



DEMOGRAPHIC FEATURES OF ELEMENTARY SCHOOL TEACHERS WORKING IN AĞRI

Assist. Prof. Dr. Yusuf ESER
Karabük University Faculty of Letters,
yeser@karabuk.edu.tr

Res. Assist Fatih ÇERMİK
Ağrı İbrahim Çeçen University, Education Faculty,
fcermik@agri.edu.tr

Res. Assist Emre KOMEK
Ağrı İbrahim Çeçen University Faculty of Education,
emrekomek@gmail.com

Lect Adem AKALIN
Ağrı İbrahim Çeçen University Rectory

ABSTRACT

The aim of the study is to reveal the demographic features of elementary school teachers who are working in Ağrı. The nature of the study constitutes 2748 elementary school teachers who are working in Ağrı during 2011-2012 education terms. The sample is combined from 598 elementary school teachers that were chosen randomly. Data was gathered with Personal Information Form. An open-ended question was also posed to the teachers. In the analysis of data, frequency and percentage method were used. Content analysis was applied in the analysis of responses given to open-ended question. At the end of the study, it is achieved that of the teachers who participated to the study, %78 was between 0-5 seniority ranges, %76,3 symbolizes the ones whose first service place is Ağrı, %49,8 stands for the ones who do not have a private library and % 73,4 is for the ones who want to be appointed from Ağrı.

Keywords: Demographic features, elementary school teachers, personal information form

1. Introduction

The significance of individuals' education is utmost in terms of development and improvement. By this way, educated individual will have the aim of improving a society and will make effort in that way. The definite aim of education is to make the individuals own the basic abilities in orientation to social rules and in solving problem that they would face and also to grow up individuals that are productive, logical, creative and beneficial to their society and country. All the items that exist in the school that is an institution of service have significance in realizing these aims (Tokat ve Aşkun, 2003; Akt: Özcan, 2008, 10). However, teacher is agreed to be the most important and strategic material since he undergoes many important duties such as preparing the education environment, choosing suitable strategies, integrating other materials related with education and motivating the students to learn which is foremost. For that reason, the chief duty is adapted to the teachers in realizing of these aims (Öcal, 2011, 1). Because, teacher is the most fundamental component of education system (Eskicumalı, 2002, 9, Akpınar, 2009, 111). For that reason, the occupation of teaching is not a job that everyone can run easily (Gömleksiz, 2002, 156).

Undoubtedly, the most significant degree of formal education is the first grade of primary school. The individual undergoes an education process that is planned and far away his from family. In that process, he acquaints with his new friends and teacher and steps into a social life. In the terms in which he steps into social life, his teacher is a guider who knows everything perfectly and he knows the best according to the child (Kartal, 2006). As seen in the description of the occupation of teaching, teacher



must be a model with his behaviours to the learning group (Sünbül, 2001, 233). The individual makes statements to his family such as “My teacher said that it is that way.” However, he does not inform his teacher from his statements that he makes to his family. For that reason, elementary school training is an important occupation. In this regard, elementary school teachers should know child psychology well and bear the features such as patience, tolerance, resistance that socialization of children would be possible by the help of basic education. One of the reasons of that basic education is compulsory is that young generation is socialized at minimum degree (Tuzcu, 2001, 46). For this reason, teacher’s quality is higher importance as a person who generates and shapes the process of education (Güzel, Özdöl, Oral, 2010, 243).

This higher importance of elementary school teachers for duty strengthens their place in society. For that reason, that they have the ability to be successful in their jobs is up to their satisfaction in terms of materially and morally in as much as they would be the initial factor in growing up the individuals of society. At the same time, since school teachers’ motivation, job satisfaction, their satisfaction and dissatisfaction that they get from their jobs, demographic and personal features (gender, age, marital status, education level, status, seniority, service period, socio-cultural environment, etc.) are of significant items in achieving the goals of education, these materials have to be satisfied at least. If the quality of education is wanted to be improved, elementary school teachers should develop positive attitudes and behaviors towards teaching occupation (Özcan, 2008, 1). Teachers who dedicate themselves to teaching would make their jobs better.

Ağrı is one of the cities that are not good enough in terms of education level in the east of Turkey. This matter shows itself in central examinations. Its unsuccessfulness in the examinations such as YGS, LYS and SBS can be engaged with the fact that the importance that is necessary for education has not been showed hence primary school. In this regard, the features of elementary school teachers who would be a factor in growing up the students in required way were tried to be searched. The satisfaction of elementary school teachers in terms of their job and the desire of teachers both from Ağrı and not from Ağrı to leave Ağrı are the outstanding results in the study.

2. Method

2.1. The Nature and the sample of the study

Among 2748 teachers, 598 elementary school teachers working in primary schools in 2011-2012 education terms that are bound to Ağrı Province National Education Ministry participated.

2.2. Data Gathering Device

Data of the study has been gathered with “Personal Information Questionnaire” that consists of 17 items and was prepared by the researchers; and also at the end of the study, an open-ended question was asked. The link to which the questionnaire that was created on electronic media was engaged was sent to e-mails, the participants had access to the questionnaire by clicking to the link and stated their opinions on electronic media.

2.3. Data Analysis

While the data was being transformed from electronic media to computer media, Excel table was used and it was transformed to SPSS 16 package program for Windows. Frequency and percentage analysis were used. However, content analysis was used in the analysis of the responses that were made to open-ended question.



3. Findings

At the end of the questionnaire, each item that is about the personal information of elementary school teachers was analyzed by handling with one by one and these findings were achieved:

Table 1: Participants' range according to gender

		Frequency	Percent
Valid	Male	321	53,7
	Female	277	46,3
	Total	598	100,0

According to Table 1 that was prepared about the gender of elementary school teachers, of the teachers that participated to the study, 321 (%53,7) teachers are male and 277 (%46,3) teachers are female. When the divisions are tested, it can be said that a balanced division exists in terms of gender.

Table 2: Participants' range according to age

		Frequency	Percent
Valid	21-25 year old	199	33,3
	26-30 year old	294	49,2
	31-35 year old	59	9,9
	36-40 year old	27	4,5
	40 years old and above	19	3,2
	Total	598	100,0

According to the data that was achieved from Table 2, 199 (%33,3) teachers that participated to the study are between 21-25 year old, 294 (%49,2) teachers are between 26-30 year old, 59 (%9,9) teachers are between 31-35 year old, 27 (%4,5) teachers are between 36-40 year old and 19 (%3,2) teachers are 40 years old or above it. According to these results, it can be said that most of the teachers who are working in Ağrı or most of the participants who have taken part in such a study are young.

Table 3: Participants' range according to the seniority

		Frequency	Percent	Valid Percent
Valid	0-5 year	453	75,8	75,8
	6-10 year	89	14,9	14,9
	11-15 year	31	5,2	5,2
	16-20 year	11	1,8	1,8



21 years or above	14	2,3	2,3
Total	598	100,0	100,0

According to Table 3, of the teachers who participated to the study, 453 (%75,8) teachers have 0-5 year seniority, 89 (%14,9) teachers have 6-10 year seniority, 31 (%5,2) teachers have 11-15 year seniority, 11 (%1,8) teachers have 16-20 year seniority and 14 (%2,3) teachers have 21 years seniority or above. When table 2 and table 3 are analyzed together, it is seen that the teachers who are serving in the mentioned city are young and new in their jobs. From this perspective, it can be expected that teachers should be more qualified and more enthusiastic about their jobs.

Table 4: Participants' range according to that Ağrı is the first service place.

	Frequency	Percent	Valid Percent
Valid Yes	456	76,3	76,3
No	142	23,7	23,7
Total	598	100,0	100,0

In the responses about the question where the first service place is, it can be seen in Table 4 that the first service place of 456 (%76,3) teachers is Ağrı and the one of 142 (%23,7) teachers is not Ağrı.

Table 5: Participants' range according to the faculty from which they graduated

	Frequency	Percent	Valid Percent
Valid Education Faculty	572	95,7	95,7
Science and Letters Faculty	7	1,2	1,2
Education Institute	7	1,2	1,2
Others	12	2,0	2,0
Total	598	100,0	100,0

In Table 5 that was prepared about from which faculty the teachers graduated, of the teachers that participated to the study, 572 (%95,7) teachers graduated from Education Faculty, 7 (%1,2) teachers graduated from Science and Letters Faculty, 7 (%1,2) teachers graduated from Education Institute and 12 (%2) teachers graduated from other faculties. According to these results, it can be said that most of teachers took the teaching education during the university life.

**Table 6: Participants' range according to the responses given to the question of 'Do you rent your house?'**

		Frequency	Percent	Valid Percent
Valid	Yes	499	83,4	83,4
	No	99	16,6	16,6
	Total	598	100,0	100,0

According to the Table 6, of the teachers who participated to the study, 499 (%83,4) teachers rent their houses and 99 (%16,6) teachers stay at their own houses. When most of teachers are thought as young and new, these results can be handled as the expected results.

Table 7: Participants' range according to the responses given to the question of 'Do you have a car?'

		Frequency	Percent	Valid Percent
Valid	Yes	128	21,4	21,4
	No	470	78,6	78,6
	Total	598	100,0	100,0

According to Table 7, 470 (%78,6) teachers do not have a car while 128 (%27,4) teachers have a car. While these results can be interpreted as teachers cannot buy car because they are new and young, there have been more car owners because either cars are cheaper than houses or the teachers are more eager to buy car when it is evaluated with the data in Table 6.

Table 8: Participants' range according to the responses given to the question of 'Do you have a library?'

		Frequency	Percent	Valid Percent
Valid	Yes	300	50,2	50,2
	No	298	49,8	49,8
	Total	598	100,0	100,0

According to the Table 8, of the teachers that participated to the study, 298 (%49,8) teachers do not have a library while 300 (%50,2) teachers have library. This situation is an significant matter to be emphasized.

**Table 9: Participants' range according to staff pattern**

		Frequency	Percent	Valid Percent
Valid	Permanent Staff	564	94,3	94,3
	Assigned Staff	26	4,3	4,3
	Paid Staff	8	1,3	1,3
	Total	598	100,0	100,0

According to Table 9, of the teachers who participated to the study, 564 (%94,3) teachers are working as permanent staff, 26 (%4,3) teachers are working as assigned staff and 8 (%1,3) teachers are serving as paid staff.

Table 10: Participants' range according to the responses given to the question of 'Did you get in-service training?'

		Frequency	Percent	Valid Percent
Valid	Yes	521	87,1	87,1
	No	77	12,9	12,9
	Total	598	100,0	100,0

According to the Table 10, of the teachers who participated to the study, it is seen that 521 (%87,1) teachers got in-service training and 77 (%12,9) teachers did not get in-service training.

Table 11: Participants' range according to the responses given to the question of 'Did you get post-graduate education?'

		Frequency	Percent	Valid Percent
Valid	No	563	94,1	94,1
	Master Degree Student	24	4,0	4,0
	Master Degree Graduate	11	1,8	1,8
	Total	598	100,0	100,0

According to Table 11, of the teachers who participated to the study, 24 (%4) teachers are master degree student, 11 (%1,8) teachers are master degree graduate and 563 (%94,1) teachers did not take any post graduate education. In the study that Adigüzel, Ünsal, Karadağ (2011) made, it was found out that %16,18 of the teachers got post graduate education. From both two studies, it can be inferred that teachers do not care about post graduate education.

**Table 12: Participants' range according to the responses given to the question of 'Are there any teachers in your family apart from you?'**

		Frequency	Percent	Valid Percent
Valid	Yes	305	51,0	51,0
	No	293	49,0	49,0
	Total	598	100,0	100,0

According to Table 12, of the teachers who participated to the study, it is seen that 305 (%51) teachers have teachers apart from themselves while 293 (%49) teachers do not have any teachers apart from themselves.

Table 13: Participants' range according to the responses given to the question of 'Do you suggest to be a teacher?'

		Frequency	Percent	Valid Percent
Valid	Yes	337	56,4	56,4
	No	261	43,6	43,6
	Total	598	100,0	100,0

According to Table 13, of the teachers who participated to the study, 337 (%56,4) teachers suggest to be a teacher while 261 (%43,6) teachers do not. Even though they do not have a car or stay in their own houses, their suggestions about being teacher to the next generation may be result from their satisfaction that they get from their jobs and the fact that teaching occupation is one of the most guaranteed occupations. When it is evaluated with the data that was found in Table 12, it is seen that teachers consider teaching as a life style and that they became teacher with the suggestion of being teacher.

Table 14: Participants' range according to the responses given to the question of 'Do you have an extra job?'

		Frequency	Percent	Valid Percent
Valid	Yes	15	2,5	2,5
	No	583	97,5	97,5
	Total	598	100,0	100,0

According to Table 14, of the teachers who participated to the study, 583 (%97,5) teachers do not have extra jobs while 15 (%2,5) teachers have extra jobs. When it is thought whether Ađrı's conditions are suitable to work, it can be resulted from either they cannot find a suitable place to work or they do not need extra job.

**Table 15: Participants' range according to the responses given to the question of 'Do you suggest to work in Ağrı?'**

		Frequency	Percent	Valid Percent
Valid	Yes	199	33,3	33,3
	No	399	66,7	66,7
Total		598	100,0	100,0

According to Table 15, of the teachers who participated to the study, 199 (%33,3) teachers suggest to work in Ağrı with the thought that Ağrı is a suitable place to work while 399 (%66,7) teachers do not suggest to work in Ağrı. This situation has to be searched in a detailed way. The open-ended question that was asked at the end of the questionnaire may enlighten this situation.

Table 16: Participants' range according to the responses given to the question of 'Do you want to be inducted from Ağrı?'

		Frequency	Percent	Valid Percent
Valid	Yes	439	73,4	81,6
	No	99	16,6	18,4
	Total	538	90,0	100,0
Missing	System	60	10,0	
Total		598	100,0	

Upon the question about being inducted to another city from Ağrı, it is indicated in Table 16 that 439 (%73,4) teachers of the participants want to be inducted while 99 (%16,6) teachers do not want to be inducted. 60 teachers did not give any answer to this question. It can be inferred from the desire of teachers to be inducted that Ağrı is unsatisfying in the satisfaction of teachers

Findings that were gathered from qualitative data

Findings that were gathered from the responses that were given to the open-ended question of 'What are your reasons to be inducted or not?' as parallel to the questions of 'Where is your hometown?' and 'Do you want to be inducted?' are listed below:

Regional divisions of teachers according to their homelands

Table 17: Regional divisions of teachers according to their homelands

	Maddeler	f	%
1	Eastern Anatolia Region	189	31,6
2	Central Anatolia Region	130	21,7
3	Blacksea Region	86	14,3



4	Aegean Region	70	11,7
5	Mediterranean Region	69	11,5
6	Marmara Region	45	7,5
7	South-eastern Anatolia Region	9	1,5

According to Table 17, of the teachers who participated to the study, 189 (%31,6) teachers are from Eastern Anatolia Region, 70 (%11,7) teachers are from Aegean Region, 130 (%21,7) teachers are from Central Anatolia Region, 45 (%7,5) teachers are from Marmara Region, 9 (%1,5) teachers are from South-eastern Anatolia Region, 86 (%14,3) teachers are from Blacksea Region and 69 (%11,5) teachers are from Mediterranean Region. When it is analyzed in terms of province, of the teachers who participated to the study, 131 (%21,9) teachers are from Ağrı. The reason of this situation may be that the study was held in this city. 26 (%4,3) of teachers are from Konya, 21 (%3,5) teachers are from Ankara, 20 (%3,3) teachers are from Kayseri and Mersin. Teachers who participated to the study came from 72 different cities.

1. The analysis of responses that were given to the question of ‘What are your reasons to be inducted or not?’

Table 18: The reasons given by teachers who wanted to be inducted.

	Maddeler	f
1	The distance to homeland	78
2	Climate conditions	71
3	Lack of social life	70
4	Lowness of life standard	64
5	Service time in Ağrı	46
6	Lack of physical conditions of schools	39
7	The desire to service in homeland	39
8	Fellow working in another place	37
9	The attitudes of management	33
10	Ignorance of parents	32
11	General attitude toward teachers in the city	29
12	The expensiveness of the city	22
13	Cultural difference	21
14	Physical conditions of the city	20
15	Problems about vocational development	19
16	Highness of house rent and fuel	18
17	Transportation problems	14
18	Health opportunities	12
19	Not being appreciated	11
20	Doubt for future	11
21	Much more diplomacy when compared to other cities	7
22	Students' language problem	7
23	Health problems	6



24	Not being able to find trade materials that are wanted	5
25	Not being able to work eagerly	4

According to Table 18, the reasons of the teachers who participated to the study were gathered at 25 items. In this question, the right of marking more than one answer was offered to the participants. Among the reasons that teachers stated, 78 (%10,9) constitute as distance to homeland, 71 (%9,93) constitute as climate conditions, 70 (%9,79) constitute as lack of social life, 64 (%8,95) constitute as lowness of life standard, 46 (%6,43) constitute as Service time in Ağrı, 39 (%5,45) constitute as lack of physical conditions of schools and the desire to service in homeland, 37 (%5,17) constitute as fellow working in another city, 33 (%4,61) constitute as the attitudes of management, 32 (%4,47) constitute as ignorance of parents, 29 (%4,05) constitute as general attitude towards teacher in the city, 22 (%3,07) constitute as the expensiveness of the city, 21 (%2,93) constitute as cultural difference, 20 (%2,79) constitute as physical conditions of the city, 19 (%2,66) constitute as problems about vocational development, 18 (%2,51) constitute as highness of house rent and fuel, 14 (%1,96) constitute as transportation problems, 12 (%1,68) constitute as health opportunities, 11 (%1,54) constitute as not being appreciated and doubt for future, 7'si (%0,98) constitute as much more diplomacy when compared to other cities and students' language problem, 6 (%0,84) constitute as health problems, 5 (%0,7) constitute as not being able to find trade materials that are wanted and 4 (%0,56) constitute as not being able to work eagerly.

Of 131 teachers who marked their homeland as Ağrı, 32 (%24,42) teachers stated their desire to be inducted from Ağrı. This is a necessary situation that must be analyzed. Some of the responses that teachers gave are below:

Teacher 44:

"I want to be inducted from Ağrı province. I do not want to live in a under developed city of Turkey. I want to be inducted from Ağrı because of the bad effect that winters' being longer and harshness influenced on his psychology.

Teacher 66:

"Ağrı is hard to live in terms of life and working conditions."

Teacher 92:

"Even though I am from Ağrı, I want to be inducted. The reasons of ignorance of both parents and students, working conditions (inadequateness of equipment in the class and school; my class like hovel, etc) can be listed. The best side of my school is my colleagues and good managers."

In a study that he made (2004), Atmaca studied motivation situation of elementary school teachers who are working in Ağrı. According to the data he obtained at the end of study, he mentioned that the factors that decrease the motivation are climate conditions, transportation, language problem, physical inadequateness, the problem of public house, ignorance of parents, public attitude toward teaching



occupation, shortage of social life and insufficiency of salary. At the end of this study, similar results were obtained.

Table 19: Reasons that teachers who said ‘I do not want to be inducted’ stated

	Items	f
1	Being from Ağrı	53
2	City's being more peaceful and quieter than other cities	28
3	Because of compulsory service	24
4	Being idealist	17
5	Although I want to move away, I cannot since it is my homeland	8
6	City's being to close to my homeland	3

According to Table 19, reasons of teachers who participated to the study not to move away from Ağrı are listed in 6 items. 53 (% 39,84) of the reasons that teacher who participated to study stated are being from Ağrı, 28 (%21,05) reasons are city's being more peaceful and quieter than other cities, 24 (%18,04) reasons are because of compulsory service, 17 (%12,78) reasons are being idealist, 8 (%6,01) reasons are although I want to move away, I cannot since it is my homeland and 3 (%2,25) reasons are city's being close to my homeland.

The statement of the teachers who said ‘although I want to move away, I cannot since it is my homeland’ is confusing and challenging. The opinions of teachers about this situation are listed below:

Teacher 123:

“I started to work in Ağrı for my family were staying here and I am still working here. This is not to say that Ağrı is a liveable city or working in Ağrı is more economical. To live in Ağrı is always negative in terms of economy and Ağrı is a risky place. Economically, if we consider 2500 tl for fuel during a year and more clothes to buy for winter, it would be a big mistake when we compared to a person who works in west of Turkey. However, my family's being here is preventing me from moving away from Ağrı because of reasons such as duty of loyalty.”

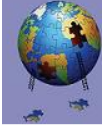
Teacher 264:

“I have to work here because my family wants to live here...”

4. Comments

When it is viewed generally, teachers are young and have a few years experience. Their schools being their first place where they were appointed requires their working more eagerly. The fact of most of them graduated from education faculty or they got formation lessons for teaching occupation during the university life shows that they were graduated by being prepared to this occupation.

Even though they are new teachers, they have established library for themselves and are trying to reflect the knowledge and the skills that they obtained into their job. The fact of more than half of the teachers



have another family member as a teacher except from them shows that this occupation was selected by modelling and they ran parents' job. At the same time, despite the troubles and problems that teacher have, their endless voluntariness and love toward their job but their unwillingness about other teachers' coming to Ağrı show that Ağrı cannot supply the needs and expectations of teachers.

Most of the teachers' desire of moving away from Ağrı to another city with appointment and the existence of teachers from Ağrı who think in that way show dissatisfaction of teachers. A study that can be made upon this dissatisfaction may be helpful in removing the unsuccessfulness in central examinations.

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