

Primary School Teachers' Opinions on the Difficulties They Experience Compared to Subject Teachers

Adem DOĞAN¹, Serap KÜTÜKÇÜ²

Abstract

This study aims to determine the opinions of primary school teachers regarding the difficulties they experience compared to branch teachers. The research was conducted using a case study, one of the qualitative research methods. 25 primary school teachers participated in the study. A semi-structured interview form prepared by the researcher was used to obtain the data. Content analysis method was used in the analysis of the data. As a result of the research, it was determined that the biggest difficulty experienced by primary school teachers in classroom management compared to branch teachers is that they have difficulty in classroom management due to the young age of the students; according to the opinions of primary school teachers, the biggest difficulty experienced by branch teachers in the teaching process is taking on the responsibility of more lessons. It was determined that primary school teachers establish deeper and stronger emotional bonds with their students compared to branch teachers; they are divided into two in terms of being advantageous in terms of salary and additional lessons; and the majority of primary school teachers see themselves as disadvantaged due to working in villages and rural areas in terms of the settlement where they work compared to branch teachers.

Keywords: Branch Teachers, Difficulties, Primary School Teachers, Promoting, Teacher Well-Being.

Introduction

Primary schools, where the foundations of students' educational life are laid, are the most common educational institutions among basic educational institutions. Teachers in educational institutions have important duties in the training of qualified human resources in society. In Turkey, there are the most teachers who teach class in the basic education department. Class teaching is essential in the 1st-4th grades of primary schools. Primary school teachers fulfill the duty of teaching students on a class basis in the 1st, 2nd, 3rd, and 4th grades of primary schools. For this reason, primary school teachers working in primary schools, where the beginnings of education and training life are made, have responsibilities. Primary school teachers spend more time with their students compared to subject teachers. The fact that Primary school teachers continue the teaching process with their students from the 1st grade to the 4th grade increases their importance and impact on students (Karataş and Kınalıoğlu, 2018; Rouabhia, 2023). For this reason, the professional importance of primary school teachers is quite great. Primary school teachers are the people who affect the cognitive, affective and psychomotor development of future generations, their lifestyle, shape the individual's attitudes towards themselves, society and the world, and affect students' communication, research, original and analytical thinking skills (Genç, 2010).

Specialty teachers are teachers who specialize in a specific field. After students are taught basic school rules, reading-writing and social principles in primary schools, various branch teachers enter the classes in the following grades. It is important for teachers from different branches to enter the classes in terms of providing students with different and enriched learning environments (Kırnık, 2021). Since they enter classes related to their fields, they spend less time with students. There are some differences between primary school and branch teachers, who have different duties and responsibilities in the education process. These difficulties manifest themselves depending on the differences between them.

When the literature on the subject is examined, Uğurlu and Cengil (2022) conducted a study on the professional adventure of primary school teachers and concluded that teachers encounter difficulties in the early stages of their profession in terms of parent and student communications, work environments,

¹ Kahramanmaraş Sütçü İmam University, Faculty of Education, Department of Classroom Education / Turkey, ORCID: 0000-0001-6952-7415, Email: aademdogan@gmail.com.

² Kahramanmaraş Sütçü İmam University, Faculty of Education, Institute of Social Sciences, Department of Basic Education / Turkey ORCID: 0009-0008-0205-4295, Email: serapkutukcu4646@gamil.com.

legislative aspects, and cultural aspects regarding the difficulties they encounter throughout their professional lives and their solutions, and that they get used to these situations over time by improving themselves in terms of getting used to the conditions, getting to know and learning the profession, and being in healthy communication. In the study conducted by Kara and Demir (2021), it was determined that primary school teachers who had just started working received their pre-service training theoretically in their adaptation processes to the profession, but found it ineffective because they were insufficient in terms of putting the information they learned into practice. The meta-analysis studies conducted by Tmkaya and Ulum (2019) in terms of organizational commitment revealed that the organizational commitment levels of primary school teachers differed from branch teachers.

ahin., et al. (2022) in their research examining the scientific studies on the problems faced by primary school teachers, it was concluded that primary school teachers mostly encounter problems related to physical inadequacy and lack of materials, rural and combined class practices, parents not paying enough attention to students, and the presence of foreign students in the classroom. In their study evaluating the views of teachers on the difficulties they experience in classroom management in the first years of their profession, Bozan and Ekinci (2020) concluded that teachers generally experience problems in classroom management due to issues originating from teachers (keeping students' attention alive, insufficient teacher space, etc.), issues originating from students (students coming to class unprepared, student readiness, violation of rules, etc.), issues originating from parents (social and cultural differences, parent attitudes), and issues originating from space (insufficient physical conditions, too many students in classes). ara and Gney (2015), in their research examining the communication skill levels of primary school and branch teachers according to various variables, reached the finding that teachers' communication skill scores did not show significant differences according to their branches. In the study conducted by alıođlu et al., (2018), it was aimed to determine the perspective of branch teachers (guidance, English, religious culture and ethics teachers) working in primary schools towards primary school teachers. As a result of the study, it was determined that the primary school teachers who work in primary schools have positive aspects about working in primary schools, such as the love of primary school students being clean and pure, teaching lessons being fun and easy, and the negative aspects are that students have difficulty expressing themselves, and that the branch teachers have difficulty addressing the students in accordance with their level. When comparing their own branches and the field of classroom teaching, it was determined that the branch teachers generally see classroom teaching as a difficult field that requires sacrifice and patience and provides basic information. In their literature review, Trkmen Glle and Vatansever Bayraktar (2023) determined that the reason why primary school teachers experience more burnout than branch teachers is the difficulty of dealing with the problems of young students.

In addition, it was determined that other factors that increase the burnout of primary school teachers are crowded classes, course loads, age, job satisfaction, and working with the same students for a long time. As a result of the study conducted by Kurt (2016), it was determined that the professional burnout levels of primary school teachers are higher than branch teachers.

Literature Review

Primary school teachers often face various challenges compared to subject teachers. Studies have shown that primary school teachers may encounter difficulties in implementing curriculum changes, such as the 4th Class Science Course Curriculum (Tartar, 2021). These challenges can include issues with practical implementation despite positive overall opinions about the curriculum. Additionally, subject teachers, particularly in languages, are more inclined to document reading and writing difficulties compared to other teachers (Reichenberg, 2016).

Primary school teachers face unique challenges compared to subject teachers, particularly when it comes to implementing curriculum changes. Research by Tartar (2021) highlights the difficulties primary school teachers encounter in implementing new curricula like the 4th Class Science Course Curriculum. Despite generally positive opinions about the curriculum, practical implementation issues persist. On the other hand, subject teachers, especially in languages, are more likely to document reading and writing difficulties compared to other teachers (Reichenberg, 2016).

The challenges faced by primary school teachers in implementing curriculum changes can be attributed to various factors. Studies have shown that primary school English teachers face significant obstacles due to limited access to resources and support from parents or school administration (Rouabhia, 2023). Additionally, primary school teachers may need more training and facilities for the successful implementation of Early Childhood Education (ECE) in their schools (Jecce, 2023).

Moreover, the difficulties in learning early literacy in primary schools, particularly in reading and writing, can impact students' overall academic performance (Sukma et al., 2019). Teachers play a crucial role in addressing these challenges, such as supporting students with reading difficulties, which can also affect their writing abilities (Ahmed et al., 2023). Primary school teachers face specific challenges in implementing curriculum changes and addressing reading and writing difficulties among students. These challenges require targeted support, resources, and training to ensure effective teaching practices and positive learning outcomes for students.

In terms of specific subjects, pre-service primary school teachers have reported difficulties in teaching multiplication due to a lack of practice and struggles in simplifying concepts for students (Kuzu & Uras, 2018). Furthermore, teachers implementing problem-based learning (PBL) may face obstacles such as time constraints and challenges in guiding independent investigations and facilitating student initiatives (Nurhayati, 2023).

Moreover, teachers have expressed concerns about the level of difficulty in thematic learning, especially during the planning stage and in preparing lesson plans due to changes in curriculum components (Patta & Giarni, 2019). Additionally, there are varying perceptions among teachers regarding the assessment of students in physical education, with only 61% of teachers from other subjects believing that students' progress in PE should be graded ("Exploring Assessment of Students in Physical Education: Nationally Representative Survey of School Community in Lithuania", 2022).

Furthermore, the integration of competencies in the Information Technology and Software Course Curriculum has been a point of contention among teachers, with some feeling that these competencies are not effectively integrated into teaching activities (Gündüz & Demir, 2020). Teachers' attitudes and preferences play a significant role in students' engagement and motivation in learning science, with influences from parents and teachers being more prominent than peers and schools (Vedder-Weiss & Fortus, 2013). Addressing these challenges requires targeted support and professional development to enhance teaching practices and student learning outcomes.

In examining the social and salary rights of primary school teachers and branch teachers, it is crucial to consider various factors that influence their roles and experiences. The social behaviors of teachers have been shown to impact students' social skills in educational settings (Sheng et al., 2018). Additionally, the perception of school support for teachers, especially those handling inclusive students, plays a significant role in their effectiveness (Arslan & Merih, 2019). Furthermore, the subjective social primary school of teachers can affect their retention intentions, job satisfaction, and organizational identity (Li et al., 2022).

Regarding teacher compensation, it is evident that salary systems vary globally, with discussions on the importance of fair compensation to recruit and retain teachers and enhance educational quality (Gao, 2019). Teacher unions often advocate for maintaining salary schedules and incentives, although the effectiveness of performance pay remains a topic of debate (Sclafani, 2010). Moreover, the protection of the legitimate rights and interests of teachers, particularly under appointment systems, is a critical aspect that requires attention (Peng, 2024).

In terms of classroom dynamics, the balance between teacher control and student participation influences the learning environment and outcomes (Emanuelsson & Sahlström, 2008). The management of teacher-student rapport and power dynamics is essential for fostering a conducive educational atmosphere (Li et al., 2020). Additionally, addressing social class within teacher education programs is crucial to bridge attainment gaps and promote inclusivity (Gazeley & Dunne, 2007).

In conclusion, the social and salary rights of primary school teachers and branch teachers are multifaceted issues influenced by various factors such as social behaviors, school support, subjective social class, compensation systems, and classroom dynamics. Understanding and addressing these factors are essential for promoting teacher well-being, enhancing educational quality, and ensuring equitable learning environments.

When the studies conducted are examined, it is seen that there are some studies in the literature on the difficulties experienced by primary school teachers, but there is no study in the literature examining the opinions of primary school teachers regarding the difficulties experienced by primary school teachers compared to their branch teachers. Therefore, a study was needed examining the opinions of primary school teachers regarding the difficulties experienced by primary school teachers compared to their branch teachers. Based on this context, the aim of the study is to determine the opinions of primary school teachers regarding the difficulties experienced by their branch teachers compared to their branch teachers. In line with the purpose of the study, the following questions were asked to the participating primary school teachers:

- What are the difficulties experienced by primary school teachers in classroom management compared to their branch teachers?
- What are the difficulties experienced by primary school teachers in the teaching process compared to their branch teachers?
- What are the difficulties experienced by primary school teachers in establishing emotional bonds compared to their branch teachers?
- What are the difficulties experienced by primary school teachers in communicating with parents compared to their branch teachers?
- What are the differences between primary school teachers and branch teachers in terms of salary, additional lessons and personnel rights?
- What are the difficulties experienced by primary school teachers in terms of the place of duty compared to their branch teachers?

Methods

A qualitative research method was used in this study. Information on the research model, study group characteristics, data collection tools and data analysis are given below.

Research Model

This research was conducted using the case model, one of the qualitative research methods. In case study, how and why questions are centered and the phenomenon or event that the researcher cannot directly control is examined in depth (Yıldırım & Şimşek, 2013). Creswell (2007) defined a case study as a qualitative study in which detailed and in-depth information is collected through multiple data sources about real life, current, limited situations or multiple limited situations over a period of time (Aslan & Karakuş, 2016). In this study, it was tried to determine the views of primary school teachers on the various difficulties they experience compared to branch teachers and to reveal how these difficulties are evaluated by primary school teachers.

Study Group

The study group of the research consists of primary school teachers considering the purpose of the research. In this study, purposive sampling method was used to select the participants. Purposive sampling allows in-depth study of situations that are thought to have rich information (Patton, 1997). Twenty-five primary school teachers participated in the study. The demographic characteristics of the participants are given in Table 1.

Table 1: Demographic Characteristics of Participants

<i>Variables</i>		<i>f</i>
Gender	Female	20
	Male	5
Age	22-26	21
	27-31	2
	37-41	2
Educational status	License	20
	Master's degree	5
Professional experience	0-5	22
	6-11	1
	12-17	2

When Table 1 is analyzed, twenty of the participant primary school teachers were female and five were male. In terms of age, there are twenty-one teachers between the ages of 22-26, two teachers between the ages of 27-31, and two teachers between the ages of 37-41. Five of the primary school teachers participating in the study have master's degrees and twenty of them have bachelor's degrees. When the seniority of the primary school teachers is analyzed, it is understood that there are twenty-two teachers working between 0-5 years, one teacher working between 6-11 years, and two teachers working between 12-17 years.

Data Collection Tools

In line with the purpose of the study, a semi-structured interview form developed by the researcher was used as the data collection tool. The semi-structured interview technique is a type of interview in which participants can express their thoughts in their own sentences, questions are flexible and open-ended, and different ideas about the topic can emerge throughout the conversation (Merriam, 2013). For the semi-structured interview form, the form obtained by using the application called "Google Form" was sent to the participants.

The form used in the research consists of three parts. The first part of the form included general information about the research and the question whether the participants volunteered to participate in the research, the second part included questions about the demographic characteristics of the participants, and the third part included questions about the difficulties experienced by primary school teachers in comparison with branch teachers. Before the questions were prepared, the relevant literature was reviewed and a pool of questions about the difficulties experienced by primary school teachers compared to their branch teachers was created. After the interview form questions were prepared, a faculty member in the field of classroom education was consulted to determine if they were appropriate for the study. Necessary corrections were made according to the feedback received and the form was ready for use. The interview form was distributed to primary school teachers through a Google Forms application. The prepared interview form was sent to primary school teachers who volunteered to complete it.

Data Analysis

In the study, content analysis was used to analyze the data obtained as a result of the interviews with the teachers. Content analysis can be expressed as a systematic and repeatable technique in which some words of a text are summarized with smaller content categories by coding based on certain rules (Büyüköztürk et al., 2022). Content analysis requires a more detailed analysis of the data obtained and reaching concepts and themes that explain these data. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data (Yıldırım & Şimşek, 2018). Based on the data obtained, the coding process was initiated. Subcategories were created by bringing together the codes that are related to each other. From these subcategories, an attempt was made to reach the main categories. These subcategories and main categories were

tabulated and presented in the findings section. Direct quotes from the opinions of the primary school teachers who participated in the research were given. The participants were coded as T1, T2, T3, ..., T25.

Validity and Reliability Studies

In order for qualitative research to be accepted as scientific, it is important that the research process and results are consistent and can be reapplied by other researchers (Büyüköztürk et al., 2022). In order to conduct the validity and reliability studies of the research, four criteria specified by Lincoln and Guba (1985), namely credibility, transferability, consistency, and confirmability, were used.

To ensure the credibility of the study, detailed information about the study group was included and the research and research questions were presented to an expert. The questions of the study were adjusted according to the feedback of the experts. In addition, direct quotes from the opinions of the participating primary school teachers were included to increase credibility. To ensure transferability, detailed information about the selection and characteristics of the participating primary school teachers, data collection and analysis, and findings are presented. The demographic characteristics of the participants are detailed in the table. To ensure consistency, the research method, the preparation and administration of the data collection instruments, and the analysis of the data were explained clearly and in detail. To ensure reliability, Miles and Huberman's (1994, p. 64) reliability formula (reliability = consensus/consensus+disagreement X 100) was used, and the inter-coder agreement rate was calculated as .94. In order to ensure confirmability in the study, the data obtained as a result of the research, coding and semi-structured interview forms are stored.

Results

In this section, the opinions of primary school teachers about the difficulties they experience compared to branch teachers are discussed. The findings obtained are presented in tables as a result of the analysis.

The primary school teachers who participated in the study were asked about the difficulties they experienced in classroom management according to their branch teachers, and the findings obtained from the analysis of the data obtained are presented in Table 2.

Table 2 : Difficulties Primary School Teachers Experience In Classroom Management According To Subject Teachers

<i>Category</i>	<i>Subcategories</i>	<i>Codes</i>	<i>f</i>
Difficulties Encountered in Classroom Dynamics	Student factor	Small age of students	14
		Behaving comfortably because they feel closer to their class teachers	8
		Ignoring the rules	7
		Their mobility	5
		Engaging in maladaptive behavior	4
	Teacher factor	Student differences	4
		Having more classes	4
		Making an effort to attract attention	3
	Classroom factor	Crowded classrooms	3
		Being in the same classroom all day	2

When Table 2 is examined, it is seen that the category of difficulties encountered in classroom dynamics consists of three subcategories: student factor, teacher factor and classroom factor. In the subcategory of student factor, it is seen that the answers of being younger (14), behaving comfortably because they feel closer to their class teachers (8), ignoring the rules (7), being active (5), engaging in maladaptive behaviors (4) and student differences (4) were given. In the subcategory of teacher factor, the responses were; more class time (4) and making an effort to attract attention (3). In the subcategory of classroom factor; crowded classes (3) and being in the same classroom all day (2) were given by the participants. The biggest difficulty experienced by classroom teachers in classroom management compared to branch teachers is the difficulty

in classroom management due to the young age of the students addressed. Some of the answers given by the participant classroom teachers to the questions are given below.

T3: The students feel closer to the students due to the fact that the students are more sincere with the students, so they can behave more comfortably.

S6: While branch teachers are in a different classroom every class hour, primary school teachers spend the whole day in one classroom, which causes students to get used to the teacher more and behave a little more comfortably, and they may have more difficulty in disciplining the class.

The primary school teachers who participated in the study were asked about the difficulties they experienced in the teaching process compared to the branch teachers, and the findings obtained from the analysis of the data obtained are presented in Table 3.

Table 3 : Difficulties Experienced By Primary School Teachers In The Teaching Process Compared To Branch Teachers

<i>Category</i>	<i>Subcategories</i>	<i>Codes</i>	<i>f</i>
Problems Encountered in Educational Situations	Student-oriented	A lesson explanation appropriate to the student level	6
		Responding to different student needs	5
		Students have short attention spans	2
		Wanting to play	2
	Teacher-oriented	Taking responsibility for more lessons	10
		Difficulty in classroom management	4
	Environment-oriented	Classroom environment is not suitable	4
	Curriculum-oriented	Curriculum is dense	2

When Table 3 is examined, it is seen that the category of problems encountered in educational situations consists of 4 subcategories: student-oriented, teacher-oriented, environment-oriented and curriculum-oriented. In the student-oriented subcategory, it is seen that the answers of lecturing appropriate to the level of students (6), responding to different student needs (5), students' short attention span (2) and asking for games (2) were given. In the sub-category for the teacher, it is understood that the answers of taking responsibility for more lessons (10) and having difficulty in classroom management (4) were given. In the subcategory for the environment, it is seen that the classroom environment is not suitable (4) and in the subcategory for the curriculum; the curriculum is intense (2). In line with the opinions of primary school teachers, the biggest difficulty they experience in the teaching process compared to branch teachers is taking responsibility for more lessons. Some of the answers given by the participant primary school teachers to the questions are given below.

T4: It is difficult to determine the form of expression and expression becomes more difficult because of teaching younger students and concrete level students.

S8: The foundation of many things is laid in primary school. In other words, children learn the beginning of almost everything in primary school. It is more difficult to explain the subject to children who do not have prior knowledge by reducing it to the simplest form and explaining it according to their level.

The primary school teachers who participated in the study were asked about the difficulties they experienced in establishing emotional bonds compared to branch teachers, and the findings obtained from the analysis of the data obtained are presented in Table 4.

Table 4 : Difficulties Primary School Teachers Experience In Establishing Emotional Bonding According To Subject Teachers

Category	Subcategories	Codes	f
Teacher-Student Relationship	Emotionally	Deeper emotional connection	21
		More sensitivity	4
		Difficulty in separating students as they graduate	2
	Number of students	Dealing with students individually	4
		Large student body	2

When Table 4 is analyzed, it is seen that the category of teacher-student relationship is divided into two subcategories: emotionally and in terms of the number of students. In the emotional aspect category, the responses were deeper emotional bonding (21), being more sensitive (4) and it is difficult to leave students when they graduate (2). In the subcategory in terms of the number of students, it is seen that the answers of taking care of the students individually (4) and large student mass (2) were given. It is understood from the table that primary school teachers do not have difficulty in establishing emotional bonds compared to branch teachers, on the contrary, they express that they establish deeper and stronger emotional bonds with their students. Some of the answers given by the participant primary school teachers to the questions are given below.

T16: Since primary school teachers teach with the same classes all the time, the teacher-student relationship is stronger. When the children graduate, it is just as difficult to separate from them.

T24: Since they are young in age, separation from their families worries them, so at first they may think that the teacher is separating them from their families, but as they get used to it, they become attached to primary school teachers with a different bond compared to branch teachers and they are never forgotten.

The primary school teachers who participated in the study were asked about the difficulties they experienced in communicating with parents compared to branch teachers, and the findings obtained from the analysis of the data obtained are presented in Table 5.

Table 5 : Difficulties Primary School Teachers Experience In Communicating With Parents According To Subject Teachers

Category	Subcategories	Codes	f
Teacher-Parent Interaction	Difficulties originating from parents	Their intrusiveness	11
		Disturbing them regardless of the hour	7
		Ascribing more responsibility to teachers	5
		Education level of parents	3
		Cultural factors	2
	Time-related difficulties	Communicating more	12
		Communicating on more diverse topics	3
		Communication with parents takes time	3

When Table 5 is analyzed, it is seen that the category of teacher-parent interaction consists of two subcategories: parent-related difficulties and time-related difficulties. It is understood from the table that in the sub-category of difficulties caused by parents; parents' being intrusive (11), disturbing regardless of the time (7), imposing more responsibility on teachers (5), parents' education level (3) and cultural factors (2). In the subcategory of time-related difficulties, it is seen that the answers of communicating more (12), communicating on more diverse topics (3) and communication with parents taking time (3) were given. It is seen that primary school teachers experience more difficulties in communicating with parents than branch teachers and that they are uncomfortable with parents being intrusive. Some of the answers given by the participant primary school teachers to the questions are given below.

T6: In primary school teaching, when students have the slightest problems, they communicate directly with the primary school teacher, so there is a lot of interference in the teacher's private space. I do not think that subject teachers communicate with parents very often.

S12: Since parents think that primary school teachers have the right to have a say in their lessons, there may be conflicts between them. Branch teachers do not have this problem.

The primary school teachers who participated in the study were asked about the differences in salaries, additional courses and personal rights compared to branch teachers, and the findings obtained from the analysis of the data obtained are presented in Table 6.

Table 6 : Differences Between Primary School Teachers And Subject Teachers In Salary, Additional Course And Personal Rights

<i>Category</i>	<i>Subcategories</i>	<i>Codes</i>	<i>f</i>
Differences between classes/branches	Additional course fee status	primary school teachers are disadvantaged	8
		primary school teachers have an advantage	6
	Salary status	primary school teachers are more advantageous	7
		primary school teachers are more disadvantaged	5
	Personal rights situation	Same personal rights	4
	Opinion status	Those who do not know about the topic	4
	Fairness	Injustices in salaries and additional courses	3

When Table 6 is examined, it is seen that the category of differences is divided into 5 subcategories: additional course status, salary status, personal rights status, opinion status and fairness status. In the additional course status subcategory, primary school teachers are disadvantaged (8), primary school teachers are advantaged (6) and in the salary status subcategory, primary school teachers are more advantaged (7), classroom teachers are more disadvantaged (5). It is understood from the table that in the subcategory of personal rights, the responses were the same (4); in the subcategory of opinion, those who have no knowledge about the subject (4); and in the subcategory of fairness, there are injustices in salary and additional course (3). It is understood from the table that primary school teachers are divided into two in terms of being advantageous in terms of salary and additional courses; it is understood from the table that they see branch teachers as more advantageous in terms of additional courses, while they see primary school teachers as more advantageous in terms of salary. In addition, according to the participant opinions, there are also opinions of primary school teachers who state that there is no difference between branch and primary school teachers in terms of personal rights. However, it was also determined that there were primary school teachers who did not have any information about this issue. Some of the answers given by the participant primary school teachers to the questions are given below.

T1: I think that primary school teachers are more advantageous in terms of salary, and I think that our additional courses are better than branch teachers.

S20: Additional courses of subject teachers are slightly higher than primary school teachers.

The primary school teachers who participated in the study were asked about the difficulties they experienced in terms of the settlement where they worked, and the findings obtained from the analysis of the data obtained are presented in Table 7.

Table 7 : Difficulties Experienced By Primary School Teachers In Terms Of Place Of Work According To Branch Teachers

<i>Category</i>	<i>Subcategories</i>	<i>Codes</i>	<i>f</i>
	Problems related to the place of duty	Working in villages and rural areas	20
		Working in schools with limited opportunities	13
	Problems related to social life	Transportation problems	5
		Limited social and cultural opportunities	4

Problems at the Place of Duty		Adapting to the place of duty	4
		Housing problems	3
		Heating problems	2
Problems related to the future		Difficulty of being assigned to central places	8
		Postponing marriage and child planning	6

When Table 7 is examined, it is seen that the category of workplace problems is divided into three subcategories: problems related to the place of duty, problems related to social life and problems related to the future. In the sub-category of problems related to the place of duty, it is seen that the responses of working in villages and rural areas (20) and working in schools with limited facilities (13) were given. In the sub-category of problems related to social life; transportation problems (5), limited social and cultural opportunities (4), adaptation to the place of duty (4), housing problems (3) and heating problems (2). In the subcategory of problems for the future, the responses were as follows: It is difficult to be assigned to central places (4). It is understood from the table that the majority of the participant primary school teachers see themselves as disadvantaged due to the fact that they work in villages and rural areas in terms of the settlement where they work compared to branch teachers. Some of the answers given by the participant primary school teachers to the questions are given below.

T6: Primary school teachers work in villages and remote areas of villages, but branch teachers work in more central places. Primary school teachers may have difficulties in villages due to limited transportation and facilities.

S11: Primary school teachers also work in remote village schools as their first duty station. Teachers have a lot of difficulties in schools with limited facilities.

In line with the findings obtained, when the opinions of the participant primary school teachers are analyzed, it is seen that primary school teachers have some difficulties in primary school management, teaching process, emotional bonding, communication with parents, salary and additional course, and the settlement where they work. When the opinions were examined, it was seen that the primary school teachers stated that they had difficulties in classroom management due to the young age of the students, taking responsibility for more lessons and teaching appropriate to the level of the students, establishing a deeper emotional bond, communicating more with parents and parents being interventionist, seeing the branch teachers as advantages in terms of additional courses, seeing the primary school teachers as advantageous in terms of salary, and seeing themselves as disadvantageous due to working in villages and rural areas in terms of the settlement where they work.

Discussion

The biggest difficulty that primary school teachers experience in classroom management compared to branch teachers is that they have difficulties in classroom management due to the young age of the students. The fact that students behave comfortably because they feel closer to their primary school teachers may cause primary school teachers to have difficulty in classroom management. In a study conducted by Kırbas and Atay (2017), it was determined that the most common problems encountered by primary school teachers were not listening to the teacher and speaking without permission. Talayhan et al. (2022) stated that primary school teachers encountered problems such as speaking without permission, fighting, swearing, physical and verbal violence, and indifference in the classroom and that they saw the source of these problems as family, child and classroom environment.

These findings show that the difficulties faced by primary school teachers in classroom management are generally caused by students' behaviors. Students' problematic behaviors such as lack of discipline, talking without permission, and fighting cause primary school teachers to have difficulty in maintaining order in the classroom. This situation emphasizes the importance of teachers establishing a strong relationship with students in order to strengthen communication and discipline in the classroom.

In this context, developing classroom management strategies and establishing effective communication with students can help create a positive environment in the classroom. Teachers' physical arrangements in the classroom can have a direct impact on students' self-esteem and academic performance, as well as increase the efficiency of students and teachers in their activities.

The biggest difficulty that primary school teachers experience in the teaching process compared to subject teachers is that they take on more lessons and teach lessons that are appropriate to the student level. The reason for this is that primary school teachers teach more than one lesson and subject teachers teach lessons specifically in their own fields. The reason why primary school teachers have difficulty teaching lessons that are appropriate to the student level is that they organize the lesson content by concretizing it according to the level of the younger age group.

In the study by Erdem and Sezginsoy Şeker (2017), the problems encountered by primary school teachers in the learning-teaching process were examined. These problems were generally determined as not listening to the teacher/lesson/speaker, speaking without permission, not bringing the necessary materials for the lesson, inappropriate speech and behavior patterns, unnecessary conversations of students and not following the lesson carefully, not doing the assigned tasks or homework (Recede et al., 2023).

To overcome these difficulties, teachers need to organize the course content by careful planning, use various teaching approaches and strategies, professional development, peer guidance, and evaluate and monitor students' progress (Bugwak, 2021).

In this context, awareness of the difficulties faced by primary school teachers is important. In order for teachers to be more effective in teaching lessons appropriate to the student level, they need to adapt educational materials and curriculum to the needs of the students and develop methods that will attract the attention of the students. In addition, it is important for teachers to constantly improve themselves and acquire new teaching skills (Cedeño-Rivadeneira, 2024).

Although these studies have addressed different aspects of the difficulties faced by teachers, they emphasize that the difficulties teachers face in teaching lessons appropriate to the student level are based on various factors and that various strategies should be adopted to overcome these difficulties.

Primary school teachers do not have difficulty in establishing emotional bonds compared to subject teachers, on the contrary, they establish deeper and stronger emotional bonds with their students. citation25. Studies show that teachers' emotional experiences are related to their teaching styles, and positive emotions are related to student-centered teaching approaches, while negative emotions are related to teacher-centered and communication-focused approaches. In addition, it is seen that spending long periods of time with the same students is an important factor in establishing emotional bonds. A study by Güven et al. (2017) also revealed that primary school teachers' emotional management can have positive effects on students.

In the research conducted by Yapar et al. (2022), it was emphasized that there is a relationship between students' emotional and behavioral difficulties and the teacher's behavioral patterns and the emotional bond he/she establishes with his/her student. In this context, studies on how teachers' emotional intelligence skills and positive attitudes affect their attitudes towards the teaching profession and their relationships with their students are also important.

Teachers' emotional experiences can affect the relationships they establish with students, their teaching approaches, and the emotional and behavioral development of students. The process of establishing emotional bonds is shaped by factors such as teachers' emotional intelligence skills, attitudes, and the time they spend with their students.

When examining the findings related to the fourth question of the research, it is evident that primary school teachers express difficulties in communicating with parents more than subject teachers do, and they are uncomfortable with parents being intrusive. According to Özdoğru (2021) (Davis-Kean, 2005), issues in

teacher-parent relationships in elementary schools stem from parents not trusting teachers enough, lacking awareness of their responsibilities, undermining teacher authority, comparing teachers with others, and taking on a supervisory role over teachers. Aligned with this, Albayrak et al. (2023) Galiano et al. (2020) identified negative attitudes and behaviors of teachers towards parents, such as parents not taking the education process seriously, using complaints as a threat, interfering with the teacher's work, and displaying disrespectful behaviors. These findings are consistent with existing literature, reinforcing the challenges faced by teachers in their interactions with parents.

The difficulties experienced by teachers in their relationships with parents can be attributed to various factors. Parents of younger children may be more sensitive due to their children's young age and may want to be involved in the teaching process and classroom activities. Additionally, parents' behaviors, such as not trusting teachers, trying to control the educational process, and undervaluing teachers, contribute to strained teacher-parent relationships. These challenges can impact the educational environment and the overall effectiveness of the teaching process.

In addressing these issues, it is crucial to consider the impact of parental involvement and expectations on children's academic and behavioral outcomes. Studies have shown that parents' educational background and socioeconomic status can influence children's academic performance and engagement in school activities (Huang et al., 2022; Zhao, 2024; Xu et al., 2022). Furthermore, parental expectations and behaviors play a significant role in shaping children's social interactions, peer relationships, and overall behavioral development (Xiao, 2023). Therefore, fostering positive parent-teacher relationships and promoting effective communication between all stakeholders are essential for creating a supportive educational environment.

In conclusion, the challenges faced by teachers in communicating with parents and managing parental expectations are complex and multifaceted. Understanding the factors contributing to these challenges, such as parental attitudes, expectations, and behaviors, is crucial for improving teacher-parent relationships and enhancing the educational experience for students.

In the studies conducted on whether primary school teachers have advantages in terms of salary and extra lessons, different opinions emerge. While some participants state that subject teachers have advantages in terms of extra lessons, they think that primary school teachers have advantages in terms of salary. In addition, there are opinions among some primary school teachers that there is no difference between the personal rights of subject and primary school teachers. The reasons for these differences are that most of the participating primary school teachers have 0-5 years of professional experience.

According to the research of Kantos (2021), it was determined that the teaching profession has a low reputation in the eyes of the society. It was concluded that the low reputation of the profession is affected by economic inadequacy, insufficient personal rights and negative news in the media. Similarly, Delibaş et al. (2023) stated that the perceptions of educators towards the teaching profession are generally negative and that they believe that it will worsen over time.

These findings emphasize that the perception and reputation of the teaching profession in the eyes of the society are important. Factors such as economic conditions, employee rights and the attitude of the media appear to affect the reputation of the teaching profession.

The findings from various studies shed light on the challenges faced by primary school teachers, particularly in rural areas, compared to subject teachers. Korkmaz and Akbaşlı (2004) highlighted the difficulties new primary school teachers encounter in adapting to the profession and successfully carrying out their duties. Karataş and Kınaloğlu (2018) identified serious issues faced by early-career teachers, including inadequate school infrastructure, persistent educational inequalities, and demotivation due to unresolved problems. Analı and Şahin (2020) emphasized the insufficiency of social facilities at teachers' workplaces and the lack of support for addressing various challenges, such as the absence of parental support, cultural and language differences, and communication issues among teachers, students, and parents. Additionally, Kara and Demir (2021) recommended that prospective teachers prepare themselves for the conditions in Eastern

and Southeastern Anatolia regions to address the adaptation challenges faced by primary school teachers. These findings align with the conclusions drawn in the literature, reflecting the challenges and disparities experienced by teachers in different regions.

Conclusion

There are various differences and challenges between primary school teachers and subject teachers. Here are some important points about these differences and challenges:

Classroom Management: Primary school teachers may have more difficulty in classroom management due to the younger age of the students. Younger age groups may require more effort in terms of short attention spans and behavior management.

Teaching Process: Primary school teachers are responsible for a larger number of lessons and have to teach these lessons in a way that is appropriate for the student level. This requires more preparation and flexibility than subject teachers.

Emotional Bond: Classroom teachers tend to form deeper and stronger emotional bonds with their students. This is because they closely follow all the academic and social development processes of the students.

Parent Communication: Primary school teachers may have to communicate with parents more frequently, and this can sometimes cause discomfort due to the parents' intrusiveness.

Salary and Extra Lessons: There are different views among primary school teachers and subject teachers on salary and extra lessons. While subject teachers are seen as more advantageous in terms of extra lessons, primary school teachers are considered more advantageous in terms of salary.

Places of Duty: Class teachers may feel disadvantaged because they work in villages and rural areas. Working conditions and opportunities in these regions may be more limited than in city centers.

In line with the results obtained; reducing the burden of primary school teachers in terms of lesson responsibilities, taking precautions against parents' intervention in primary school teachers, and improving the conditions and opportunities of primary school teachers' places of work can be given as suggestions.

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