

A Study on the Educational, Social and Political Expectations of the Preservice Teachers

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Summary

INTRODUCTION

Teaching process, as a central occupational position in educational system, is one of the most important factor in education. So, teachers and their opinions about what they think about their jobs and educational policies become a crucial concern. The purpose of this study is to analyse, therefore, the opinions of the preservice teachers, who have been studying and/or graduated from the Faculties of Education, about current educational policies, the perception of the teaching profession by the society and what kind of changes there can be in the system of education in the near future from different points of view. These questions were tried to be answered in the study: What are the opinions of preservice teacher on educational policies? What are the opinions of preservice teacher on how being teacher is perceived in society? What are the opinions of preservice teacher on the possible changes they predict in system of education?

METHOD

This is a qualitative study and it was designed in scanning model. Study group consists of 50 students from the Faculties of Education of Gazi University and Ankara University. 25 of these students have been continueing their educations in various departments of these Faculties and 25 of them are grad students preparing for the KPSS exam. A semi structured interview form including questions about the participants' general opinions about the questions of the study was used in data collection. Interviews were conducted based on voluntariness. Interviews were transcribed verbatim and participants' names were coded. The data were analysed in descriptive analysis and content analysis.

FINDINGS

According to the findings gathered at the end of the study, 83% of the preservice teachers have indicated that current educational policies are inadequate. They have also suggested that there is a politicized, unreliable, inconsistent and unequal educational approach in education system. While 80% of these preservice teachers have given negative opinions about the possible changes in futurue eduaction, 16% of them have said they expect positive developments about that. In opinions of preservice teachers, a pissimistic view on the educational system and decline in equality of opportunities are were told as negative expectations. Also, it has been indicated that the education in future will not be different from the current situation.

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DISCUSSION

Preservice teachers criticize the Ministry of Education that there has not been a national education policy, senior bureaucrats, and even school principals are appointed according to their political views, but not efficiencies. In this sense, preservice teachers share the view that Turkish educational system do not have a specific national policy. More than half of the preservice teachers think teaching profession is not respected in society. This means that the teaching profession's standing is only seen as an ordinary public service. It can also be said that the teachers are not protected by the Ministry of Education.

SUGGESTION

Teaching profession is a crucial point in educational system. In order to provide an efficient teaching processes, first, the negative perceptions of preservice teachers should be enhanced. This can be done not only by increasing salary rates, but also by making the educational environments better. Preservice teachers also have meritocratic concerns about mobilities. So, political priorities in education should be put one side.