

THE PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN EDUCATIONAL ENVIRONMENT

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Abstract— Education is a phenomena bringing many elements such as school, administrator, teacher, student and tutor together. School is the environment in which training mostly occurs. Educational environments' being clean, organized and suitable to the students' psychology and physiology is important in terms of teaching process. It is stated that both teachers and students meet many problems in training-education environment. Knowing the reasons of problems is important in terms of increasing the quality of education.

In this research, it has been tried to identify the problems which class teachers live in training-education environment. The aim of the research is to identify the problems which class teachers live, to decrease them, and to find solutions for them. It is essential to determine the problems lived in the academic environments and provide solutions for the execution of more effective and efficient training-educational process.

Keywords— Training-education environment, problems lived in the training-education environment, calss teacher

I. Introduction

Teaching is the profession of special expertise which carries of training and educational activities and undertakes the administrative tasks of training and education instutions. Teaching is a profession that needs to be done with patience and insistently. The main task of teacher is to train individuals learning to leran, adopting national and universal valves, generating solutions to problems, related to the field of national education and curriculum objectives by taking into account the needs of every individual. Class is an area which education and training takes place. However, the problems in the classroom are rapidly increasing in recent years. The greatest responsibility for solving these problems which are faced is teachers. The success of teachers in managing class increases the success of students learning process (Erten, 2011).

Certainly, the quality of the new generations are identical with the quality of their teachers. Anyway, the epigram "Teacher is the farmer cutting the crops he planted at the latest" reveals this fact very well. Briefly, teacher is an architect of human, an artist shoping human's personality (Çeliktan, Şanal and Yeni, 2005). It is known that the mistakes done by teachers in

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professional field effect the society's feature negatively. So it is important to give professional help and support to the teachers at the beginning of their professional life (Gökçe, 2013).

It is essential to provide an environment for learning-teaching. It is significant to create suitable atmospheres to provide education accepted as the process of changing attitudes. The area in which learning-teaching activities take place, is called training environment. Training environments must be different according to the conditions of the individuals who will be trained. It is essential to create different training environments forthe schools in every grade, the programs applied in the schools forthe schools and the subjects involved in these programs. If the school in which different programs are applied doesn't have enough building, classes, laboratory, teaching technology and material, it can be considered inappropriate as training environment (Kaya, 2006:28). For instance in-class designs has been mad efor comfort on the basic in Finland. Many things such as students' desks height of which are adjustable, cabinets between rail boards, sinks and smart boards, making learning environment easier, can be placed (Ekinci and Öter, 2010:24). Class teaching meets a kind of specialization effecting not only the training environment but also the life itself. The future of Turkey has been built on the solid foundation of education laid during the primary education years (Sarpkaya and Özpınar, 2010).

Sarpkaya and Özpınar has identified the problems met by the class teachers living in the village in three articles; First, "Their being lack of cultural activities such as theatre, cinema" Second, "Having problems to find materials while making experiment, practice and research. Third, "Training manager and branch manager's not supporting them by visiting the village."

While carrying out his roles in the school and in the society, teacher can meet pressure of the tutors of the students and society. In the findings of research made by Erdem (2010) on the 301 class teachers, "There being social pressure on the teacher" is at the 8th rank in term of joining to the social issues and it is at the 6th rank interms of meeting with social

problems and effect on the performance according to the arithmetic mean of views of class teachers. According to the result of some research, “tutors’ trying to put pressure on the teacher” is at the 14th rank in terms of joining to social issues and their effects on the performance. It is at 15th rank are analyzed, it has been stated that class teachers meet with many problems during teaching process.

Lots of problems are lived in the educational institutions due to their basic element’s being human. It isn’t possible to remove all of these problems, but lots of practise can be done to reduce them. By determining the reasons of the problems, they can be prevented in educational institutions.

II. Methodology

A. The Aim of the Research

This research is done to identify the problems which class teachers working in the primary schools, live in the training-teaching environment.

B. The Model of the Research-Method

The research is in the scanning model, but it also shows descriptive quality. So, a questionnaire form has been composed by the researchers.

C. Participants

The working group of the research is composed of 187 class teachers working in primary schools in Elazığ in Turkey during 2012-2013 academic year.

D. Data Analysis

Data are obtained via questionnaire in the research. During the analysis of them, spss package programm has been used. In the analysis, techniques such as %, frequency, mean have been used.

III. Findings and Results

The findings obtained from the research are given in the form of tables and interpreted.

Table 1. Personal Informations of Working Group

Personal Informations		f	%
Gender	Male	62	33,2
	Female	125	66,8
Education Background	Associate Degree	35	18,7
	Bachelor'S Degree	141	75,4
	Post Graduate Degree	11	5,9
Settlement	Village-Town	53	28,3
	Centre of District	21	11,2
	Centre of City	113	60,4
Are you pleased with your job	Yes	165	88,2
	No	22	11,8

When Table 1 is analyzed, it has been stated that % 33,2 of those attending to research are male; % 66,8 of them are female class teachers.

Whet it is analyzed according to educational background of those attending to research, % 18,7 of them have associate degree, % 75,4 of them have bachelor degree and % 5,9 of them have post-graduate degree.

When Table 1 is analyzed, it has been stated that % 60,4 of those attending to the research are working in the centre of city, % 11,2 of them are working in the centre of district, % 28,3 are working in the centre of villages.

When Table 1 is analyzed, it has been stated that % 88,2 of those attending to the research are pleased with their job.

Table 2. The reasons of preferring the occupation of class teaching

The reasons of preferring the occupation of class teaching	f	%
Since I am interested in this job	106	36,3
Since I have ability for this job	34	11,6
Since my family wants me to do this job	26	8,9
Since I try to be others	12	4,1
To have a job in a brief way	54	18,5
Since I couldn't win the field I want	57	19,5

There are answers of participants about their reasons of chosing class teaching job in Table 2.

When Table 2 is analyzed it has stated that % 33,3 of participants have chosen class teaching since they are interested in this job; %11,6 of them have chosen since they have ability for it, % 8,9 of them have chosen since tehir family wants them to do this, % 4,1 of them have chosen since they try to be others; % 18,5 of them have chosen to have a job in a brief way; % 19,5 have chosen since they haven't win their favourite fields.

Table 3. The Problems which Class Teachers live during the process of Training-Education in terms of Class atmosphere

The problems living in the Training-Education Process		Yes	Partially	No	\bar{X}	ss
6.	The students don't keep their class clean	20,3	61,5	18,2	2,02	0,62
7.	The sound insulation of the school is bad	17,1	31,6	51,3	1,65	0,75
8.	The heat insulation of the school is bad	15,0	19,3	65,8	1,49	0,74
9.	The area/building in which physical education will take place, is suitable for using.	24,1	38,5	37,4	1,86	0,77
10.	The classes are too sunken and dark	7,5	16,0	76,5	1,31	0,60
16.	The garden of the school is too small and neglected.	8,6	21,4	70,1	1,38	0,64
17.	The school garden is unable to drain the the rain water and infrastructure isn't enough	11,2	19,8	69,0	1,42	0,68
18.	The sinks and toilets of the school aren't enough.	16,0	25,1	58,8	1,57	0,75
20.	Solar status of the class is suitable for training	70,1	17,6	12,3	2,57	0,70

When Table 3 is analyzed, it is stated that class teachers participating in the research register the item “solar status of the class is suitable for training” which is related to the problems class teachers live during training-education process in terms of class atmosphere, on the level of ($\bar{X} = 2,57$) Yes.

When Table 3 is analyzed it is stated that class teachers register the item “Students don't keep their class clean” on the level of ($\bar{X} = 2,02$) partially. They register the item “The area/building in which physical education will take place, is suitable for using” on the level of ($\bar{X} = 1,86$) partially.

When Table 3 is analyzed it is stated that class teachers register the item “The sound insulation of the school is bad” ($\bar{X} = 1,65$) the item “The sinks and toilets of the school aren't enough” ($\bar{X} = 1,49$), “The garden of the school is unable to drain the rain water and infrastructure isn't enough” ($\bar{X} = 1,42$) the item “The garden of the school is too small and neglected” ($\bar{X} = 1,38$) the item, “The classes are too sunken and drak” ($\bar{X} = 1,31$) on the level of No

Table 4. The problems which class teachers live in terms of tools and materials

The problems living in terms of tools and materials		Yes	Partially	No	\bar{X}	ss
5.	The desks and tables of the class aren't handy	12,8	38,5	48,7	1,64	0,69
11.	There are visual tools such as overhead projection and computer in the school	73,8	21,4	4,8	2,68	0,55
21.	There aren't enough reading boks	23,0	33,7	43,3	1,79	0,79
22.	I have difficulty in providing appropriate materials to the contents of the subjects	19,8	40,1	40,1	1,79	0,74
23.	I can't find anyone dealing with cleaning teachers register the item	17,6	31,0	51,3	1,66	0,76
24.	I have diffuculty in transportation while I am going to school where I am working	10,7	11,2	78,1	1,32	0,66

When Table 4 is analyzed class teachers register the item “There are visual tools such as overhead projection and computer in the school” relating to the problems living interms of tools and materials on the level of ($\bar{X} = 2,68$) Yes.

When Table 4 is analyzed, it has been stated that class teachers register the item “There aren't enough reading boks” ($\bar{X} = 1,79$),

the item “I have diffuculty in providing appropriate materials to the content of subjects” ($\bar{X} = 1,79$) on the level of partially.

When Table 4 is analyzed it has been stated that class teachers register the item “I can't find anyone dealing with cleaning problems of the school” ($\bar{X} = 1,66$), the item “The desks and tables of the classes aren't handy” ($\bar{X} = 1,64$) the item

“I have difficulty in transportation while I am going to school where I am working” ($\bar{x}=1,32$) on the level of No.

Table 5. The problems which class teachers in terms of student and tutor.

The problems lived in terms of student and tutor		Yes	Partially	No	\bar{X}	ss
1.	The number of student for per teacher is too much.	32,6	27,3	40,1	1,92	0,85
2.	It should be provided to increase the student-teacher relationship by decreasing class size.	65,8	25,1	9,1	2,56	0,65
3.	The students can concentrate on the subject for 20 minutes at most	66,3	24,1	9,6	2,56	0,66
4.	The student is unwilling to come to school due to difficulties such as transportation, economic condition, attitude of the family.	25,7	50,3	24,1	2,01	0,70
12.	Families don't pay attention to their children.	37,4	50,8	11,8	2,25	0,65
13.	Students come to school without paying attention to outward appearance	21,4	52,4	26,2	1,95	0,69
14.	Tutors are insensitive to the problems of the school.	38,0	48,1	13,9	2,24	0,68
15.	Tutors come to school only for meeting.	37,4	42,2	20,3	2,17	0,74
19.	The lesson begin too early in the mornings.	40,1	12,3	47,6	1,92	0,93

When Table 5 is analyzed it is stated that class teachers register the item “It should be provided to increase the student-teacher relationship y decreasing class size” ($\bar{x}=2,56$) the item “The students can concentrate on the subject for 20 minutes at most” ($\bar{x}=2,56$) on the level of Yes.

When Table 5 is analyzed it has been stated that class teacher-register the item “Families don't pay attention to their children” ($\bar{x}=2,25$), the item “Tutors are insensitive to the problems of school ($\bar{x}=2,24$); the item “Tutors come to school only for meetings ($\bar{x}=2,17$) the item “The student is unwilling to come to school due to difficulties such as transportation economic condition, attitude of the family” ($\bar{x}=2,01$) the item “Students come to school without paying attention to their outward appearance” ($\bar{x}=1,95$), the item “Lessons begin early in the mornings” ($\bar{x}=1,92$) the item “The number of students for per teacher is too much” ($\bar{x}=1,92$) on the level of partially.

The classes shouldn't be too crowded in terms of effective training process. Koç (2012) has stated that % 94 of class teachers agree with this result: “Class size effects reading writing activities negatively” in his research. These teachers explain that their classes are too crowded and this situation effects reading-writing process negatively.

iv. Conclusions and Suggestions

Most of the participants attending to the research state that they have chosen this job since they are interested in class teaching. % 18 of them that they have chosen class teaching in order to have a job in a brief way. Çermik, Doğan, Şahin

(2010) have clarified that there are manipulative, extrinsic, intrinsic and selfless factors behind prospective teachers' preferences, but manipulative factors have more resistant structure against the changes. The result shows that humans consider this job as a guarantee one. However, prospective teachers choosing this job should evaluate whether being a teacher is appropriate to their personality or not very well. In this way the qualities of prospective teachers whose personal qualities are coherent to the teaching profession will be better (Kurt, Ekici, Aksu and Aktaş, 2013).

It is observed that class teachers don't meet lots of problems in terms of class atmosphere during training-teaching process. According to this result it is seen that the training education environments of teachers are suitable for teaching and there aren't lots of problem in terms of this situation.

When the problems which class teachers attending to the research live in terms of tools and materials are analyzed, they live problems partially to find suitable materials to the content of the subject. It is a fact that well-prepared tools and materials lead teachers to have a better and more effective teaching process.

When the findings related to the problems which class teachers live are analyzed, it is absorbed that families don't pay attention to their children. This situation decrease the student's academic success in his research. Altun (2009) has stated that “tutors should give importance to school-family co-operation, their children and they should undertake their responsibilities related to education so that their children can be successful in the school” It should be noted that if the tutor communicate with the school the student's success will increase. School-family co-operation should be improved and delivered to the desired level (Dağlı and Baysal, 2012). Elementary teachers make their classes fun and they collaborate with other school personal to over come the

difficulty (Turan and Turhan, 2011). Also, tutors and other individuals living in the community should be informed about the roles of the teacher by being used mass media. In this way the pressure of tutor and the community on the teacher should be minimized.

Finally teachers have difficulty in providing teacher-student communication, since the number of the students are too much in the classes. Class teachers have difficulty in finding appropriate materials to the content of the subject. Families don't pay attention to the students' school problems. Desks and tables aren't handy, so students have problems. There are problems about the sound and heat insulation of the schools. The classes are dark, sunken and their solar status aren't suitable for teaching. Also there are building-saloon problem in the courses requiring practice such as physical education.

Such problems are important factors in terms of a effective and efficient teaching process. The Windows, desks, tables and walls' being clean makes the class an attractive place. To keep the class clean should be among the prior class rules. The coherence of the class measurements, the ceiling's not being sunken, painted walls, coherence of the colours of walls and items, broad Windows effect the student's motivation positively. It is essential to vent the closses remaining closed for a long time during the lessons fort he changing of the contaminated air (Karaçalı, 2006). Ministry of National Education in Turkey has significant responsibilities in terms of removing infrastructure deficiencies and decreasing the problems to the minimum level. In addition practical classes can be preferred insted of the aretical ones on the basis of teacher-training system. Also internship periods can be increased in the faculties training teacher in our country (Erkan, 2014).

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