training program were given to them and resources were advised.

Table 17. Item 19 "Written Materials About The Subjects Were Well Designed and Tangible"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	72	37,1	37,1	37,1
	Partially Agree	94	48,5	48,5	85,6
	Mostly Agree	25	12,9	12,9	98,5
	Absolutely Agree	3	1,5	1,5	100,0
	Total	194	100,0	100,0	

These results showed a very small part of teachers (14,4%) agreed that written materials about the subjects were well designed and tangible.

As result of Items 16-19 almost all of the teachers agreed that the materials of the training program were not appropriate, enough, well designed and useful. So, it can be said that materials of the training program should be developed and used according to the needs of the novice teachers.

3.7.5 Teachers' Responses About The Training Environment

Table 18. Item 20 "Learning Environment In The Classrooms (sitting plan, number of teachers, temperature, light etc.) Was Suitable For An Effective Course"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	68	35,1	35,1	35,1
	Partially Agree	75	38,7	38,7	73,7
	Mostly Agree	41	21,1	21,1	94,8
	Absolutely Agree	10	5,2	5,2	100,0
	Total	194	100,0	100,0	

These results showed that only 26,7% of the teachers completely agreed that learning environment were suitable for an effective course. More than half of the teachers thought that (73,7%) learning environment were not suitable for an effective training course.

Table 19. Item 21 "I completed the applied education program in a school which had opportunities related with my profession"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	79	40,7	40,7	40,7
	Partially Agree	72	37,1	37,1	77,8
	Mostly Agree	35	18,0	18,0	95,9
	Absolutely Agree	8	4,1	4,1	100,0
	Total	194	100,0	100,0	

A small part of the teachers (22,1%) completely agreed that the school was not adequate for the applied education program related their profession.

As a result of items 20 and 21 a small part of the teachers' have satisfied about the training environment. Most of the teachers thought that the training environment was not suitable for the training program.

3.7.6 Teachers' Responses About Training Instructors

Table 20. Item 22 "Training Instructors Had Dominance On The Subjects"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	30	15,5	15,5	15,5
	Partially Agree	87	44,8	44,8	60,3
	Mostly Agree	60	30,9	30,9	91,2
	Absolutely Agree	17	8,8	8,8	100,0
	Total	194	100,0	100,0	

Less than half of the teachers' (39,7%) agreed that training instructors had a full-knowledge about the subjects of training program.

Table 21. Item 23 "The Presentations of Training Instructors Were Organized and Tangible"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	35	18,0	18,0	18,0
	Partially Agree	99	51,0	51,0	69,1
	Mostly Agree	49	25,3	25,3	94,3
	Absolutely Agree	11	5,7	5,7	100,0
	Total	194	100,0	100,0	

A small part of the teachers' (31,0%) completely agreed that the presentations of training instructors were organized and tangible. Most of the teachers (69%) thought that the presentations were not well organized and tangible.

Table 22. Item 24 "Training Instructors Were In An Attitude That Motivating Us To Teacher Profession and Training Activities"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	41	21,1	21,1	21,1
	Partially Agree	94	48,5	48,5	69,6
	Mostly Agree	46	23,7	23,7	93,3
	Absolutely Agree	13	6,7	6,7	100,0
	Total	194	100,0	100,0	

A small part of the teachers' (31,4%) agreed that training instructors were in an attitude that motivating them to teacher profession and training activities.

Table 23. Item 25 "A Good Communication Was Established Between The Teachers and Training Instructors"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	30	15,5	15,5	15,5
	Partially Agree	87	44,8	44,8	60,3
	Mostly Agree	66	34,0	34,0	94,3
	Absolutely Agree	11	5,7	5,7	100,0
	Total	194	100,0	100,0	

Less than half of the teachers (39,7%) completely agreed that there has been a good communication between the teachers and training instructors.

As a result of items 22-25 less than half of the teachers agreed that training instructors were sufficient and organized during the training courses. It can be said that many of the teachers thought that training instructors should prepare themselves better for the courses, establish a better communication with the teachers.

3.7.7 Teachers' Responses About The School Counselors and Inspectors Working In The Training Program

Table 24. Item 26 "I had Chance To Meet With My School Counselor Planned and Regularly During The Applied education Program."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	69	35,6	35,6	35,6
	Partially Agree	66	34,0	34,0	69,6
	Mostly Agree	42	21,6	21,6	91,2
	Absolutely Agree	17	8,8	8,8	100,0
	Total	194	100,0	100,0	

Less than half of the teachers (30,4%) agreed that they had chance to meet with their school counselors in a planned way and regularly during the applied education program.

Table 25. Item 27 "My School Counselor Was With Me In My Course Once A Week During My Applied education Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	86	44,3	44,3	44,3
	Partially Agree	59	30,4	30,4	74,7
	Mostly Agree	29	14,9	14,9	89,7
	Absolutely Agree	20	10,3	10,3	100,0
	Total	194	100,0	100,0	

A small part of the teachers (25,2%) agreed that their school counselor was with them in their courses once a week during the applied education program. Nearly half of the teachers (44,3%) were absolutely disagree that their school counselor was with them in their courses once a week during the applied education program.

Table 26. Item 28 "We Prepared Enough Daily and Yearly Plans With My School Counselor"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	87	44,8	44,8	44,8
	Partially Agree	55	28,4	28,4	73,2
	Mostly Agree	37	19,1	19,1	92,3
	Absolutely Agree	15	7,7	7,7	100,0
	Total	194	100,0	100,0	

A small part of the teachers (26,8%) agreed that they prepared enough daily and yearly plans with their school counselors. Nearly half of the teachers (44,8%) were absolutely disagree that they prepared enough daily and yearly plans with their school counselors.

Table 27. Item 29 "I Believe That I Got Enough Support About My Profession Development From My School Counselor"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	81	41,8	41,8	41,8
	Partially Agree	60	30,9	30,9	72,7
	Mostly Agree	41	21,1	21,1	93,8
	Absolutely Agree	12	6,2	6,2	100,0
	Total	194	100,0	100,0	

A small part of the teachers (27,3%) agreed that they got enough support about profession development from their school counselor. Many of teachers (72,7%) thought that they had not got enough support about profession development from their school counselor.

Table 28. Item 30 "I Got An Effective Support About Profession Development From The Inspectors During The Applied education Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	89	45,9	45,9	45,9
	Partially Agree	74	38,1	38,1	84,0
	Mostly Agree	27	13,9	13,9	97,9
	Absolutely Agree	4	2,1	2,1	100,0
	Total	194	100,0	100,0	

A very small part of the teachers (16,0%) agreed that they got an effective support about profession development during the applied education program. Most of the teachers (84,0%) thought that they had not got an effective support about profession development from the inspectors during the applied education program.

As a result of items 26-30, it can be said that school counselors and inspectors did not give enough support to teachers during the training program.

3.7.8 Teachers' Responses About The Schedule Of The Training Program

Table 29. Item 31 "Time Was Enough To Learn The Subjects of The Basic Education Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	44	22,7	22,7	22,7
	Partially Agree	72	37,1	37,1	59,8
	Mostly Agree	51	26,3	26,3	86,1
	Absolutely Agree	27	13,9	13,9	100,0
	Total	194	100,0	100,0	

Nearly half of the teachers (40,2%) agreed that time was enough to learn the subjects of the basic education program. More than half of the teachers (59,8%) thought that time was not completely enough to learn the subjects of the basic education program.

Table 30. Item 32 "Time Was Enough To Learn The Subjects Of The Preparatory Education Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	45	23,2	23,2	23,2
	Partially Agree	70	36,1	36,1	59,3
	Mostly Agree	50	25,8	25,8	85,1
	Absolutely Agree	29	14,9	14,9	100,0
	Total	194	100,0	100,0	

Nearly half of the teachers (40,7) agreed that time was enough to learn the subjects of the preparatory education program. More than half of the teachers (59,3%) thought that time was not completely enough to learn the subjects of the preparatory education program.

Table 31. Item 33 "Time Was Spent Efficiently and Effectively For The Subjects of The Basic And Preparatory Education Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	47	24,2	24,2	24,2
	Partially Agree	100	51,5	51,5	75,8
	Mostly Agree	34	17,5	17,5	93,3
	Absolutely Agree	13	6,7	6,7	100,0
	Total	194	100,0	100,0	

A small part of the teachers (24,2%) agreed that time was used efficiently and effectively for the subjects of the basic and preparatory education program. Many of the teachers (75,7%) thought that time was not used completely efficiently and effectively for the subjects of the basic and preparatory education program.

Table 32. Item 34 "Applied Education Program For One Semester Was Enough To Get Experienced Teacher In The Basic Level"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	65	33,5	33,5	33,5
	Partially Agree	77	39,7	39,7	73,2
	Mostly Agree	35	18,0	18,0	91,2
	Absolutely Agree	17	8,8	8,8	100,0
	Total	194	100,0	100,0	

A small part of the teachers (26,0%) agreed that applied education program for one semester was enough to get experienced teacher in the basic level. Most of the teachers (74%) thought that applied education program for one semester was not enough to get experienced teacher in the basic level.

Table 33. Item 35 "Time Was Spent Efficiently and Effectively For The Subjects of The Applied Education Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	56	28,9	28,9	28,9
	Partially Agree	94	48,5	48,5	77,3
	Mostly Agree	29	14,9	14,9	92,3
	Absolutely Agree	15	7,7	7,7	100,0
	Total	194	100,0	100,0	

A small part of the teachers agreed that (22,6%) time was spent efficiently and effectively for the subjects of the applied education program. Many of the teachers (77,4%) thought that time was not spent efficiently and effectively for the subjects of the applied education program.

As a result of items 31-35, time was not spent enough in the whole training program. Time should be spent more efficiently and effectively during the training program according to the teachers participated in NTT program.

3.7.9 Teachers' Responses Evaluation of The NTT Program

Table 34. Item 36 "I believe that I got all the knowledge and abilities which aimed by the program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	40	20,6	20,6	20,6
	Partially Agree	102	52,6	52,6	73,2
	Mostly Agree	39	20,1	20,1	93,3
	Absolutely Agree	13	6,7	6,7	100,0
	Total	194	100,0	100,0	

A small part of the teachers (%26,8) agreed that they got all the knowledge and abilities which aimed by the program. Much more than half of the teachers (73,2%) thought that they did no get all the knowledge and abilities which aimed by the program.

Table 35. Item 37 "During Applied Education I Could Applied What I Learned From Preparatory Education Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	36	18,6	18,6	18,6
	Partially Agree	95	49,0	49,0	67,5
	Mostly Agree	49	25,3	25,3	92,8
	Absolutely Agree	14	7,2	7,2	100,0
	Total	194	100,0	100,0	

A small part of the teachers (32,5%) agreed that during the applied education they could applied what they learned from preparatory education program. More than half of the teachers (67,6%) thought that during the applied education they could not applied what they learned from preparatory education program.

Table 36. Item 38 "The Tests Conducted About Basic And Preparatory Education Programs Were Valid According To The Aims of The Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	38	19,6	19,6	19,6
	Partially Agree	96	49,5	49,5	69,1
	Mostly Agree	52	26,8	26,8	95,9
	Absolutely Agree	8	4,1	4,1	100,0
	Total	194	100,0	100,0	

A small part of the teachers (30,9%) agreed that the tests conducted about basic and preparatory education programs were valid according to the aims of the program. Most of the teachers thought that tests conducted about basic and preparatory education programs were not completely valid according to the aims of the program.

Table 37. Item 39 "The Evaluation Was Conducted At The End of The Applied Education Program According To The Aims Of the Training Program"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	52	26,8	26,8	26,8
	Partially Agree	82	42,3	42,3	69,1
	Mostly Agree	52	26,8	26,8	95,9
	Absolutely Agree	8	4,1	4,1	100,0
	Total	194	100,0	100,0	

A small part of teachers (30,9%) agreed that the evaluation was conducted at the end of the applied training according to the aims of the training program. Most of the teachers (69,1%) thought that the evaluation was not conducted completely according to the aims of the training program at the end of the applied training.

Table 38. Item 40 "I Prepared The Novice Teacher File According To The Content Which I would Use After Some Years"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	67	34,5	34,5	34,5
	Partially Agree	68	35,1	35,1	69,6
	Mostly Agree	43	22,2	22,2	91,8
	Absolutely Agree	16	8,2	8,2	100,0
	Total	194	100,0	100,0	

Less than half of the teachers (30,4%) agreed that they prepared the novice teacher file according to the content which they would use after some years. Most of the teachers thought that they did not prepare the novice teacher file according to the content which they would use after some years.

As a result of the items 36-40 approximately a small part of the teachers completely believe that they got knowledge and abilities aimed by the program and the evaluation of the NTT is done according to the aims of the program,

3.7.10 Teachers' Responses About Organizing The NTT Program

Table 39. Item 41 "The Teachers were informed About The Aims, Content and Process of The Program Before The Program Started"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	43	22,2	22,2	22,2
	Partially Agree	82	42,3	42,3	64,4
	Mostly Agree	56	28,9	28,9	93,3
	Absolutely Agree	13	6,7	6,7	100,0
	Total	194	100,0	100,0	

Less than half of the teachers (35,6%) agreed that the have informed about the aims, content and process of the program before the program started. Most of the teachers (64,5%) thought that the have not informed about the aims, content and process of the program before the program started.

Table 40. Item 42 "The Training Was Done In An Appropriate Environment (Away from Noise, Enough Light, Easy Transportation, Sufficient For The Adults)"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	47	24,2	24,2	24,2
	Partially Agree	63	32,5	32,5	56,7
	Mostly Agree	55	28,4	28,4	85,1
	Absolutely Agree	29	14,9	14,9	100,0
	Total	194	100,0	100,0	

Approximately half of the teachers (43,3%) agreed that the training was done in an appropriate environment (away from noise, enough light, easy transportation, sufficient for the adults).

Table 41. Item 43 "Managers of The Training Program Were Fully Interested About The Teachers' Social Needs (accommodation, transportation, meals and etc.) During The Basic and Preparatory Education Programs"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	103	53,1	53,1	53,1
	Partially Agree	61	31,4	31,4	84,5
	Mostly Agree	22	11,3	11,3	95,9
	Absolutely Agree	8	4,1	4,1	100,0
	Total	194	100,0	100,0	

A very small part of the teachers (15,4%) agreed that managers of the training programs were fully interested about the teachers' social needs (accommodation, transportation, meals and etc.) during the basic and preparatory education programs.

Table 42. Item 44 "We Could Establish A Good Communication With The Managers Of The Training Program To Talk The Problems and To Create Solution To These Problems We Faced During The Training Process"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	63	32,5	32,5	32,5
	Partially Agree	81	41,8	41,8	74,2
	Mostly Agree	38	19,6	19,6	93,8
	Absolutely Agree	12	6,2	6,2	100,0
	Total	194	100,0	100,0	

A small part of the teachers (25,8%) agreed that they could establish a good communication with the managers of the training program to talk the problems and to create solution to these problems they faced during the training process.

As a result of items 41-44 the organization of the NTT program was not effective and appropriate. In other words managers of the program should give more attention to the organization of the program and the program should be organized according to needs of the novice teachers.

Table 43. Item 45 "Do You Think That Novice Teacher Training (NTT) Program Should Be Developed?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	186	95,9	95,9	95,9
	No	8	4,1	4,1	100,0
	Total	194	100,0	100,0	

These results obviously show that almost all of the teachers (95,9%) thought that the NTT program should be developed.

3.7.11 Teachers' Ideas On The Development Of The NTT Program

There were two open ended questions in order to get information about ideas of the teachers on the development of the NTT program. First one was: "Please write down if you have any advice(s) about the development of the NTT Program" (Item 46)

This open ended question was answered by 63 teachers that is equal to 32,5%. In other words less than half of the teachers explained their ideas or advices about the development of the NTT program.

As a result of these answers, many of the teachers mentioned the same issues in the items of the questionnaire. These answres were grouped under some similar statements. But the main concern was on the subjects of the training programs and the methods-techniques used. The grouped statements and the number of teachers' answers:

- The subjects of the program should be revised: 38
- Much more effective methods should be used during the courses: 36
- More qualified people should be assigned to these training programs: 24
- The duration of the program should be shorter: 14
- The training environment should be revised: 8
- The evaluation of the program should be much more objective: 6
- Experienced teachers should be participated in the training programs for sharing their experiences with the novice teachers: 4
- Counseling activities should be much more effective: 4

The second open question was: "Please write down if there is any problem you faced during the NTT program" (Item 47)

This open ended question was answered by 63 teachers that is equal to 32,5%. But as a result of the answers many of the teachers have mentioned problems parallel with the advices or ideas which are written in the previous item. These problems were grouped under some similar statements. The grouped statements and the numbers were:

- The subjects were not new and interesting: 34

- Training methods and techniques made the courses very boring: 26
- Duration of the training program was very long and schedule was not well planned: 20
- Inspectors and managers were unqualified and insufficient: 18
- These training programs are conducted in order to accomplish the legal procedures and laws: 12
- Materials used in the courses were not enough: 8

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

As mentioned before the teachers who have just started their work life in elementary schools or secondary schools should complete the Novice Teacher Training Program. Teachers who have been successful in this program have been named as permanent staff. This study aimed to evaluate the NTT program depending on ideas of novice teachers. The population was 437 elementary school teachers who have attended this training program between 2004 and 2009 in Şanlıurfa city center. 437 questionnaires were allocated to all teachers in the population. In the process of data that were gathered in the research, number and percentage distribution is used as the statistical technique and the analysis is achieved via the SPSS 15.0 (Statistical Package for the Social Sciences) package computer program.

According to the analysis of the answers it can be said that NTT has many problems and deficiencies. Because only 40% of the teachers agreed that the duration of the training program was adequate (Items 31 and 32) and the learning environment was appropriate (Item 42). All the other items got lower percentages. This is an important point because in the previous studies in different cities similar items were asked to the teachers but percentages were much more than compared with these results. If we make a comparison between the results of this stuady and the ones in the study of Özonay (2003), we can see that there are very big differences. For example, according to the answers of item 14 only 19% of teachers completely agreed that appropriate methods and techniques were used in the training program. However in the study of Özonay (2003), nearly half of the teachers (44%) agreed that appropriate methods and techniques were used in the training program. Another example is about item 8. 36% of teachers agreed that the aims of the program were completely about the issues of the teacher profession and public servant. However, in the study of Özonay (2003) the same item had 74%. The last important difference can be given from item 22. Less than half of the teachers' (39,7%) agreed that training instructors had a full-knowledge about the

subjects of training program. But in the study of Özonay (2003), 68% of teachers agreed that training instructors had a full-knowledge about the subjects of training program. These percentage differences can be the result of two points: Firstly, the needs of the novice teachers can be changing in the last 10 years rapidly. Secondly, the effectiveness of NTT and application of this program is mostly depending on the directorates of national education in different cities. It is clear that NTT program can not answer the needs of the teacher no more, and the training instructors, inspectors, school counselors and other staff should be more organized and motivated in the application of this program.

Another important result was about the materials used during the training programs. As mentioned before, a very small part of teachers agreed that the materials were enough and sufficient for the training program. The percentages of the items are shown below:

Item 16: The sum of Absolutely Agree and Mostly Agree: 15,4%

Item 17: The sum of Absolutely Agree and Mostly Agree: 14,9%

Item 18: The sum of Absolutely Agree and Mostly Agree: 12,9%

Item 20: The sum of Absolutely Agree and Mostly Agree: 14,4%

Lastly, many of the teachers agreed that the NTT program should be developed. This is a parallel result with the analysis of the items. As can be understood that teachers found the NTT program insufficient from the points of the aims of the program, content of the program, methods-techniques and materials used in the program. Also the trainers (inspectors, managers and school counselors) were unqualified and insufficient. Moreover the evaluation was not objective and valid, and the organization of training programs were not satisfactory. Only the duration and learning environment was satisfactory for the teachers.

4.2 Recommendations

As mentioned above NTT program has many deficiencies according to the responses of teachers. In order to develop NTT and improve the effectiveness of it some recommendations are mentioned below:

- A need analysis should be conducted to the teachers and according to this analysis NTT should be reformed. Objectives of training program should be defined again.
- Different training methods and techniques such as role playing, brainstroming, case study should be used for providing teachers to take part in training programs.
- The inspectors, managers, principals and other staff administering training programs should be taken into in-service training programs for improving their qualifications. Also academicians who are expert in teacher education and development should give courses in training programs.
- Different materials such as data show, computer, power point presentations should be used effectively. Computer based training methods should be used much more and in a effective way.
- School counselors should give much more attention to NTT and take part with the novice teacher at least once a month during the NTT process.
- Also inspectors should give much more attention to NTT. In order to do this the work load of inspectors should be decreased.
- The transportation and accommodation of the novice teachers should be organized according to the needs of the novice teachers.
- Further studies should be done in other cities and the cultural, social, economical and other dimensions of the city should be taken into consideration in order to promote the relation between these and novice teachers' expectations. Also in these studies the perceptions of novice teachers about the city should be taken into account while evaluating the NTT program.

APPENDICES

APPENDIX A. NOVICE TEACHER TRAINING PROGRAM (in Turkish)

Aday Öğretmenlerin Yetiştirilmesi Kurs Programı

ADAYLIK EĞİTİMİ	ÜNİTELER	SÜRE (SAAT)
TEMEL EĞİTİM PROGRAMI	1.Devlet Teşkilâtı, Anayasa ve Kamu Hizmeti 2.Devlet Memurları ile ilgili Mevzuat 3.Türkçe, Dilbilgisi ve Resmi Yazışma Kuralları 4.Halkla İlişkiler 5.Tasarruf Tedbirleri ve Hizmette Verimlilik 6.Atatürk İlkeleri ve İnkılâp Tarihi 7.Millî Güvenlik Bilgisi 8. Değerlendirme (Sınav)	8 16 12 4 4 10 2 4
	TOPLAM:	**60 Saat**
HAZIRLAYICI EĞİTİM PROGRAMI	1. Türk Millî Eğitim Sistemi 2. MEB'in Teşkilat Yapısı 3. Personelin Özlük Hakları 4. Hizmet Sınıfları ile ilgili Konular 5. Değerlendirme (Sınav)	12 12 24 68 4
	TOPLAM:	**120 Saat**
UYGULAMALI EĞİTİM PROGRAMI	1.Resmi Yazışma ve Dosyalama Kuralları 2.Hizmette Tasarruf ve Verimlilik 3.İnsan İlişkileri 4.Yenilik ve Gelişme 5.Koruma Tedbirleri ve Sivil Savunma 6.Hizmet Sınıfları ile İlgili Konular	- - - - -
	EN AZ:	**220 Saat**

APPENDIX A.1 BASIC EDUCATION PROGRAM (in Turkish)
Temel Eğitim Programı

ÜNİTE I: Devlet Teşkilâtı, Anayasa ve Kamu Hizmeti	**ÜNİTE II:** Devlet Memurları ile İlgili Mevzuat
1. T.C. Anayasası ve temel ilkeleri. **2.** Kamu hizmeti ve devlet kavramları. **3.** Devlet Teşkilatı: a.Merkezi Yönetim, b.Yerinden yönetim. **4.** Devletin Sekli ve Organları: a.Yasama, b.Yürütme, c.Yargı.	**1.** Anayasa, Kanun, KHK, Bakanlar Kurulu Kararı, Tüzük, Yönetmelik, Yönerge, Genelge, İdari Yargı Kararları, İçtihat'ı Birleştirme Kararları. **2.** Devlet Memurunun: a.Görev ve sorumlulukları, b.Genel Hak ve sosyal yardımları, c.Hizmet içi Eğitimi, d.Atama ve yer değiştirmesi, e.Müracaat ve şikâyetleri, f.İzinleri, g.Kılık-Kıyafeti, h.Disipline riayeti, i.İlerleme ve yükselmesi
ÜNİTE III: Türkçe-Dilbilgisi ve Resmi Yazışma Kuralları	**ÜNİTE IV:** Halkla İlişkiler
1. Türkçenin yapısı ve dünya dilleri arasındaki yeri. **2.** Kelime çeşitleri. **3.** Cümle çeşitleri. **4.** Cümlenin öğeleri. **5.** Kip, zaman ve şahıs. **6.** Noktalama işaretleri. **7.** İmlâ kuralları. **8.** Kompozisyon. **9.** Resmi yazışma ve iletişim kuralları. **10.** Resmi yazışma ve iletişim çeşitleri. **11.** Gizlilik, gizlilik dereceleri. **12.** Evrak dosyalama arşivleme.	**1.** Halkla ilişkiler kavramı. **2.** Halkla ilişkilerin nitelikleri. **3.** Halka ilişkilerin teknikleri. **4.** Halkla ilişkilerde yararlanılan kaynaklar. **5.** Halkla ilişkilerde meslek kuralları. **6.**Yönetimin halk tarafından değerlendirilmesi.
ÜNİTE V: Tasarruf Tedbirleri ve Hizmette Verimlilik.	**ÜNİTE VI:** Atatürk İlkeleri ve İnkılâp Tarihi
1. Tasarrufun önemi ve gerekliliği, **2.** Tasarruf alanları. a.Yakıtta, b.Zamanda c.Suda, d.Kırtasiyede. **3.** Tasarrufun kişi ve toplum hayatındaki rolü. **4.** İnançlarımız ve geleneklerimizde tasarrufun yeri.	**1.** 20.yy. basında Osmanlı İmparatorluğunun durumu. **2.** Kurtuluş Savası. **3.** Cumhuriyetin ilanı. **4.** Atatürk İlkeleri **5.** Atatürk inkılâpları.
ÜNİTE VII: Millî Güvenlik Bilgisi	
1. Türkiye'nin jeopolitik konumu. **2.** Türkiye'ye yönelik iç ve dış tehditler **3.** İç ve dış tehditlere karsı alınabilecek tedbirler.	

APPENDIX A.2. PREPARATORY EDUCATION PROGRAM (in Turkish)
Hazırlayıcı Eğitim Programı

ÜNİTE I: Türk Millî Eğitim Sisteminin Yapısını Kavrayabilme
1. Türk Millî Eğitim Sistemi: a. Genel Amaçlar, b. Temel İlkeler, c. Örgün Eğitim Kurumları, d.Yaygın Eğitim Kurumları.
ÜNİTE II: Millî Eğitim Bakanlığı'nın Teşkilat Yapısı
1. Merkez Teşkilatı: a. Bakanlık Makamı, b. Talim ve Terbiye Kurulu, c. Ana Hizmet Birimleri, d.Danışma ve Denetim Birimleri, e. Yardımcı Birimler. **2.** Taşra Teşkilatı: a. İl Millî Eğitim Müdürlükleri, b. İlçe Millî Eğitim Müdürlükleri. **3.** Yurtdışı Teşkilatı. **4.** Bağlı Kuruluşlar: a. Millî Eğitim Akademisi, b. Yüksek Öğrenim Kredi ve Yurtlar Kurumu Genel Müdürlüğü, c. Film, Radyo, Televizyonla Eğitim Merkezi. **5.** Millî Eğitim Bakanlığı'nın diğer bakanlıklarla olan ilişkileri.
ÜNİTE-III: Personelin Özlük Hakları
1. Devlet Memuru'nun özlük haklarına ait tabi olduğu mevzuat: a. 657 Sayılı Kanunun İlgili Hükümleri, b. T.C. Emekli Sandığı Kanunu'nun İlgili Hükümleri. **2.** Devlet Memuru'nun genel hakları: a. Uygulamayı isteme hakkı, b. Çekilme, c. Emeklilik, d.Müracaat, şikâyet ve dava açma, e. İsnat ve iftiralara karsı korunma. **3.** Devlet Memurluğu'nda ilerleme ve yükselmeler: a. Kademe ilerlemesinde şartlar, b.Derece yükselmesinin usul ve şartları, c. İdari görevlere atanma, d. Sınıf değiştirme. **4.** Atama ve Yer değiştirme: a. Atama, ilk atama, açıktan atama, b. Yer değiştirme, c. Vekâlet, d.İkinci görev, e. Silâh altına alınma ve terhis edilenlerin görevlerine dönmeleri ve hizmet değerlendirilmesi. **5.** Çalışma Saatleri ve İzinler: a.Yıllık izin, b.Mazeret izni, c.Hastalık izni, d.Aylıksız izin. **6.** Disiplin ve Disiplin cezaları: a. Disiplin amirleri, b. Disiplin cezaları ve çeşitleri (Uyarma, Kınama, Aylıktan kesme, Kademe ilerlemesinin durdurulması, Devlet memurluğundan çıkarma). **7.** Siciller: a. Sicil amirleri, b. Sicil raporlarının doldurulması, c. Olumlu ve olumsuz sicil, d.Ödüllendirme (Teşekkür, Takdir, Aylıkla ödül). **8.** Görevden uzaklaştırma. **9.** Mali Haklar: a. Aylık (Dereceler kademe aylığı, Katsayı ve Gösterge), b. Tazminat ve Zamlar, c. Sosyal Haklar ve Yardımlar (Tedavi Yardımı, Konut edindirme yardımı, Aile yardımı, Doğum ve ölüm yardımı, Giyecek yardımı, Lojman tazminatı), d. Harcırah Kanunu yol masrafı, gündelik, aile masrafı, yer değiştirme masrafı. **10.** Devlet Memuru'nun hizmet içi eğitim yoluyla yetiştirilmesi.
ÜN_TE-IV: Eğitim Öğretim Hizmetleri Sınıfı Personeli İçin Konular
1. Öğretim ilke ve yöntemleri; **2.** Ders araç ve gereçleri; **3.** Rehberlik; **4.** Yıllık, ünite ve günlük plân; **5.** 222 sayılı İlköğretim ve Eğitim Kanunu; **6.** 430 Sayılı Tevhidi Tedrisat Kanunu. **7.** Millî Eğitim Bakanlığı'na Bağlı Okul ve Kurumlarda Görevli Öğretmen ve Yöneticilerin Haftalık Ders Saatleri ve Ek Ders Ücretleri Hakkında Mevzuat (439 Sayılı Kanun ve ilgili diğer mevzuat). **8.** 1702 Sayılı İlk ve Orta Tedrisat Muallimler Terfi ve Terfileri Hakkında Kanun. **9.** 4357 Sayılı İlkokul Öğretmenleri Terfi, Teklif ve Cezalandırılmaları Hakkında Kanun. **10.** Eğitim Öğretim hizmetleri sınıfı personelini ilgilendiren Kanun, Yönetmelik ve diğer mevzuat.

APPENDIX A.3. APPLIED EDUCATION PROGRAM (in Turkish)

Uygulamalı Egitim Programı

ÜNİTE I: Resmi Yazışma ve Dosyalama Kuralları.	**ÜNİTE II:** Hizmette tasarruf ve verimlilik.
1. Resmi Yazışma kuralları ve çeşitleri. **2.** Gizlilik ve gizliliğin dereceleri. **3.** Evrak, dağıtım, dosyalama ve arşivleme. **4.** Basılı evraklar.	**1.** Devlet malı **2.** Tasarruf tedbirleri **3.** Hizmette verimlilik **4.** Tüketim ve yatırım malları
ÜNİTE III: İnsan İlişkileri	**ÜNİTE IV:** Yenilik ve Gelişme
1. Yönetimde insan iliksilerinin yeri ve önemi. **2.** İş ilişkileri. **3.** Çevre ilişkileri. **4.** Ast-üst ilişkileri.	**1.** Personelin görev alanı ve ilgili mevzuat. **2.** Gözlem ve araştırma. **3.** Bilimsel ve teknolojik gelişmeler. **4.** Çevre imkânlarından yararlanma (kütüphanevb.)
ÜNİTE V: Güvenlik tedbirleri ve sivil savunma.	
1. Güvenlik ve koruma tedbirleri. **2.** Sivil savunma tedbirleri.	
EĞİTİM ÖĞRETİM HİZMETLERİ SINIFI PERSONELİ İÇİN UYGULAMALI EĞİTİM	
ÜNİTE I: Öğretim planları A-Yıllık Plân B-Ünite Planı C-Günlük Plân D-Yıllık Çalışma Programı. **ÜNİTE -II:** Ders araç ve gereçleri **ÜNİTE -III:** Eğitimde çevrenin yeri ve önemi A-Eğitim amaçlı yararlanabilecek çevredeki kurum ve kuruluşlar B-Okul, aile ve çevre ilişkileri **ÜNİTE -IV:** Rehberlik hizmetleri 1. Rehberliğin yeri ve önemi 2. Rehber öğretmen, sınıf rehber öğretmen, danışman öğretmen 3. Aday öğretmenin rehber öğretmeni	**ÜNİTE -V:** Okulun yapısı ve özellikleri 1. Okulun amaçları ve yapısı 2. Okulda yönetim isleri a.Eğitim programlarının uygulanması b.Personel hizmetleri c.Öğrenci hizmetleri d.Bütçe ile ilgili isler e.Okulun fiziki kaynakları 3. Okuldaki kurul ve toplantılar **ÜNİTE -VI:** Ölçme ve değerlendirme 1. Ölçme araçları a. Çoktan seçmeli testler b. Doğru yanlış testler c. Esleştirmeli testler d. Kısa cevaplı testler e. Performans testleri f. Sözlü yoklama g. Yazılı yoklama 2. Ölçme araçlarının nitelikleri a. Geçerlilik b. Güvenirlik c. Kullanışlılık 3. Değerlendirme a. Tanımaya yönelik değerlendirme b. Yetiştirmeye yönelik değerlendirme c. Sonuç değerlendirme

APPENDIX B. ANKET FORMU

Bu çalışma, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, Kamu Yönetimi Ana Bilim Dalı, İnsan Kaynakları Yönetimi ve Gelişimi Bölümü Yüksek Lisans programında yürütülmekte olan ve Şanlıurfa İl Genelinde Adaylık Eğitiminin Etkinliğinin Değerlendirilmesini yapmak amacıyla hazırlanan bir tezde kullanılacaktır. Vereceğiniz cevaplar araştırmanın temelini oluşturacaktır. Bu nedenle unutulmuş veya işaretlenmemiş ifade kalmaması araştırma için çok önemlidir.

Lütfen aşağıdaki ifadeleri dikkatle okuyunuz. Her bir ifadenin sizin açınızdan ne derece uygun olduğunu ölçek üzerinde işaretleyiniz. Lütfen seçeneklerden sadece birini işaretleyiniz. Vereceğiniz cevaplar sadece bu araştırma içi kullanılacak ve kimliğiniz gizli tutulacaktır. Bu sebeple sizden kimliğinizi açığa çıkartacak bir isim ya da işareti anket üzerine yazmamanızı rica ediyoruz. Bize değerli zamanınızı ayırarak yaptığınız katkıdan ve işbirliğinden ötürü teşekkür ederiz.

Tez Sorumlusu: Zafer Şirban YILDIRIM (Rehber Öğretmen)

1. Cinsiyet:	Kadın ☐	Erkek ☐

2. En Son Mezun Olduğunuz Fakülte/Enstitü:			
Eğitim Fakültesi	☐	Beden Eğitimi ve Spor Meslek Yüksekokulu	☐
Fen-Edebiyat Fakültesi	☐	Eğitim Bilimleri Enstitüsü	☐
Güzel Sanatlar Fakültesi	☐	Fen Bilimleri Enstitüsü	☐
Diğer(…….)	☐		

3. Görev Yaptığınız Yer:	İl Merkezi ☐	İlçe Merkezi ☐	Kasaba/Belde/Köy ☐

4. Görev Yaptığınız Okul/Kurum:			
Anaokulu	☐	Anadolu Öğretmen Lisesi	☐
İlköğretim Okulu	☐	Anadolu Güzel Sanatlar Lisesi	☐
Genel Lise	☐	Meslek Lisesi (Teknik, Ticaret, Turizm vb.)	☐
Çok Programlı Lise	☐	İmam Hatip Lisesi	☐
Fen Lisesi	☐	Halk Eğitim Merkezi	☐
Anadolu Lisesi	☐	Rehberlik ve Araştırma Merkezi	☐
Diğer (……)	☐		

5. Öğretmenlik Branşınız:			
Okulöncesi Öğretmenliği	☐	Bilgisayar	☐
Sınıf Öğretmenliği	☐	Yabancı Dil	☐
Türk Dili ve Edebiyat	☐	Rehber Öğretmen	☐
Matematik	☐	Beceri Dersleri (Resim-iş, Müzik, Bedeb Eğt vb)	☐
Fen Bilimleri (Fizik, Kimya, Biyoloji)	☐	Meslek Dersleri (Turizm, Kuaförlük, Motor vb)	☐
Sosyal Bilimler	☐	Diğer (……)	☐

6. Hizmet Süreniz:	1 Yıldan Az ☐	1-2 Yıl ☐	3-4 Yıl ☐	5 Yıl ve Fazlası ☐

7. Adaylık Eğitimine Katılma Yılınız:
2004-2005 ☐
2005-2006 ☐
2006-2007 ☐
2007-2008 ☐
2008-2009 ☐

Adaylık Eğitimi Programının Amaçları ile İlgili Görüşleriniz	**Tamamen Katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç Katılmıyorum**
8. Programın amaçları öğretmenlik mesleği ve devlet memurluğu ile ilgili tüm önemli nitelikleri kapsıyordu.				
9. Programın amaçları aday öğretmen olarak benim gereksinmelerime uygundu.				
Adaylık Eğitimi Programının İçeriği ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
10. Programdaki konular gereksinmelerimi karşılayacak ölçüde kapsamlı olarak ele alındı.				
11. Programda işlenen konular benim için yeni ve ilginçti.				
12. Programda öğretmenlik mesleği ve eğitimle ilgili yeni gelişmeler sınıfa getirilerek tartışıldı.				
13. Programda amaçları gerçekleştirmeye uygun konulara yer verildi.				
Adaylık Eğitimi Programında Kullanılan Öğretim Yöntem ve Teknikleri ile İlgili Görüşleriniz	**Tamamen Katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
14. Programda işlenen konulara uygun öğretim yöntem ve teknikleri kullanıldı.				
15. Kullanılan öğretim yöntem ve teknikleri bizi etkin kılan, derslere katılımımızı sağlayan türdendi.				

Adaylık Eğitimi Programında Kullanılan Araç-Gereçler ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
16. Öğretim sırasında eğitim araçlarından yeterince yararlanıldı.				
17. Öğretimde kullanılan eğitim araçları daha kolay ve daha zevkli bir biçimde öğrenmemizi sağlayıcı nitelikteydi.				
18. Programda işlenen konularla ilgili yeterince materyal verildi / kaynak önerildi.				
19. Konularla ilgili verilen / önerilen yazılı öğretim materyalleri iyi tasarımlanmış ve anlaşılırdı.				
Adaylık Eğitimi Programının Düzenlendiği Öğretim Ortamı ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
20. Sınıflardaki öğretim ortamı (oturma düzeni, kişi sayısı, ısı, ışık vb. koşullar) etkili öğrenmeyi sağlayıcı nitelikteydi.				
21. Uygulamalı eğitimi alanımla ilgili olanakların yeterli olduğu bir okulda aldım.				
Adaylık Eğitimi Programında Görev Yapan Öğretim Elemanları ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
22. Öğretim elemanları derslerde işledikleri konulara egemendiler.				
23. Öğretim elemanlarının konuları sunuşları düzenli ve anlaşılırdı.				
24. Program süresince öğretim elemanları bizim öğretmenliğe ve öğretim etkinliklerine güdülenmemizi sağlayıcı bir tutum içinde oldular.				
25. Programda öğretim elemanlarıyla aday öğretmenler arasında iyi bir iletişim kuruldu.				

Adaylık Eğitimi Programında Görev Yapan Rehber Öğretmen ve Müfettişler ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
26. Uygulamalı eğitim sırasında rehber öğretmenimle planlı ve düzenli olarak görüşme olanağına sahip oldum.				
27. Uygulamalı eğitim süresince rehber öğretmenimle birlikte her hafta düzenli olarak derse girdim.				
28. Rehber öğretmenimle birlikte yeterince yıllık, ünite ve günlük ders planları hazırladık.				
29. Rehberliğimi yapan öğretmenden mesleki yönden yetişmede yeterince destek aldığıma inanıyorum.				
30. Uygulamalı eğitimim süresince müfettişten mesleki yönden yetişmede etkili bir yardım aldım.				

Adaylık Eğitimi Programının Süresi ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
31. Temel eğitimle ilgili konuların öğrenilmesi için ayrılan süre yeterliydi.				
32. Hazırlayıcı eğitimle ilgili konuların öğrenilmesi için ayrılan süre yeterliydi.				
33. Programda temel ve hazırlayıcı eğitim konuları için ayrılan süre etkili ve verimli kullanıldı.				
34. Bir yarıyıllık uygulamalı eğitim süresi temel düzeyde öğretmenlik deneyimi kazandırmak için yeterliydi.				
35. Programda uygulamalı eğitim süresi etkili ve verimli olarak kullanıldı.				

Adaylık Eğitimi Programının Değerlendirilmesi ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
36. Programda amaçlanan tüm bilgi ve becerileri kazandığıma inanıyorum.				
37. Uygulamalı eğitim sırasında, hazırlayıcı eğitim kapsamında öğrendiklerimi uygulamaya dönüştürebildim.				
38. Temel ve hazırlayıcı eğitim konularıyla ilgili yapılan sınavlar kapsam ve biçim olarak programın amacına uygundu.				
39. Uygulamalı eğitim sonunda yapılan değerlendirme, programın amacına uygun olarak gerçekleştirildi.				
40. Adaylık dosyasını öğretmenlikte daha sonra da kullanabileceğim bir içerikte hazırladım.				

Adaylık Eğitimi Programının Düzenleme Çalışmaları ile İlgili Görüşleriniz	**Tamamen katılıyorum**	**Oldukça Çok Katılıyorum**	**Biraz Katılıyorum**	**Hiç katılmıyorum**
41. Adaylık eğitimine başlamadan önce aday öğretmenlere programın amaçları, içeriği ve yürütülmesiyle ilgili bilgi verildi.				
42. Öğretim gürültüden uzak, aydınlık, ulaşımı kolay ve yetişkinlere uygun bir yerde yapıldı.				
43. Program yöneticileri temel ve hazırlayıcı eğitimler sırasında, öğretim dışındaki sosyal gereksinmelerimizin (konaklama, ulaşım, yemek vb.) karşılanmasıyla yeterince ilgilendiler.				
44. Eğitim süresince, karşılaştığımız sorunları konuşmaya ve çözüm üretmeye dönük olarak program yöneticileriyle etkili bir iletişim kurduk.				

45. Adaylık Eğitim Programının geliştirilmesi gerektiğini düşünüyor musunuz?	
Evet ☐	Hayır ☐

46. Adaylık Eğitim Programının geliştirilmesi için önerileriniz var ise lütfen belirtiniz.
47. Adaylık Eğitim Programının sizin açınızdan sorun teşkil eden yanları var ise lütfen belirtiniz.

Anketimize katıldığınız için teşekkür eder, tüm maddelere cevap vermiş olduğunuzu kontrol etmenizi rica ederiz.

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