Examining the Problems Faced by Teachers: The Case of Şanlıurfa

Öğretmenlerin Karşılaştıkları Sorunların İncelenmesi: Şanlıurfa Örneği

Kıvanç BOZKUŞ[*]

ABSTRACT: The purpose of this research is to identify the problems experienced by teachers. The research was carried out with a survey pattern. Data were collected online from 4657 teachers working in Şanlıurfa province. According to the results of the research, teachers often experience problems related to their personal rights, workload and education system. While there are sometimes problems regarding vocational education and respect, there are no problems based on school climate. It was determined that men had more problems in their personal rights than women and less problems in the school climate. As age increases, there are more problems in personal rights, workload, respect and school climate, and less problems in the education system and vocational education. As seniority increases, there are more problems in personal rights, workload, respect and school climate. Teachers working in kindergarten have less problems in all dimensions compared to other teachers. High school teachers are more respected than primary and secondary school teachers. It has been determined that graduates of postgraduate education perceive more workload. As a result of the research, it was suggested that reducing the workloads of teachers, eliminating the negativities that cause teachers to experience stress at school, the pre-service and in-service training of teachers towards need and practice, increasing the prestige of the teaching profession.

Keywords: Education system, workload, personal rights, school climate, teacher problems.

ÖZ: Bu araştırmanın amacı öğretmenlerin yaşadıkları sorunların belirlenmesidir. Araştırma tarama deseniyle yürütülmüştür. Şanlıurfa ilinde görev yapan 4657 öğretmenden çevrimiçi ortamda veriler toplanmıştır. Araştırmanın sonucuna göre öğretmenler, sık sık özlük hakları, iş yükü ve eğitim sistemine bağlı sorunlar yaşamaktadırlar. Mesleki eğitim ve saygı görmeye ilişkin bazen sorun yaşanırken, okul iklimine dayalı hiç sorun yaşanmamaktadır. Erkeklerin kadınlara göre özlük haklarında daha fazla, okul ikliminde ise daha az sorun yaşadıkları belirlenmiştir. Yaş arttıkça özlük hakları, iş yükü, saygı görme ve okul ikliminde daha fazla sorun yaşanmakta, eğitim sisteminde ve mesleki eğitimde daha az sorun yaşanmaktadır. Kıdem arttıkça özlük hakları, iş yükü, saygı görme ve okul ikliminde daha fazla sorun yaşanmaktadır. Anaokulunda görev yapan öğretmenler diğer öğretmenlere kıyasla tüm boyutlarda daha az sorun yaşamaktadırlar. Lise öğretmenleri ilk ve ortaokul öğretmenlerinden daha fazla saygı görmektedirler. Lisansüstü öğrenim mezunlarının daha fazla iş yükü algıladıkları belirlenmiştir. Araştırmanın sonucunda öğretmenlerin iş yüklerinin azaltılması, öğretmenlerin okulda stres yaşamalarına neden olan olumsuzlukların ortadan kaldırılması, öğretmenlerin hizmet öncesi ve içi eğitimlerinin ihtiyaca ve uygulamaya dönük olması, öğretmenlik mesleğinin saygınlığının artırılması önerilmiştir.

Anahtar kelimeler: Eğitim sistemi, iş yükü, özlük hakları, okul iklimi, öğretmen sorunları.

[*] *Corresponding Author*: Dr., Artvin Çoruh University, Artvin, Turkey, kbozkus@artvin.edu.tr, https://orcid.org/0000-0002-4787-3664

Teachers play the most important role in the success of students (Hattie, 2009). Teachers should be student-centered, participatory, motivating and sensitive to individual differences (Schleicher, 2012). In contrast the fact that teachers in Turkey cannot provide students' success is understood from the results of PISA and TIMSS exams. Teachers' problems may have prevented them from influencing student achievement. Therefore, it may be important to identify the problems experienced by teachers. Problems can only be resolved once identified. This research aims to determine the problems experienced by teachers.

Many problems are encountered in ensuring effective teaching. When the literature is examined, it is stated that teachers have problems related to personal rights, workload, education system, vocational education, respect, and school climate. However, it can be said that the relevant research focuses on one or more problems and is based on qualitative data that cannot be generalized more. A standardized scale is needed in order to analyze all problems at the same time, digitize their degrees and achieve generalizable results. In this study, a theoretical framework was created according to the findings of the related research (Figure 1). Later, the scale for determining teachers' problems to identify problem areas related to personal rights, workload, education system, vocational education, respect, and school climate was developed. In the following sections of the study, the findings of the researches that are the basis of the theoretical framework are presented according to the problem areas and the steps of developing the scale are explained. Also, the research sought to answer the following questions:

1) What is the level of problems in the personal rights, workload, education system, vocational education, respect, school climate areas of the teachers working in Şanlıurfa?

2) What are the correlations between related dimensions?

3) Do teachers' problems in related dimensions differ according to demographic variables (Gender, age, seniority, branch, school type, graduation)?

Figure 1. The Framework of the Research
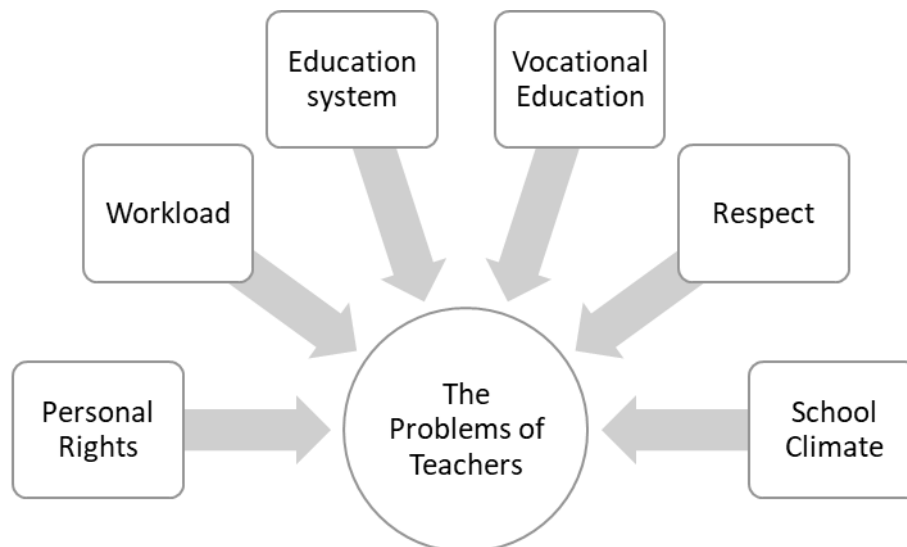
Personal Rights

Personal rights of teachers who practice the profession of primary and secondary education in Turkey is guaranteed by laws and regulations. The problems of teachers' personal rights have been the subject of research and discussion for many years. The main problems of teachers cover basic problems such as; occupational advancement, housing, retirement, prenatal and postnatal leave, kindergarten and nursery for children, cadre, contract and paid teaching (Erdem, 2010). The problems of teachers are numerous and complex. Therefore, teachers should unite and defend their rights.

The organization of employees in their professions dates back to a very long time. However, the quality and inadequacy of the institutions based on the personal rights of teachers and producing solutions can be clearly seen. The main task of the unions is to contribute to the development and production of the profession and to examine the daily, special and basic problems of the profession with the participation of members with different ideas. Union activities in the field of education should find solutions to problems. The workload, stress, and burnout of teachers may result from the failure of these unions to turn the right tools into practice. The reasons for unions being ineffective on behalf of teachers are; the inadequacy of the loss of prestige that teachers lost over the years, their inadequacy of political groups, their inadequate and ineffective activities and policies in the field of education and training of the country, their inadequacy in improving the living areas of teachers, their inadequate contributions to scientific studies in the field of education and training throughout the country (Akcan, Polat & Ölçüm, 2017). Therefore, it remains very hard to solve the personal rights of teachers, and this places education at risk.

The main purpose of education is to ensure that individuals in the country participate in life and become ready for life. As a result of the wrong education and training activities implemented over the years, the problem of qualified teachers and students is coming to the surface day by day. Hundreds of thousands of teachers who perform their jobs with difficulty in national education; The fact that they are far from basic and fundamental rights such as personal rights, social rights, and organizational opportunities deepens the wound in the education system. Teachers may try to find the material and spiritual professional satisfaction which they cannot find in the National Education by transferring to private schools. In this context regarding the employment of experienced and competent teachers trained by the private sector; Yılmaz (2006) argued that the Turkish education system was obstructed, exhausted, or attempted to be repaired with patches. This situation causes teachers to be vulnerable to unexpected changes and political conflicts of interest.

Workload

In organizations, more and more efforts are expected from employees due to increasing competition. This situation may cause burnout and avoidance of work (Erdem, Kılınç & Demirci, 2016). The problem also applies to teachers. The success of the students in the exams for the continuation of education, including the public schools, is considered as the success of the teachers and the prestige of the school is measured in this way. Therefore, teachers must pressure their students to succeed.

Today, the workload of teachers working in schools should not be defined only as paperwork. In addition to a responsibility that includes colleagues, administrators,

students and parents with whom they have social relationships in their environment, their personal lives also participate in this cycle. The constant change of the system and the lack of organizational support of teachers cause an excessive workload. Institutional and organizational support is important for more effective and efficient occupational status.

The fact that teachers take on many roles in the classroom at the same time increases their workload and the stress it creates. Another result of the workload is role uncertainty (Ertürk & Keçecioğlu, 2012). A teacher is expected to teach the lessons, understand the needs of students, measure success, determine appropriate teaching methods for students, keep in constant contact with family and class, and comply with the rules of school administrators and laws. However, it is always desired to be friendly, understanding and energetic. High expectations from teachers make them face intense stress. This situation may bring along personal problems such as working overtime, moving away from social life, setting hard-to-reach targets and irritability (Ertürk & Keçecioğlu, 2012). Thus, teachers must work excessively to meet what is expected of them.

Some of the teachers, who have an excess of workload due to organizational and personal reasons, increase their workload by giving private tutoring or additional lessons. The teachers who are interested in the students in the school are obliged to carry out activities such as preparing exams, reading exams, making notes, researching new learning systems and planning in the evenings or on weekends during the time they need to spare for themselves and their social lives. Teachers who cannot relax by spending quality time with their family and environment may feel their workload more than their colleagues or employees from different sectors (Esen, Temel, & Demir, 2017). Of course, this situation increases stress and boredom levels and causes problems in the family and social life.

Education System

Teachers' problems related to the education system also play an important role. For example, the implementation of a central program in education is important for equal opportunity and education, but factors such as student, the physical condition of the school, age, and the way the teacher teaches can sometimes conflict with the central education system. In this case, the teacher has to deal with the subject but cannot ensure that the subject is learned sufficiently. The variability of the learning time of the classroom may make it difficult for the subjects to grow, and opportunities such as repetition cannot be created. In addition, it is necessary to return to the previous topic for the students to understand the subject. However, when time is not enough, there may be problems of knowledge in the classroom. Moreover, all the students who are exposed to this situation or not, take the central exams and find themselves in competition. The results obtained from these exams turn into a scale used to measure the success of school and teacher (Kösterelioğlu & Bayar, 2014). This focus on the quantitative aspects of education puts teachers under pressure.

There are academic researches on how the teaching profession should be done. However, state and system solutions such as establishing the right system, minimizing the personal, environmental and social problems of teachers, and reducing the financial problems they face are among the most important steps in achieving the highest quality

of education by reinforcing the relationship between teachers and students. In a study conducted by Sarıbaş and Babadağ (2015), it was revealed that a distorted education process emerges when the problems experienced by teachers and the problems of the education program come together. In fact, all problems are directly and indirectly related to each other.

The problems created by the system are not limited to this. Differences such as the previous level of knowledge of the students and the social, economic and educational structure of their families are also proof of the complexity of the system. However, the inclusion of everyone in the same system means that some students see the lessons very simple and others find it very difficult. In this case, it becomes imperative that the teacher establish a balance within the classroom. However, when rote education is added, it becomes more difficult to measure the level and concentrate the attention of the students in order to achieve balance. All of these can lead to inequality of opportunity.

When talking about inequality of opportunity, the combination of technology and system should also be examined. Teachers and the system push students to do research on the internet (Arsham, 2002). However, students may not have access to the internet and computer in their homes. There may be students who are not allowed to use them by their families or those who cannot use technology due to financial impossibilities. This is one of the most common examples of inequality of opportunity among students. In addition, pushing students to the internet for reasons such as preparing homework, preparing for class or exam, doing research may cause them to encounter elements such as social media, games, and entertainment that will distract them and reduce their success levels. In this case, parents and children can be accused of school and teacher (Tess, 2013). This suggests that teachers have problems regarding to inequality of opportunity.

It is also possible to mention the problems experienced by teachers in terms of assignment and relocation. The teacher's inability to work at the school he/she wants affects his / her job satisfaction level and this situation is also reflected in the attitudes in the classroom. Although the teacher has to work in a school away from his family or home or wants to leave because of problems in the school, the obligation to wait for the appointment period is an important factor that decreases his motivation and increases his stress. However, the concerns of prospective teachers about whether they can be appointed may lead them to fail to pay sufficient attention to their vocational training. In fact, some pre-service teachers are only trained to be university graduates. This may be an obstacle to the personal development of the profession. The hopelessness of the candidates affects the society indirectly in the long term, and teachers who are not developed in terms of quality can grow in numbers (Yeşil & Şahan, 2015). High number of underdeveloped and unassigned teachers may damage the image of the profession.

In schools, teachers may also be administrators. Lack of leadership skills may prevent teachers from understanding their problems and finding solutions. In addition, non-communicating school heads prevent teachers from seeking help to solve problems they feel. Teachers need the support of the administrators in the face of problems they cannot reach. In the relationship between parents and teachers, administrators also act as bridges. In addition, when planning the school's physical problems and needs, teachers' opinions should be taken.

The problems of schools or educational policies are reflected to teachers as management-related problems. School administrators are sometimes under intense stress, which may prevent them from behaving inappropriately while performing their managerial duties and establishing an environment of respect and effective communication. It is the main duty of education administrators to ensure that schools are democratic, healthy and in compliance with the legislation. All behaviors and practices that may be contrary to this hinder teachers' job satisfaction, dignity, discipline-building skills, and leadership skills. The school needs to be socially, physically and psychologically healthy places for students and all employees, and management skills of managers are very important at this point. Keeping the morale of students, teachers, and staff high is a factor that directly affects the psychological and social health of the students. The democratic environment of the school helps students and teachers to exercise respect for their rights. This will mean that in the future, the society will be defending their rights and it will be a democratic society, and it will enable teachers and students to solve the problems they feel easily, to ask for help and share with others for the solution (Gündüz & Can, 2011). Given the fact that school administrators are assigned among teachers, it is important that teachers are trained in school administration, so that there may be less problems related to school administration.

Another problem that teachers face with the education system is insufficient salaries. Inadequate wages cause teachers to experience subsistence problems. It may be difficult for teachers who fail to meet their needs in their daily life to pay attention to the students in the classroom. Many prospective teachers are worried about appointments, finding a job and getting enough salary, and are turning to alternative professions instead of teaching. This situation prevents them to train themselves as teacher candidates during the education process (Yılmaz & Altınkurt, 2011). Therefore, insufficient salaries harm both vocational education and prestige of teachers.

The frequent changes in the education system and the implementation of a new program in each government period are also a problem for teachers. Teachers need to learn the new system, plan the students' scheme accordingly and raise the awareness of parents. The existence of frequently changing central examination systems is also a stress factor for teachers and students. Today, the mission of teachers is to prepare students for centralized examinations, as well as to educate students and to ensure that they enter good schools. However, there are dissimilar parts between the exam and the curriculum. The exams to measure students in schools are different from the questions asked by the central system. Therefore, the fact that teachers have to prepare their students for both kinds of questions also makes it difficult for other subjects to grow and makes pressure on students and teachers (Başdemir, 2012). This forces teachers to focus on quantity (grades) rather than quality (merits, benevolence).

Vocational Education

Teachers are individuals who raise society. Therefore, their training should be given meticulously. Individuals who are open to personal development, who follow the innovations and who have a high level of culture are required to fulfill the teaching profession. Young teacher candidates should learn to make research and planning during university education process and improve their ability to make comments. In

addition, it is important for them to be developed during this period in terms of general culture and to receive education on community and student psychology. After starting teaching, a system should be established for teachers to renew these features from time to time with training. It is also possible with the right training that prospective teachers and teachers can be brave in making decisions and implementing their decisions. In this way, it will be possible to become an effective leader in the class. However, it is not possible to provide all these in vocational education, and problems with teachers, students, administrators, and parents become inevitable (Sarıbaş & Babadağ, 2015). These problems should be addressed by the system.

The Ministry of National Education has conducted research on the issues that need to be trained in order to improve the teaching profession and make teachers more successful with vocational training. According to the study carried out within the "Teacher Training" component of the Support to Basic Education Project, teachers and education administrators were worked together. As a result of the study, it was concluded that the teachers wanted to make their own education plans. At this point, the necessity of teaching teachers and prospective teachers about the ability to plan and implement it emerges. Developing teachers' visions on how to teach the subject to their students, provided that they adhere to the curriculum, can strengthen coordination and communication within the classroom. However, in the same research, it was observed that teachers faced problems such as system and physical deficiencies even if they could make planning and this situation created problems both in exercising the profession and interacting with the student (Köksal, 2008). Some teachers resist different teaching approaches or find it a chore to find the most appropriate learning style for themselves / their classrooms. At this point, it is concluded that teachers should be trained as people who love the profession, have job satisfaction level, and have learned the skills of making plans.

Respect

Teachers are employees who have a direct impact on the development level of society in a country, and it is, therefore, crucial for them to make the best of their profession that they can develop in every sense of the country. Another factor that enables them to succeed in their profession is their position in society and the environment. Their relationship with other people (administrators, parents, students, and their own social environment), inside or outside the school, directly affects their psychological and social health. Failure of a teacher to adapt to his / her environment may prevent him/her from succeeding. If the problem arises from the teacher, the children and young people raised by this person are also likely to experience social conflict. For this reason, the social cohesion of the people who carry out teaching profession is very important. Generally, teachers are respected in their environment. However, teachers are also charged with the failure of the students or the failure of the school in general. In some regions, ideological conflicts may occur and there may be instances of intimidating and bullying teachers. In some villages, the teacher cannot understand the values of the village and other cultural elements, and the way of life of the teacher and the parents may be contrary to each other and this may damage the respect and trust of the parents to the teacher. The lack of healthy communication with the teacher's environment is directly reflected in his / her attitude, energy and

communication skills in the classroom (Özdemir et al., 2015). Therefore, a respectful environment is essential for teachers.

Some of the problems that the teacher has with his / her environment may also be due to the fact that the teacher is young and inexperienced. Young teachers who have not yet strengthened their communication skills with students and parents cannot get the support of parents during the school term and cannot influence them to make the right arrangements for learning at home. Furthermore, they cannot keep up with the lifestyle of society. For example, in rural areas, children are expected to help with household chores in the time left of school. At this point, the teacher should educate the parents and invite them to the labor department during the child's learning process. Failure to do so may result in students being tired and reluctant in the classroom, which may be reflected in other students and teachers as a factor that slows down learning. The teacher's conflict with his / her environment may lead to negativity both in his private and work life (Habacı et al., 2013). This is not the only environmental problem caused by the teacher's inexperience. Lack of adequate general culture may mean that the teacher cannot be assigned to socialize the students. The integration of children with different characteristics in the classroom and having common goals is closely related to teachers' understanding of them correctly and teaching them to respect other people. For this to happen, the teacher must have both educational and cultural background. Otherwise, he or she may not be able to easily respect the people who have foreign lifestyles.

School Climate

Another problem faced by teachers is the physical and environmental conditions of the school and the educational philosophy of the administrators. Issues such as how education will be directed, the role of the teacher in it, and how it will function are within the educational philosophies of the administrators. The formation of policies and planning without taking the opinions of teachers in these fields leads to a distorted system. The lack of an educational philosophy can also be a problem for teachers. Failure of the administrator to make good planning or establish effective communication channels between teachers may result in failure of students and therefore teachers (Sarıbaş & Babadağ, 2015). Administrators play an important role in creating teacher-friendly school climate.

The fact that teachers do not have awareness and experience about their profession causes them to have different problems in school. One of them is to understand the duties given by the school administrators and to train them on time. It is sometimes difficult for teachers to communicate with students, to provide discipline, to communicate with parents or to find answers to students' various questions, and this can damage their self-esteem in their work life. In addition, teachers' general culture levels are sometimes lower than the others. This situation decreases the respect of parents and other teachers/school administrators and the teacher loses motivation over time (Çam Aktaş, 2016). A vocational education providing general culture would solve this problem.

Another problem that teachers experience at school is the inadequacy of conditions in the classroom. The reasons such as the fact that the classrooms are very crowded (Yalçın & Yalçın, 2018), the lack of educational materials in the classroom,

the indifference of the students to the lesson, the insensitivity of the parents or the failure of the school administration to make the right planning for success prevent the teacher and the students from being successful (Al-amarat, 2011). Classrooms should be physically and psychologically adequate environments, so that school climate would be also adequate.

Teachers may be exposed to violence at school. Violence can be physical or verbal. Colleagues or administrators may act to intimidate teachers. Mobbing behavior disrupts the peace in the organization and prevents one's commitment to the organization. This means that the person does not want to go to work and is not happy at work. In fact, people who are not happy in the work environment cannot be expected to be happy and productive in their social life. Therefore, they may not provide society with the expected benefits. This can become psychological violence when a teacher's ideas and opinions are not respected, given the right to communicate, his / her professional knowledge is not trusted or intervened by school administrators or other teachers. Some teachers may be exposed to verbal attacks by other colleagues, administrators or parents. In some cases, attacks can cease to be verbal and transform into physical violence. It is important for teachers to know their rights to what they can do in these situations, both for themselves and for other employees and students in the school in a healthy environment. Students who are directly exposed to or witnessed violence cannot be expected to have a healthy physical and mental development (Çelebi & Taşçı Kaya, 2014). Therefore, teachers should not be exposed to violence at school.

Another problem experienced by teachers in the school environment is the problems stemming from communication with the administrators. Communication problems may occur due to the physical conditions of the school, as well as carelessness and insensitivity of the administration on this issue may create the problem of non-communication. In these cases, it becomes difficult for teachers to report their problems and solution suggestions to their superiors, the teacher is left alone with the problem and often loses his / her loyalty and willingness to work by feeling helpless (Yıldız, 2013). The problems of communication within the organization and the problems arising from the system may cause teachers to create a perception that they have been wronged. Moreover, in the presence of such a situation, students may have a similar perception. It is very important for individuals from all levels of the school to reach others in order to feel valuable within the organization (Terzi et al., 2017). Communication is at the center of education processes.

Given the fact that the problems of teachers are researched by various researchers, these research results are very dispersed (Başdemir, 2012; Demir & Arı, 2013; Sarıbaş & Babadağ, 2015). Some of the research were done qualitatively (Balbağ & Karaer, 2017; Çam Aktaş, 2016). Data were gathered from various populations. A quantitative research that investigates many problems that teachers face would make more consistent contribution to the literature. Also, there is no standardized instrument to measure problems that teachers face. This research first develops the scale for determining teachers' problems to identify problem areas related to personal rights, workload, education system, vocational education, respect, and school climate, then investigates problems that teachers face. Therefore, this research is different from previous research in terms of these aspects.

Method

Design

The research was conducted with a survey design. As perceptions of a large sample are demonstrated with valid and reliable data collection tools, generalizable results can be obtained by the survey design (Christensen, Johnson & Turner, 2013). When data is collected at a time, it is cross-sectional and when it is collected more than once in a wider time frame, longitudinal surveying is performed (Fraenkel, Wallen & Hyun, 2012). In this study, data were collected by cross-sectional surveying.

Participants

The population of the research consists of 25734 teachers working in Sanliurfa province in the 2017-2018 academic year. This population was selected because teachers in Sanliurfa have many problems (Karacabey & Boyacı, 2018).

Table 1

Descriptive Statistics of the Participants

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	2084	44.7
	Female	2573	55.3
Age	20-23	253	5.4
	24-27	1851	39.7
	28-31	1080	23.2
	32 and above	1433	30.8
	Not specified	40	0.9
Seniority	0-1 year	858	18.4
	2-3 years	1488	32.0
	4-5 years	856	18.4
	6 years and above	1420	30.5
	Not specified	35	0.8
Subject Specialization	Subject Specialist	3234	69.4
	Pre School	277	5.9
	Classroom	1146	24.6
School Type	Preschool	134	2.9
	Primary	1408	30.2
	Secondary	1894	40.7
	High School	1221	26.2
Graduation	Bachelor's	4345	93.3
	Graduate Degree	312	6.7

All teachers were reached without sampling. Schools were sent a link to an online form on the computer and teachers were invited to participate in the research. Therefore, there was no need for a sampling procedure. Data collected from 4657 volunteer teachers were analyzed. The form return rate was calculated as approximately 18%. Descriptive statistics of the participants are presented in Table 1.

Among the participants in Table 1, there were 2084 males and 2573 females, 253 teachers reported having ages between 20 and 23, 1851 teachers reported having ages between 24 and 27, 1080 teachers reported having ages between 28-31 and 1433 teachers reported having ages 32 and above. As a seniority indicator, 858 teachers indicated that they had experienced for 0-1 years, 1488 teachers indicated that they had experienced for 2-3 years, 856 teachers indicated that they had experienced for 4-5, 1420 teachers indicated that they had experienced for 6 years and above. There were 3234 teachers who were subject specialists, 1146 teachers who were classroom teachers and 277 teachers who were preschool teachers. There were 134 teachers working at preschools, 1408 teachers working at primary schools, 1894 teachers working at secondary schools and 1221 teachers working at high schools. Most of the teachers (n=4345) had a bachelor's degree.

Data Collection Tool

Data were collected through online questionnaire prepared by the researcher. The questionnaire included questions about demographic variables and a scale for determining teachers' problems. The scale developed by the researcher consists of 22 items with frequency degrees between 1 = none and 5 = always belong to 6 dimensions (Appendix). These include 8 items that need to be reverse coded. For the development of the scale, the results of previous research conducted in Turkey were taken into account (Akcan, Polat & Ölçüm, 2017; Demir & Arı, 2013; Ekinci, 2010; Erdem, Kamacı & Aydemir, 2005; Habacı, Karataş, Adıgüzelli, Ürker & Atıcı, 2013). According to the results of the literature review and the opinions of the five education management experts including the researchers, 54 items were generated, and a draft form was created. The items contain statements about the problems that teachers may face. For example, one item has the expression "I have to work overtime". Therefore, it can be said that as the average of the answers given to the items increases, teachers face the related problem more frequently. After data collection, 23 items with low item-total correlations (r <0.35) were eliminated. The remaining 31 items were analyzed by Principal Axis Factoring (PAF) and exploratory factor analysis. Kaiser-Meyer-Olkin value calculated for adequacy of data amount was 0.85 and Bartlett test was statistically significant (p <0.001). According to the parallel analysis technique, the scale could have 6 dimensions. Since significant correlations were determined between the dimensions (p <0.05), the distribution of the items to the dimensions was provided by oblimin rotation technique. Factor loads of the items ranged from 0.37 to 0.91. Cronbach's alpha reliability coefficients of the sub-dimensions ranged from α = 0.67 to α = 0.83. Revelle beta coefficient, which is the lowest limit of half-half reliability was found to be β = 0.68, Guttman lambda 4 coefficient, which was the highest limit, was found to be λ_4 = 0.91 and the average coefficient was 0.85. The total variance explained by the scale is 50.6%. When the six-dimensional structure was tested with confirmatory factor analysis based on robust maximum likelihood calculation, compatible index values were

determined other than $\chi^2/$ df which were sensitive to sample size ($\chi^2/$ df = 10.5, *p* <0.001, AGFI = 0.94, CFI = 0.94. , NFI = 0.93, IFI = 0.94, RFI = 0.92 RMSEA = 0.05, SRMR = 0.04) and the factor structure was found to be compatible with the data structure validity (Hooper, Coughlan & Mullen, 2008). For the validity of fit, calculated mean variances calculated according to the formula of Fornell and Larcker (1981) were found between AVE = 0.29 and AVE = 0.70. Since the formula is very strict, it is accepted that the AVE value should be 0.50 and above (Fornell & Larcker, 1981). Factor loads of the items ranged from 0.40 to 0.90 (Table 2).

Table 2

Factor Structure of the Scale for Determining Teachers' Problems

Factors	Item	Factor Loading	α	Variance %	AVE
Education System	5	0.40-0.65	0.67	6.9	0.29
Workload	5	0.58-0.82	0.83	11.7	0.49
Personal Rights	3	0.63-0.80	0.73	7.6	0.49
School Climate	4	0.62-0.81	0.80	9.4	0.50
Respect	3	0.54-0.90	0.77	8.3	0.56
Vocational Education	2	0.77-0.90	0.82	6.7	0.70

Data Collection

Data were collected with a form prepared online. Compared to traditional paper forms, online forms are more advantageous in terms of cost and time, facilitating data collection and analysis from large audiences (Fan & Yan, 2010; Selm & Jankowski, 2006). In addition, online forms are considered equivalent to paper forms because they do not affect research results (Huang, 2006).

Data Analysis

The data were analyzed with R, an open-source statistical programming language (Ihaka & Gentleman, 1996). Exploratory factor analysis was performed with psych (Revelle, 2018) package in the R library, confirmatory factor analysis with lavaan (Rosseel, 2012) package, and multivariate normality hypothesis analysis of data was performed with mvn (Korkmaz, Göksülük & Zararsız, 2014) package. When multivariate normality hypothesis is examined, Doornik-Hansen (2008), Henze-Zirkler (1990), Mardia (1970, 1974) and Royston (1992) tests were found to be significant (p <0.001). Therefore, exploratory factor analysis was performed with PAF (Strahan, 1999), and confirmatory factor analysis was performed with robust probability calculation (Kline, 2012). In this calculation, Satorra-Bentler (2001, 2010) correction factor used for chi-square scaling was found to be 1.12. The levels corresponding to the averages were determined according to the five grading ranges (never: 1.00–1.79, rarely: 1.80–2.59, sometimes: 2.60–3.39, often: 3.40–4.19, always: 4.20–5.00). Differences according to gender and graduation were analyzed by independent groups t-test. Differences according to age, seniority, branch, and type of school were determined by one-way analysis of variance (ANOVA). The means and Tukey test findings were examined for the source of the differences.

Ethical Principles

Ethical principles were taken into consideration while conducting the research. In this sense, the participant volunteering principle was embraced, all the data collected about the participants were used only within the scope of the research, the data were not shared with third parties and the identity of the participants was kept confidential. In addition, participants were assured that the research results would not be used against them. The research ethics committee of Artvin Çoruh University approved the research on the official letter numbered 78646441-050.01.04-E.3563.

Results

In order to answer the first research question, the dimensions of the scale of determining teachers' problems were examined. The mean, standard deviation and frequency levels of the dimensions are presented in Table 3.

Table 3

Levels of Problems Experienced by Teachers

Factors	X	Sd	Level
Personal Rights	3.76	0.90	Often (4/5)
Workload	3.43	0.93	Often (4/5)
Educational System	3.42	0.77	Often (4/5)
Vocational Education	2.84	1.14	Sometimes (2/5)
Respect	2.65	0.91	Sometimes (2/5)
School Climate	1.61	0.80	Never (1/5)

According to the findings presented in Table 3, teachers frequently experience problems arising from personal rights, workload, and education system. While there are sometimes problems with respect to vocational training and respect, there are no problems based on school climate.

In order to find answers to the second research question, the correlations between the dimensions of the scale of determining teachers' problems were examined. Pearson product-moment correlations between dimensions are presented in Table 4.

According to the findings presented in Table 4, statistically significant (p <0.001) and weak correlations were determined among all dimensions. The workload is mostly related to personal rights, school climate, respect, and the education system. Vocational education is mostly related to personal rights. Personal rights are most related to respect, education system, vocational training, and workload. School climate is associated most with the workload. Respect is most related to personal rights and workload. The education system is most concerned with personal rights and workload.

Table 4

Correlations between teachers' problem sources

	Vocational Education	Personal Rights	School Climate	Respect	Education System
Workload	0.15**	0.30*	0.34*	0.30*	0.32**
Vocational Education		0.34*	0.11*	0.21*	0.16**
Personal Rights			0.22*	0.37*	0.34**
School Climate				0.23*	0.22**
Respect					0.18**

* $p < 0.05$, ** $p < 0.001$

In order to answer the third research question, the differences in the mean dimension of teachers' scale for determining the problems according to demographic variables were examined. Independent groups t-test and one-way analysis of variance (ANOVA) findings are presented in Table 5.

Table 5

Differences of Teachers' Problem Sources According to Demographic Variables

	Gender	Age	Seniority	Subject Specialization	School Type	Graduation
Personal Rights	8.89**	13.37**	45.42**	8.80**	2.97*	-1.63
Workload	1.50	3.46*	8.82**	38.65**	6.41**	-2.65*
Education System	1.86	6.36**	1.79	19.82**	5.31*	-1.28
Vocational Education	0.14	3.39*	0.35	10.15**	7.28**	-1.66
Respect	-0.96	8.97**	42.60**	7.14**	15.95**	0.24
School Climate	-2.97*	6.69**	21.42**	8.23**	3.65*	-0.55

* $p < 0.05$, ** $p < 0.001$

According to the findings presented in Table 5, significant differences have been identified in terms of gender and personal rights and school climate. As a source of differences, it was determined that men had more problems in terms of personal rights than women and fewer problems in school climate. Significant differences were determined in all dimensions according to age. As age increases, there are more problems in personal rights, workload, respect, and school climate and fewer problems in education system and vocational education. Significant differences were determined

in terms of personal rights, workload, respect, and seniority according to seniority. As seniority increases, there are more problems in these dimensions. Significant differences were determined in all dimensions according to the branch. Preschool teachers have fewer problems in all dimensions compared to other teachers. Significant differences were determined in all dimensions according to school type. Teachers working in kindergarten have fewer problems in all dimensions than other teachers. High school teachers are more respected than primary and secondary school teachers. Significant differences were determined only in the workload according to education. It was determined that master's and Ph.D. graduates perceived more workload.

Conclusion and Discussion

According to the results of the study, teachers working in Şanlıurfa frequently experience problems related to personal rights. A similar finding was also found by Can (2015). The teachers think that they are not informed enough about their personal rights. Before starting the service and in-service training, it is necessary to be informed about changing personal rights. Failure to know the rights of the person may lead to problems in exercising their rights (Habacı et al. 2013). Another problem regarding the personal rights of teachers is actual compensation. Many civil servants are entitled to compensation despite the difficulty of their work, but teachers are not included. The importance of the profession of teachers for society is quite great. However, workloads of teachers are heavy. The lack of compensation for this burden can be perceived as an injustice. It also directly affects job satisfaction. Retirement age is another condition that lowers the motivation of teachers and makes them reluctant to work. Teachers physically and psychologically get tired quite easily, but they are subject to the same conditions as other civil servants in order to retire. Despite being retired for exceptions to the implementation of the teaching profession in many countries in the world is not such a case for Turkey. This situation prevents teachers who feel tired from being successful in their professions and hence the education of young people in need of society and this situation is important enough to turn into a social problem (Erdem, 2010).

According to the results of the study, teachers working in Şanlıurfa frequently experience problems related to their workload. Teachers do not just lead their students in making them love teaching and learning. At the same time, teachers are at the forefront as social workers educating the members of the society. Teachers decide how to teach, what they will teach, how to meet the learning needs of different students, how to create an efficient and effective learning environment, and overcome unexpected events of the classroom environment and produce quick solutions about them (Cerit & Özdemir, 2015). In this context, teachers; in the processes where curricula or system changes are frequently experienced, it is a necessity to work overtime in order to complete the financial and moral responsibilities. In research about the situations that teachers should overcome; it has been observed that workloads increase, and they need to work overtime because individual learning is emphasized with many difficulties and new processes (Gunnporsdottir & Johannesson, 2014). In another study; it is illustrated that 50% of the teachers were working between 7-11 hours out of working hours, 45% were working between 1-7 hours, 5% were never working (Bivona, 2002). Each profession has its own difficulties, which can be called tedious. The profession of

teachers can often be both physically and mentally challenging. Teachers have to be energetic in the nature of their work and life in their family life and in the classroom. The difficulties of the profession, expectations, support that cannot be obtained from inside and outside push the limits of tolerance of the teachers (Bakan, Erşahan, Büyükbeşe, Okumuş & Akmeşe, 2017). In this context, all the responsibilities that have been tried and overcome have led to the physical and mental burnout of teachers.

According to the results of the study, teachers working in Şanlıurfa frequently experience problems related to the education system. Education is undoubtedly one of the most important issues that form the basis of a country. It is one of the main tasks of the state to exhibit approaches that will eliminate the problems in the education system (Karataş & Çakan, 2018). In Turkey, the Ministry of National Education determines the whole curriculum of the courses that will be given by the schools that carry out education and training activities from preschool education to secondary education. It is very important that education is built on the philosophical, economic and social foundations of education. When we look at the present, it is very sad to see that there are subjects in our education system that will not attract the interest of the student or that are difficult to apply in practice with complex theoretical narratives that are disconnected from life. The student is left alone with a curriculum where there is no chance of applying the information given to the student, but instead of learning, he takes an exam-oriented approach. The education system and curriculum dominated by the rote system put the student at the center of the exam focus and conclude that it is sufficient to pass the course, not to learn the information they have received. The needless and complex information-based curriculum could not find a response in the life of the society and the country, and the perception of "passing the test" was facilitated.

The authority of the central government in the system, which is one of the main problems of the education system of our country, has been an issue that has been discussed for years. The cumbersome and slow response of the centralized education system causes blockages and problems in the education system. It can be clearly seen that there will be positive changes such as local rapid dissemination of decisions from management to the organization by ensuring localization in education and using the necessary materials and human resources effectively in education. Some negative elements of the centralized structure are listed as follows; Increased stationery, delayed work, inability to meet urgent needs, lack of connection with public services that affect and influence the public very closely, making provincial civil servants pending orders, destroying creativity, biased and partisan use of public resources, loss of service efficiency and efficient use of resources (Kurt, 2006).

One of the problems in the education system is the problem of assignment and displacement. The Regulation on Appointment and Relocation announced by the Ministry of National Education constitutes problems for teachers and administrators within the education system with its major deficiencies. Presently, the prospective teachers who can get the right to appoint with the Public Personnel Selection Examination (KPSS) cannot be appointed even if they can get a high score due to lack of education policies. The problem of unassigned pre-service teachers, whose number reaches hundreds of thousands, has become a social problem that has been continuously processed in visual and printed media in the recent history of the country. Merit and success cannot be mentioned in relocations. School administrators, who should be

selected according to their professional knowledge, skills, and achievements, were sacrificed to partisan policies and criteria such as acquaintances, spouses, friends, and relatives started to be considered. Lack of transfer rights of contracted teachers has caused many problems. Many teachers apart from their families are trying to perform their duties in difficulties. In these problems, teachers, and administrators who deal with the difficulties of the profession struggle with problems such as social and personal rights within the education system.

According to the results of the research, teachers sometimes have problems with vocational education. A similar finding is presented by Balbağ and Karaer (2017). Nowadays, the main problem in the programs that train teachers in universities is that the lack of connection between theory and practice (Ünver, 2016). It is not easy to teach pre-service teacher candidates the theoretical situations that have never been experienced in practice (Darling, 2010). In this context, it should be aimed to improve the teaching practice by providing the applicability of the theoretical knowledge that forms the basis of teaching in pre-service education. Teachers are required to have professional competence according to their branches and age, demographic characteristics and mental development levels of the students they will provide education. However, the teacher's ability to understand the student's problems, abilities, and familial characteristics is essential for professional success. In addition, learning with games, having a natural ability to attract students' attention in learning, creating a democratic environment in the classroom and providing discipline, is very important for the continuation of learning and preparing students for life. In order to achieve all this and more, a multi-faceted approach should be adopted in the education process of the candidates who will start this profession. Persons should be educated both theoretically and practically, information should be provided to understand the psychological status of students and parents, and the teacher should know and trust himself (Can, 2019). In addition, it is necessary to enrich their skills in terms of legal rights and requirements, curriculum, identifying students' abilities and interests, attracting attention, directing and communicating. However, a four-year faculty of education may not be expected to provide all of these. Some of these traits are related to education and some of them to experience and some to the characteristics of the person. Of course, this situation is sometimes an advantage and sometimes a disadvantage in teachers' professional lives.

According to the results of the research, teachers sometimes have problems with respect. Similar findings also expressed by Esen, Temel and Demir (2017). There are several criteria for observing teachers' reputation in society. Parents and students' respect for teachers, comparison of earnings of teaching profession with respect to other professions, levels of parents' desire of their children to be teachers, trust in the education system in the country, and determining the status of prestige of teachers are effective in determining the status of respectability of teachers. It can be clearly seen how much effort and dedication teachers spend in schools based on human factor. It is seen that it is difficult for teachers to gain prestige in an educational order such as not being able to get their social and personal rights, low level of earnings against other professions, and people in the society regard teaching profession as ordinary. Respect is often associated with the external environment. However, the need for teachers and administrators to respect each other and students should also be considered. In order for students to respect other people, an environment should be created where educators and

other employees in the school respect each other. Students 'abilities, problems, ideas and values, their families' economic or educational level should be respected. Only in this way can students be placed without prejudice and tolerance towards others. The fact that teachers make some explanations about the tasks they assign to their students and administrators give them a sense of their well-being, respect, and commitment to the organization. For example, people may want to know which task is required and why. In addition, the rights, if any, the values, policies, and rules that the organization adheres to while performing its duties are important in order to prevent conflicts within the organization. These and similar explanations should be explained to the teachers by the administrators and to the students by the teachers (Celep, 1992; Fidan & Küçükali, 2014).

According to the results of the study, teachers have no problems based on school climate. This result is similar to the previous studies (Sezgin & Kılınç, 2011; Şenel & Buluç, 2016). However, this result is not similar with the findings of the study carried out by Ayık and Şayir (2014), Sabancı, Altun and Altun (2018). Schools are essentially social structures with the people in it. This social area; education, teaching, and development of the individual with the existence of the society are effective institutions. The ongoing communication and interaction between teachers and administrators of these institutions should be healthy. Unhealthy communication and interaction cause disconnection, conflict and inefficiency. Giving privileges to people, especially in public institutions; it may be related to moral belonging rather than material interest. In order to reach many officials who do their job in public institutions, instruments of influence are used instead of intermediaries of material value using spiritual bonds. This intangible solidarity or trade-off is essentially based on favoritism. Nepotism means defending, supporting and protecting people who feel close to it unlawfully (Meriç & Erdem, 2013). It is natural as there are ideological differences between teachers working in schools, as well as among people in general. The fact that the managers do not respect this ideological difference and give privilege to the people who think that they are supporters leads to the formation of a nepotism culture. Favoritism leads to a number of dilemmas such as obedience to strong relations, crushing weak ones, not being able to empathize, giving up ethical values and social insecurity (Koçöz, 2004).

There is a kind of violence that is expressed verbally in schools. Verbal violence may adversely affect the education and training activities and the mental health of teachers and students. Korkut (2004) introduces verbal violence as "fierce emotion or expression or intense belligerent or angry and often destructive action or power hurting by distorting, violating or disrespecting important issues".

It is seen that the mobbing behaviors in educational institutions weaken the organizational trust and general climate of the school, and a significant decrease in teachers' quality of life and job satisfaction is observed. Mobbing has negative effects not only on teachers but also on the school organization (Can & Çağlar, 2017). The most important results in the school include distrust, reduced respect, and the disappearance of human values (Can & Işık Can, 2019).

According to the results of the research, the workload is mostly related to personal rights, school climate, respect, and education system. Therefore, teachers may think that as their workload increases, their personal rights are damaged, school climate deteriorates, they are less respected and education system deteriorates. According to the

results of the research, vocational education is mostly related to personal rights. Therefore, teachers may see good vocational education as a personal right. Therefore, the decrease in the quality and quantity of the education given to the teachers may lead to the perception of more problems about the personal rights of the teachers. According to the results of the research, personal rights are mostly related to respect, education system, vocational training, and workload. Therefore, with the improvement of personal rights, teachers may think that they are more respected, that the education system and vocational education are improving and that their workload is decreasing.

According to the results of the study, it was determined that male teachers had more problems in terms of personal rights than female teachers. Male teachers may have a higher awareness of personal rights. Thus, they may perceive more problems in personal rights.

Implications

Teachers' workloads should be reduced. In particular, teachers should not be assigned tasks that extend beyond school hours to ensure a balance between work and private life. Negative problems that cause teachers to experience stress in school should be eliminated. Teachers may experience fewer problems if pre-service and in-service training of teachers is in accord with need and practice. The credibility of the teaching profession should be increased in order for society to respect teachers more. Improving teachers' personal rights as well as their financial means can increase the prestige of the profession. A review of the legislation governing the appointment and relocation of teachers, eliminating memorization, reducing exam-centered assessment, increasing localization of education, and shifting curricula to new needs that may be of interest to students may reduce the problems experienced by teachers in the education system.

References

Akcan, E., Polat, S., & Ölçüm, D. (2017). Yönetici ve öğretmen görüşlerine göre sendikal faaliyetlerin okullara etkisi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 17*(3), 1101-1119.

Al-amarat, M. S. (2011). The classroom problems faced teachers at the public schools in Tafila Province, and proposed solutions. *International Journal of Educational Sciences*, *3*(1), 37-48.

Arsham, H. (2002). Impact of the internet on learning and teaching. *Journal of United States Distance Learning Association, 16*(3), 10-21.

Ayık, A. & Şayir, G. (2014). Okul müdürlerin öğretimsel liderlik davranışları ile örgüt iklimi arasındaki ilişki. *Elektronik Sosyal Bilimler Dergisi*, *13*(49), 253-279.

Bakan, İ., Erşahan, B., Büyükbeşe, T., Okumuş, M. T., & Akmeşe, A. (2017). Öğretmenlerin işe yönelik davranışlarında (örgütsel stres, iş yükü, işten ayrılma niyeti ve iş tükenmişliği) örgütsel desteğin rolü: Bir alan araştırması. *International Journal of Disciplines Economics & Administrative Sciences Studies*, 3(6), 444-464.

Balbağ, M. Z., & Karaer, G. (2017). Sınıf öğretmenlerinin fen öğretiminde karşılaştıkları sorunlar. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, *8*(1), 28-46.

Başdemir, H. Y. (2012). Türk eğitim sisteminin yapısal sorunları ve bir öneri. *Liberal Düşünce*, *17*(67), 35-53.

Bivona, K. N. (2002). *Teacher morale: The Impact of teaching experience, workplace conditions, and workload.* ERIC Research Report, ED467760, 1-32.

Can, E. (2015). Qualitative obstacles in Turkish education system and suggestions. *Anthropologist, 20*(1-2), 289-296.

Can, E. (2019). Professional development of teachers: Obstacles and suggestions. *Journal of Qualitative Research in Education, 7*(4), 1618-1650. http://dx.doi.org/10.14689/Issn.2148-2624.1.7c.4s.14m.

Can, E., & Işık Can, C. (2019). Okul yöneticilerinin etik dışı uygulamalarının belirlenmesi. *Journal of Social, Humanities and Administrative Sciences, 5*(16), 406-422. http://dx.doi.org/10.31589/JOSHAS.130

Can, E., & Çağlar, H. (2017). Examination of school principals' mobbing practices against class teachers) University of Thessaly Press, Editor: Domna -Mika Kakana, Polyxeni Manoli, ISBN:978-960-9439-47-3.

Celep, C. (1992). İlkokullarda yönetici öğretmen iletişimi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 8*, 301-316.

Cerit, Y., & Özdemir, T. (2015). Sınıf öğretmenlerinin iş yükü algıları ile işten ayrılma niyetleri arasındaki ilişki. *International Journal of Human Sciences, 12*(2), 626-637.

Christensen, L. B., Johnson, R. B., & Turner, L. A. (2013). *Research methods: Design and analysis* (12. b.). Boston: Pearson.

Çam Aktaş, B. (2016). Sınıf öğretmeni adaylarının mesleki yaşamlarında karşılaşabileceklerini düşündükleri sorunlar. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 38,* 16-30.

Çelebi, N. & Taşçı Kaya, G. (2014). Öğretmenlerin maruz kaldığı mobbing (Yıldırma): Nitel bir araştırma. *Eğitim ve İnsani Bilimler Dergisi: Teori ve Uygulama, 5*(9), 43-66.

Darling, H. L. (2010). Teacher education and the American future. *Journal of Teacher Education*, *61*(1-2), 35-47.

Demir, M. K., & Arı, E. (2013). Öğretmen sorunları-Çanakkale ili örneği. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, *32*(1), 107-126.

Doornik, J. A., & Hansen, H. (2008). An omnibus test for univariate and multivariate normality. *Oxford Bulletin of Economics and Statistics, 70,* 927-939.

Ekinci, A. (2010). İlköğretim okullarında çalışan müdür ve öğretmenlerin mesleki sorunlarına ilişkin görüşleri. *İlköğretim Online*, *9*(2), 734-748.

Erdem, A. R. (2010). İlköğretim ve ortaöğretim öğretmenlerinin karşılaştığı özlük sorunları ve bu özlük sorunlarının performanslarına etkisi konusundaki görüşleri. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi, 1*(1), 21-55.

Erdem, A., Kamacı, S., & Aydemir, T. (2005). Birleştirilmiş sınıfları okutan sınıf öğretmenlerinin karşılaştıkları sorunlar: Denizli örneği. *Eğitimde Kuram ve Uygulama*, *1*(1-2), 3-13.

Erdem, H., Kılınç, E., & Demirci, D. (2016). Çalışanlarda iş yükü fazlalığın algılanan istihdam edebilirlik üzerine etkisi. *Elektronik Sosyal Bilimler Dergisi, 15*(58), 772-784.

Ertürk, E. & Keçecioğlu, T. (2012). Çalışanların iş doyumları ile mesleki tükenmişlik düzeyleri arasındaki ilişkiler: Öğretmenler üzerine örnek bir uygulama. *Ege Akademik Bakış Dergisi, 12*(1), 39-52.

Esen, Y. D., Temel, F., & Demir, E. (2017). Türkiye'deki öğretmenlerin karşılaştıkları mesleki sorunların ikili karşılaştırma yöntemi ile ölçeklenmesi. *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi*, *8*(1), 47-62.

Fan, W. & Yan, Z. (2010). Factors affecting response rates of the web survey: A systematic review. *Computers in Human Behavior, 26*, 132-139.

Fidan, M. & Küçükali, R. (2014). İlköğretim kurumlarında yöneticilerin iletişim becerileri ve örgütsel değerler. *Eğitim Bilimleri Araştırmaları Dergisi, 4*(1), 317-334.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement errors. *Journal of Marketing Research, 18*, 39-50.

Fraenkel, J. R., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education* (8. b.). New York: McGraw-Hill.

Gunnporsdottir, H., & Johannesson, J. A. (2014). Additional workload or part of the job? Icelandiic teachers' discourse on inclusive education. *International Journal of Inclusive Education*, 18(6), 580-600.

Gündüz, Y. & Can, E. (2011). Öğretmenlerin eğitim sistemi ve uygulamalarına ilişkin güncel sorunları algılama düzeylerinin incelenmesi. *Türk Eğitim Bilimleri Dergisi, 9*(4), 745-774.

Habacı, İ., Karataş, E., Adıgüzelli, F., Ürker, A., & Atıcı, R. (2013). Öğretmenlerin güncel sorunları. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic 8*(6), 263-277.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.

Henze, N., & Zirkler, B. (1990). A class of invariant consistent tests for multivariate normality. *Communications in Statistics-Theory and Methods*, *19*(10), 3595-3617.

Huang, H. (2006). Do print and Web surveys provide the same results? *Computers in Human Behavior, 22*, 334-350.

Hubert, A. B., & Veldhoven, M. (2001). Risk sectors for undesirable behaviour and mobbing. *European Journal of Work and Organizational Psychology, 10*(4), 415-424.

Hooper, D., Coughlan, J., & Mullen, M. (2008). Structural equation modelling: Guidelines for determining model fit. *Electronic Journal of Business Research Methods, 6*(1), 53-60.

Ihaka, R. & Gentleman, R. (1996). R: A language for data analysis and graphics. *Journal of Computational and Graphical Statistics, 5*(3), 299-314.

Karacabey, M. F., & Boyacı, A. (2018). Factors contributing to secondary school dropouts and the dropouts' socioeconomic profiles: Şanlıurfa sample. *Kuram ve Uygulamada Eğitim Yönetimi, 24*(2), 247-293. http://dx.doi.org/10.14527/kuey.2018.007

Karataş, K., & Çakan, S. (2018). Öğretmenlerin bakış açısıyla eğitim–öğretim sorunları: Bismil ilçesi örneği. *Elementary Education Online*, *17*(2).

Kline, R. B. (2012). Assumptions in structural equation modeling. İçinde R. H. Hoyle (Ed.). *Handbook of structural equation modeling* (ss. 111-125). New York: Guilford Press.

Koçöz, R. (2004). Aydınlarımız, toplumsal çelişkilerimiz ve duyarlılıklarımız. *Çağın Polisi Dergisi*, *34*.

Korkmaz, S., Göksülük, D., & Zararsız, G. (2014). MVN: An R package for assessing multivariate normality. *The R Journal, 6*(2), 151-162.

Korkut, F. (2004). *Okul temelli önleyici rehberlik ve psikolojik danışma.* Ankara: Anı.

Köksal, N. (2008). Öğretmenlik mesleği genel yeterliklerinin öğretmen, müdür ve bakanlık yetkilileri tarafından değerlendirilmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 1*(23), 36-46.

Kösterelioğlu, İ. & Bayar, A. (2014). Türk eğitim sisteminin sorunlarına ilişkin güncel bir değerlendirme. *The Journal of Academic Social Science Studies International Journal of Social Science, 25*(1), 177-187.

Kurt, T. (2006). Eğitim yönetiminde yerelleşme eğilimi. *Kastamonu Eğitim Dergisi, 14*(1), 61-72.

Mardia, K. V. (1970). Measures of multivariate skewness and kurtosis with applications. *Biometrika, 57*(3), 519-530.

Mardia, K. V. (1974). Applications of some measures of multivariate skewness and kurtosis for testing normality and robustness studies. *Sankhya, 36,*115-128.

Meriç, E., & Erdem, M. (2013). İlköğretim okullarında görev yapan öğretmenlerin algılarına göre okul yönetiminde kayırmacılık. *Kuram ve Uygulamada Eğitim Yönetimi, 19*(3), 467-498.

Özdemir, M., Civelek, Ş., Çetin, Y. E., Karapınar, N., & Özel, D. (2015). Öğretmenlerin eğitimsel çevresel ve sosyal sorunları (Şırnak ili örneği). *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 26*, 163-181.

Revelle, W. (2018). Psych: Procedures for Personality and Psychological Research, Northwestern University, Evanston, Illinois, USA.

Rosseel, Y. (2012). Lavaan: An R package for structural equation modeling. *Journal of Statistical Software*, 48(2), 1-36.

Royston, J. P. (1992). Approximating the Shapiro-Wilk W-Test for non-normality. *Statistics and Computing, 2*, 117-119.

Sabancı, A., Altun, M., & Altun, S. U. (2018). Okul yöneticilerinin, öğretmenlerin ve velilerin görüşlerine göre ana sınıfı eğitiminde karşılaşılan sorunlar. *Kuram ve Uygulamada Egitim Yönetimi Dergisi*, 24(2), 339-385.

Sarıbaş, S. & Babadağ, G. (2015). Temel eğitimin temel sorunları. *Anadolu Eğitim Liderliği ve Öğretim Dergisi, 3*(1), 18-34.

Satorra, A., & Bentler, P. M. (2001). A scaled difference chi-square test statistic for moment structure analysis. *Psychometrika, 66*(4), 507-514.

Satorra, A., & Bentler, P. M. (2010). Ensuring positiveness of the scaled difference chi-square test statistic. *Psychometrika, 75*(2), 243-248.

Selm, M. V. & Jankowski, N. W. (2006). Conducting online surveys. *Quality & Quantity, 40*, 435-456.

Sezgin, F., & Kılınç, A. Ç. (2011). İlköğretim okulu öğretmenlerinin örgüt iklimine ilişkin algılarının incelenmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 31(3), 743-757.

Schleicher, A. (2012). *Preparing teachers and developing school leaders for the 21st century: Lesson from around the world.* Paris: OECD Publishing.

Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods, 4*(3), 272-299.

Şenel, T., & Buluç, B. (2016). İlkokullarda okul iklimi ile okul etkililiği arasındaki ilişki. *TÜBAV Bilim Dergisi*, 9(4), 1-12.

Terzi, A.R., Dülker, A.P., Altın, F., Çelik, F., Dalkıran, M., Yulcu, N.T., Tekin, S., & Deniz, Ü. (2017). An analysis of organizational justice and organizational identification relation based on teachers' perceptions. *Universal Journal of Educational Research, 5*, 488-495.

Tess, A. P. (2013). The role of social media in higher education classes (real and virtual) – A literature review. *Computers in Human Behavior Journal, 29*, 60-68.

Ünver, G. (2016). Türkiye'de hizmet öncesi öğretmen eğitiminde kuram-uygulama bağlantısı. *Yükseköğretim ve Bilim Dergisi, 6*(1) 61-70.

Yalçın, F. A., & Yalçın, M. (2018). Okul öncesi öğretmenlerin okul öncesi eğitimin sorunlarıyla ilgili görüşleri: Ağrı ili örneği. *Elementary Education Online, 17*(1), 367-383.

Yeşil, R. & Şahan, E. (2015). Öğretmen adaylarının Türk Eğitim Sisteminin en önemli sorun, neden ve çözüm yollarına ilişkin algıları. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD), 16*(3), 123-143.

Yılmaz, M. (2006). Türkiye'nin çağdaşlaşma sorunu ve eğitim. *Uludağ Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, *7*(10), 1-14.

Yılmaz, K. & Altınkurt, Y. (2011). Öğretmen adaylarının Türk eğitim sisteminin sorunlarına ilişkin görüşleri. *Uluslararası İnsan Bilimleri Dergisi, 8*(1), 942-973.

Appendix

The Scale for Determining Teachers' Problems

#	Items	X	SD	Factors
1	I think my workload is more than necessary	3.34	1.16	Workload
2	I have to take work home	3.68	1.20	
3	I also have to work on weekends	2.91	1.41	
4	I'm under intense stress	3.31	1.25	
5	I feel tired	3.94	1.02	
6	**The training I received before the service will help me**	2.76	1.23	Vocational Education
7	**In-service training helps me**	2.93	1.24	
8	**Institutions representing teachers are sufficient**	4.00	1.02	Personal Rights
9	**Unions respect the rights of teachers**	3.76	1.09	
10	**MoNE respects our rights**	3.53	1.21	
11	I have problems with school management	1.82	1.02	School Climate
12	My school experiences ideological discrimination and nepotism	1.61	1.07	
13	I'm exposed to verbal violence at my school	1.51	0.96	
14	Mobbing is applied against me	1.50	1.01	
15	**Society respects teachers**	3.43	1.19	Respect
16	**Students respect me**	2.20	1.05	
17	**Parents respect me**	2.33	1.06	
18	I find some topics in the curriculum unnecessary	3.09	1.13	Educational System
19	I think that memorization cannot be eliminated in the education system	3.86	1.04	
20	I complain about the exam-centered education system	3.21	1.28	
21	I would like to increase localization in the education system	3.38	1.20	
22	Assignment and displacement regulation causes problems	3.59	1.20	

*Items that need to be reversed are marked in bold.