



A REVIEW OF NOVICE TEACHERS' RELATIONSHIPS AMONG THEIR COLLEAGUES, PEERS AND ADMINISTRATORS STUDIES: AIMS, METHODOLOGIES, GENERAL KNOWLEDGE CLAIMS AND SUGGESTIONS

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Abstract

Beginning teachers face many challenges and often have many problems and areas of concern. All of these factors affect the teacher induction programs and by this means beginning teachers adjust sooner to induction process. As a result of this, both social and personal challenges and problems ease. This situation increases beginning teachers' self-efficiency and thus it reflects educational-instructional process and students. Consequently, with overcoming lacks of the teachers, school environment and learning will be more effective. In this paper, it is tried to make a thematic review by using a previously constructed matrix with aims, methodologies, general knowledge claims and suggestions. The databases were searched. 28 studies containing these words are analyzed in this research. This analyses includes following titles; aims, methods, results, suggestions of the studies about novice teachers' relationships among their colleagues, peers and administrators. It has been seen that there are various conceptions at this topic. So, it is wanted to classify these notions in order to provide a contribution at literature. It is thought that this review can be helpful for researchers in terms of gathering the beginning teachers' relationships with other school staffs researches together.

Keywords: Novice Teachers, Colleagues, Peer, Principal

INTRODUCTION

Beginning teachers face many challenges and often have many problems and areas of concern. There is evidence from the literature that a teacher's first years in the profession are often challenging (Pfitser, 2006). These beginning years have been described as the "discovery and survival" phase of teaching (Huberman, 1993). Educators and education researchers have long recognized the importance of teacher reflection as a means to foster teachers' growth in their professional practice (Valli, 1997; Moon, 1999; Boud, 2001; Loughran, 2002). Since first years are different from what has gone before and what comes after, these years represent a special time in a teacher's career (Johnson & Birkeland, 2003).

It can be given some examples that novices face it. It can be listed this form: problems that originated instruction, school environmental problems, workplace problems, and super visional problems. Especially first year is a difficult year to overcome problems for novice teachers. A new teacher faces the challenge of understanding and fitting into the culture of his or her new school (Goodwin, 2008). So, it is needed to support them. These include administrative support, continued support from teacher preparation institutions, colleagues with similar beliefs about teaching, and a supportive school community (Long, 2004). In addition to the classroom-specific and school problems that new teachers often have, they are also adjusting to new situations in their personal life (Pfitser, 2006).

All of these factors affect the teacher induction programs and by this means beginning teachers adjust sooner to induction process. As a result of this, both social and personal challenges and problems ease. This situation increases beginning teachers' self-efficiency and thus it reflects educational-instructional process and students. Consequently, with overcoming lacks of the teachers, school environment and learning will be more effective.

In this paper, it is tried to make a thematic review by using a previously constructed matrix with aims, methodologies, general knowledge claims and suggestions. It is thought that this review can be helpful for researchers in terms of gathering the beginning teachers' relationships with other school staffs researches together.

METHOD

This study was done for presenting a detailed review of novice teachers' relationships between their colleagues, peers, and principals studies. Twenty-eight studies are included in the review.

FINDINGS

1) The Aims

In this section, the aims of the studies are determined and classified in six categories. When it is looked at the Table 1, it is seen that the majority of the studies concentrated on colleagues' support of beginning teachers. Also, it is told that administrative support is another issue that is mentioned.

All of these studies are applied at beginning teachers except Little (2005). She made a theoretical study that it is mentioned collaborative teaching at peer coaching. Theoretical studies do not contain a research applied on a proper sample; it tries to highlight the theoretical part of the approach and so helps teachers or curriculum developers who will use it in their education. It is illustrated these researches with different examples.

Table 1. The Aims of researches

Studies in the chronological sequence	Supportive school community	Problem	Colleagues support	Peer support	Supervision	Administrative support
Smith (1995)			X			X
Swanson (1999)						X
Corrie (2000)			X			
Hebert (2002)			X	X		X
Black (2003)						X
Forbes (2004)				X		
Cheng & Cheung (2004)						X
King (2004)			X	X		X
Johnson <i>et al.</i> (2004)			X			X
Normore & Floyd(2005)			X			X
Little (2005)				X		
O'Brien & Christie (2005)			X			
Çapa (2005)			X			X
Özgün(2005)			X			X
Pfister (2006)		X	X		X	
Partlow (2006)			X			
Eckola (2007)	X		X			X
Marable & Raimondi (2007)			X			X
Lee & Feng (2007)	X		X			
Erdemir (2007)		X	X			
Griffin <i>et al.</i> (2008)			X			
Corbell <i>et al.</i> (2008)			X			X
Krauss & Guat (2008)			X			
Goodwin (2008)			X	X		
Kutsyuruba (2009)		X		X	X	X
Fry(2009)	X		X			X
Garip (2009)						X
Maistre & Pare (2010)			X		X	

If it is looked table 1, it is seen that a lot of different studies. Eckola (2007), Lee and Feng (2007) and Fry (2009) investigated supportive school community topics with new teachers' colleagues' relationships. For example, Eckola (2007) did a qualitative study and the primary purpose of this qualitative case study is to understand better both the beneficial and challenging elements in the beginning teachers' first year in the profession.

Pfister (2006), Erdemir (2007), and Kutsyuruba (2009) investigated problems that new teachers meeting during their first years with other factors. For example, Pfister (2006) focused novice

teachers' problems at secondary level and its aim is to provide information about how novice teachers perceive problems and identifies how they address these problems.

Colleagues Support is the most studied topic among the determined studies. It will be mentioned what some of these studies' aims and what aims emphasis will be determined. For example, in their article, Johnson et al. (2004) consider three sources of support for new teachers—hiring practices, relationships with colleagues, and curriculum—all found in earlier research to influence new teachers' satisfaction with their work, their sense of success with students, and their eventual retention in their job.

Hebert (2002), Forbes (2004), King (2004), Little (2005), Goodwin (2008), and Kutsyuruba (2009) investigated peer support to new teachers during their first years. Forbes (2004) examined the effectiveness of a reflective model of peer mentoring in the professional growth of early-career science teachers.

Pfister (2006) and Kutsyuruba (2009) studied problems of novice teachers, peer and principal support. They also investigated supervision of new teachers at schools. For them, supervision effects to beginning teachers positive and negative aspects. Kutsyuruba (2009) stressed that ideal supervision approaches and connection to professional development.

Administrative support issue is one of the searching issues for beginning teachers. For example, the major purpose of Swanson (1999)'s study was twofold: to obtain insight into current first year teacher induction practices and to obtain insight into the induction needs of first year teachers. Also, he investigated administrative support effectiveness.

2) Methods

Most of the researches in this study have used qualitative approaches with different methods. However, there are some quantitative methods that are used at studies. These classifications are given at table 2.

Table 2. Methods of researches

Studies in the chronological sequence	Methods						
	Case study	Survey	Phenomenological	Mixed	Unclear	Quantitative	Qualitative
Smith (1995)	X						X
Swanson (1999)	X						X
Corrie (2000)					X		X
Hebert (2002)	X						X
Black (2003)		X				X	
Forbes (2004)	X						X
Cheng & Cheung (2004)		X				X	
King (2004)			X				X
Johnson <i>et al.</i> (2004)		X				X	X
Normore & Floyd (2005)	X						X

Little (2005)		X		X
O'Brien & Christie (2005)	X			X
Çapa (2005)		X		X
Özgün(2005)			X	X
Pfister (2006)		X		X

Table 2.
Continued

Partlow (2006)			X	X
Eckola (2007)	X			X
Marable & Raimondi (2007)		X		X
Lee & Feng (2007)	X			X
Erdemir (2007)	X			X
Griffin <i>et al.</i> (2008)			X	X
Corbell <i>et al.</i> (2008)		X		X
Krauss & Guat (2008)		X		X
Goodwin (2008)			X	X
Kutsyuruba (2009)			X	X
Fry(2009)	X			X
Garip (2009)		X		X
Maistre & Pare (2010)			X	X

There are ten studies that are used case study. Some of these studies are given. Smith (1995) performed his study with case study methods. Because he thoughts that valuable information broad in scope and it is available in-depth. Like other studies Forbes (2004), Normore and Floyd (2005), O'Brien and Christie (2005), Lee and Feng (2007), Erdemir (2007), and Fry (2009) use case study in order to obtain in-depth information from new teachers. Although, why case studies are selected do not explain in some of the studies. It should expressed that these selections' reasons and explained clearly.

Black (2003), Cheng and Cheung (2004), Johnson et al. (2004), Çapa (2005), Pfister (2006), Marable and Raimondi (2007), Corbell et al. (2008), Krauss and Guat (2008) and Garip (2009) use survey methods at their researches. Black (2003) studied a large group of beginning teachers and he used survey methods for collecting data at his investigation process because he wanted to study a large group at a research.

King (2004) and Goodwin (2008) use phenomenological methods at their researches. In phenomological research a few of the methods that can be utilized are interviews, action research, and focus groups. King (2004) used phenomenological research at her research because she wanted to understand her samples point of views, opinions exhaustively.

Griffin et al. (2008) and Kutsyuruba (2009) used both qualitative and quantitative methods at their research. This approach can provide comprehensive information with interviews, observations, and questionnaires about samples. Hence, they chose this method for their researches.

Black (2003), Cheng and Cheung (2004), Johnson et al. (2004), Çapa (2005), Özgün (2005), Pfister (2006), Griffin et al. (2008), Corbell et al. (2008), Krauss and Guat (2008), Kutsyuruba (2009) and Garip (2009) used quantitative methods at their research process. Cheng and Cheung (2004) wanted to determine a program's (Certificate of Primary Education Programme) effectiveness and they wanted to learn performance of the graduates from the teacher education programme as perceived by the school principals, school principals' perceptions of the relative importance of different teacher competency items. Because of this reason, they wanted to reach these teachers and take their notions. Johnson et al. (2004), Griffin et al. (2008), Garip (2009), Corbell et al. (2008), and Kutsyuruba (2009) wanted to generalize their research's results thus; they used quantitative approach at their study.

Smith (1995), Swanson (1999), Corrie (2000), Hebert (2002), Forbes (2004), King (2004), Johnson *et al.* (2004), Normore and Floyd (2005), Little (2005), O'Brien and Christie (2005), Pfister (2006), Partlow (2006), Eckola (2007), Marable and Raimondi (2007), Lee and Feng (2007), Erdemir (2007), Griffin et al. (2008), Goodwin (2008), Kutsyuruba (2009), Fry (2009), and Maistre and Pare (2010) exert qualitative methods at their studies. Forbes (2004) used qualitative methods in order to examine the effectiveness of a reflective model of peer mentoring in the professional growth of early-career science teachers and in the end he obtained in-depth information from three beginning science teachers for his research. Johnson et al. (2004), Pfister (2006), Griffin et al. (2008), and Kutsyuruba (2009) used both qualitative and quantitative methods with some materials in order to obtain comprehensive information.

Corrie (2000), Erdemir (2007), Lee and Feng (2007), Goodwin (2008), and Maistre and Pare (2010) used this method but they do not explain why they chose it.

Fry (2009) examined her participants at all points via monthly phone interviews, exit interviews, emails, teacher journals, classroom observations, and face-to-face interviews. This detailed information was obtained by means of using qualitative methods.

3) *General Knowledge Claims*

In this section it is summarized the results obtained from the novice teachers relationships between school staff studies. Descriptive categories of teachers' perceptions of studies are given below table 3.

Table 3. General knowledge claims

	Descriptive categories of teachers' perceptions of studies	List of Studies
Problems	School climate	Pfister (2006), Griffin <i>et al.</i> (2008)
	Teaching	Smith (1995), Black (2003), Cheng & Cheung (2004), Pfister (2006), Erdemir (2007), Corbell <i>et al.</i> (2008)
	Job satisfaction	Özgün (2005)
	Need to help	All studies
	Socialization	Smith (1995), Özgün (2005), Erdemir (2007)
Colleagues	Need to veteran teachers	Forbes (2004), King (2004), Johnson <i>et al.</i> (2004), Marable & Raimondi (2007), Erdemir (2007)
	Supportive relationships with other teachers facilitate teacher induction process.	Smith (1995), Swanson (1999), Hebert (2002), Forbes (2004), Cheng & Cheung (2004), Johnson <i>et al.</i> (2004), Çapa (2005), Normore & Floyd (2005), Özgün (2005), Pfister (2006), Marable & Raimondi (2007), Corbell <i>et al.</i> (2008), Goodwin (2008), Griffin <i>et al.</i> (2008), Krauss & Guat (2008), Maistre & Pare (2010)
	Workplace learning affects the school culture.	Hebert (2002), Marable & Raimondi (2007), Lee & Feng (2007), Krauss & Guat (2008)
	Dissatisfaction of colleagues	Corrie (2000), Hebert (2002), Johnson <i>et al.</i> (2004)
Peer	Peer coaching facilitate teacher induction process.	Swanson (1999), Hebert (2002), Forbes (2004), Little (2005), Marable & Raimondi (2007), Goodwin (2008)
	Need to peer mentoring	King (2004), Marable & Raimondi (2007)
Table 3. Continued		
Principal	Need to an experienced principal	King (2004), Smith (1995), Erdemir (2007)
	Novices beware of their principal	Normore & Floyd (2005), Erdemir (2007)
	Administrators facilitate the induction process	Smith (1995), Hebert (2002), Black (2003), Forbes (2004), Çapa (2005), Özgün (2005), Marable & Raimondi (2007), Eckola (2007), Corbell <i>et al.</i> (2008), Fry (2009)
	Take from caring atmosphere	Swanson (1999), Hebert (2002), Eckola (2007)
	Dissatisfaction of administration	Normore & Floyd (2005), Marable & Raimondi(2007), Erdemir (2007)
	Feedback and observation	Özgün (2005), Marable & Raimondi(2007), Fry (2009)
	Offer encouragement	Smith (1995) Hebert (2002), Marable & Raimondi (2007)
Supervision	Bureaucracy	Pfister (2006)
	New teachers wanted more supervision relationships and collaborative	Kutsyuruba (2009)
	Lack of supervision and its experiences about policy	Marable & Raimondi (2007)
Time	Lack of time	Swanson (1999), Corrie (2000), Hebert (2002), Özgün (2005), Partlow (2006), Griffin <i>et al.</i> (2008), Kutsyuruba

		(2009), Fry (2009)
Resources	Need more time for teaching students and meeting colleagues	Smith (1995), Little (2005), Marable & Raimondi (2007)
	Lack of materials	Swanson (1999), Pfister (2006), Marable & Raimondi (2007), Erdemir (2007)
Communication / collaboration	The most problem is communication	Griffin <i>et al.</i> (2008)
	Lack of communication of principal	O'Brien & Christie(2005)
	Lack of collaboration of Colleagues	Corrie (2000), Johnson <i>et al.</i> (2004), Goodwin (2008), Fry (2009)
Personal support	Self-experiences	King (2004), Özgün (2005), Corbell <i>et al.</i> (2008)

If we look the table 3, we see a lot of similar results. Results were classified 9 categories which are problems, colleagues, peer, principal, supervision, time, resources, communication/collaboration, and personal support. Most of these results related to colleagues and principal support. "Supportive relationships with other teachers and principals facilitate teacher induction process" views come forward at many studies. Besides, need to veteran teachers and experienced principal are emphasized. However, dissatisfaction of administration and dissatisfaction of colleagues are discussed in some researches. Lack of time is another topic that mentioned at studies.

4) Suggestions

In this section it is summarized the suggestions obtained from the novice teachers relationships between school staff studies. Suggestions studies are given below table 4.

Table 4. Suggestions of studies

	Suggestions of studies	List of studies
Problems	In-service programs should be given to beginning teachers.	Swanson (1999), Cheng & Cheung (2004), Marable & Raimondi (2007)
	Needing support from Central Office	Hebert (2002), Krauss & Guat (2008)
	Provide a carefully constructed high quality program.	Corrie (2000), Black (2003), Partlow (2006), Marable & Raimondi (2007), Eckola (2007)
	Need more observational and quantitative research data.	Çapa (2005), Özgün (2005)

	Theories should be passed practice.	Erdemir (2007)
	Veteran colleagues should help newcomers deal with the complex problems.	Hebert (2002), Johnson <i>et al.</i> (2004), Johnson <i>et al.</i> (2004), Lee & Feng (2007), Eckola (2007), Erdemir (2007), Goodwin (2008), Griffin <i>et al.</i> (2008), Maistre & Pare (2010)
Colleagues	Theories should be passed practice about support.	Swanson (1999), O'Brien & Christie (2005), Fry (2009)
	Support system should be set up for beginning teachers.	Swanson (1999), Normore & Floyd (2005), Partlow (2006), Pfister (2006)
Peer	Peer coaching should be developed.	Forbes (2004), Goodwin (2008)
	Principals should allow time beginning teachers.	Swanson (1999), Marable & Raimondi (2007), Eckola (2007), Garip (2009)
Principal	Principals should organize orientation.	Swanson (1999), Garip (2009)
	Principals should organize some activities in order to accommodate with colleagues and curator.	King (2004), Garip (2009)
	Principals should encourage novice teachers.	Swanson (1999), Little (2005)
	Principals must provide the leadership within the school.	Swanson (1999), Hebert (2002), King (2004)
	Principals should rely upon peer coaching.	Little (2005)
	Principals should facilitate the process.	Black (2003), Cheng & Cheung (2004), Marable & Raimondi (2007), Eckola (2007)
	Principals should establish a network that foster collaboration.	King (2004), Marable & Raimondi (2007), Eckola (2007)
Supervision	Guidance of novice teachers with instructional supervision.	Swanson (1999), Pfister (2006), Eckola (2007), Kutsyuruba (2009)
	Lack of time should be removed.	Partlow (2006), Griffin <i>et al.</i> (2008), Fry (2009)
Time	Extend the study over a longer period of time.	Smith (1995), Çapa (2005), Özgün (2005), Corbell <i>et al.</i> (2008)

Like general knowledge claims, similar results were determined in suggestions. Suggestions were classified 6 categories which are problems, colleagues, peer, principal, supervision, time. Suggestions especially were given to principals. "Principals should allow time beginning teachers.", "Principals should facilitate the process.", and "Principals should establish a network that foster collaboration." are most of offered statements. Helping from veteran colleagues to newcomers deal with the complex problems is another emphasized issue. In addition to these offers, some suggestions were given directed problems that beginning teachers come across like providing a carefully constructed high quality programs.

DISCUSSION

In this review it is appeared that beginning teachers have similar problems from many researches. For example, it is said that supportive relationships with other teachers and administrators facilitate teacher induction process in many researches (King, 2004;, Marable & Raimondi, 2007;, Eckola, 2007; Goodwin, 2008; Griffin *et al.*, 2008; Maistre & Pare, 2010).

Novice teachers are on their own, faced with the same responsibilities as their experienced colleagues. Although teachers in the entering generation bring their own set of expectations and concerns to schooling, their stories echo those of teachers past: low pay and prestige, inadequate resources, isolating work, subordinate status, and limited career opportunities (Johnson & Birkeland, 2003). The growing body of evidence indicates that novice teachers complain about having difficult teaching assignments with little assistance from colleagues and inadequate instructional resources (Hebert & Worthy, 2001; Podsen & Denmark, 2000 ; Fry, 2009; Maistre & Pare, 2010). A novice teacher must solve the building's culture and the norms which guide faculty behavior, fit in with new colleagues, establish relationships with students, and hopefully teach them. Success in these areas develops teaching efficacy, which in turn leads to further success (Goodwin, 2008; Krauss and Guat, 2008).

Besides colleagues support, administrators support is an important part of teacher induction. Principals must be a guide for new teachers. If administrators are going to focus on helping induction teachers learn, they must structure situations for learning that will enable them to accomplish that task (Marable & Raimondi, 2007; Garip, 2009). That involves specifically planning an activity setting where that focus is present and skilled experts are there to guide the participation of the teacher learners (Gallimore & Tharp, 1990).

In addition, a peer is a well conductive for beginning teachers because they share the common sense each other, they are forced the same points of accordance of school community (Forbes, 2004; Goodwin 2008). Hence, it should be aided to novices via peer support.

CONCLUSION

In this study a lot of conclusions are obtained like colleagues support, administrators support, lack of time etc. Although these studies are done different areas and countries, for these studies, novice teachers have a lot of similar problems at the process of induction. Also, it is given similar suggestions at many studies. Especially, it is emphasized that isolation from colleagues and bridging the gap between theory and practice are paramount among the challenges novice teachers' face (Lortie, 1975). Researchers have attributed this to a lack of support and structured induction that listens to new teachers' needs (Krauss & Guat, 2008). Support during this time is referred to particularly as colleagues support; it can help beginning teachers systematically to expand their repertoire of teaching strategies and accommodate the school conditions and environment.

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*References that marked with star symbol show studies that used in meta-analyses.

