



THE ROLES OF THE SCHOOL PRINCIPALS ON PROMOTING RESILIENCE IN NOVICE TEACHERS AT SECONDARY SCHOOLS

Ass. Prof. Dr. Fethi KAYALAR

Erzincan Binali Yıldırım University, Faculty of Education, Department of Foreign Language
Education, Erzincan / TÜRKİYE, ORCID: 0000-0001-6142-4243

ABSTRACT

School principals have a great responsibility to the novice teachers in order to regulate their professional development processes and to be effective in classroom management. For this reason, school principals are an important factor in the continuous self-improvement of new teachers and the effective progress of their professional development processes. Teacher is believed to be a resilient person who develops human values, leads society, thinks scientifically, is socially and politically effective, successful in human relations, prone to problem solving, understands the social and cultural situations of the students, questions the existing inequalities and is an expert in the field. The aim of this study is to evaluate the views of the school principals over promoting resilience in novice teachers working in various Secondary Schools and determine their roles on this issue. We asked two open ended questions to the participant principals to obtain the data: “Why is the resilience important for teachers to be effective in teaching?”, “What do you recommend novice teachers to be resilient in classroom environment?”. We used a qualitative research method to evaluate and compare the views of the principals, and to determine their roles on promoting resilience in novice teachers in classroom environment. The research was carried out with the participation of six secondary school principals working in various high schools in some cities in Turkey. According to the data obtained from principals, we can argue that the principals have the most important roles for novice teachers to be resilient in teaching process through bringing new teachers together for formal coaching opportunities, talking about strategies to manage strong emotions, and increasing awareness of interpretation.

Keywords School principal, Novice teacher, Resilience, Classroom management, Management strategies

1. INTRODUCTION

Not only for the teaching profession but also for all other professions, being a field specialist and being experienced is of great importance. In daily life, we always observe that our problems are more easily solved in everyday life thanks to those who know how to do well. As for school environment, the veteran teachers who have the years of experience will help to solve the problems in the class more easily, thus increasing in the quality of education. That is why a significant difference between the amount of experience of teachers and how much their students learn (Leigh, 2010). Professional experience of teacher has a positive effect on student achievement (Akyüz, 2006) and there is a relationship between student achievement and teacher's professional experience (Anderson et al. 1989). However, this does not mean that inexperienced teachers are unsuccessful and experienced teachers are successful. It is possible to meet very successful teachers in the first years of their profession, and it is also possible to meet with teachers who cannot motivate their students in the last years of their profession (Özer et al. 2016).

Teachers need to make a great number of decisions about the course planning process during the teaching year and when measuring the learning outcomes of the students. It is possible to benefit from their past experience in these decision-making processes. In a study it is seen that the experienced

teachers are planning according to the students' viewpoint and adapted according to the needs of the students, however the inexperienced teachers are making plans according to their gains that are not suitable for the needs of the students (Kayalar, 2016). Novice teachers enter the profession with various difficulties, professional deficiencies and lack of skills like the students they serve (Calams, 2015). In another study, it appears that experienced teachers are more flexible in their classroom settings and have better relationships with learners (O'Connor and Fish, 1998). In addition, inexperienced teachers are more interventionist (Martin, 1994). The personal characteristics of being flexible in classroom environment refer to resilience, and the novice teachers have difficulty being flexible or resilient due to lack of enough experience (Table 1). As the school principals are experienced in education issues, their efforts are of great importance to make novice teachers resilient.

Table 1: Features of Experienced and Inexperienced/Novice Teachers

Experienced Teachers	Inexperienced / Novice Teachers
• Easily being resilient	• Hardly being resilient
• Hardly intervening	• Much intervening
• Having clear goals.	• Having unclear and changeable goals
• Having a sense of purpose	• Having a changeable sense of purpose
• Doing without receiving feedback.	• Doing with receiving feedback.
• Knowing when to listen to their students and when to ignore them.	• Not sure when to listen to their students and when to ignore them.
• Open to criticise	• Close to criticise
• Being consistent.	• Not often being consistent.
• Thinking deeply.	• Thinking surface.
• Holistic teachers.	• Sectional teachers.
• Sincerely praising.	• Pretending to praise.
• Enjoying their work.	• Disliking their work at times.
• Never stop learning.	• Sometimes stop learning.
• Bringing fun to class.	• Serious in class.
• Knowing how to take risks	• Hardly knowing how to take risks
• Experts in their own fields.	• Novice in their own fields.
• Having positive behaviours.	• Having unstable behaviours.
• Not appreciating stereotypes.	• Appreciating stereotypes.
• Developing a sense of humour.	• Unskilled to develop a sense of humour.
• Creating time to explore new tools.	• Creating time to explore new tools.
• Warmly welcoming changes in class.	• Not often welcoming changes in class.
• Comfortable in the face of unknown.	• Uncomfortable in the face of unknown.
• Adapting to the needs of their students.	• Hardly adapting to the needs of their students.
• Communicating with students' parents.	• Avoiding communicating with students' parents.
• Expecting their students to be successful.	• Expecting their students to be successful.
• Giving emotional support to their students.	• Unable to give emotional support to their students.
• Not feeling threatened by students' parents.	• Feeling threatened by students' parents.

1.1. Resilience

Resilience is the capacity to recover quickly from difficulties, it means psychological toughness. With the teachers being flexible in educational circumstances and issues with the students, they easily manage to be resilient. It is directly connected with well-being and job satisfaction. The teachers who are in the grip of burnout seem to be rigid, unwilling to deal with the educational issues with the students and inflexible in their decisions and thoughts towards the happenings. Emotional characteristics of resilient teachers include self-belief and confidence, not taking things personally, sense of humour, ability to bounce back, emotion regulation (Mansfield, 2012)

Rothstein (1990) argues that there is no appropriate teaching strategy or technique in any case, every time and for every student. The only general principle is to have the ability and flexibility to apply different strategies, methods and techniques for different times, different situations and different students. Teachers approaching students with enthusiasm and friendliness increase student achievement. If the teacher experiences a problem with student, student's parents, colleagues, principal or school staff, he or she immediately should find a way to get rid of that situation, otherwise he or she causes the students and the other staff to lose motivation and enthusiasm. Especially novice teachers have trouble finding a way get rid of the stressful situation and to be resilient. Hargreaves (1998) found out that relationships among students and between teacher and students had a profound effect on how the teachers felt on a daily basis. This finding is consistent with the studies by Kitching et al. (2009) that the relationship between teacher and the students have a significant influence upon their effect.

Degrading students in the classroom is a behaviour that damages teachers' reputation and makes them less visible to students. Inexperienced teachers also become obsessed with many of the subjects that students have objected to. As they do this, they lose control in the classroom, they lose temper and it becomes hard for them to come back to resilient.

1.2. School Principals

It is the school management that is effective and responsible for the realization of the objectives of the schools. The school management consists of the principal, the deputy chief assistant and the deputy directors. However, those who are seen as leaders in the school are primarily school principals. The school director who comes to office with a formal appointment is a senior who takes power from official, social and technical authorities. Social authority is composed of the staff and the environment where the social authorities work together, and the technical powers related with the management knowledge and skills. In order for the school principal to be an effective leader, he must possess all of these powers (Kayhan and Eroğlu, 2002).

School principals should have effective communication skills in order to create a positive atmosphere in the institutions they manage, to ensure coordination, to make changes according to changing time and conditions, to make effective decisions, to sustain plans and programs efficiently, to make accurate evaluations and to improve their current conditions (Ada et al, 2015).

The fact that the school principal is an effective leader is one of the most important conditions for the schools to reach their goals. School principals who have leadership characteristics will have a positive impact on teachers and students. School principals, who cannot understand the changing leadership roles as they cannot escape from the classical management approach, cannot be effective in managing teacher performance. In this context, the leadership style of the manager is a very important variable. The leadership style behaviours exhibited by the manager will be a model for novice teachers. Being a manager behaviour model will be able to source for the behaviours of students and teachers in the future.

In recent years, especially in developed countries, various studies have been carried out in order to determine the leadership roles required for the managers who can manage today's schools and the leadership roles of the modern school principal have been redefined. These leadership roles include visionary leadership, instructional leadership, cultural leadership, transformational leadership, social leadership, organizational leadership, ethical leadership and political leadership. Although there are many different leadership roles, transformational, instructional, cultural and visionary leadership roles have been found to be the most effective in school organizations (Tahaoglu, 2007).

2. LITERATURE REVIEW

Tait (2008) argue in his study that resilience, personal effectiveness and emotional competence each gives rise to the success of new teachers in their work, and this can provide more commitment to teaching as a career. According to him, a novice teacher who demonstrates resilience is able to regulate his or her emotions and interact more effectively in social environments.

The authors such as Corcoran (1981), Gordon and Maxey (2000), Gratch (1998), Huberman (1989), McIntyre (2003), Veenman (1984), Kayalar et al (2018) state that novice teachers often have difficulty in school management in their early years. Some struggle with disease, depression, or burn-out, and some even think to give up teaching profession. The classical stressors, defined by new teachers, have been remarkably consistent and their difficulties have become chronic over the years.

According to Gold and Roth (1999), almost all educational institutions and organizations have a role to play in helping novice teachers to become resilient, effective and committed to teaching. They emphasized the importance of social and emotional supports, as they are exceptionally essential in improving resilience and removing the negative effects of stress; besides effective communication and collaboration skills are useful to reduce stress of novice teachers.

Johnson et al (2012) and Cornu (2013) argue that considering the current economic, social and political context surrounding the teaching profession, research on early teacher resistance is particularly important, because the work of teacher, instructor and trainer today is more complicated, challenging and rewarding than ever (Johnson et al., 2012).

According to Gibbs (2006), important personal and professional relationships create teachers' self-esteem and a positive teacher identity, which increases the resistance of teachers, thus contributing to promoting their resilience. Self-esteem refers to the group of perceptions of the extent to which someone appreciates themselves positively.

Bobek (2002), Day (2008), Sumsion (2003), Malloy and Allen (2007), and Castro et al (2009) researched teacher resilience in their studies and concluded that resilience is a dynamic process. It is the outcome of interaction and relationship between person and environment, which has occurred over time. Self-efficacy as well as confidence is essential characteristics to cope with challenging situations. The individuals manage to bounce back quickly through these traits.

Beltman et al (2011) studied the conceptualization of teacher resilience in their study and tried to provide an overview of the study in terms of teacher resilience in recent years, giving attention to the methods that have been used to research teacher resilience. They tried to conceptualize the resilience.

3. MATERIALS AND METHODS

3.1. Problem Statement and Purpose

The purpose of the study is to determine the views of school principals on the importance of resilience for novice teachers. For this reason, we asked two open-ended questions to the participant principals to obtain the data:

“Why is the resilience important for teachers to be effective in teaching?”

“What do you recommend novice teachers to be resilient in classroom environment?”

3.2. Methods and Research Design

In an attempt to determine and evaluate principals' views and suggestions on resilience, a qualitative research method was used in the study. This research was conducted through in-place research method by obtaining the views of school principals in some cities in Turkey through face to face interview. One of the most widely used data collection methods in scientific research methods is interview technique. In this technique the questions prepared by the researcher in advance are to the participants. This process helps us to get a lot of exact information about the participant since the interview technique is applied as face-to-face. (Cohen and Manion, 1994). The purpose of the researcher is to systematically learn, understand and define the subjective thoughts and emotions of the participant person in the study by directing the questions about the subject matter.

3.3. Participants

The participants in our study were six principals who manage secondary schools in the cities of Ankara, Erzincan, Gaziantep, Erzurum, and Trabzon in Turkey. As shown in Table 2, three of the principals are female, and the other three were male; the youngest of the principals is 33 years of age range of age, while the oldest is 45 years of age, the youngest one has 8 years of teaching experience, while the oldest one has 20 years of experience. The data were obtained from 6 instructors who admitted to be involved in the interview for the research in face to face interview. The participants were asked whether they were contented to answer to the questions, and then we applied the tool. The names of the principals are coded with numbers.

Table 2: Demographic data as to Gender, Age, Language and Years of Experience of the Principals

Gender	Age	Language	Experience
Male	3	25-35 years	4
Female	3	36-45 years	2
			1
			1
			1

3.4. Research Instrument

In the study, to gather data from the school inspectors, we prepared a tool with semi structured interview form and applied it to the principals. We asked two open ended questions to the participants. The questions were designed in accordance with the resilience issues of novice teachers. The questions asked to the inspectors during the interview were created by the help and directions of three experts in the fields of educational management of the Faculty of Education in Erzincan B. Y. University.

3.5. Data analysis

In the study face-to-face interview with the school principals was applied to obtain the necessary data; statements obtained from the principals were abstracted so as to make them into pure data. They were then transferred and digitalized into computer in order to form digital data. In qualitative research method, this is the most important step in the analysis, and in this process, raw materials and data are placed in rows, unnecessary ones are removed, the rest are organized and important ones are taken into consideration (Türnüklü, 2000). We used content analysis with the percentage and frequency values.

4. FINDINGS

Having done face-to-face interviews with the school principals, we wrote down their statements and compared them with each other. The similar and different views were determined, and those of four principals were appreciated to take into consideration. The statements of the participant principals are as follows:

Principal 1: “ ... the novice teachers in my school can hardly controls their emotions. Problematic students make them angry very quickly or embarrassed. When they meet such events, they cannot keep the control of the classroom and are confused at how they should react and what they will do. Sometimes they try to do the same strategy as what they have learnt in university, but they never succeed. At that time they usually fail to follow effective management strategies in the classroom. I try to advise them to be consistent in the classroom and I persuade them that they have the capacity to do a good job and to be successful teacher.

Principal 2: “ ... there are issues and problems at which they are inadequate. In such situation, all they do during the course is to charge with the whole class and the students. They are in constant complaint of not adapting to the conditions of the first school environment. During the lesson they answer the phone and talk. We think that they do it to steal the time of the lesson. Sometimes they also produce

other things to steal time. Some teachers also classify each part of behaviour of students differently. This is very annoying.... They tend to lose self-esteem and confidence...”

In these situations, the resilience can be promoted when the novice teachers manage to retain a strong sense of their personal selves. At the same time, they can work through the uncertainties of their new professional roles. In the event that the school principals provide support for novice teachers and as long as the veteran teachers in the same school contribute to the novice teachers' confidence and self-esteem, and families and friends, as well as other teaching staff, can inadvertently contribute to the novice teachers' mood in developing teacher identity, then they can easily become resilient and effective in their teaching profession.

Principal 3: “*...Novice teachers can hardly keep off the course books and always keep attaching to them or they fail to create interesting topics during the course, as they feel lack of self esteem. So the course turns into boring and monotonous one. They do not manage to finish the course on time because they do not know how to prepare for the content of the course as their teaching experience is limited. At times they do not become punctual for the class, either too early or too late.. And the students do not love the teachers early or late for class, so the students and the veteran teachers criticise them as a result they feel depressed and inadequate.....*”

From the criticism by the principal, it is quite clear that some misbehaviours of novice teachers are noticed easily and quickly, and they are spread over the school by hearsay. Their remarkable misbehaviours include giving the course from the projection, finishing the course early or too late, telling the subjects over and over again, unable to transfer the subject to students and to attract their attention, moving continuously or quickly to the class or to remaining very stationary and moving back and forth in the same place, sitting at the table, hanging out in detail, and trouble focusing on the subject. The school management tends to criticise them or warn them to be more careful. All these problems that the new teachers experience in their first years of profession lead them to give rise to undermining their enthusiasm, desire and ambition to teaching profession. The school principal should criticise them softly without insulting and frustrating them.

Principal 4: “*... as some novice teachers are unprepared for the course, they have to tell things over and over, thus causing the students to become bored in the class, and as they often do so, they are forgetting the subject and fail in transferring knowledge to the students, it is also very repulsive that they are connected to the book and the table. This is perceived by the students that the teacher is completely inadequate. When they realise that the students are aware of his or her incapability and inefficacy, they become demoralised and it takes time to be resilient...*”

Inexperienced teachers are flamed up when they have difficulty in class domination, thus losing their control over classroom more easily. They are not good at determining the features of the students. They are becoming obsessed with some students. Stubbornness with the students makes their jobs more difficult and makes them harder to manage the class. There are prejudices in different issues and they are not easy to overcome. Novice teachers attempt to determine the rules they use in the classroom and as they do this task only by themselves, they become unable to practice these rules in class. As they are not good at preparing for the content of the lesson out of the course books, they feel uncertain what to do during the course. As they feel lack of self-confidence and self-reliance, they become unable to manage the course only through the books, and thus stick to course books, which makes the lesson very boring as usual. They use the exams as a weapon against students. So they increase the level of the examination too high for the students to do well. The questions of the exam are always too hard for the students to solve at exam sessions. These behaviours and attitudes make the teaching hard and they fail in managing the class. These situations drive novice teachers losing their enthusiasm of teaching and find themselves in burn-out stage in their early years of profession. The school principals' efforts to help novice teachers get rid of these unfavourable situations and get resilience are very important for the quality of education, discipline, order and students' academic achievement.

Successful and effective school managers are reported to have novice teachers get resilience so that they can be committed to students, organised, prepared, good communicator and good at time management. It is extremely important for them to get confidence and self-belief, set realistic goals, build supportive relationships and effective teaching skills in classroom management.

5. RESULT AND SUGGESTIONS

Novice teachers enter the profession with various difficulties, professional deficiencies and lack of skills like the students they serve. However, expectations from them are that new teachers will start teaching profession with the knowledge, expertise and confidence of an experienced teacher on the first day of school. Without adequate support and training, many of them lead not only to themselves but also to students in their classrooms to fail. Otherwise, they find themselves in the feeling of inadequacy and incompetency of teaching. Resilience is of great importance during this stage. But what should principal do to make novice teachers feel resilient?

The school principals should provide adequate time for professional development so that it can help improve their teaching performance. They should trust novice teachers to make the right decisions, and support them. The trust also helps novice teachers feel more comfortable communicating what areas of Professional Development they need to strengthen their skill set. Before the school year began, principal should meet with each novice teacher one-by-one to ask questions and understand their hopes, fears, and support their needs in the upcoming year. The principal should do his best to help novice teacher get resilient, have a sense of purpose, have clear goals, become open to criticise, and hardly do the intervening in their tasks.

The principals, deputy principals, school managers and the other staff in school management should give advice novice teachers about knowing when to listen to their students and when to ignore them, knowing how to take risks, being consistent, holistic teachers, thinking deeply, enjoying their work, never stop learning, bringing fun to class, having positive behaviours, not appreciating stereotypes, developing a sense of humour, creating time to explore new tools, warmly welcoming changes in class, adapting to the needs of their students, communicating with students' parents, expecting their students to be successful, and giving emotional support to their students.

REFERENCES

- ADA, Ş., ÇELİK, Z., KÜÇÜKALİ, R. & MANAFZADEHTABRIZ, S. (2015). Okul Yöneticilerinin İletişim Becerilerine İlişkin Yönetici ve Öğretmenlerin Algılama Düzeyleri (Erzurum İli Örneği). *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2015 19 (1): 101-114
- AKYÜZ, G. (2006). Türkiye ve Avrupa Birliği ülkelerinde öğretmen ve sınıf niteliklerinin matematik başarısına etkisinin incelenmesi, *Elementary Education Online*, 5(2), 75-86
- ANDERSON, L. W., RYAN, D. W. & SHAPIRO, B. J. (1989). (Eds), *The IEA Classroom Environment Study*. Pergamon, New York.
- BELTMAN, S. , MANSFIELD, C. AND PRICE, A. (2011) Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6 (3). pp. 185-207.
- BOBEK, B. L. (2002). *Teacher resiliency: A key to career longevity*. Clearing House, 75(4), 202-205.
- BÖRÜ, N. (2018). The Factors Affecting Teacher-Motivation. *International Journal of Instruction*, October 2018, Vol.11, No.4
- CALAMS, D'A. C. (2015). The Phenomenon of Novice Teacher Resiliency in At-Risk Elementary Schools. *Walden Dissertations and Doctoral Studies*, Walden University. <http://scholarworks.waldenu.edu/dissertations>
- CASTRO, A. J., KELLY, J., & SHIH, M. (2009). Resilience strategies for new teachers in high needs areas. *Teaching and Teacher Education*. 26(3), 622-629.
- COHEN, L. & MANION, L. (1994). *Research Methods in Education* (4th ed.). London: Routledge.
- CORCORAN, E. (1981). Transition shock: The beginning teachers'paradox. *Journal of Teacher Education*, 32(3), 19-23.
- CORNU, R. L. (2013). Building Early Career Teacher Resilience: The Role of Relationships, *Australian Journal of Teacher Education*: Vol. 38: Iss. 4, Article 1. Available at: <http://ro.ecu.edu.au/ajte/vol38/iss4/1>

- DAY, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change*, 9(3), 243-260.
- GIBBS, C. (2006). *To be a Teacher, Journeys towards authenticity*, Pearson, New Zealand
- GOLD, Y. & ROTH, R. A. (1999). *The transformational helping professional*. Needham Heights, MA: Allyn & Bacon.
- GORDON, S.P. & MAXEY, S. (2000). *How to help beginning teachers succeed*: Second edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- GRATCH, A. (1998). Beginning teacher and mentor relationships. *Journal of Teacher Education*, 49, 220-227.
- HUBERMAN, M. (1989). The professional life cycle of teachers. *Teachers College Record*, 91(1), 33-57.
- JOHNSON, B., DOWN, B., LE CORNU, R., PETERS, J., SULLIAN, A., PEARCE, J. & HUNTER, J. (2012). *ECTs: Stories of Resilience*, University of South Australia, Adelaide. (available at: www.ectr.edu.au.)
- KAYALAR, F. (2016). Comparison of the Views of Novice and Veteran Teachers over Classroom Management. *Int. J. Adv. Multidiscip. Res.* 3(2): 21-29.
- KAYALAR, F., ÖZBAŞ, M., YALÇIN, S. & USLU, T. (2018). Veteran Principals' Views over the Effect of Positive Discipline on Classroom Management for Novice Teachers. In: Erçetin, Ş., Potas, N. (Eds). *Chaos, Complexity and Leadership 2017*. ICCLS 2017 Springer Proceedings in Complexity.
- KAYHAN, Ü. VE EROĞLU, G. (2002). *Bir eğitim ortamı olarak okul (yapı, işleyiş ve ilişkiler)*. Ankara: Danga Yayınevi, 2002
- KITCHING, K., MORGAN, M. & O'LEARY, M. (2009). It's the little things: exploring the importance of commonplace events for ECTs' motivation, *Teachers and Teaching: theory and practice*, 15 (1), 43-58.
- LEIGH, A. (2010). Estimating teacher effectiveness from two-year changes in students' test scores. *Economics of Education Review*, 29: 480-48.
- MALLOY, W.W. & ALLEN, T. (2007). Teacher retention in a teacher resiliency-building rural school. *Rural Educator*, 28(2), 19-27
- MCINTYRE, F. (2003). Transition to teaching: New teachers of 2001 and 2002. Report of their first two years of teaching in Ontario. Toronto, ON: Ontario College of Teachers.
- MANSFIELD, C. (2012). Promoting resilience for teachers and their students: A four dimensional view. *The Children's Hospital Education Research Institute Conference*, Sydney, 6-7 September, 2012. Caroline.mansfield@murdoch.edu.au
- ÖZER, B., GELEN, İ. & DURAN, V. (2016). Deneyimsiz Öğretmen Davranışları. *Elektronik Sosyal Bilimler Dergisi (Electronic Journal of Social Sciences) Yaz-2016 Cilt:15 Sayı:58 (822-836)* DOI:10.17755/esosder.20854
- SUMSION, J. (2003). 'Bad days don't kill you: They just make you stronger': A case study of an early childhood educator's resilience. *International Journal of Early Years Education*, 11(2), 141-154.
- TAHAOĞLU, F. (2007). İlköğretim okulu müdürlerinin liderlik rollerinin örgüt kültürü üzerine etkisi (Gaziantep ili örneği). Yayınlanmamış yüksek lisans tezi. Gaziantep Üniversitesi, Gaziantep.
- TAIT, M. (2008). Resilience as a Contributor to Novice Teacher Success, Commitment, and Retention. *Teacher Education Quarterly*, Fall 2008.
- VEENMAN, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54 (2), 143-178.