

Evaluation of Teachers' Views Concerning Ideality Levels

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ABSTRACT

The purpose of this research to evaluate of teachers' view about idealism and ideality levels. In this research interviewing technique was used which is one of the qualitative research. Interview forms have been finalized with the help of expert opinions. Questions were asked to the 15 teachers, working at Erenler College, the definition of the ideal teacher, the factors that affect the level of idealism, the degree of professional burnout, and about the level of idealism when graduated and after taking the profession. Data from interviews were analyzed by descriptive analysis. The basis of results from interviews: 1- An idealistic teacher is someone who stands behind his own values, who is diligent, knows the needs of the times and keeps up with the future, and teaches his knowledge efficiently and beautifully..2- The best source of motivation for being an idealist teacher is, learning and success of students. 3- The teachers' opinions about professional burnout is monotony in the professional sense, not being ready for lessons, is the ordinary of the course work. 4- Factors affecting the level of idealism are environmental factors such as the quality of the school, the attitude, the family, friends, the environment in which the person lives. 5- The level of idealism teachers had when they were undergraduates decreased after they were been to the profession.

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Keywords:

Idealism, Ideal teacher, Burnout levels.

INTRODUCTION

One of the unique conditions of being a developed country is the raising of qualified individuals and these qualified individuals also do their best in their fields. The education that raises the qualified human power draws out the concept of anticipatory idealism with the thought of being the best in any field. The most important teaching element within the plan and program covered by education is teacher. Ideal is subject, opinion or behavior which include all excellent feature that human's mind can imagine. Every human being in the field of life wants to have the best in business, friends, home, car, profession ... and so on and he works to win it this desire, seen in every human being who does not deteriorate its natural structure, leads him to work continuously and to get what he wants. For the qualifications regarding teaching profession to be gained, and for the positive attitudes to be acquired, the process of being prepared for teaching profession should be sufficient (Demirtaş & Aksoy, 2016). Teachers and their education, as the most important elements in educational systems, have been one of the mostly debated issues in national education system (Duman & Karagöz, 2016). In this context, the idealist is a person with such a desire (Duymaz, 2012). According to Yeşilyurt (2011), who regards teaching profession as a nutrition source for all professions, providing teachers with the skills and qualifications necessary for their profession constitutes an important issue when we examine the ideal teacher. Another important thing to keep in mind is that the teachers of your future must have more qualities and qualifications than today's teachers. (Sarıtaş, 2013). Idealist teachers can be defined as follows: A person who is able to use various methods and techniques in his / her lectures, who has gained a habit of working in a friendly and cooperative relationship with his / her students, mastered field knowledge, understands the nature and necessity of his / her student, understands general education and scientific behavior, is respectful, loving and can analyze individual differences between students (Çetin, 2011).

According to contemporary literature, there are three general characteristics that a teacher should possess. These characteristics are field knowledge, general culture and teaching profession knowledge. Teachers with these characteristics can communicate more effectively with their students when they have

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characteristics such as love, respect, tolerance that are common to most idealized teacher behavior groupings (Çetin, 2011).

As well as the sacred, sacrificial, sacrificial nature of the teaching profession, teachers are professionally depleted as well as in every profession. The teaching profession is the most susceptible profession group to burnout. (Tunaboğlu, 2015). When we compose many scientific definitions related to burnout, we can see that, in general, the collapse of human spirituality, the destruction of creativity, the extreme stressful reactions that people give to many things, the physical deprivation associated with long working life, the feeling of despair, the negative selfness, the despair, It can be said that there is a complex process that can go from psychomotor disease to alcohol drug use to depression (Tunaboğlu, 2015).

In teachers, emotional exhaustion, self-desensitization, and personal exhaustion, which they are exposed to over time, result in occupational burnout. Adverse health conditions, adverse student outcomes, adverse working conditions, administrative problems lay the groundwork for the professional exhaustion of teachers (Brunsting and Sreckovic, 2014). New graduate teachers have high levels of idealism in their first years of work without being exposed to a set of troubles. Towards the end of the first years, the expectation, such as the relationship with the student, the parents, other teachers, falls in the coming years (Marso and Pigge, 1992). As a result, every teacher who has fully professed his occupation as an ideal can begin his career with high expectations, dreams of goals, but can be professionally exhausted by the adverse effect of school, student, management, personal self, advancing age. Besides, the dreams, the school environment that supports the ideals, the positive feedbacks from the students, the healthy personality structure, and the constructive relations with the colleagues, the level of the burnout remains optimum. The aim of this research is to evaluate of teachers' view about idealism and ideality levels. At the same time it evaluates the definition of the ideal teacher, the factors that affect the level of idealism, the degree of professional burnout, and about the level of idealism when graduated and after taking the profession.

METHOD

In this research interviewing technique was used which is one of the qualitative research. I created Semi-structured interview form as a researcher. With the help of an expert, the final shape is given to interviews form. Six open-ended questions were asked in the interview form. Primary school Class and branch teachers were asked questions about the definition of idealism, the factors affecting idealism, the differences between idealism levels when motivation sources were undergraduates and after they were taken into the profession, and professional burnout. 15 teachers who worked in a college in Erenler district of Sakarya province were reached by sampling method. The teachers who constitute the working group are 12 female, 3 male. The average age of teachers is 29.4 and the average age of seniority is 6,27. Teachers were interviewed by voice recordings and face-to-face interviews with their permission. Voice recordings and face-to-face interviews were transmitted to the writer. The obtained data were analyzed by means of descriptive analysis. The thematic framework for the analysis of the data is given by me. Codes were created for each theme. Codes are given as T1, T2, T3 ... for the interviewed teachers.

FINDINGS

Table 1. Teachers' Views About Idealism Concept

Theme (Categories)	Codes	n	%
Idealism Concept	Standing behind his/her own values and desires.(T4,T5,T8,T9,T10)	5	33
	Diligent, spending his/her energy to the end. (T4,T8,T10,T14)	4	26
	Knowing the requirements of the age and keeping up with the future. (T1,T6,T15)	3	20
	Teachs his/her your knowledge efficiently and beautifully.(T2,T7,T13)	3	20
	Good attitude and relationship towards children.(T11,T12,T13)	3	20

When Table 1 is examined, it is seen that the highest result regarding teachers' opinions about idealism is to stand behind their values and wishes. This result is 33%. The other views are, in order, the expenditure of effort and energy until the end, 26% . Knowing the requirements of the age and keeping up with the future, Teaching his/her your knowledge efficiently and beautifully, 20%. Below is a list of individual statements from the teachers' views.

"He must do what he wants, he should raise a student as he wants. " T5

"It is the type of teacher who always tries to do something, reveals all his energy in order to be useful, and stands behind his own right." T4

"The idealist teacher is the person who anticipates the possible needs of the future and tries to take precautions accordingly. " T1

"Patient, understanding, tolerant, and strong communication with children." T13

Table 2. Motivation Sources for Being Idealist

Theme (Categories)	Codes	n	%
Motivation Sources	Students' learning and succeed (T1,T4,T8,T9,T11,T12,T13,T14)	8	53
	Support from school administration and teammates (T4,T5,T8,T10)	4	26
	Students (Children) (T5,T10,T14,T15)	4	26
	Salary (T8,T10)	2	13

When Table 2 is examined, it is seen that the highest result regarding teachers' opinions about motivation source is students' learning and being succesful. This result is 53%. The other views are, in order, Support from school administration and teammates, 26%, Students, 26%, and Salary, 13%. Below is a list of individual statements from the teachers' views.

"Being appreciated, by friends and administration," T8

"As the transfer of knowledge takes place, they are happy as long as they receive the labor of their work." T4

"Children and hopes" T15

"..... the positive change in the pupils, the family's appreciation, Salary." T8

Table 3. Teachers' Views on Professional Burnout

Theme (Categories)	Codes	n	%
Burnout	Monotony in professional sense, come unprepared to class, ordinaryization of course work (T2,T3,T5,T6,T8,T9,T10,T12,T13,T14,T15)	11	73
	Depressive state such as reluctance, irritability, unhappiness, boredom. (T1,T2,T3,T4.T7,T8,T12)	7	46
	Do not be reluctant to come school (T2,T3,T4)	3	20
	Physical appearance (inelaborate appearance, weight loss) (T8,T4)	2	13

When Table 3 is examined, it is seen that the highest result regarding teachers' opinions about burnout is, Monotony in professional sense, come unprepared to class, ordinaryization of course work. This result is 73%. The other views are, in order, Depressive state such as reluctance, irritability, unhappiness, boredom, 46%, Do not be reluctant to come school, 20% and bad physical appearance is 13%. Below is a list of individual statements from the teachers' views.

"Do not reluctantly come to the school and teach the lesson reluctantly ..." T2

"Boredom and unhappiness." T1

"A monotone lesson, not making new preparations." T15

"does not pay attention to his costume, hair, makeup. is more careless than old days" T8

Table 4. Relation between the Quality of Authority and Burnout Level

Theme (Categories)	Codes	n	%
Relation between the Quality of Authority and Burnout Level	Providing financial and moral support for teacher from institution (T2,T4,T6,T7,T8,T10,T14,T15)	8	53
	Bad influence of the repressive manner of the institution (T3, T4,T12,T13)	3	30
	Imposing unnecessary and untimely work (T2,T4,T5)	4	26

When Table 4 is examined, it is seen that the highest result regarding teachers' opinions about Relation between the Quality of Authority and Burnout Level is Providing financial and moral support for teacher from institution. This result is 53%. The other views are, in order, Bad influence of the repressive manner of the

institution, 30%, Imposing unnecessary and untimely work, 26%. Below is a list of individual statements from the teachers' views.

*"A repressive, restrictive institution increases burnout syndrome."*T12

*"If the institution wastes time on unnecessary work, the burnout level is quickly increases"*Ö5

*"Supporting of the institution to the working teacher reduces the level of burnout."*Ö14

Table 5. Factors Affecting the Ideality Level

Theme (Categories)	Codes	n	%
Factors Affecting the Ideality Level	The nature and attitude of the school (T2,T4,T8,T10,T14)	5	33
	Environmental factors (colleague, family, working environment) (T7, T11,T12,T13)	4	26
	Want to be successful (T1,T2,T9)	3	20

When Table 5 is examined, it is seen that the highest result regarding teachers' opinions about Factors Affecting the Ideality Level is The nature and attitude of the school. This result is %33. The other views are, in order, Environmental factors (colleague, family, working environment), 26%, wants success is 20%. Below is a list of individual statements from the teachers' views.

"Environment, family, colleagues, developing technology" T11

"The capacity of the students is the expectation of the school administration." T10

"Want to be successful" T1

Table 6. Comparison between undergraduate and professional person, about idealism

Theme (Categories)	Codes	n	%
Comparison between undergraduate and professional person, about idealism	Idealism has decreased (T3,T5,T7,T8,T10,T14)	6	40
	Idealism has not changed (T1, T2,T11,T15)	4	26
	Idealism has increased(T4,T6,T12,T13)	4	26

When Table 6 is examined, it is seen that when we studied the change of idealism after being a student and having a profession, 40% it has decreased and 26% it has not changed and 26% it has increased respectively. Below is a list of individual excerpts from the teachers' views

"There is no change." T15

"As time went on, my idealism increased." T12

"At the undergraduate level, he is becoming more idealistic for everything to get started. This is getting less and less for years." T7

RESULT, DISCUSSION, and SUGGESTIONS

If we examine the results of this research to examine teachers' views on their idealistic levels, The ideal teacher is the person who knows what he wants, who has his own truths and values. The ideal teacher should have the personal and professional qualities that must be found in effective teaching. They should be patient, open-minded, flexible, understanding and they should have general culture, subject knowledge, professional skills and competences (Erden, 1998). Teaching is to find out and manipulate hidden values and present them to the service of their own nation and then of all humanity. This is achieved by the teacher having a sense of self-sacrifice and idealism besides his professional knowledge. As G. Petrov mentions in his book, this ideal is the ideal to "discover" and "manipulate" the values hidden in the individual of the nation (Duymaz, 2012). A teacher needs motivational resources in order to sustain his idealism. According to the research, the most powerful motive resources of the teachers are the students. The elements that encourage teachers, the information that the students receive, the positive feedback and the success. Besides, the positive support of the school administration is an inevitable element.

In general, when we look at the factors that affect the levels of idealism of teachers, it is important that teachers communicate with their managers based on mutual trust, as each person wants to be appreciated (Karaköse ve Kocabaş, 2006). As it is in every profession, teachers are in occupational burnout over time. Of course, it has personal, occupational, physical and psychological consequences. Signs seen in professionally exhausted teachers include monotony in professional sense, non-attendance at school, ordinaryization of course work, reluctance, depressive state.

In order to delay or prevent the teachers from attaining their occupational burnout, it is possible to think of formatted environments in which teachers can easily express their feelings and thoughts that they can express themselves. In addition, the school guidance service can serve not only for the problems and development of the students but also for the motivation and effectiveness of the teachers (Gündüz, 2005).

Another finding of the study is that when the teachers are more undergraduates, the idealism levels decrease after they are taken into the profession. When a student is a student, their idealism is high because they are the dreams of the students and they are concentrated in the field they are in. However, they may encounter difficult students, parents, administrative professors, and suffered material spiritual burnout, which may reduce their idealism. In order to do this, undergraduate students may be trained in the form of "ideal teachers", as well as preparing for the problems they may encounter in their first year in their profession. Stress factors such as job stress, burnout, personal development can be given to train personal and professional development (Gündüz, 2005). The limitation of this study, the number of teachers interviewed and the questions are low. And the duration of study may a limitation. It is suggested that a broader study should be conducted to get more stable results.

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