

Difficulties Experienced by the Arab Teacher during His¹ First Year of Teaching as a Result of Personal and Organizational Variables

Salman Ilaiyan

Academic Arab College for Education in Israel, Haifa, Israel
Email: salman@macam.ac.il

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This pioneer study deals with difficulties faced by the beginning Arab teacher. The theoretical framework of the research is based on Veenman's (1984) analysis, which indicates 24 difficulties faced by the beginning teacher. These difficulties have been classified into eight categories ranked in order of importance. The study seeks to identify the difficulties experienced by the beginning Arab teacher during his first year of teaching and to predict his future dissatisfaction with teaching based on those difficulties. The questionnaire drafted especially for this study was completed by 130 participants (beginning teachers). The responses were analyzed, yielding six factors of difficulty. The findings indicate difficulties involving: 1) the interpersonal communication between beginning Arab teachers on the one hand and both students and parents on the other, 2) overload, 3) didactic and disciplinary knowledge, 4) support and recognition, 5) organizational climate (school culture), and 6) satisfaction. We examined the correlation between the beginning Arab teacher's difficulties and his dissatisfaction with his work. The research findings reveal that the organizational climate (school culture) and overload factors significantly affect the satisfaction variable. With regard to the relation between the beginning Arab teacher's general background characteristics and his difficulties in the first year, the background variable, specialization, was found to affect the factors of difficulty.

Keywords: Support; Communication with Students and Parents; Didactic-Disciplinary Knowledge; Difficulties; Beginning Arab Teacher; Dissatisfaction; Organizational Climate

Introduction

The beginning teacher's first year of work in the school is considered to be not only of great significance to his career, but also extremely difficult and critical; in addition, it is accompanied by reality shock. During this year, the beginning teacher has to cope both with the fact that he is a teacher in a classroom and with the attendant responsibility. It is a time when he examines his beliefs and ideas and challenges his students (Kelchtermans & Ballet, 2002).

The teacher's first year of teaching is characterized by nervousness stemming from newness and novelty alongside considerable complexity. Beginning teachers shift from the status of students in the college hothouse, where they are accompanied by teachers and instructors, to the status of independent teachers: "They have to assume all the areas of the teacher's responsibility simultaneously: learn to behave like teachers, prove their mastery of the subject matter and the skills", as Lazovsky and Zeiger claim (2004: p. 68). They have to meet the expectations of the school environment (Vonk, 1993), amass knowledge about their students, utilize the knowledge both to shape their self-image as teachers and

to construct it, and develop tools that will help them impose discipline and manage the class (Kagan, 1992).

The professional literature enumerates the stages in the beginning teacher's development (Berliner, 1988; Friedman, 2002; Fuller & Brown, 1975; Kagan, 1992; Katz, 1972; Ryan, 1986). The various studies show that the researchers all consider the teacher's first year of work to constitute an important stage in his professional development. Researchers view this year as a stage of survival in which the teacher attempts to gain control of the class and acquire mastery of the contents (Fuller & Brown, 1975), tries to study and process every task element in the classroom that will assist him in his teaching (Berliner, 1988), and seeks to internalize the procedures and patterns that will enable him to focus on the student (Kagan, 1992). Friedman (2002) emphasizes that the survival stage includes the need to stand in front of the class.

The beginning teacher sees himself as being put to the test by his students, their parents, his colleagues, and the principal. Among other things, his ability to lead and teach a class, his disciplinary knowledge, and his organizational ability are also put to the test. At this stage, the beginning teacher is preoccupied with survival, and expects to receive reinforcement from those around him. He also yearns for empathy with regard to his difficulties, and seeks signs of appreciation

¹Despite the use of the masculine singular form, the author is referring to male and female teachers equally.

of his skills as a teacher.

According to Vonk (1995), there are three main dimensions that constitute the beginning teacher's professional development: 1) the personal dimension—the teacher's development as a person, including the development of his professional self-image; 2) the knowledge and skills dimension—development of the teacher's professional knowledge and skills in the contexts of pedagogical content and its adaptation to the disciplinary content, classroom management, efficient teaching in the classroom, construction of a learning environment, time management, devising a variety of activities, evaluation, and tailoring ways of teaching to the pupils' diverse needs; and finally; 3) the ecological dimension, which is correlated to the beginning teacher's adjustment to the environment and to the organization and includes a conflict with the school's set of values, to new areas of responsibility in his capacity as a member of the school staff, to written and unwritten rules that may be obvious to the veteran staff members, but not necessarily to the newcomer, and to the expectations of colleagues, the administration, the students, and the parents.

"Coping with the above obliges the new teachers to reformulate their orientation vis-à-vis both their self-perception as teachers and the knowledge and skills they have already acquired" (Reichenberg, Lazovsky, & Zeiger, 2000: p. 38). What they have learned does not always suit the school in which they work. The beginning teacher is subjected to a set of pressures, feels isolated (Ensor, 2001; Pollak, 1996), and is compelled to resort to adaptation strategies (Adler, 1996).

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The Difficulties of the Beginning Teacher

Although numerous studies on the teacher's induction stage—namely, his first year as a beginning teacher—have been conducted in Israel and worldwide, the difficulties of beginning Arab teachers in the Arab schools have not yet been investigated in depth (Adler, 1996; Peleg, 1997; Sagee & Regev, 2002; Talmor, Nabel-Heller, & Erlich, 1997).

The theoretical framework of our study is based on the analysis of Veenman's classic article, "Perceived Problems of Beginning Teachers" (1984). Veenman classified beginning teachers' difficulties into 24 problems that were ranked hierarchically in order of importance. The eight difficulties mentioned most frequently are: 1) discipline, 2) students' motivation, 3) diversity among the students, 4) assessment of the students'

assignments, 5) relations with the parents and school staff, 6) organization of the classroom activity, 7) lack of teaching materials and adjustment to a heterogeneous class, and 8) coping with the cultural climate of the workplace.

The professional literature relates to various areas of difficulty experienced by beginning teachers. Following is a list of studies dealing with some of those difficulties, organized according to Veenman's ranking:

1) The discipline problem in the classroom is ranked first on the scale of difficulties, and is discussed in many studies (Brock & Grady, 1997; Bullough, 1989; Covert, Williams, & Kennedy, 1991; Hebert & Worthy, 2001; Kagan, 1992; Loughran, Brown, & Doecke, 2001; Obersky, Ford, Higgins, & Fisher, 1999; Smith, 1995).

2) Students' motivation is ranked second on Veenman's scale of difficulties. Other researchers also specify the problem of students' academic motivation and the interest they display (Bennett, 1991; Grossman, 1990; Kagan, 1992).

3) Coping with the students' individual differences is ranked third on the scale of difficulties. In their studies, Adler (1996), Bullough (1989), Grossman (1990), and Peleg (1997) also specify problems of coping with individual differences among pupils.

4) Problems of assessing the students' assignments, which is ranked fourth on the scale of difficulties, have also been investigated extensively. Among the researchers who have dealt with this topic are the following: Borko, Eisenhart, Underhill, Brown, Jones, & Agard (1991); Bullough (1989); Covert, Williams, & Kennedy (1991); Gitomer (1999); Obersky et al. (1999); Veenman (1984).

Also connected with this topic is self-assessment, which is discussed in studies examining the beginning teacher's self-image (Bullough, 1991; Cooledge, 1992; Goddard & Foster, 2001; Kagan, 1992; Kelchtermans & Ballet, 2002; Laboskey, 1991).

5) Communication with students and parents, which is ranked fifth, is discussed in studies dealing, among other things, with trust and respect as opposed to pressures and criticism (Adler, 1996; Bullough, 1989; Covert, Williams, & Kennedy, 1991; Friedman & Krongold, 1993; McLaughlin, 1991).

In the context of communication, problems concerning the relations between the beginning teacher and the school staff and their interrelationship have also been discussed in the literature. The central figures in the school's organizational system are the principal, the beginning teacher's colleagues, and the parents (Gold, 1996). The relations with the school principal have been discussed by the following researchers: Amir & Tamir (1992); Erlich (1992); Friedman (2002); Talmor, Nabel-Heller, & Erlich (1997).

The relationship between principal-teacher in the Arab sector constitutes an issue that affects the beginning teacher's position and status because the principal conceives of his position in an authoritative rather than a democratic way.

Many beginning teachers view the principal as the most important figure in the school. They expect to receive support and instruction from him as well as to maintain open communication with him. Unclear expectations of the responsibility that rests on the principal and his position with regard to the inclusion of the beginning teacher in the school constitute important causes of the new teacher's lack of success (Brock & Grady, 1997).

Interrelationships are frequently established among the teach-

ers in the school (Chubbuck, Clift, Allard, & Quinlan, 2001), some of which are of many years' standing. Cliques with different interests exist, and the colleagues' willingness to support and acknowledge the new teacher varies from one school system to the next (McLaughlin, 1991). The beginning teacher's difficulties regarding interrelationships with his colleagues have been widely discussed in the literature (Brock & Grady, 1997; Chubbuck, Clift, Allard, & Quinlan, 2001; Covert, Williams, & Kennedy, 1991; Hitz & Roper, 1986; Putz, 1992; Vonk, 1993).

The importance of the reflection and support the young teacher receives from his colleagues has been discussed in the literature (Chubbuck, Clift, Allard, & Quinlan, 2001). Putz (1992) stresses the beginning teacher's need for material support, assistance with lesson planning, an exchange of ideas, and obtaining teaching materials and activities for his class. Others (Brock & Grady, 1997; Ensor, 2001; Pollak, 1996) mention that the absence of communication with adults and the feeling of isolation that teachers experience in their classrooms may be a source of frustration and confusion for the beginning teacher. In many cases, his interlocutors are his students, and while at work, he meets up with his colleagues only during the breaks. As a result, the new teacher lacks the collegial discourse that engenders a feeling of intellectual growth and belonging.

6) Ranked sixth on the scale of difficulties is the organization of activities and contents, and, more broadly, everything associated with didactic and disciplinary knowledge. Several studies have discussed the difficulties involved in teaching skills (Sagee & Regev, 2002; Vonk, 1995). Problems concerning lesson planning and implementation, lesson procedure, description and achievement of the goals according to the plan, and organization of the relevant materials have been investigated by many researchers (Covert, Williams, & Kennedy, 1991; Odell, Loughlin, & Ferrero, 1987; Sagee & Regev, 2002).

Researchers have discussed the problems of the beginning teacher's disciplinary knowledge (Chubbuck, Clift, Allard, & Quinlan, 2001; Peleg, 1997; Veenman, 1984) and the problems associated with planning time, namely, yearly, semester, weekly, and daily planning (Berg, Diane, Nagel, & Malian, 1989; Cooledge, 1992). In addition, problems involving the beginning teacher's use of various teaching strategies have been discussed (Chubbuck, Clift, Allard, & Quinlan, 2001; Shulman, 1987; Vonk, 1995). Other studies indicate the school's organizational framework that occasionally prevents the beginning teacher from trying out an innovative way of teaching and compels him to teach according to the school's accepted teaching schemas (Ensor, 2001; Friedman, 2002; Puk & Haines, 1999).

7) Problems that arise as a result of difficulties in locating sources of knowledge, curricula, teacher's guides, and study material (ranked seventh on the scale of difficulties) have also been discussed in the literature (Covert, Williams, & Kennedy, 1991; Odell, Loughlin, & Ferrero, 1987; Putz, 1992; Veenman, 1984).

8) Ranked eighth on the scale of difficulties is the conflict with the school's organizational climate and with its prevailing culture. Many studies report the difficulties experienced by teachers in this domain, which includes adapting to the school, its atmosphere, its rules (both apparent and covert), and the customs and physical and organizational conditions that exist therein (Chubbuck, Clift, Allard, & Quinlan, 2001; Ensor, 2001; Kelchtermans & Ballet (2002); Odell, Loughlin, & Ferrero, 1987; Veenman, 1984).

The school atmosphere and its cultural climate extremely af-

fect the degree of success or failure in absorbing beginning teachers in the Arab sector, which affects the process of absorption positively or negatively.

Vonk (1995) mentions the beginning teacher's adaptation to the school climate and his environment as one of the main areas of difficulty for beginning teachers. Gold, too, (1996) supports this claim. The school is a bureaucratic institution (Kuzmic, 1994) and the requirement to be acquainted with it, to comprehend the procedures that occur within it, and to operate in a micro-political reality is complex, impeding the beginning teacher's ability to function. "When a new teacher gets a job as a teacher in a classroom with all the responsibility for the group of pupils, he faces at the same time the challenge of finding his place in the school's organizational system" (Kelchtermans & Ballet, 2002).

Of necessity, the school culture is also correlated to bureaucracy, which engenders, among other things, a difficulty that stems from an overload of work, from conflicts that arise between the various roles, and from problems associated with assuming responsibility. Sagee and Regev's (2002) study points out the feeling of the beginning teacher's overload, which includes bureaucratic difficulties such as extensive paperwork or the organization of various activities such as ceremonies and parents' meetings. Researchers have dealt with the difficulties that arise from the conflict between the various roles of the beginning teachers, who are at the beginning of their professional and personal paths (Gold, 1996; Odell, Loughlin, & Ferrero, 1987; Ryan, 1986), and with their struggle against the shortage of time for preparing lessons and checking the students' products (Berg, Diane, Nagel, & Malian, 1989; Cooledge, 1992; Putz, 1992; Veenman, 1984). The issue of maximizing the strength required by teaching and accepting responsibility for one or more classes, with everything that implies, has also arisen in the literature (Kelchtermans & Ballet, 2002).

Gender- The issue of Gender in the Arab Sector is an important factor in integration of new teachers in education. The Arab society is still a traditional and conservative, and patriarchal society (al-Haj, 1996) and the male is the dominant and prevailing power in its educational institutions. Consequently, internal conflict takes place among female teachers, who learn at training institutes, colleges and universities, whose policy of education is based on democratic standards and equality. When new female teachers come back to their villages and are appointed as teachers at the village schools, they find themselves in a traditional atmosphere and environment, and soon realize that the status of the male teachers is higher than the female teachers (Ilaiyan, 2000; Eilam, 2002).

In the last two decades, a dramatic rise has taken place in the percentage of female teachers in comparison with male teachers. However, in spite of the small number of the Arab male teachers at schools, they still occupy the central key positions at school such as: administration, subject coordinators and level coordination. This situation causes frustration and creates feelings of injustice among the female teachers (The Central Bureau of Statistics, 2012).

Specialization. In addition to that, the teachers face difficulties that are related to "specialization" in a number of subjects. Therefore, the number of teacher's specializations constitutes a special difficulty among these teachers in the Arab sector.

Specialization in sciences. There is serious shortage in labs and essential infrastructure. This situation compels part of the teachers to conduct the Lab-Sessions in the Mother-Classroom

or in one of the school basements (Report of the Follow-up Committee of the Arab Education, 2010).

Location of the School Building: there is a decisive importance of the difficulties that the beginning Arab teacher encounters especially in those schools that are built in located in the neighboring villages and suburbs.

It is important to state that 70% of the Arab population in Israel lives in remote villages, away from the urban centers (Central Bureau of Statistics, Ministry of Education, Culture and Sport, 2012). They suffer deficiencies in development and budgets, and are characterized by over-conservativeness in their concepts and attitudes (Toren & Ilaiyan, 2008).

The insecure infrastructure of the school buildings projects badly on the language teachers who are supposed to teach in classrooms that are suited for teaching according to 21st century standards. This factor constitutes an obstacle to the language teachers, who aspire to deal with all kinds of language aspects including phonology, error analysis and correction, and other foreign languages such as Hebrew and English (Report of the Follow-up Committee of the Arab Education, 2010).

The teacher's family condition: when the majority of the teachers are married females, the burden of their position makes it more difficult to fulfill their double commitment to their position and to their family. This creates a factor of internal conflict, and sometimes, turns into a confrontation between the principal and the teacher (Ilaiyan, Zidan, & Toren, 2007).

In conclusion, the beginning teacher faces a wide network of difficulties: He seeks support and recognition; he deals with the feeling of isolation, with conflicts between his personal life and professional demands, with problems involving his interrelations with the school staff, with students, and with parents, and with a feeling of pressure as a result of overload. These all constitute some of the psychological problems with which the beginning teacher has to cope (Gold, 1996; Odell, Loughlin, & Ferrero, 1987).

Lack of Job Satisfaction

“Satisfaction expresses the individual's situation from the point of view of the social, material, and personal reward that the job grants him, the ease with which he adapts to other people, his relative status within the social group with which he identifies, the nature of the job in relation to his skills, status, and loyalty” (Levy, 2001: p. 94). In Levy's opinion, one of the important preconditions for the success of the teaching process is the teacher's satisfaction with his job.

Sagee and Regev (2002) believe that the beginning teacher's difficulties constitute pressure factors that predict the sense of dissatisfaction with teaching. The beginning teacher's expectations of his work environment and of the school as a professional workplace (Friedman, 2005) as well as the difficulty in realizing these expectations (or at least some of them) may be among the principal causes of teacher dropout during the first years of work. Quaglia's (1989) study shows that 20 - 25 percent of the beginning teachers in the USA quit their jobs in the first year. Other data reveal that some 50 percent of the teachers in the USA leave the profession during the first five years of work (Chubbuck, Clift, Allard, & Quinlan, 2001).

The findings in Israel are similar: While some 40 percent of the graduates of teacher education institutions drop out after an average of three years, most of them quit after the first year (Lazovsky & Zeiger, 2004). Furthermore, there is an overrep-

resentation of good, talented teachers among the dropouts (Kfir, Ariav, Fagin, & Liebman, 1997). In the Arab sector in Israel, the picture is entirely different: Some five percent of the young teachers drop out during the first five years of work (The Central Bureau of Statistics, Ministry of Education, Culture and Sport, 2005). It should be mentioned that Arab students elect the teaching profession because in the Arab sector, this profession is favored over many others (Ilaiyan, Zidan, & Toren, 2007). This fact also stems from the relatively limited employment options for educated Arab youngsters outside of Arab society (Alhaj, 1996). For this reason, despite the difficulties facing beginning teachers, there is a very low dropout rate from teaching.

The present research constitutes a preliminary study that was conducted in the Arab sector in Israel for the purpose of examining the reasons for the lack of satisfaction experienced by the beginning teachers in this sector.

Satisfaction is a central concept in the research on organizations (Price & Mueller, 1992). Despite the plethora of studies on organizational behavior, satisfaction is a controversial concept (Neumann, Reichel, & Abu-Saad, 1988), and for this reason, many questions regarding the nature of job satisfaction have yet to be answered (Rice, Gentile, & McFarlin, 1991).

A definition accepted by many researchers describes satisfaction as the worker's positive attitude toward the workplace, and expresses his desire to continue his employment in spite of any existing motives for quitting his job (Benson, 1983; Muller, 1990; Neumann et al., 1988; Vroom, 1964).

The two-factor theory (Herzberg, Mansner, Cupwell, & Snyderman, 1971) posits that satisfaction and dissatisfaction are factors that are not interdependent. Various attempts to identify the causes of satisfaction indicate that it is necessary to differentiate between internal factors that lead to satisfaction and external factors that lead to a lack of both satisfaction and motivation vis-à-vis work. In most cases, the difficulties with which the beginning teacher copes are considered to be external ones.

Recently, teachers' motivation and satisfaction have been widely discussed. The literature reports teachers' dissatisfaction with their work as well as the large number of teachers who have left the system. It has been found that the good teachers are the ones who leave the school, and that a negative correlation exists between the number of years of experience and the level of job satisfaction (Heller & Clay, 1993).

The goal of the present study is to identify the beginning Arab teacher's difficulties and to predict his lack of satisfaction with teaching based on the difficulties he encounters during his first year of work.

The research hypotheses are as follows:

Significant correlations will be found between general background variables of the beginning Arab teacher and the difficulties he will encounter in his first year of work.

Significant statistical correlations will be found between the difficulties of the beginning Arab teacher and his lack of satisfaction with his job.

Method

Research Tools

The research tool is a close questionnaire which is built specifically for this research.

The Process of Building the Questionnaire

1) An open question was addressed to 172 male and female beginning Arab teachers, graduates of Arabic- and Hebrew-medium universities and colleges, who hold at least a third of a job in the Arab education system in the Haifa and Northern regions, and who participated in a specialization workshop at the Arab Academic College of Education in Haifa during the 2003-2004 academic year. The question was formulated as follows: "List the difficulties you encountered during your first year of work as a beginning teacher." One hundred and forty-seven teachers responded to the question and listed the difficulties they had encountered during their first year of work.

2) The participants' responses were sorted and the recurring difficulties deleted, leaving 49 items describing 49 different types of difficulty.

3) Once the list of difficulties had been formulated, it was presented to teacher educators, pedagogic advisors, and lecturers from the field of education and teaching, who were asked to express their opinions.

4) The expert opinions led to alterations in the formulation of several items (different types of difficulty).

5) Based on the difficulties that were surveyed, a closed questionnaire comprising 49 items (different types of difficulty) was built. The response scale consists of five ranks, with 1 expressing an absence of difficulties, 5 expressing constant difficulty, and 2, 3, and 4 expressing interim degrees of difficulty.

6) This questionnaire was distributed to 156 beginning teachers who were specializing at the Arab Academic College of Education during the academic year 2004-2005. Of them, 130 returned the questionnaire having related to all of its items. See **Table 1**.

Table 1.
Distribution of the research subjects according to background data.

Variable	Category	N	%
Specialization	Science	18	17%
	Languages	30	28.3%
	Early Childhood	20	18.9%
	Special Education	38	35.8%
	Early Childhood	22	20.8%
Track	Elementary	17	16%
	Secondary	32	30.2%
	Inter-track	35	33.0%
Type of school	State	81	76.4%
	Private	25	23.6%
	Village	81	76.4%
Settlement	Town	25	23.6%
	Male	18	17%
Gender	Female	88	83%
	Married	39	36.8%
Family Status	Engaged	67	63.2%
	Total	130	100%

7) The questionnaire underwent a Varimax factor analysis, yielding six factors that together explained 63 percent of the variance. In each factor, the aspects whose loading coefficient was greater than 0.4 were chosen. The criterion for the number of factors was an Eigenvalue (before rotation) greater than 1. It should be mentioned that items that did not meet the loading criterion were deleted from the questionnaire, leaving 36 types of difficulty in the final version.

The final questionnaire (see below, at the end of the paper) was composed of two sections:

Section 1 contained questions concerning the research participants' background data: gender, age, specialization, track, location of the school and its type.

Section 2 contained 36 items relating to difficulties encountered by teachers during their first year of work. Every teacher was asked to report the extent to which he had encountered each difficulty on a scale of 1 - 5 (1 = did not encounter it at all, 2 = encountered it infrequently, 3 = encountered it occasionally, 4 = encountered it frequently, and 5 = encountered it all the time). See **Table 2**.

Findings

In a careful examination of **Table 3** the difficulties were ranked in a descending order in relation to the factors. It was found that "communication with the students and their parents" and "teaching overload" were ranked at the highest level, "didactic and disciplinary difficulties", "support", and "satisfaction" were ranked at a medium level, while "organizational climate of the school and the prevailing culture" were ranked at the lowest level.

The Sample

The research sample consisted of 130 beginning teachers.

Prior to examining the research hypotheses, a series of analyses of variance was performed in order to determine whether there were differences between the various difficulties according to the background data. Significant differences were found only in relation to specialization and track, and they are presented in **Tables 4** and **5**.

A significant difference in the "organizational climate and

Table 2.
Factors, component items, and Cronbach's alpha constant reliability value.

Factor	Component items	Cronbach's alpha value
Organizational climate and school culture	1, 14, 18, 21, 30	.692
Communication with students and parents	2, 3, 4, 9, 10, 16, 17, 20, 26, 32, 36	.843
Teaching overload	8, 12, 28, 33, 34, 35	.602
Support	6, 25, 27	.498
Didactic disciplinary	5, 11, 13, 19, 22, 23, 24, 29	.687
Feeling of satisfaction	7, 15, 31	.459
General difficulties	1 - 36	.926

Table 3.
The difficulties in descending order in relation to the factors.

Factor	Prominent statements	Average	Standard Deviation
Organizational climate and school culture		2.07	0.77
	1	2.46	1.34
	21	2.25	1.10
	18	2.20	1.21
	14	1.85	1.22
	30	1.59	0.95
Communication with students and parents		2.39	0.71
	9	2.78	1.14
	3	2.70	1.25
	10	2.61	1.37
	2	2.59	1.13
	4	2.55	1.34
	16	2.42	1.41
	20	2.31	0.98
	32	2.30	1.22
	26	2.19	0.98
	17	1.95	1.16
	36	1.86	1.07
Teaching overload		2.34	0.67
	8	2.99	1.46
	12	2.84	1.20
	33	2.42	1.05
	35	2.12	1.04
	28	2.07	1.09
	34	1.62	.93
Support		2.13	0.90
	25	2.92	1.36
	6	2.42	1.42
	27	2.13	1.26
Didactic-disciplinary		2.20	0.61
	11	3.34	1.18
	24	2.92	1.36
	13	2.84	1.20
	5	2.42	1.31
	19	2.17	1.05
	22	1.95	.90
	23	1.89	1.09
	29	1.85	.91
Satisfaction		2.13	.90
	15	2.38	1.32
	7	2.26	1.28
	31	1.71	.91

prevailing culture” factor was found among the teachers in the various specializations ($F_{(5,105)} = 2.74, p < .05$); a Bonferroni test revealed a significant distinction between the science teachers and the special education teachers, and between the latter and the early childhood teachers.

A significant difference was found in the “communication with the students and their parents” factor among the teachers in the various specializations ($F_{(5,105)} = 6.47, p < .05$); a Bonferroni test revealed a significant distinction between the science, language, and early childhood teachers on the one hand,

Table 4.
Analysis of variance for examining the difference in difficulties according to teacher’s specialization.

Specialization	Science		Languages		Early Childhood		Special Education		F
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
Factor									
Organizational climate & school culture	2.27	.86	2.17	.79	2.26	.76	1.79	.66	2.74*
Communication with students & parents	2.75	.69	2.56	.76	2.50	.57	2.03	.61	6.47**
Teaching overload	2.62	.69	2.48	.76	2.30	.57	2.12	.59	3.03*
Support	2.80	.63	2.58	.96	2.47	.93	2.32	.76	1.46
Didactic disciplinary	2.46	.70	2.28	.63	2.21	.47	2.01	.58	2.62*
Satisfaction	2.29	.91	2.28	1.04	2.27	.78	1.86	.79	1.78

Table 5.
Analysis of variance for examining the difference in difficulties according to track.

Specialization	Early Childhood		Elementary		Secondary		Intertrack		F
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
Factor									
Organizational climate & school culture	2.28	.74	2.14	.76	2.14	.87	1.84	.66	1.76
Communication with students & parents	2.45	.71	2.60	.65	2.64	.69	2.03	.63	5.48**
Teaching overload	2.28	.64	2.60	.66	2.47	.73	2.13	.60	2.49
Support	2.42	.98	2.67	0.83	2.66	.79	2.32	.79	1.22
Didactic disciplinary	2.16	.52	2.33	.63	2.34	.68	2.03	.58	1.52
Satisfaction	2.21	.76	2.25	.78	2.30	1.08	1.87	.82	1.81

and the special education teachers on the other.

A significant difference was found in the “teaching overload” factor among the teachers in the various specializations ($F_{(5,105)} = 3.03, p < .05$); a Bonferroni test revealed a significant distinction between the science, language, and early childhood teachers on the one hand, and the special education teachers on the other; and between the science teachers and the early childhood teachers.

A significant difference was found in the “didactic and disciplinary” factor among the teachers in the various specializations ($F_{(5,105)} = 2.62, p < .05$); a Bonferroni test revealed a significant distinction between the science, language, and early childhood teachers on the one hand, and the special education teachers on the other; and between the science teachers and the early childhood teachers.

A significant difference was found in the “communication with the students and their parents” dimension among the teachers in the various tracks ($F_{(5,105)} = 5.48, p < .01$); a Bonferroni test revealed a significant distinction between teachers in the elementary track and teachers in the inter-track track; and be-

tween teachers in the secondary track and teachers in the inter-track track.

The first research question related to the correlations between general background characteristics and types of difficulty that the teacher is liable to encounter during his first year of work. In order to examine these correlations, multiple linear regression analyses were performed.

The predictive variables are specialization, track, type of school, type of settlement, gender, age, and marital status, and the criteria consist of the different types of difficulty.

In a careful examination of **Table 6**, the regression analysis shows that the group of general background variables fails to furnish a meaningful explanation for the variance of the difficulty concerning the school's organizational climate and prevailing culture; only the specialization variable contributes significantly to the explanation of the variance. The science and early childhood teachers reported a higher level of difficulty than the language and special education teachers.

Table 7 indicates that the regression analysis shows that the group of general background variables is not significantly correlated to the level of difficulty of communication with the pupils and their parents; only the specialization variable contributes significantly to the explanation of the variance. The science, language, and early childhood teachers reported a higher level of difficulty than the special education teachers.

The regression analysis in **Table 8** shows that the group of general background variables is not significantly correlated to the level of difficulty of the teaching overload; only the specialization variable contributes significantly to the explanation of the variance. The science and language teachers reported a higher level of difficulty than the language and special education teachers.

An examination of the regression analysis in **Table 9** shows that the group of general background variables is not significantly correlated to the level of difficulty of support; only the specialization variable contributes significantly to the explanation of the variance. The science teachers reported a higher level of difficulty than the language, early childhood, and special education teachers.

The regression analysis in **Table 10** shows that the group of general background variables is not significantly correlated to the level of difficulty of the didactic and disciplinary field; only the specialization variable contributes significantly to the explanation of the variance. The science teachers reported a higher level of difficulty than the language, early childhood, and special education teachers.

The regression analysis shows that the group of general background variables is not significant to the explanation of the variance in the level of the teachers' satisfaction; no variable contributes significantly to the explanation of variance.

Table 11 indicates that the regression analysis shows that the group of general background variables is not significantly correlated to the difficulties in general; only the specialization variable contributes significantly to the explanation of the variance. The science teachers reported a higher level of difficulty than the language, early childhood, and special education teachers.

The second research question related to the correlations between five of the types of difficulty that were yielded by the factor analysis and satisfaction with teaching. In order to examine this correlation, a multiple linear regression analysis was performed. The independent variables were types of difficulty

Table 6.

Results of a multiple regression analysis for examining the effect of the general background data on the organizational climate and school culture.

Independent variable	B	β	t (df = 104)	R ²
Specialization	-.16	-.23	-2.37*	0.051
Track	-.14	-.15	-1.38	.041
Type of school	.016	.01	.09	0
School location	.105	.055	.56	.003
Gender	.063	.031	.314	.001
Age	-.16	-.63	-.645	.004
Family status	-.058	-.037	-.373	.0011
F = .1336			Adjusted R ² = .022	R ² = .087

Table 7.

Results of a multiple regression analysis for examining the effect of the general background data on the communication with students and parents.

Independent variable	B	β	t (df = 104)	R ²
Specialization	-.231	-.365	-3.53*	.144
Track	-.05	-.08	-.75	.049
Type of school	.06	.036	.348	.003
School location	.022	.012	.12	0
Gender	.173	.095	.914	.002
Age	.005	.025	.242	0
Family status	-.076	-.051	-.493	.003
F = 2.65*			Adjusted R ² = .10	R ² = .160

Table 8.

Results of a multiple regression analysis for examining the effect of the general background data on the teaching overload.

Independent variable	b	β	t (df = 104)	R ²
Specialization	-.18	-.30	-2.81*	.082
Track	.018	-.03	.274	.013
Type of school	.052	.033	.307	.006
School location	.16	.095	.896	.004
Gender	.134	.075	.70	.001
Age	.008	.044	.41	0
Family status	.076	-.055	.507	.013
F = 1.565			Adjusted R ² = .036	R ² = .101

(the school's organizational climate and prevailing culture, communication with the students and their parents, teaching overload, support, didactic and disciplinary dimension); the dependent variable was the level of satisfaction.

In **Table 12**, the regression analysis shows that the group of types of difficulty is significantly correlated to the level of

Table 9.

Results of a multiple regression analysis for examining the effect of the general background data on the support given to the beginning teacher.

Independent variable	b	β	t (df = 104)	R ²
Specialization	-.186	-.248	-2.31*	.040
Track	.057	.076	.689	.003
Type of school	.042	.021	.197	.008
School location	.384	.183	1.71	.023
Gender	.291	.130	1.21	.006
Age	.011	.051	.473	.004
Family status	.098	.056	.519	.01
F = 1.489				Adjusted R ² = .032
				R ² = .096

Table 10.

Results of a multiple regression analysis for examining the effect of the general background data on the didactic-disciplinary dimension.

Independent variable	b	β	t (df = 104)	R ²
Specialization	-.152	.059	-2.604*	.070
Track	-.001	.060	-.019	.008
Type of school	-.056	.154	-.365	0
School location	.153	.163	.937	.002
Gender	.114	.175	.652	0
Age	.023	.018	1.285	.002
Family status	-.104	.137	-.758	0
F = 1.232				Adjusted R ² = .015
				R ² = .081

Table 11.

Results of a multiple regression analysis for examining the effect of the general background data on the difficulties in general.

Independent variable	b	β	t (df = 104)	R ²
Specialization	-.174	-.325	-3.08*	.10
Track	-.019	-.036	-.332	.029
Type of school	.014	.010	.096	.003
School location	.135	.090	.856	.004
Gender	.167	.105	.961	.003
Age	.005	.026	.246	0
Family status	-.039	-.031	-.291	.002
F = 1.898				Adjusted R ² = .056
				R ² = .119

satisfaction, with the school's organizational climate and prevailing culture as well as the teaching overload contributing significantly to the explanation of the variance in the level of satisfaction.

Discussion

The analysis of the questionnaire yielded the following six

Table 12.

Results of a multiple regression analysis for examining the effect of the types of difficulties on the teacher's satisfaction.

Independent variable	B	β	t (df = 104)	R ²
Organizational climate & school culture	.460	.395	3.784*	.429
Communication with pupils & parents	.202	.160	1.308	.208
Teaching overload	.496	.373	3.557*	.397
Support	.057	.054	.663	.159
Didactic disciplinary	-.219	-.150	-1.426	.237
F=23.889**				Adjusted R ² = .522
				R ² = .544

factors: 1) didactic and disciplinary knowledge, 2) the school's organizational climate and prevailing culture, 3) communication with the students and their parents, 4) support of the staff members and recognition of the new teacher, 5) the overload imposed on him, and 6) the level of satisfaction he experiences.

The Factor, "Communication with the Students and Their Parents"

This factor was ranked highest in importance of all the factors. It should be mentioned that in the factor analysis, this factor received 11 statements at high loadings—more than any other factor. The following statements gained particularly high loadings:

- Problems concerning behavior, discipline, and controlling the class;
- Coping with violence;
- Parents' responsiveness and cooperation.

Many beginning teachers report discipline problems in the classroom. In addition to such problems, which have been discussed in many other studies (Brock & Grady, 1997; Loughran, Brown & Doecke, 2001; Hebert & Worthy, 2001; Veenman, 1984), the beginning Arab teachers suffer from another problem. This problem stems from the cultural tension resulting from the conflict between the rules of behavior in the patriarchal family in which the children behave courteously toward adults and operate within a framework of strict rules of discipline, and the accepted and different norms of behavior in the schools, where the laws of the land are enforced—among them, the Child Protection Law. Nowadays, children are aware of their rights, and they threaten teachers who attempt to impose discipline in the classroom by means of an iron hand. It is when the beginning teacher seeks to solve discipline problems that his impotence comes to the fore. In addition, the teacher encounters difficulties as a result of communication problems among the children as well as disputes that break out among them—disputes that they expect an authoritative teacher to resolve. Furthermore, the beginning teacher frequently fails to earn the support of the parents, and as a consequence, the level of discipline in his class is lower than in other classes. It should be pointed out that according to the findings of the present study, there is better communication between special education teachers and the children and their parents.

Beginning teachers' problems concerning their relationships

with pupils and parents have been widely discussed in research studies (Adler, 1996; Brock & Grady, 1997; Friedman & Krongold, 1993; Veenman, 1984), according to which communication problems, among other things, manifest themselves in the fact that some of the parents consider bargaining to be a tool in what they see as a struggle to protect their children's rights in the face of the school rules and those of the entire education system. On the one hand, parents who do not cooperate with the teacher and the school sometimes exhibit indifference with regard to anything to do with their children's education (Ilaiyan, 2000). On the other, over-involvement of parents can reach the point of severing relations with the teacher and appealing to higher ranking individuals, such as the principal or supervisor, and exploiting connections. The importance of relationships with the parents and their support of the new teacher has been investigated in various studies (Adler, 1996; Bullough, 1989; Covert, Williams, & Kennedy, 1991; McLaughlin, 1991; Veenman, 1984).

As mentioned previously, the beginning Arab teacher's problem is intensified as a result of the cultural context in which Arab society in Israel finds itself, namely, in the process of transition from a patriarchal to a democratic society (Alhaj, 1996). Problems correlated to the clash between the two cultures are manifested powerfully within the school walls. This is attributable to the fact that during his academic studies at a university or a college, the beginning Arab teacher has absorbed democratic culture, while the parent behaves according to the traditional cultural patterns (Eilam, 2002). This problem is particularly acute when the beginning teacher is assigned a teaching job in a school that is far away from his place of residence and whose cultural patterns are alien to him.

The problems concerning communication with students and parents were ranked highest by the students in the science specialization, while they were ranked lowest by the students in the special education specialization. This can be explained by the fact that the special education students at the college receive enrichment lessons that furnish them with tools for coping with communication problems better than in the other disciplines (The Arab Academic College of Education in Israel Haifa, 2006-2007). However, this also stems from the nature of the educational work in the special education track that involves working with parents, who play a crucial role in their children's treatment. Moreover, it is important to take into account the individual activities that are conducted in this specialization.

The School's Organizational Climate and Prevailing Culture

The factor of the school's organizational climate and prevailing culture occupies the lowest rank in a descending order in relation to the remainder of the factors. The prominent statements regarding this factor are as follows:

- A problematic school climate;
- Difficulty in cooperating with the teaching staff and the principal;
- Adapting to the school and its rules.

The school climate factor includes the school's organizational culture, the customary approach regarding anything to do with adopting (or rejecting) innovations, the nature of the relations between the teachers and the principal and among the teachers themselves, and the teachers' relations with the students and parents (Ensor, 2001; Friedman, 2002; Puk & Haines,

1999). Shared values, social beliefs, and social standards exist, and it is necessary to adapt to the school rules (Anderson, 1982). Vonk (1995) mentions the beginning teachers' adaptation to the school climate and to their environment as one of their main areas of difficulty; Gold (1996) supports this assertion as well. The school is a bureaucratic institution (Kuzmic, 1994), and the beginning teachers have to learn to make their way in it. They are required to become acquainted with the system of "micro-political reality" (Kelchtermans & Ballet, 2002), to comprehend it, and to operate within it; this is an extremely complex ability. The difficulty and complexity impair the beginning teacher's ability to function, and since it is a traditional society, Arab society places even more difficulties in his path. It should be mentioned that the organizational climate that prevails in most of the Arab schools is closed and inflexible (Ilaiyan, 2000). The management does not delegate authority to the position holders; in other words, the management system is totally centralized. Moreover, suspicion and hostility reign between teachers and management, between management and teachers, and among the teachers themselves, and this fact is reflected in the relations between teachers and pupils, too.

Some 90 percent of the schools in the Arab sector are crowded institutions that contain crowded classrooms housing a large number of pupils (see the Statistical Yearbook, 2006). In addition, Hourri-Casbari's (2002) study shows that the organizational structure of the school in the Arab sector is closed for the most part (because of the crowded classrooms, among other things), while an open school climate is quite rare in that sector.

The regression analysis indicates a significant contribution of the school's organizational climate and prevailing culture to the beginning Arab teacher's difficulties. In contrast, it should be mentioned that the general background variables only exert a minor effect on the school's organizational climate and prevailing culture. Only the specialization variable significantly affects the school's organizational climate and prevailing culture (with a moderate intensity), with the science and early childhood teachers reporting a higher level of difficulty than the language and special education teachers. As mentioned above, the science teachers who teach in the middle schools, which are sometimes very large schools, report problems in this area. It is reasonable to assume that kindergarten teachers have problems with the kindergarten's organizational environment. In recent years, most of the female college graduates are accepted for work in private kindergartens or charity kindergartens, and they report problems that arise as a result of the educational environment, very little and unsuitable equipment, the absence of appropriate safety measures in the playground, and so on. These problems resonate in the present study as well.

The Teaching Overload Factor

The teaching overload factor is ranked second in a descending order of factors (see Table 4). The prominent statements regarding this factor are as follows:

- Expending effort in yearly and daily planning;
- Combining college studies with the duties of the beginning teacher;
- The load of school duties imposed on the beginning teacher.

This factor includes difficulties, some of which stem from dealing with administration, for instance, extensive paperwork, some of which result from the teacher's role as a home-room teacher who organizes various activities, some of which are

correlated to the various tasks in the school, and some of which result from the teaching itself, and what it entails—for example, planning lessons, employing alternative teaching methods, and preparing illustrative media. These difficulties create such an overload for the beginning teacher that the discrepancy between his expectations and those of his superiors triggers mental stress (Gordon, 1991; Weldman, Niles, Magliaro, & McLaughlin, 1989). In addition to all the above-mentioned difficulties, it should be remembered that the beginning teachers are still fourth-year college students who have to prove themselves in this domain as well—especially in view of the fact that many of them are planning to pursue M.Ed. studies. Many of the new female teachers marry during this year, and some of them become pregnant with their first child, meaning that the burden of taking care of a home and family also rests on their shoulders. The weight of all these roles is liable to be too heavy for the beginning teachers to bear.

The analysis of variance to examine the difference in difficulties according to the teacher's specialization reveals that the science teachers specify a feeling of a greater overload than the other groups of teachers. This can be attributed to the fact that an additional element exists in the science specialization, namely, laboratory work, which entails setting up and performing experiments, preparing materials in advance, and asking the laboratory assistant to assign laboratory time (Ilaiyan & Hujirat, 2006). Science teachers are required to display expertise in the material as well as teach in a more individual manner. They are also required to adapt themselves to the students' level, even though the discrepancy in the standard among the pupils is particularly great in the Arab sector, in which the classes are heterogeneous (Shulman, 1987).

The special education teachers have a less of a feeling of overload as a result of the work method dictated by the Law of Special Education that does not permit competition among the staff as regards achievements. This is a method of individual work as opposed to the work in a normal heterogeneous classroom. The feeling reported by the special education teachers is interesting since their work is apparently the most difficult of all the existing specializations (they also receive a salary that is 10 percent higher than that of the rest of the teachers in the system); in spite of this, they do not feel the overload as much as the rest of the teachers.

A multiple linear regression analysis for examining the effect of the general background variables on the feeling of the teaching overload reveals that only the specialization variable contributes significantly to the explanation of the variance of the type of difficulty in teaching. As explained above, this may be attributed to the greater expenditure of effort and thought necessitated by certain subjects (Gold, 1996; Odell, Loughlin, & Ferrero, 1987; Ryan, 1986).

The Support Factor

The support and satisfaction factors, which were awarded similar degrees of difficulty, rank fourth in the descending order. The prominent statements in the support factor are:

- Absence of instruction in the field;
- Lack of knowledge of the teacher's rights;
- Absence of high-quality instruction on the part of the mentor teacher.

The problems relate to the following aspects: expectations of emotional support (Chubbuck, Clift, Allard, & Quinlan, 2001),

expectations of collegiality on the part of their fellow teachers and the administration (Friedman, 2005), and expectations of professional support and of the impartation of information concerning professional rights. Similar to Putz's (1992) study, the beginning teachers in our study also point out the need for interrelations with colleagues that include professional and practical support, as well as an exchange of ideas and materials for activities and teaching in the classroom. Moreover, the severity of this problem is exacerbated by the fact that the mentor teacher could be expected to assist in solving these problems. According to the teacher education program in Israel, the Ministry of Education appoints a mentor teacher for every beginning teacher during his year of specialization (which is his first year of teaching, on the basis of at least a third of a job). The mentor teacher works in the same school as the beginning teacher. Our research shows that many of the beginning teachers are dissatisfied with their mentor teachers, reporting problems in this area.

A multiple linear regression analysis for examining the effect of the general background variables on the support factor did not yield a significant finding. It should be pointed out that despite the tendency toward team work in recent years, the teachers prefer to work individually, with each teacher isolated in his classroom (Sagee & Regev, 2002); they are not in the habit of consulting with one another with regard to problems that arise in the classroom. These work patterns prevent the new teacher from requesting his colleagues' assistance in general and that of the veterans in particular in order to help him solve problems in his classroom. Hidden laws exist in the school, determining what may be discussed and what should be concealed. Insignificant personal matters are discussed in the teachers' room. Furthermore, it is acceptable to complain about the students and the school in general, but it is unacceptable to discuss classroom problems with colleagues (Pollak, 1996). In Arab society, the cultural value inherent in the respect for one's elders also prevents the beginning teacher from addressing the experienced teacher, who is almost certainly older than he is. In addition, a large proportion of the classrooms in the Arab sector are not even located on the school premises, which means that the teachers who teach in them are far away from the teachers' room and the rest of their colleagues. The same is true for the kindergartens that are scattered throughout the neighborhood—a fact that intensifies the sense of isolation and lack of support (Ensor, 2001).

The Didactic-Disciplinary Factor

The prominent statements emerging from **Table 3**, which presents the difficulties in descending order, are as follows:

- Discrepancies between the theoretical material studied at the college and its application in the school;
- Difficulties in dividing up the lesson time;
- Lack of experience in conducting laboratory experiments.

In his first year of work, the beginning Arab teacher has to combine theory and practice, and implement everything he has learned during his three years at the college. He has to cope with the discrepancy between the theory and its application in the classroom (Darling-Hammond, 1994). On the one hand, the Arab teachers who study at universities and colleges in Israel serve as agents of social change. They are exposed to the western-democratic culture of the Jewish majority (Azaiza & Ben-Ari, 1997), which encourages individualism, criticality,

and original thinking. On the other, they live in a traditional culture and in a community that encourages collectivism and tradition (Eilam, 2002). The clash between these values is also reflected in the beginning Arab teacher's attempt to apply didactic and disciplinary knowledge that is grounded in democratic western society, some of which is rejected by the traditional culture of the school staff and the pupils. This generates serious conflicts within him as regards the performance of his role.

The beginning teachers mention problems as regards dividing up the lesson time. These problems have been discussed in previous studies (Berg, Diane, Nagel, & Malian, 1989; Coolidge, 1992; Putz, 1992).

A multiple linear regression analysis for examining the effect of the general background variables on the didactic-disciplinary factor revealed that only the teacher's specialization makes a significant contribution to the explanation of the variance. The science teachers mention didactic-disciplinary difficulties more than the teachers in the other specializations, while the special education teachers mention fewer difficulties than the teachers in the other specializations.

It appears that the school science curriculum is different from the college curriculum as a result of the integration of science into the middle school, where the science subjects are called "Nature", while the science specialization at the college is divided into disciplines. In other words, the individual who is specializing in physics, chemistry, biology, or mathematics is supposed to teach the general subject called "Nature" in the middle school. This creates difficulties for the beginning teacher who, at the outset of his career, has to master a curriculum in which he did not specialize at all during his studies. The beginning teacher's problems concerning disciplinary knowledge have been discussed in the literature (Chubbuck, Clift, Allard, & Quinlan, 2001).

The Satisfaction Factor—The Beginning Arab Teacher's Manifestations of Satisfaction

As mentioned previously, satisfaction and support, which were awarded similar degrees of difficulty, both rank fourth in the descending order. The prominent statements in the satisfaction factor are:

- Unsuitable remuneration in relation to the effort expended;
- Inability to realize oneself;
- Lack of satisfaction with the physical conditions in the workplace.

The lack of satisfaction stems, among other things, from problems related to the beginning teacher's professional self-image. These problems have been discussed in several studies (Bullough, 1991; Goddard & Foster, 2001; Kelchtermans & Ballet, 2002). It appears that these problems are also correlated to the fact that the beginning teacher in his first year, which, according to Friedman (2002), constitutes a stage of survival in his professional development, makes an effort to fit into the school, into the prevailing culture, and into the community, and his expectations of serving as an agent of change, which are not realized at this stage, cause him personal disappointment.

Beginning teachers indicate a lack of satisfaction with the physical conditions in the school. As a result of a high birthrate as well as the low budget allocated by the Ministry of Education, the infrastructure of the schools in the Arab sector is characterized by a serious shortage of classrooms and by their being

scattered among different locations (namely, rented rooms in private homes). This makes things difficult for the teacher, who is compelled to move from one location to another during the day (Alhaj, 1996). The laboratories are poorly equipped from the point of view of apparatus and work materials, and it is therefore problematic for teachers in general and beginning teachers in particular to realize the full potential of the lesson. Flores (2001) and other researchers mention the conditions of the workplace as affecting the quality of beginning teachers' work.

A multiple linear regression analysis for examining the correlation between types of difficulty and the beginning Arab teacher's satisfaction reveals organizational climate and teaching overload to be the two factors that significantly contribute to the explanation of the variance in satisfaction. The research literature shows that these factors predict situations of burnout, a sense of failure, unwillingness to expend effort on one's work, and a feeling of alienation from the school system; they create a situation characterized by a lack of satisfaction with the physical conditions in which the studies are held and with the teaching (Farber, 1991; Friedman, 1995, 1991; Hobfoll, 1989).

One may ask why most of the beginning Arab teachers, despite their dissatisfaction, hold on to their jobs as teachers. The answer apparently resides in their motives for choosing teaching as a profession—first and foremost, the desire for intellectual development, creativity, a feeling of enjoyment, satisfaction, and social commitment (Ilaiyan, Zedan, & Toren, 2007). In addition, the fact that only a few employment opportunities in Israel are open to educated young Arabs cannot be ignored (Alhaj, 1996).

Conclusion

The present research is a pioneer study dealing with the difficulties of the beginning Arab teacher. The need to conduct this research resulted from the dissatisfaction of the Arab Education System and the Arab society with the level of education of the beginning teachers who receive their training at colleges of education and universities (Toren & Ilaiyan, 2008; Ilaiyan, 2000; Friedman, 1991, 1995; Hobfoll, 1989; Farber, 1991). Its goal was to identify the latter's difficulties and to predict his lack of satisfaction with teaching, based on the difficulties he encounters during his first year of teaching.

For the purpose of the research, a questionnaire was drafted, the responses to which were analyzed into factors, yielding six difficulty factors. The research findings indicate difficulties in the areas of interpersonal communication between beginning teachers and students and parents, teaching overload, didactic and disciplinary knowledge, unfulfilled expectations of support, the school organizational climate and prevailing culture, and the teachers' level of satisfaction.

The correlation between the beginning Arab teacher's difficulties according to the first five factors mentioned above and his lack of satisfaction with his work (the sixth factor) was examined. The research findings reveal that the organizational climate, the prevailing culture in the school, and the teaching overload factors significantly contribute to the explanation of variance in the level of satisfaction.

With regard to the correlation between the beginning Arab teacher's general background characteristics and the difficulties he experiences during his first year of teaching, the only background variable found to be correlated to the difficulty factors

was the specialization.

Pursuant to the difficulties that emerged, and the problem of the lack of knowledge that passes like a shining thread through the various areas, we propose that during the theoretical lessons at the colleges and universities, the manner in which the theory should be applied in the classroom should also be stressed. In addition, courses should be added at the colleges of education in order to encourage the personal growth of the beginning teachers and guide them as to how to study and teach alone as well as assume greater responsibility for their professional development.

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