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The State Of In-Service Training Of Teachers And Teacher Training In National Education Councils

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Abstract

The most important factor in fulfilling the values of the society expected from education is the teacher. However, it is evident that, from past to present, the criteria introduced and implemented in teacher training are often complex, contradictory and insufficient although the process of teacher training is a key process for the quality of teaching in schools (Atac , 2008: 8). Thus, in the National Education Councils, all components of the teacher training system must be evaluated in a constant questioning process and need to be improved continuously to train qualified teachers. This study addressed the following research question: What is the status of in-service training of teachers and teacher training in the National Educational Councils held so far? The population of this study was 18 National Educational Councils held between 1939 and 2010. A survey was used to determine this status and document analysis techniques were used to analyse the data gathered through the survey. Considering the agenda of the 18 National Educational Councils held from 1939 to present, the topic “Teacher Training” was mentioned in the seventh, tenth, eleventh, twelfth, seventeenth, and eighteenth councils. When the National Education Councils held from 1939 up to 2010 were analysed, focusing on the decisions related to the in-service training of teachers and teacher training, and the opinions expressed, the topic “in-service training of teachers and teacher training” was mentioned in six councils. The information obtained on the subject was presented in tables and interpreted.

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1. Introduction

The first of the National Education Councils was held in 1939, and the last in 2010. In the councils held since 1939, in-service training of teachers and teacher training in our education system were discussed and related decisions were taken. The problems encountered in our education were expressed in the council at the time, various decisions were taken, and some of these decisions were put into practice. Although not held very often, in the councils that were held, issues related to teacher training being specifically mentioned shows the importance attached to teachers. The aim of this study is to reveal the existing state of "Training of In-Service Teachers and Teacher Training" in the National Education Councils held between 1939-2013.

2. Method

This study was conducted using survey model to identify a state. Survey model aims to describe a case that existed in the past or still exists as it is. Case, individual or object that is the topic of research is tried to be defined in its own conditions and as it is (Karasar,2004:79). The document analysis technique was used in the study.

3. Findings and Interpretation

The agenda of a total of 18 councils held since 1939 was examined and there were items related to "Teacher Training" in the 7th, 10th, 11th, 12th, 17th and 18th councils. These findings are presented in Table 1.

Table 1 The Councils Focusing on In-Service Training of Teachers and Teacher Training

COUNCILS	TOPICS DISCUSSED
7th Council 5-15 February 1961	Training of teachers and making the teaching profession favourable
10th Council 23-26 June 1981	Forming the new teacher training model
11th Council 08-11 June 1982	Discussing in-service training of teachers working at state schools within the framework of higher education
12th Council 18-22 June 1988	Discussing new decisions on teacher training
17th Council 13-17 November 2006	Discussing what can be done to enhance the quality of teachers
18th Council 01-05 November 2010	Taking decisions on teacher training, employment and professional development

1960's were the years in which there were literacy campaigns and ways to spread education were sought. In those years, several ways were referred to educate teachers. For this reason, we see that the topic of making the teaching profession more favourable was discussed. When the topics discussed were examined in Table 1, it can be seen that since 1960's, the discussions have been on training of teachers, teacher training model and enhancing the quality of teachers. However, in the 2010 council, the issue of employment was discussed for the first time. While there was an effort to make the teaching profession more favourable in the 1960's, the fact that the issue of employment being discussed lately shows that there has not been a proper planning of teacher education in the last 50 years.

Even though the education faculty graduates could not be employed to teach, graduates of other departments were given the right to take a certificate of pedagogical formation, and as of 2010-2011 school year, graduates of all faculties and departments meeting the required criteria have had the right to apply for teaching positions, which

increased the number of teacher candidates looking for employment. In addition, the fact that there is a direct relationship between increasing the number of students accepted to education faculties each year and those waiting to be employed is another reason for unemployment.

The graduates of other faculties being given the right to teach is a professional alternative for them to be employed. In a report prepared by Esme (2009), it was stated that the quota of education faculties was increased more than 50% in the last two years, only 15.800 teacher candidates among 243.569 taking the KPSS exam could be employed at state schools, around 70.000 teacher candidates did not even take the exam since they did not have any hope to be employed, there was a main problem in teacher employment in Turkey, and thus, giving science faculty graduates the right to be teachers would double the number of unemployed teachers. According to the data of Education and Science Employees Syndicate (Egitim Sen), while 22.814 teacher candidates among 127.973 taking the KPSS exam were employed in 2003, this rate of 40.922 out of 263.055 in 2013 (Egitim Sen, 2013). As is seen, in 2013, around 222.000 teacher candidates were unemployed after taking the exam.

Examining the findings presented above, there is a need to seek answers for the reasons in the increase of preferring the teaching profession. Many of the studies showed that it was preferred due to economic reasons such as the better chance of getting employed (Semerci, 1999; Erdem & Simsek, 2000). In a study with elementary teacher candidates by Cermik et al. (2010), self-seeking reasons such as "providing a safe job" were in the top of the list. Besides, in a study with Social Areas Education Master's students, the situation was the same (Saritas & Sahin, 2011). That study revealed that the students joined that program because they saw the teaching professions as "a safe job", "comfortable", "easy and desired by the environment, although they did not really desire it". This result makes it a necessity to reveal how the teaching profession can be made more attractive and more desired individuals could be attracted to the field.

4. Results, Discussion and Suggestions

Examining the National Education Councils held between 1939-2010, it was found that the topic of In-Service Training of Teachers and Teacher Training was discussed in a total of 6 councils. Among these councils, the 7th, 10th, 11th, 12th, 17th and 18th included a single related item in the agenda. As for the numeric values, the issue was included in 8,97% of the councils. Regarding the sub-items, this rate was higher.

Decisions were taken about the "In-Service Training of Teachers and Teacher Training" and suggestions were offered in the councils. Considering these decisions, they were able to meet the social expectations. When the social and economic changes are concerned, the council decisions are sufficient to solve education problems in Turkey; but, since they could not be put into practice, expected outcomes could not be revealed.

The direct proportion between the increasing number of teacher candidates and the increase in the rate of graduate employment shows that there is no consistency between teacher training and employment. This inconsistency causes the rate of unemployment to increase which results in teacher candidates who have not been employed but studied for this profession having psychological and economical problems. In her study, Gokce (2014) found that the teacher candidates waiting to be employed often expressed their anger for not being employed, avoided meeting with people from whom they would hear negative things about their being unemployed, and there were individuals thinking to commit suicide. New solutions were sought regarding the employment of teachers; however, to what extent the short-term teaching positions are convenient was not discussed.

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