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**Re-beginner teachers' problems and their
troubleshooting**

PhD thesis

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1. Objectives, target groups and hypotheses of the research

1.1. Research objectives

From the point of view of educational development, we can consider the knowledge of the attitudes and thinking of educators as an important initial point. Since teachers are key players in the education system, teacher research is of paramount importance among the research topics of educational research and professional development. Teachers have never formed a single, homogeneous group, as they show a very high degree of internal differentiation according to their level of training. At the same time, their professional objectives, which can be formulated in general terms, are converging and quite similar. On this basis, the workplace/institution/school climate that determines their professionalism and its change can be the cause of similar pedagogical problems, and the efforts to solve them also show significant similarities. By knowing this, it is possible to effectively speed up the initiation of beginners and newcomers and to increase the effectiveness of their work. My research problem first arose about 15-16 years ago from my own practice. I recommend my research results and suggestions to mentors and mentor trainers.

A wide range of research and studies are carried out on graduates and trainees, but the problem of starting over due to some kind of life situation has not received sufficient attention so far. In many respects, the symptomatology for complete beginners and for those starting afresh are the same, but they differ in details. The goal of my work is to prevent the difficulties of starting over with a practical and purposeful procedure during mentoring. Although I focus my work on new entrants, I often make comparisons with traditional graduates and experienced teachers who have not yet changed their jobs. The definition of a newcomer teacher was also missing so far; its concept was not defined. In Anglo-Saxon-speaking areas, the names *re-beginner*, *re-entering to teach*, and *returning to teach* refer to experienced teachers who, for some reason or due to a life situation, pursue their vocation in a new institution, in a new pedagogical environment, under completely new conditions, by solving new educational tasks. It has already emerged from some research that in a deteriorating economic environment, there are more teachers returning to teaching careers and fewer teachers leaving the career. Re-beginning teachers are those

- who already have 2 years of experience at a minimum,
- who have a master's degree,

- who have made career departures as they aged,
- whose domains of expertise are not highly sought after by the private sector.

We hardly have any appreciable data on how beginners are divided according to their practical experience, or according to where their new start takes place. Domestic quantified data distinguish beginners by level of education. The comparative analysis of U.S. public and private schools contains a set of data that can be evaluated for my work, which is also well analyzed and is found in the Institute of Education Science (IES) NCES 2016-876. In 2015, Erzsébet Sáriné Papp, deputy professional director of Szolnok City Kindergartens, presented the masterpilot program "*Training non-trainee teachers returning to and entering the field*". In it, we learned how the number of kindergarten teachers entering and returning to the field developed in the city of Szolnok between 2010 and 2015. This masterpilot program is still a pioneer today, setting an example among initiatives for teacher integration and professional development in local communities. This work is especially useful for re-beginning colleagues working at one of our partner institutions. It allows for constantly renewing methodological knowledge and professional development in the domain. This kind of innovative approach, which supports returning to the field and thereby also the ability to stay on track, is of great social importance today. Regarding the craft of teaching, subjective theories are formed in our everyday practice, experience, routine, which, based on the immediate evaluation of phenomena, result in an activity relationship and attitude during our thinking with pedagogical content. Basically, it is these neuro-psycho processes that lead to the formation of views. These views also provide security in further thought formation. The aim of teacher training is to "factify" views, to initially develop schemes of ideas that can be implemented on a reality basis, or to reorganize existing ones. When returning to the field, the novelty of the basic pedagogical climate and the success of adaptation greatly affect the effectiveness of pedagogical work. In order to have a successful fresh start, it is also necessary to have resilience, i.e. the ability to resist flexibly, the reactive ability to successfully adapt the teacher to powerful, renewable, or even sudden, shock-like external influences. This does not mean unconditionality, but rather a practical adaptation of the already existing knowledge and experience base in order to achieve the goals undertaken jointly in the new pedagogical environment. However, activating resilience requires a good mentor (Donald McIntyre, Hazel Hagger. *Mentors in Schools: Developing the Profession of Teaching*. David Fulton (1996)).

1.2. Target groups of my research

In what follows, I present the main target group of my research, the *new entrants* and the peer groups with which I made the main comparisons. I first started with a well-delineable group: traditional graduates.

1.2.1 The traditional apprentice (graduate)

In Hungary, the number of teachers starting their careers has constantly been decreasing. This trend has been formed by many factors, but in no way is it socially ideal. Simon Veenman created a problem ranking in 1984. He also introduced the concept of "reality shock" in reference to the hectic period of starting a career. The problem ranking set by him is guided by discipline, the need to develop students' abilities and constantly motivating students. With a similar aim, a problem ranking was prepared in 1992 by M. Young and J. Beverly in relation to pedagogical activities examining the problems of novice teachers. The studies carried out in relation with the teaching processes and procedures themselves have primarily highlighted the problems of discipline, in addition to all the fundamental contradictions that lie between the attitudes and pedagogical activities of the graduates. Most of the problems arise from the fact that even when starting a career, even when filling the apprenticeship status, school life places more or less the same load and expectations on the novice teacher as on an experienced one. Judit Szivák – one of the leading researchers of beginner teacher research in Hungary – describes and explains the fundamental differences observed in the activities and in the thought patterns of novice and experienced teachers. In the table presenting these differences in the thesis, these differences can be well analyzed. According to Szivák, the "shock" of starting is not only a general and, one might say, natural phenomenon, inherent in the start of a career, but also a necessary stage for the development of the entire teaching career. Nevertheless, we can say that learning to teach does not end at the end of higher education, but rather begins with the entry into work, with the status of an apprentice. Therefore, the first job and its motivating effect are significant and forever decisive. This can have a joyful radiance in which the novice teacher can find intellectual challenges and gain successful practice, and they can also enjoy their craft. Along the lines of continuous feedback, through external and then, with some delay, internal reflections, one can shape and develop one's role as an educator and one's methodological repertoire. The life of a teacher starting

his or her career is also significantly different from that of any other professional. Every day at the beginning, the novice believes he or she is going to a familiar place, the place he or she has been to in his or her previous 20 years. Everything is well known. The medium, the classroom, the school building, its structure, function and essence, the life in it. At the same time, however, the devil lies in the details, since it is this false-feeling that is the main cause of conflicts. The trouble is, while the sets and even the cast are known, this time the cast is fundamentally different. This time, the processes are judged from a completely different and completely new perspective. The real "reality shock" therefore occurs when the newcomer realizes that the role that someone else has played so far must now be played by him or her, i.e. the "[...] novice teacher goes from spectator to actor", and suddenly has to meet countless expectations.

1.2.2. Teachers who have not yet changed jobs

In many respects, stable teaching staff greatly helps to complete the traditional system of elements in a school's operation. Those who have been working in the system of a school for years and decades, with their working style, methods, pedagogical procedures and routines, become a characteristic of the school. They embody the institution as a living logo, in which the educator who spent decades there or an entire career lives on as legends. It is they who, with their working style, create an invisible blueprint for newcomers. They show the way, they create style. Their long-lasting acceptance is enviable and should be followed by those starting their careers. The solutions and procedures that come from the routine serve as a model, and through the generations, these legendary patterns continue to be colored. Over time, professional experience also results in wisdom that covaries with age to a large extent. Educators who have not yet changed jobs are able to determine the identity of an educational institution for decades.

1.2.3. Teachers starting over

Teachers starting their profession again have already experienced the advantages and the possible disadvantages of a teaching career on some level. They are already aware of the general structure of systems and of the general interpretation of a teacher's role. In addition to all this, they also see their own limitations more or less clearly in terms of entries. They know what they're good at. At the same time, countless unknown factors exert their effects when they are transferred to the new institution. I have named the sum of these factors habituation barriers, which are largely the sum of the factors whose professionally based

fulfillment is a novel challenge despite years and decades of experience. These barriers – the unusual elements – slow down the process of adaptation, the experience of success and successful teaching-education "flow". If we are mapping these habituation barriers and also identify the pressures of the problems that strain them, then with consciously constructed, preventive mentoring we can find the problem in the most appropriate way and we can find the solutions that support the process of adaptation in a successful manner. Since the appropriate level of professionalism depends on the strength of the pillars of knowledge, the coexistence of theoretical, practical and craft knowledge, it is important to discover which parts of this triplet requires more conscious mentoring help. Empirically, it can be concluded that the eight elements that list the difficulties of teachers starting their careers can also be found in the case of newcomers – based on Sivas. However, these elements carry different weights in their practice. I researched the occurrence of these in my dissertation and established their ranking, supplemented by a list of countless general pedagogical and methodological procedures that can help in mentoring successful newcomers.

1.3. Hypotheses of research

I consider it the task of research on re-beginning and novice teachers to obtain relevant information from the subjects addressed (*traditional graduates, newcomers and teachers who have not yet changed jobs*) about:

- (a) What are the paths to a fresh start?
- (b) the professional and social barriers to a fresh start (habituation barriers);
- (c) the pedagogical effects of a fresh start;
- (d) how to speed up the adaptation phase for new teachers;
- (e) how views and attitudes influence the success of the adaptation phase;
- (f) how reflective thinking affects the success of the adaptation phase;
- (g) Is mentoring new teachers necessary?
- (h) What kind of activities and methods might be needed to mentor new teachers?
- (i) Can the characteristic differences in mentoring newcomers and traditional beginning teachers be represented?

These questions generated a series of hypotheses (**H₁ - H₁₁**) to which my studies provided answers.

Hypothesis 1 (**H₁**): Beginning and traditional beginning teachers list more daily problems in the year of their start or resumption than those who work uninterruptedly in the same institution.

Hypothesis 2 (**H₂**): The organization and conduct of project work has a pedagogically developmental effect in re-beginning teachers' adaptation phase.

Hypothesis 3 (**H₃**): The application of talent management and catch-up does not achieve the expected pedagogical effectiveness in the adaptation phase of newcomers.

Hypothesis 4 (**H₄**): Learning about students' abilities and personalities as soon as possible significantly helps the success of re-beginning teachers' adaptation phase.

Hypothesis 5 (**H₅**): Both traditional early-career and re-beginning teachers are more dissatisfied with their own success in their adaptation phase.

Hypothesis 6 (**H₆**): The adaptation phase of traditional early-career teachers is dominated not by the motives of the knowledge acquired at the university / college, but by the motivation of new colleagues and the motivating effect of the mentoring system of the new job.

Hypothesis 7 (**H₇**): In the first year of teachers starting over, the totality of the pedagogical views acquired and formed so far is the main motivating factor.

Hypothesis 8 (**H₈**): In the adaptation phase of re-beginning teachers, the mastery acquired until the resumption of their careers, as well as their pre-acquired pedagogical knowledge, are the main motivating factors.

Hypothesis 9 (**H₉**): In the adaptation phase of re-beginning teachers, the intensive pedagogical training received during their teacher training, as well as the pedagogical knowledge acquired during it are the main motivating factors.

Hypothesis 10 (**H₁₀**): Traditional graduates rarely, while re-beginners often use methods of self-reflection and reflective thinking in their daily routines, in order to increase their effectiveness.

Hypothesis 11 (**H₁₁**): Pedagogy-centric teacher training trains more flexibly adaptable teachers.

2. Theory and practice

Throughout my thesis, I have tried to justify my thoughts based on theoretical knowledge appropriate to my topic, with examinations reflecting practice. Thus, somewhat unusually, after laying the theoretical foundations, I continued my work with studies that fit any given part of the topic. I designed the thinking superstructure from the beginning of the career choice, through the different stages of career socialization, ending with an epitome of what an experienced and effective teacher is. Accordingly, I wanted to map the motivations for career choices in the pre-vocational secondary school period as a starting point. That's how I interviewed graduating high school students who are preparing for a career in education. I was curious to know what motivations guide the 18-year-old student of the present age towards a career in education and education. I was also curious to see how much this motivational base would change a few years later for trainee teacher students who were about to become trainees. I also thought it was important to assess how much the ranking of motivations changes over the next few years, looking back at the beginning of the career using the method of recall. In my questionnaire, which had the largest sample count in my work, I was then interested in the proportion of the overall population of teachers that may be considered as re-beginners. Of course, this may have revealed what larger groups of studies the residual set can be divided into. This is how the two other characteristic groups used in my studies, namely the group of graduates and the population of teachers who have not yet changed jobs were formed as permanent controls to my main research target group. In addition to these groups, I made continuous comparisons, in many cases I verified the preliminary research results on graduates. After clarifying the concept and distribution of newcomers on a random sample, I also wanted to find out what might be the common causes of resumption and what are the less common ones. I also wanted to know what the barriers to adaptation are for newcomers, which slow this process down and negatively influence teachers' perception of their success. During the course of this study, pedagogical problems and professional obstacles that require specific problem solving have been revealed. Pedagogical effectiveness can be maximized in various procedures for experienced teachers. I was able to learn about different procedures that act as motivation, catalysts in adaptation. These are the points that can give tangible concrete ideas to mentor-teachers who are (also) engaged with novice educators. In the next major section of my

thesis, I collected data on these career motives and other motivations for comparative purposes. I was looking for connections focusing on the first year of re-beginning teachers. This is how I examined the parallel study of the introduction of written and unwritten rules and traditions of institutions (between teachers from two institutions), and then the longitudinal and cross-sectional examination of a given curriculum for a specific curriculum (DNA structure, functioning, biological significance) during the work and reflections of teachers from 8 different countries in a workplace where everyone was a re-beginner (European School, Brussels, Belgium). Throughout my thesis, the views and attitudes of educators are mentioned as significant and prominent concepts. At the end of my work, I aimed to explore the pedagogical views and attitudes of newcomers, presenting significant motivational opportunities that help mentoring effectiveness.

3. Expected results of the research

I expect my thesis to contribute to pedagogical sciences with the five principal elements below.

a. The thesis maps out the reasons for a re-beginning, and the life situations, which cause it.

The objective here was to identify the difficulties and problems that may arise when starting over and to map the occurrence of life situations, professional and individual causes.

The following three issues have been interpreted as research problems to this end:

- (i) What is the proportion of graduates and re-beginners in a large randomly selected population?
- ii) What are the reasons leading to a fresh start in the teaching career?
- iii) What are the possible locations for a fresh start?

b. The thesis provides a comparison of how novice and re-beginning teachers solve their difficulties highlights the differences in characteristics and temperament.

It introduces the problem sources for novice and re-beginning teachers. This work reveals significantly different inhibitory factors and "habituation barriers", which, despite their differences, also share some common points. This work also explores the possible pedagogical activities and procedures that are most conducive to an effective social adaptation for novice and re-beginning teachers.

The following four questions have been interpreted as research problems to this end:

- i). What are the most common sources of problems in the work of teachers starting over in the year of their career resumption?

- ii) What are the differences between the sources of problems between graduates and re-beginners?
- iii) What are the pedagogical activities, methods and procedures that have a positive effect on the professional success and effectiveness of new entrants?
- iv) What are the pedagogical activities, methods and procedures that have a negative impact on the professional success and effectiveness of new entrants?

c. The thesis explores and demonstrates the basics of pedagogical effectiveness and the characteristic differences between the path and method of success in traditional and re-beginning teachers.

It reveals the differences in the sense of achievement between traditional graduates, newcomers and teachers who have not yet changed jobs.

The following two issues have been interpreted as research problems to this end:

- i) Which group of teachers examined (starting their careers, starting over, not yet changing jobs) are most satisfied with the results of their work?
- ii) What is the difference between re-beginners and graduates, and between re-beginners and teachers who have not yet changed jobs? How can this be justified?

d. The thesis presents the relationships between pedagogical views, attitudes and reflective thinking, with special attention to the three target groups studied.

It introduces the preferred views and attitudes that characterize traditional graduates and re-beginners, compared to the views of the educator who has not yet switched jobs. It explores the motivations and motives that, taken together, help to ensure successful adaptation for newcomers.

The following two issues have been interpreted as research problems to this end:

- i) What is the relationship between career socialization and views?
- ii) What are the most characteristic adaptation motives of beginning teachers that promote a successful fresh start?

e. This thesis presents the resumption of the staff of the European School I in Brussels and the institution as a "mecca for re-beginners".

It introduces the European Schools Network, a "*chemically pure*" testing and research workshop to study re-beginners, where all the habituation barriers can be found and tested "*in vitro*". It reveals the significant changes, steps and methods of the professionalization development of new entrants.

The following three issues have been interpreted as research problems to this end:

- i) How does the system of pedagogical views change from the moment of entry?

- ii) What are the most characteristic adaptation motives of beginning teachers that promote a successful fresh start?
- iii) What activities will help achieve the desired level of professionalisation the quickest?

4. Methods of research

The thesis uses 17 types of research to support the theoretical foundations and to present their factual findings in practice. Since the resumption of professional work in the education sector is a neglected research topic and due to its contextual specificity, there is only limited access to empirical and statistically analysable research, so in addition to research that proves or rejects my hypotheses, I also need research that raises additional questions and generates additional hypotheses.

A triangulative approach to qualitative research is one of the possible ways to study non-standardizable phenomena. In my work, I have strived for the realization of data triangulation. Thus, several methods have been included in the diverse research methodology repertoire in this research: *questionnaires; structured cognitive maps; ordered trees; metaphor research; interview analysis; document analysis, content analysis;*

4.1. Questionnaires

Questionnaires are data collection tools used in many disciplines. Compared to the sampling procedures used to ensure that members of the basic population were placed in a sample with equal opportunities, the types of sampling I used were less able to ensure representativeness. In this case, when a list of members of a basic population does not exist or cannot be made public, so-called expert sampling is useful. In this case, a specialist who is well versed in the population to be studied – in this case, the author of the thesis, i.e. myself – can help compile the sample. A largely similar sampling procedure is called snowball sampling, when the first sample element surveyed recommends the next element and the umpteenth element that follows. A common method is convenience sampling, which involves selecting easily available sample elements. In this case, the researcher implements the data acquisition with easily accessible sample elements in his immediate environment that can be easily involved in the research. The questionnaires used in my thesis collect the responses of the targeted population along structured, pre-recorded series of questions. My preliminary idea was to prefer the classic personal questionnaire, so on paper I used questionnaires sent to study groups or specific individuals. In terms of

question types, I used closed questions in three main types. In the case of multiple choice questions, I offered several possible answers to answer. For alternative questions, I have given (I) yes, (H) false, or (N) no answer possibilities. I also used the type of questions that can be registered on scales. I avoided being too personal in all my questions. I also did not use biased questions. I have tried to make sure that the wording is equally understandable to me, to other evaluators, as well as to those interviewed. I used clear terms, avoided jargon, did not use double assertions. I also used closed questions because the answer options are thus well defined, and they can also help verify a particular hypothesis. Closed-ended questions can also be handled more easily. First, I filled out the questionnaire as a "pilot" material on a representative sample – all teachers belonging to the Hungarian language section of the European School I in Brussels (kindergarten, primary and public school teachers). Since I knew that this population would be a laboratory for a significant part of my thesis at the time of analysis (all of them work as re-beginners in the institution, with several years of previous professional experience), I thought it would be worthwhile to test the questionnaire with this relatively small number of people. After this first measurement, I discussed the claims with the investigators, i.e. those involved. This helped ensure that in the final version of the questionnaire, the interviewees really interpreted the questions and statements the same way. In my dissertation, I tried to find as many samples as possible. Of course, I also had studies where this was neither necessary nor possible (ordered tree, metaphores, etc...).

4.2. Structured cognitive map; ordered tree; metaphor research – methods of exploring views

In my dissertation, the exploration of perceptions upon entry into the profession plays an extremely important role, since they form the motivational base as non-reflective views during critical periods of career socialization, i.e. at the beginning of the career, as well as at re-beginning. According to the results of Margit Dudás's investigation, the preparation of concept maps, metaphor analysis and text analysis can be well applied in the first year of training (teacher training) in order to explore apprentices' views. The information obtained as a result of the exploration can form the basis for further stages the training. At the same time, it helps the students form their views consciously. To explore the interplay between views and daily school practice, educational focus groups and individual in-depth interviews were used, complemented by debate methods with teachers and students. Since the deeper layers of views are difficult to explore using traditional methods, new

techniques have been added to my research methods. One such method is a concept map. It is also a well-known method of qualitative research, text analysis and interpretation, as well as of writings, diaries and portfolios. Preconceptions manifest themselves as pedagogical worldviews, the essential elements of which can be described "by symbols" and explored and thus influenced by the so-called "right hemisphere strategies". The latest method of exploring views is metaphorical research based on images, elements that can be expressed in analogies. These metaphors, created by teachers, are related to the teaching practices of educators. The creation of metaphors and their spontaneous analysis map unconscious notions that would not surface in a single interrogation. Kálmán Sántha explored the views and reflective thoughts of a teacher starting his or her career with a supported recall and cognitive map. The formation of reflective thinking at the level of apprentices' consciousness, the transformation of reflective teaching into a reflex-like one, the formation of the ability to self-reflect on one's own pedagogical activity are formative techniques in teacher training. I repeated my methods of revealing pedagogical views in several cases, applied them in a longitudinal way, but also used cross-sectional methods. During the longitudinal examination, samples selected from the basic population were followed. It was important that the same subjects were involved in the subsequent data collection and that they remained identifiable throughout the months and years of the study. In a cross-sectional study, data is collected at a given time, but it does not allow for tracing evolutions across time.

4.3. Interview analysis

Just as my questionnaire methods, which I have analyzed in detail above, my use of interviews in this thesis are also direct, face-to-face methods of information collection. I have carried out focus group structured interviews. The questions asked were collected and recorded in advance in writing. The structured interviews gave me the opportunity to work in the same conditions and in the same data collection situation with several focus groups, at different moments in time. During these interviews, I tried to apply trend studies, i.e. a combination of the basic characteristics of longitudinal and cross-sectional studies.

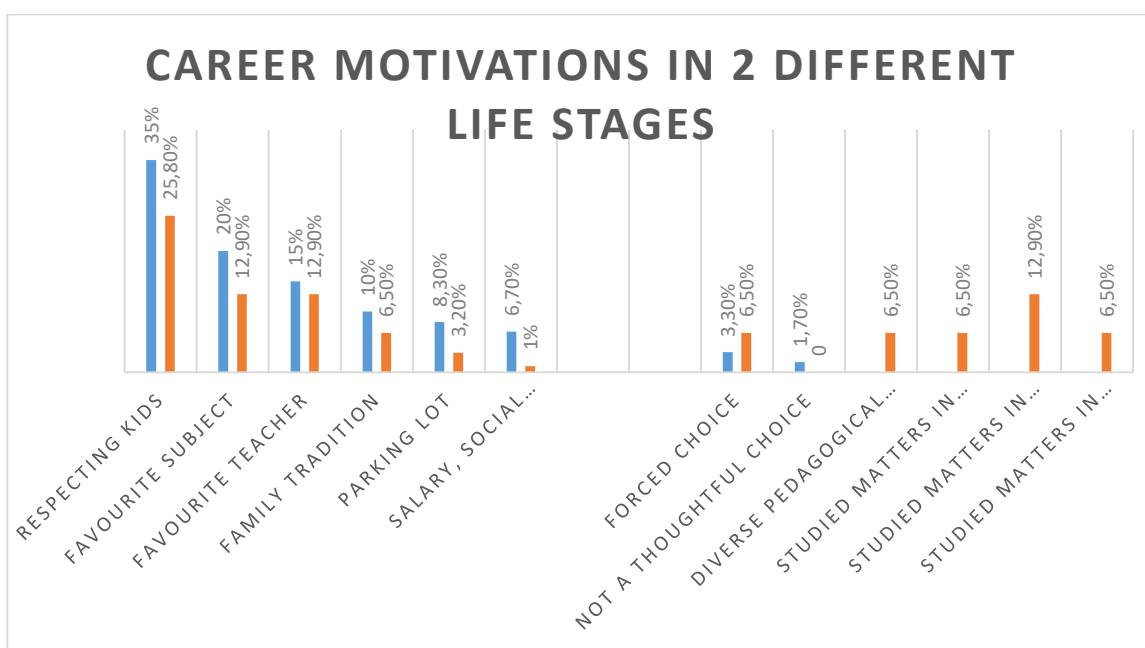
4.4. Document analysis; Content analysis

In the course of document analysis, we get closer to understanding pedagogical processes by analyzing written sources. These include media texts (even motion pictures), images

and audio materials. Mainly following this method, I have mapped the European Schools Network, the operational information of which I present to the interested reader in the annex. This information can be of great help to anyone who is interested in this ever-expanding network of schools.

5. Some research results (for the rest of the results, please consult the unabridged version of the dissertation)

5.1. Career motivations at two different stages in life



From a random (but conceivably non-representative sample), it can be concluded that view-forming elements appeared in teachers' lives during the course of their training. The range of views has been expanded with new, hitherto unknown knowledge, which is a prerequisite for effective pedagogical work.

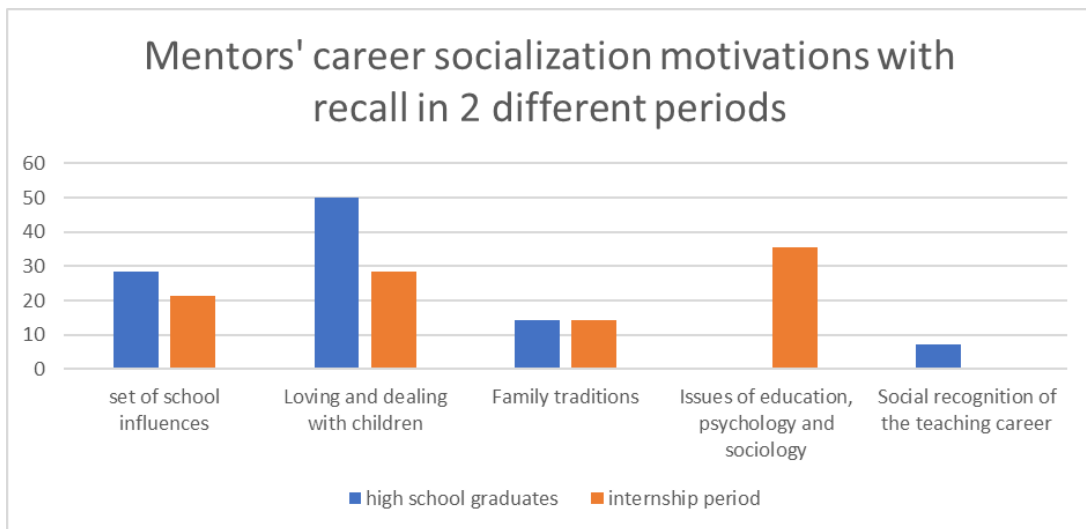
I conducted a questionnaire survey of 60 high school students who are about to choose their careers and are oriented towards a teaching career (the questionnaire can be found in chapter 14.1 of the Annex). The questionnaire shows that the motivational priorities of the students are

- ❖ *love of children* (35%),
- ❖ *love of the specialisation* (20%),
- ❖ *and the example of a favourite teacher* (15%).

The motivations of the 31 teachers who graduated from colleges and universities only partially show a change compared to those 3-5 years younger. The love of children and their dealings with them is still significant (25.8%). Their choice of motives also reflects

their views, since it is basically these motives that determine all their pedagogical activities. The teacher role model as a significant motive also plays a fundamental role in choosing a career (12.9%), as does the love of specialisation (12.9%). It is striking that the knowledge learned from pedagogy has also caught up with the "vanguard".

5.2. Rearrangement of the order of views during the course of using the recall method of mentor teachers

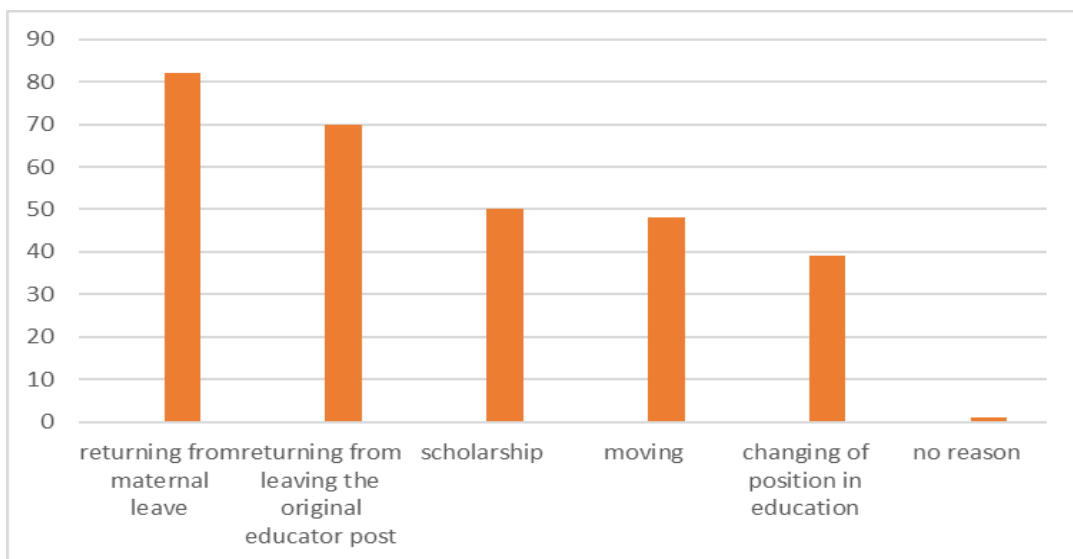


While the love of children is still present in terms of the "pedagogical, school effects" after graduation (50%), the influence of impressions brought from secondary school, primary school and even kindergarten (28.6%) also appears to a significant extent in the recollection. Family tradition (14.3%) has also had a significant influence on the career choices of teachers studied after graduation. The professional and pedagogical, psychological, sociological knowledge that can be acquired at a college, university, as well as the social acceptance of teaching careers have motivated the interview subjects to some extent. The social recognition of the teaching career appeared in the memoirs of only 1 person during the period of graduation (7.1%). In the apprenticeship period after the start of the career, perceived own abilities and the theoretical, practical, pedagogical, psychological and sociological elements of knowledge acquired during college and university training dominated as motives (35.7%). Of course, family tradition and the love of children also appear here as a fundamental career socialization factor. The former factor (28.5%) appeared in a slightly higher percentage of the measurement compared to the latter (21.4%). The social acceptance of a teaching career was no longer chosen by anyone recalling this period. What is instructive is that experienced teachers subconsciously apply the theoretical and practical pedagogical

knowledge acquired in colleges, universities, postgraduate courses and professional development courses, as well as the modern practices and technologies learned and mastered.

5.3. Reasons for and locations for a fresh start

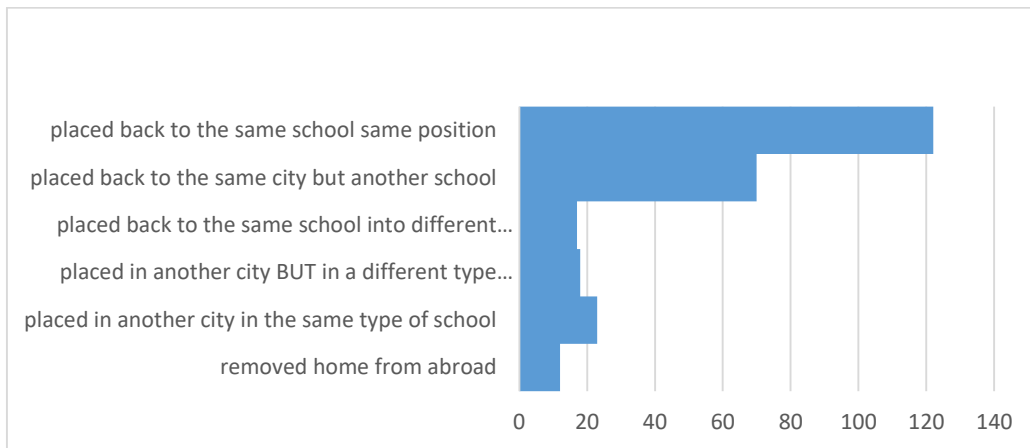
I interviewed 449 teachers between 2016 and 2018 in a questionnaire of 144 items about certain elements of their practice (the questionnaire is in Chapter 14.7 of the Annex). The evaluation of this questionnaire revealed that 35.4% of the respondents in the population surveyed by snowball sampling, i.e. 159 people, had not yet left their first jobs after graduation. 48.4% of these teachers (77 people) are career starters. Thus, it can be said that only 18.2% of the studied population (i.e. 82 people) were "stuck" in their first job. The reasons for leaving the workplace and starting over are also research questions of interest. In the population studied, the 289 teachers who have already changed jobs list the following six basic life situations as the reasons for their moves.



5.4. Possible locations for a re-freshed start

The 289 educators (newcomers) in the studied population are divided into 7 groups according to the possible locations of their re-beginnings. A significant proportion (42%) of those starting over (mainly for those returning from maternity leave) returned to the same institution from which they left (Figure 4). The number of people who remain in one geographical location (61 people, 21% of the re-starting population studied) but continue their careers in another institution also stands out. The incidence is approximately the same as that of the other localization options. It is an interesting

phenomenon that many people (25 people, almost 6% of the re-starting population studied) continue their careers abroad due to scholarships or applications for working abroad.



Among the seven possible re-beginning localizations, there are cases where the teacher continues his or her work activity in a different post or section of a given institution. Of course, there are also cases when someone returns home from abroad, after a scholarship, an application or after traditional employment above. Most commonly, educators return to the previous domestic place of employment. This reduces the level of habituation barriers in several ways.

5.5. Life situations of new teachers based on the experiences of their mentors

The dominant mentors in various institutions are those that have started their careers in a given institution, left subsequently, only to return to the same establishment. The three principal groups appear with similar frequencies. These groups are teachers returning from maternity leave to a new institution, teachers returning to the field after having left it and those transferred to a new institution. There is a moderate prevalence of reasons where a teacher continues his or her professional career in the same institution, but taking on a new role. There is the same prevalence of teachers close to retirement moving to a new institution. A rare, but non-negligible element has also been included in this ranking group, which includes teachers who have returned home from abroad. The rarest cases are teachers returning after receiving various scholarships, in which their return to their home countries with an admission to a new institution is more common.

5.6. Comparison of problem rankings for graduates and newcomers

I asked the mentor candidates in the 151 studies to determine the incidence of 19 potential problems based on their practice. I have sampled both early-career and re-beginning teachers (the questionnaire is given in Chapter 14.8 of the Annex). The generalizable order based on the average significantly supports the findings made on the basis of the literature on graduates. Knowledge of the curriculum is the largest professional barrier when starting a career. The structure of the curriculum, the knowledge of teaching aids, the level of mastery of the curriculum and adaptation to the school's modes of operation were all among the "top" difficulties for this period. Further elements in the ranked order contain the application of assessment methods, study requirements, examination systems, local school methods, pedagogical procedures, the knowledge of the pedagogical program, lack of acquaintance with and cooperation with colleagues, as well as the familiarization with school management. The least pressing problems during the period of starting a career are the following six areas, among which problems related to socialization are dominant, such as local methods of talent management, local methods of catching up, privacy problems, getting to know children, getting to know parents and working with them and communication in a foreign language.

The table below shows differences in challenges across new graduates and re-beginners. The problem sources marked in red are those that have a more significant impact on graduates compared to those resuming their careers. The only source of the problem marked in green indicates the same ranking in both groups of educators. The most prominent problem for teachers who are starting over is getting to know the children in the year of starting over.

<i>GRADUATES</i>	<i>RE-BEGINNERS</i>
CURRICULUM KNOWLEDGE	GETTING TO KNOW CHILDREN
SYLLABUS STRUCTURE	KNOWLEDGE OF PEDAGOGICAL PROGRAM
KNOWLEDGE OF TEACHING TOOLS & AIDS	GETTING TO KNOW AND WORKING WITH PARENTS
LEVEL OF MASTERY OF THE CURRICULUM	SCHOOL'S OPERATING PROCEDURES
SCHOOL'S OPERATING PROCEDURES	KNOWLEDGE OF LOCAL SCHOOL METHODS, PEDAGOGICAL PROCEDURES

USE OF EVALUATION METHODS	GETTING TO KNOW SCHOOL MANAGEMENT
KNOWLEDGE OF STUDY REQUIREMENTS	GETTING TO KNOW AND WORKING WITH COLLEAGUES
KNOWLEDGE OF THE EXAMINATION SYSTEM	LEARNING ABOUT LOCAL METHODS OF CATCHING UP
KNOWLEDGE OF LOCAL SCHOOL METHODS, PEDAGOGICAL PROCEDURES	LEARN ABOUT LOCAL METHODS OF TALENT MANAGEMENT
KNOWLEDGE OF PEDAGOGICAL PROGRAM	LEVEL OF MASTERY OF THE CURRICULUM
GETTING TO KNOW AND WORKING WITH COLLEAGUES	USE OF EVALUATION METHODS
GETTING TO KNOW SCHOOL MANAGEMENT	KNOWLEDGE OF STUDY REQUIREMENTS
LEARN ABOUT LOCAL METHODS OF TALENT MANAGEMENT	KNOWLEDGE OF TEACHING TOOLS & AIDS
LEARNING ABOUT LOCAL METHODS OF CATCHING UP	SYLLABUS STRUCTURE
PRIVACY ISSUES	CURRICULUM KNOWLEDGE
GETTING TO KNOW CHILDREN	KNOWLEDGE OF THE EXAMINATION SYSTEM
GETTING TO KNOW AND WORKING WITH PARENTS	PRIVACY ISSUES
COMMUNICATION IN FOREIGN LANGUAGES	COMMUNICATION IN FOREIGN LANGUAGES

6. Summary

My dissertation is applied social scientific research. I examined the adaptation difficulties and habituation barriers faced by re-beginning teachers in the year that they start over, as well as the professional, methodological tools and procedures with which they can accelerate integration and, above all, their pedagogical effectiveness. The primary goal of the research is to expand the mentors' knowledge about re-beginners and novice teachers. The applied social scientific approach justified the development and definition of some basic research concepts (re-beginners, habituation barriers). The research shows

that experienced teachers, much like younger ones, most often perceive the lack of knowledge of the student's personality and ability as a fundamental barrier. This is not helped by the application of project work, but by numerous personal contacts in- and outside of the classroom. Unfamiliarity with parents also poses a lot of trouble. The experiences and help coming from other teachers within the institution help with these issues. I have also conducted correlation studies, which have revealed a number of other pedagogical procedures that help with pedagogical efficiency and effectiveness. The hypotheses formulated in the process of research were confirmed with quantitative and qualitative analyses.

7. My publications and lectures on the subject-field of this thesis

Fodor, *Zoltán*

Comparison of Teaching Concerns of Beginner and Re-beginner teachers - Differences in beliefs and Attitudes

L Gómez Chova , A López Martínez , I Candel Torres (szerk.)

INTED 2018 Proceedings: 12th International Technology, Education and Development Conference:

(ISBN:978-84-697-9480-7)

Meaningful Extracurricular Students' Activities Not Only for Beginner Teachers - Survey Analysis of Coherency of teachers' Presentness During the Students' Free Time

International Association of Technology, Education and Development (IATED), 2018.

(ISBN:978-84-697-9480-7)

Differences in Beliefs and Attitudes of Beginner and Re-beginner Teachers

In: Belovári Anita , Bencéné Fekete Andrea , Nagyházi Bernadette (szerk.)

Kaposvári Egyetem Pedagógiai Kar, 2018.

(ISBN:978-615-5599-47-7)

For Beginner Teachers – Survey Analysis of Coherency of Teachers’ Presence During the Students’ Free Time,

In: Belovári Anita , Bencéné Fekete Andrea , Nagyházi Bernadette (szerk.)

Kaposvári Egyetem Pedagógiai Kar, 2018.

(ISBN:978-615-5599-47-7)

Pályájukat újrakezdő pedagógusok problémái két eltérő feltáró módszerrel végzett vizsgálat alapján

In: Buda András , Kiss Endre (szerk.)

Debreceni Egyetem Neveléstudományok Intézete, Kiss Árpád Archívum Könyvtára,
2017.
(ISBN:978-963-473-967-8)

A tanárjelöltek, a kezdő és az újrakezdő tanárok problémái az intézmény működésére
vonatkozó írott szabályok és hagyományok megismerésében.
In: Kerülő Judit , Jenei Teréz , Gyarmati Imre (szerk.)
MTA Pedagógiai Tudományos Bizottság; Nyíregyházi Egyetem, 2017.
(ISBN:978-963-508-863-8)

Az Európai Iskolák Hálózatának működése a jelenkori kihívások tükrében
In: Kerülő Judit , Jenei Teréz , Gyarmati Imre (szerk.)
MTA Pedagógiai Tudományos Bizottság; Nyíregyházi Egyetem, 2017.
(ISBN:978-963-508-863-8)

Possible Planning Technique in Content Based Instruction:
Methods for Beginner Bilingual teachers
In: Koltay T (szerk.)
Agria Media 2017, Eger , 2017.

Az Európai Iskolák Hálózata és a bennük működő magyar szekció problémái a kihívások
tükrében: Újrakezdő, kinevezett tanárok szükséges információi
In: Eszterházy Károly Egyetem Doktorandusz Önkormányzat , Eötvös Loránd
Tudományegyetem Doktorandusz Önkormányzat , Doktoranduszok Országos Szövetsége
Irodalomtudományi Osztály (szerk.)
Eger , 2017.