

Future of Classroom Teaching According to the Pre Service Classroom Teachers

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Abstract

Qualitative research approach was utilized in the present study that aimed to determine the views of pre-service classroom teachers on the future of classroom teaching. Maximum variation sampling, one of purposive sampling methods, was used to determine the participants of the study. The participants included 24 pre-service classroom teachers attending Anadolu University, Faculty of Education, Primary School Classroom Teaching Department during 2012 – 2013 academic year, who were diversified based on seniority, gender, and general points average during sampling. Research data was collected with “semi-structured interview” technique. Data were analyzed with descriptive analysis technique. Findings were grouped and interpreted under six themes: the factors that affect the future of classroom teaching, future characteristics of primary school students, future characteristics of classroom teachers, expectations, anxieties and suggestions of candidates about the future of the occupation. Findings of the current study demonstrated that pre-service classroom teachers identified the following as most significant factors affecting the future of the profession: changes experienced in the education system, appointment in the occupational positions, future changes in population, perception of the society on classroom teaching, efforts that would be spend by classroom teachers to adapt to future changes in technology and education, and the quality of pre-service education. Furthermore, the participants considered that future teachers and students would have a better command of technologies and the skills required by the era. Pre-service teachers were primarily concerned about the future of their profession, which they claim to be uncertain. The recommendations of the candidates reflected that they preferred new criteria in accepting new students for the program, and they considered that the quality of the education should be improved.

Keywords: classroom teaching, future considerations, pre-service teacher

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Sınıf Öğretmeni Adaylarına Göre Sınıf Öğretmenliğinin Geleceği

Öz

Sınıf öğretmeni adaylarının sınıf öğretmenliği mesleğinin geleceğine ilişkin görüşlerini belirlemek amacıyla gerçekleştirilen bu çalışmada nitel araştırma yaklaşımı benimsenmiştir. Araştırmanın katılımcılarının belirlenmesinde amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örneklemesinden yararlanılmıştır. 2012-2013 öğretim yılında Anadolu Üniversitesi Eğitim Fakültesi İlköğretim Bölümü Sınıf Öğretmenliği Anabilim Dalı'nda öğrenim gören sınıf öğretmeni adaylarından belirlenen ve sınıf düzeyi, cinsiyet, not ortalaması gibi özellikler bakımından çeşitlenmeye çalışılan 24 öğretmen adayı araştırmanın katılımcılarını oluşturmuştur. Araştırma verileri “yarı-yapılandırılmış görüşme” tekniğiyle toplanmıştır. Verilerinin çözümlenmesinde betimsel analiz tekniği kullanılmıştır. Elde edilen bulgular; sınıf öğretmenliğinin geleceğini etkileyen etmenler, ilköğretim öğrencilerinin gelecekteki özellikleri, sınıf öğretmenlerinin gelecekteki nitelikleri, adayların mesleğin geleceğine yönelik beklentileri, kaygıları ve önerileri olmak üzere altı temada toplanmış ve yorumlanmıştır. Araştırma sonucunda sınıf öğretmeni adayları; eğitim sisteminde yaşanan değişikliklerin, mesleğe atanma ile ilgili durumların, gelecekte nüfusla ilgili yaşanacak değişikliklerin, toplumun sınıf öğretmenliğine bakış açısının, sınıf öğretmenin gelecekte teknoloji ve eğitim alanında yaşanacak değişikliklere uyum sağlama çabasının ve hizmet öncesi eğitimin niteliğinin mesleğin geleceğini etkileyen etmenler olacağını belirtmişlerdir. Ayrıca katılımcılar, öğretmen ve öğrencilerin gelecekte teknolojiye daha hakim ve çağı gerektirdiği becerilerle donanmış olacaklarını düşünmektedirler. Öğretmen adaylarının kaygı duydukları en temel konunun ise mesleklerinin geleceğini belirsiz olarak görmeleri olarak bulunmuştur. Adayların mesleğin geleceği ile ilgili önerileri incelendiğinde ise; programa öğrenci alımında yeni kriterlerin olması ve eğitim sırasında niteliğin artırılması yönünde öneriler getirdikleri görülmektedir.

Anahtar Sözcükler: sınıf öğretmenliği, gelecek düşüncesi, öğretmen adayı

Introduction

“Futurism in education,” one of the main fields of study in education (Wiles & Bondi, 2002), emerged as a subject matter that was discussed and analyzed based on the directive task of education in shaping a better future. Future should be one of the main concerns of education (Eckersley, 1999), because studies on the future prepare the students for unexpected developments and help them relate the decisions they make with their long term consequences. Students’ understanding of the present day by assessing the past, moving towards the future based on this understanding would affect the social dynamism to keep its positive path (Varış, 1996). Thus futurist studies provide the tools or approaches students need to adapt to the rapidly changing world and to empower their ethos systematically (Burchsted, 2003).

It is possible to argue that teachers, who are in interaction with the students during the initial years of education, play a significant role in shaping the future of the students, when the fact that quality of the education provided during the initial years of education has significant effects on the future achievements of the students is considered. Thus, futurist thought should be adopted by teacher training and in occupational development of teachers (Slaughter, cited by Gidley & Hampson, 2004).

Mission of teaching profession necessitates specialization. Teachers should be competent to respond to today’s educational requirements and to prepare the students for the future. Thus, teachers should continuously adapt to changing situations and improve themselves, in other words, achieve the identity of a teacher (Azar & Çepni, 1999).

The profession of teaching, which has social, cultural, economic, scientific and technological dimensions, requires academic studies and occupational formation based on specialty knowledge and skills, and is an occupation with professional status (Erden, 1998), is a profession that necessitates cognitive competencies such as knowledge and skills, in addition to affective efficacies such as attitude and behavior. It was argued that the affective acceptance qualities of teachers in an educational field would affect the direction and depth of their actions in the related subject field, in addition to the teaching/learning activities that the teachers would administer, and thus, the attitudes and behavior of the students related to subject area (Şimşek, 2010). The attitudes of teachers towards their occupation is generally related to their love and loyalty for the profession, their belief that their profession is socially necessary and significant and that they have to continuously improve themselves in their profession (Temizkan, 2008). Thus, positive attitudes of teachers towards their profession result in successful, happy and productive teachers with ample job satisfaction.

Although there is a high level of interest for teaching profession in Turkey, it could be observed that teachers experience certain problems such as employment, work conditions, pre-service and in-service training, social status, in economic and social dimensions (Demir & Arı, 2013; Doğan, 2004; Esen, 2005; Kuzey, 2002;

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Nartgün, Kocabay & Aksay, 2004; Özpolat, 2002; Seferoğlu, 2001; Şahin, 1999; Turhan, Demirli & Nazik, 2012; Türkan, 1999). Analysis of these problems would demonstrate that pre-service teachers, who would like to perform teaching profession in the future, could have certain professional concerns. According to Fuller (1969), these concerns concentrated on certain points during certain periods and could be grouped in three categories. These are egocentric concerns, task-oriented concerns and student-oriented concerns. A teacher who has egocentric concerns has an anxiety about her or his achievements in teaching profession. The focus of task-oriented concerns includes the task of teaching. A pre-service teacher with task-oriented concerns feels anxious about being a good teacher, and thus searches for new instruction methods, material and equipment that (s)he could utilize in the field. The focus of student-oriented concerns includes the students. Pre-service teachers with student-oriented concerns are student centered in their ideas and designs on instruction (Cabı & Yalçınalp, 2013, p.86).

Literature review on professional concerns of pre-service teachers demonstrated that Çubukçu and Dönmez (2011) and Atmaca (2013) argued pre-service teachers had task-oriented concerns the most, Saban, Korkmaz and Akbaşlı (2004) found that task-oriented concerns of pre-service teachers differentiated based on their class levels; task-oriented concern increased with the seniority of pre-service teachers, Dilmaç (2010) stated that the levels of anxiety among pre-service teachers could be ranked as egocentric concerns, task-oriented concerns and student-oriented concerns, respectively, Temiz (2011) determined that pre-service teachers had the same levels of egocentric and task-oriented concerns. Furthermore, studies demonstrated that pre-service teachers were anxious about communication with students, employment, school experiences, occupational acceptance and environment (Cabı & Yalçınalp, 2009), disappointment in their professional expectations, lack of respect for the profession in society and the future (Karamustafaoğlu & Özmen, 2004), fear of failure in the profession during the appointment process (Taşgın, 2006), Ministry of National Education practices and insufficiency of opportunities in state schools.

It could be argued that levels of various concerns of pre-service teachers about teaching occupation could affect their attitudes towards the profession, thus affecting their fundamental activities and behavior in the first and most significant level of primary education (Serin, Güneş & Değirmenci, 2015, p.23). Studies showed that care for teaching occupation and having a positive attitude towards the profession contributes to the future success of pre-service teachers in their vocation (Pehlivan, 2008). Knowledge about the attitudes of pre-service teachers towards the profession would be instructive in determination of the type of pre-service training they should receive (Üstüner, 2006). In other words, the level that implemented educational programs meet the expectations of pre-service teachers on the profession and about their future could be a significant factor for the change in their attitudes (Pehlivan, 2004). Thus, it was considered necessary to investigate the attitudes of pre-service teachers and their future expectations. Past studies demonstrated that these studies investigated the attitudes of pre-service teachers towards teaching profession based

on several variables (gender, socio-economic status, family level of education, department attended), pre-service teachers generally had a positive attitude towards teaching (Akgün & Özgür, 2014; Bulut, 2009; Doğan & Çoban, 2009; Küçükosmanoğlu & Can, 2013; Şahin & Hacıömeroğlu, 2010; Terzi & Tezci, 2007), and pre-service teachers basically expected to “be a good teacher” and to “have economical independence” in the future (Ekiz, 2006).

It is possible for individuals, who could not design the future well and could not fulfill their expectations, to experience an extensive emotion of despair and stress (Tuncer, 2011). Thus, when it is considered that expectations, attitudes and anxieties of pre-service teachers about the future of their profession would affect their performance in pre-service training, it is of utmost importance to determine these factors to resolve the related problems. Therefore, the meanings pre-service teachers assign to teaching such as fulfilling their expected roles, caring for and adopting teaching and their views on the future status of classroom teaching are significant within this context. Thus, the objective of the present study is to identify the meanings pre-service teachers assign to classroom teaching and their views on the future status of classroom teaching. Therefore, the study arose from the primary need to determine the views of pre-service teachers on the future of the field in their daily lives. Thus, the main objective of the study was to identify the views of pre-service classroom teachers on the future of classroom teaching. Answers for the following research questions were sought based on the above study objective:

- What are the views of pre-service classroom teachers on the factors that affect the future of classroom teaching?
- What are the views of pre-service classroom teachers on future student and teacher qualities?
- What are the views of pre-service classroom teachers on the future of teacher training?
- What are the expectations and concerns of pre-service classroom teachers on the future of the occupation?
- What are the suggestions of pre-service classroom teachers on the future of the occupation?

Method

The study was conducted with descriptive qualitative research approach. Qualitative research aims to determine the views of subjects on events, phenomena, norms and values (Yıldırım & Şimşek, 2006). Qualitative research commences with the perspectives of the subjects and provides information on how individuals perceive the world, define the situation or what the situation means for them (Neuman, 2010). Thus, qualitative research approach was adopted in the current study, which aimed to determine the views of pre-service classroom teachers on the future of classroom teaching. Qualitative descriptive research method was utilized in the study to holistically analyze the views of pre-service classroom teachers on the future of classroom teaching in detail based on their own words and perceptions, to

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analyze the study data based on the interview questions, and to identify the similarities and differences between the responses of pre-service classroom teachers for each interview question.

Participants

Maximum variety sampling, one of purposive sampling methods, was used to determine the participants of the present study. The main objective of maximum variety sampling is to reflect the variety of individuals that could be a party to the problem as much as possible. In other words, the aim of a sampling based on maximum variety is to attempt to find out whether there are common or shared cases between varied situations and to identify different dimensions of the problem based on this variety (Yıldırım & Şimşek, 2006). Maximum variety sampling was used in the study, since the study aimed to identify the common views of pre-service classroom teachers on the future of classroom teaching profession. Thus, personal characteristics of 24 participants selected as a result of variations based on traits such as class level, gender, and general points average (GPA) from pre-service classroom teachers attending Anadolu University, Faculty of Education, Primary Education Classroom Teaching department during 2012 – 2013 academic year are presented in Table 1.

Table 1

Personal Characteristics of the Participants

Student characteristics (N=24)	f
Class	
Freshman	6
Sophomore	6
Junior	6
Senior	6
Gender	
Female	12
Male	12
GPA	
3,50 and over	3
3,00-3,49	6
2,50-2,99	6
2,00-2,49	6
1,99 and lower	3
Total	24

As seen in Table 1, 6 students from each grade of freshmen, sophomores, juniors and seniors participated in the study. 3 female and 3 male participants from each grade level were selected and were also diversified for GPA during selection.

Collection, Analysis and Interpretation of Data

Study data was collected using “semi-structured interview” technique. For this purpose, a questionnaire, which included seven questions, was designed by researchers and submitted for review of 4 field experts. Field experts were asked to evaluate the questionnaire for comprehensibility, relevance to the subject matter, and inclusion of required information. The questionnaire was finalized based on the views of these field experts. Study data were collected between April 15 and April 26, 2013. All conducted interviews were recorded using a sound recording device by two researchers.

Descriptive analysis technique was used in data analysis in the study. Although descriptive analysis was used as the main analysis technique, digitization technique was also used to express the themes in numbers. The phases were implemented, and the details of each phase in the descriptive analysis process are as follows: Initially, the recordings were transcribed and transcriptions were transferred to computerized interview transcription forms and controlled against the recordings. Two researchers independently conducted this process. Then, data in interview transcription form descriptive index were grouped under related interview question. Interview questions were accepted as the themes and researchers identified coding keys in the study independent from each other. Interview coding key was designed based on descriptive index section of interview transcription forms. Following this stage, researchers together reviewed the mappings in coding keys. Based on the results of this stage, the views of pre-service teachers were classified. Following the classification of the views of pre-service teachers, sub-themes were created and finalized under the themes that were based on interview form questions, and then the data were finalized and organized. Finally, data analysis was conducted. During the analysis, researchers decided on which views of pre-service teachers would be included as direct quotations in the manuscript under pre-coded specific themes, which were identified during data classification phase. Thus, relationships were formed between the views of pre-service teachers and direct quotations that reflect these views were identified. The analysis phase was completed following this process. Each step in the data analysis process was conducted by the two researchers separately.

To maintain the trustworthiness of the study, implementations such as adherence to the theoretical framework, conducting the data analysis by more than one researcher, presentation of the data without interpretations, continuous comparison of the data in analysis and identification of items, where a consensus was reached and was not reached, were conducted (confidence ratio: .88) (Freeman, deMarrais, Preissle, Roulston, & St. Pierre, 2007; Lincoln & Guba, 1985; Miles & Huberman, 1994).

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Findings and Interpretations

Findings of the study were grouped under the following seven main themes:

- views of pre-service classroom teachers on the factors that would affect the future of the profession,
- views of pre-service classroom teachers on the characteristics of future primary school students,
- views of pre-service classroom teachers on the characteristics of future classroom teachers,
- views of pre-service classroom teachers on teacher training in the future,
- expectations of pre-service classroom teachers about the future of the profession,
- concerns of pre-service classroom teachers on the future of the profession, and
- suggestions of pre-service classroom teachers on the future of the profession.

Sub-themes and concepts derived from the findings were summarized including diagrams containing frequency distributions and direct quotes of participant views.

Views of pre-service classroom teachers on the factors that would affect the future of the profession

To determine the views of pre-service classroom teachers on the factors that would effect the future of the profession, the question “What are your views on which factors would affect the future of the profession based on the existing status of classroom teaching profession, and how?” was posed. Participant responses to this question are presented in Figure 1, as sub-themes and concepts.

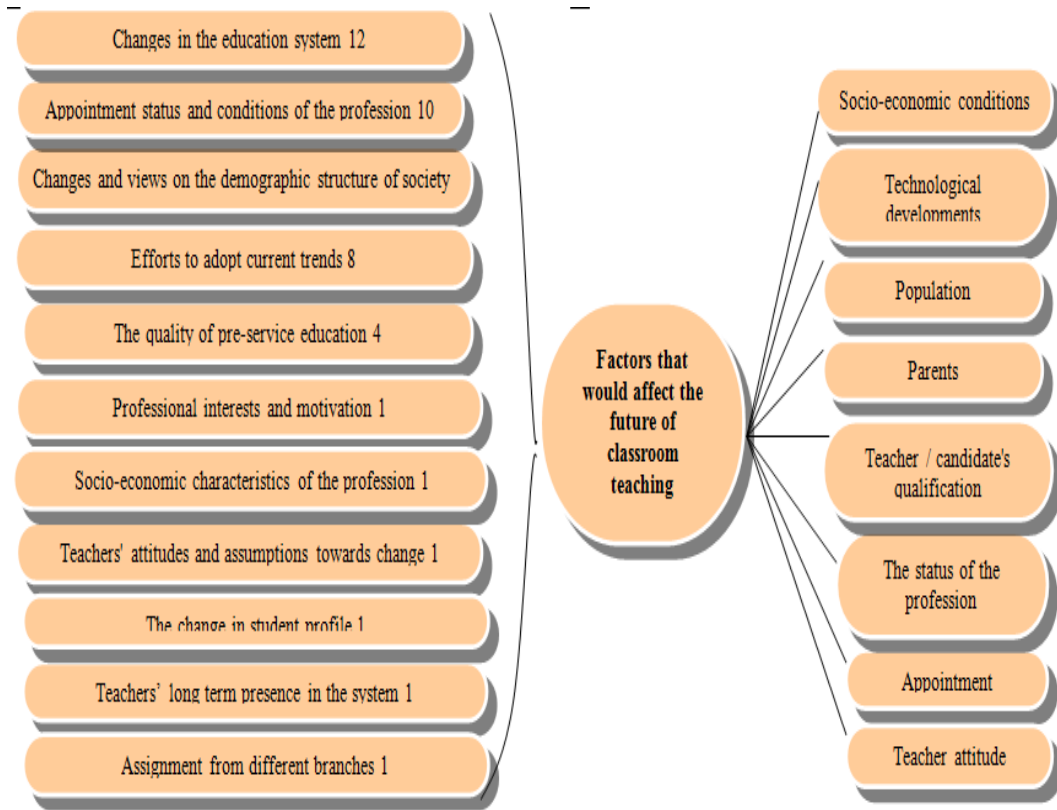


Figure 1

Factors That Would Affect the Future of Classroom Teaching

As is demonstrated in Figure 1, pre-service teachers stated that political practices reflected in changes in the education system would affect the future of classroom teaching at a great extend. Pre-service teachers also stated that these changes in the system and educational policy implementations could affect future teacher appointments and work conditions, and these developments could affect the future adversely. For instance, pre-service teacher 6 said:

“In my opinion, lowered schooling age under 7 affected teacher appointments. Number of appointments decreased or the teachers were initially appointed to villages. I think, these would affect [the future] considerably.”

Similarly, pre-service teacher 13 said:

“In my opinion, since this [education] is a government policy, the education system primarily determines the future of our profession.”

Furthermore, pre-service teachers stressed that the attitudes and recognition of the teachers towards the implemented changes were significant in shaping the future of the profession. This could be interpreted as the teachers follow up the current implementations in the education system. However, since they considered that

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changes in the practice could affect the future of the profession in the appointment dimension, it could be argued that they perceived the changes in the practice as a threat for their own future, instead of the future of the profession.

Pre-service teachers, who thought that social changes and perspectives could also affect the future of the profession, stated that the need for teachers could fluctuate in the future parallel to the changes in population. Furthermore, pre-service teachers argued that the perspective of the society on teaching profession could result in a decrease in the status of the profession in the future. For instance, pre-service teacher 12 expressed that:

“Primarily there is an excess in quotas right now. On the contrary, there is a decrease in young population. Therefore, there is a gap in classroom teaching department. Thus, it is affected.”

Similarly, pre-service teacher 23 said:

“Individuals’ opinions, parents’ opinions, society members’ opinions affect the future of the profession as well. Students start to affect. They are not like the students of our times. They affect more now. They are more knowledgeable nowadays in many subjects. They do not even need teachers much on occasion. Families improve their economic status and they consider teachers as unsatisfactory. Perhaps, they are right, too, perhaps there are situations when we are not satisfactory. The society does not perceive us that well.”

Thus, it could be concluded that pre-service teachers believed that society and individuals could affect the future of the profession negatively.

Study findings demonstrated that another significant factor that would affect the future of the profession was the adjustment efforts to current trends. Pre-service teachers stated that technologies and current trends in educational systems implemented throughout the world could affect the future of the profession as well. Pre-service teacher 10 said:

“One has to follow up the world, we need to think in universal terms. In addition, we have to spread this thought in our schools [completely],” while pre-service teacher 22 said “I could say that the future of the profession is affected by technological developments as well.”

This finding demonstrated that pre-service teachers were aware of current trends and technological developments of our time and considered that adapting to these trends and developments were necessary for the future of the profession.

Candidates, who stressed the quality of pre-service education, advocated that the training they received in the faculty of education directly influenced the classroom teacher qualifications. Furthermore, the candidates stated that interest and motivation of teachers in their vocation could influence the future of the profession as well. Pre-service teachers also stated that interest and motivation of teachers could only be

improved through amelioration of work conditions and salaries, and the future existence of teachers in the system, who are in the system for extended periods of service, would also affect the future of the profession. For instance, pre-service teacher 22 stressed that:

“Primarily it is the technology, since teachers are in the service for many years, they could have seniority. But they lack certain information. Because, students have minds as sharp as a steel trap. They have knowledge. They could obtain any information via technology.”

This shows that, in pre-service teachers’ opinion, readiness of future teachers would affect the future of the profession. In addition, pre-service teachers considered that interest and motivation of future teachers would affect the future of the profession and work conditions and salaries of teachers should be improved to increase the motivation of teachers.

Views of pre-service classroom teachers on the characteristics of future primary school students

Concerning the theme of the views of pre-service teachers on the future primary school students the following question was posed: “What kind of characteristics do you think future primary school students would have? Why? Participant responses to this question are presented in Figure 2, as sub-themes and concepts under “characteristics of the future primary school students.”

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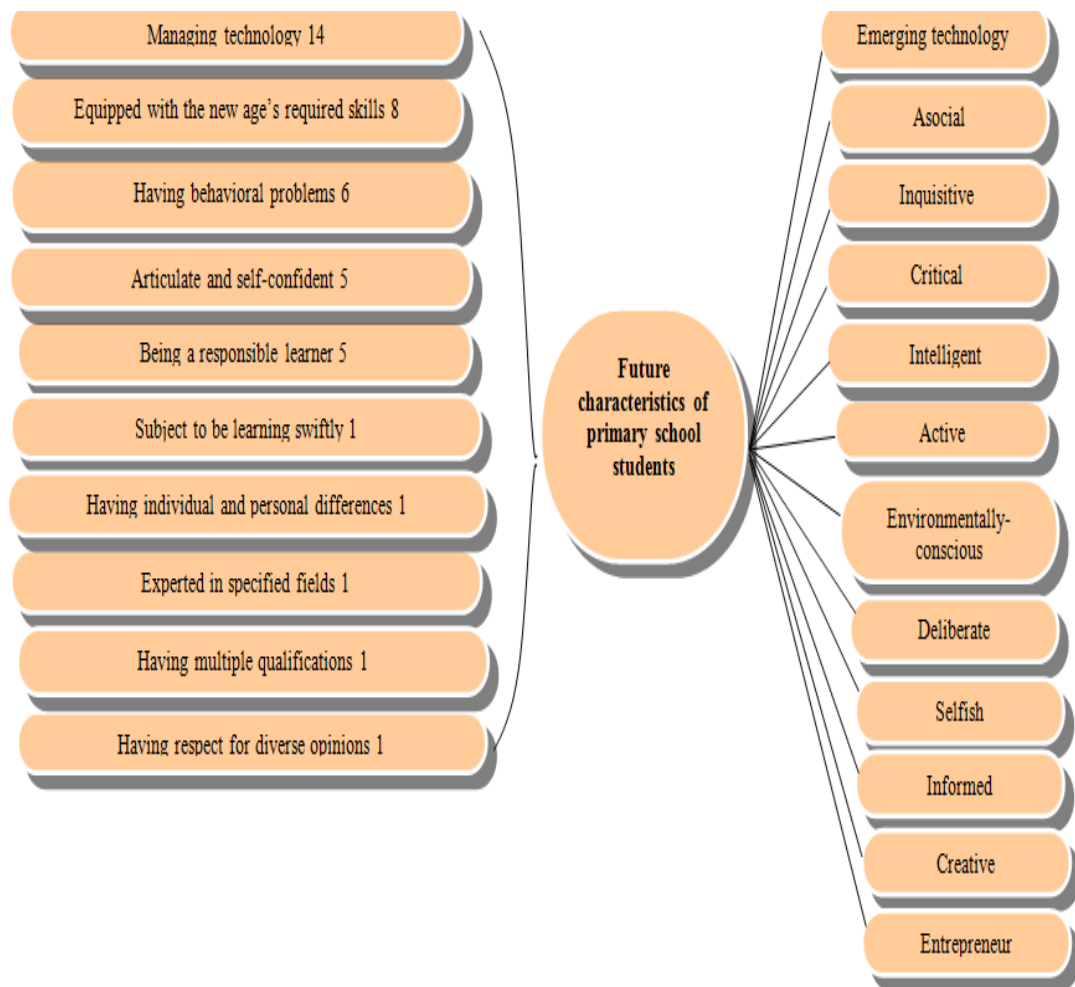


Figure 2

Future Characteristics of Primary School Students

As is presented in Figure 2, pre-service teachers expressed that future students would have a command on improving technologies, and would become more investigating, knowledgeable, critical, questioning, active, creative, intelligent, entrepreneurial, sensitive to the environment, respecting different views, adaptive, learning rapidly, feeling a responsibility to learn, specialized in particular fields, hyperactive and multi-faceted students with improved self-esteem. For example, pre-service teacher 10 said:

“I visualize active students, continuously productive, thinking, researching, questioning children.” Similarly, pre-service teacher 13 said “They will be fast in everything, they would access the information more easily. In fact, what we should learn is how they would find and process the information. They will be able to use the technology better. In my opinion, they would be able to call their own shots earlier.”

In addition to these views, certain pre-service teachers argued that future students could exhibit asocial behavior under the influence of technology, could act more selfish, and individual differences between students could increase. Pre-service teacher 6 said to stress the possible negative effects of technology:

“I think they would have more awareness for the environment. Because the environment they would inhabit would be more limited. Technology would determine the day. They will not leave their desks. They would be alienated from their environment. They would grow up alone. They would not be able to risk social relationships. They would only know about the society through the information they get from the Internet.”

This showed that pre-service teachers would expect the future students to have individual characteristics of the time, however could also face the adverse effects of technological developments as well.

Views of pre-service classroom teachers on the characteristics of future teachers

Concerning the theme of the views of pre-service teachers on the future classroom teachers, the following question was posed: “What kind of qualifications/skills do you think future classroom teachers should have? Why? Participant responses to this question are presented in Figure 3, as sub-themes and concepts under “qualifications of the future classroom teachers.”

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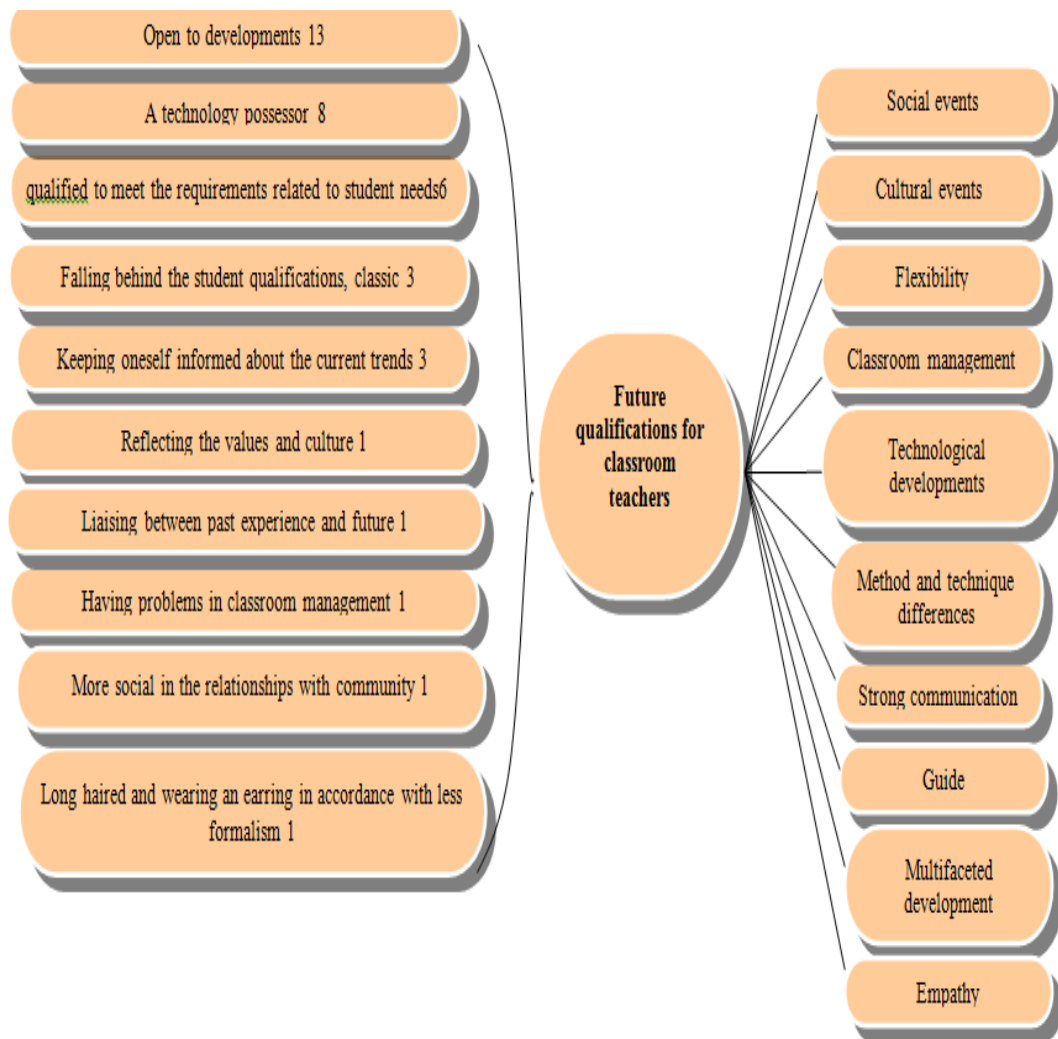


Figure 3

Future Qualifications of Classroom Teachers

Figure 3 demonstrates that pre-service teachers expect the future classroom teachers would be open for improvement, with command on technology, with efficacies that would meet students' needs, following current trends, reflecting social values and culture, could relate past experiences to the future, using different methods and techniques in applications, flexible, guiding, with strong communication skills and versatile. Furthermore, pre-service teachers stated that future teachers could undergo physical changes as well. For instance, pre-service teacher 4 said:

"In my opinion, all teachers would wear their hair long and carry earrings in 10 years. Quality-wise, none of the teachers, let us not say all, but seventy-five percent would come to school, perform their duties and go back home, that would be all, I think that is not enough. It should not be. This is what would create the most adverse difference."

Some pre-service teachers expressed that teachers could fall behind their students in the future and behave conventionally, and could experience difficulties due to changing student profile in classroom management. Pre-service teacher 14 said:

“I think they would think that they are not needed anymore, in time, due to this fact they would lead robotic lives, they would come and go to the school, their framework, I mean, as a result I think they would forget their knowledge. I mean, they will not be able to enable the students, will not lead them to achieve anything.”

These responses demonstrated that pre-service teachers were aware of the qualifications that future teachers should possess, but they also considered the possibility that future teachers might not possess these qualifications.

Views of Pre-Service Classroom Teachers on Teacher Training in the Future

Views of pre-service classroom teachers on teacher training of the future were attempted to be identified by asking the question “What are your views on the programs of future classroom teacher training institutions (Faculties of Education)? Participants’ responses are presented in Figure 4.

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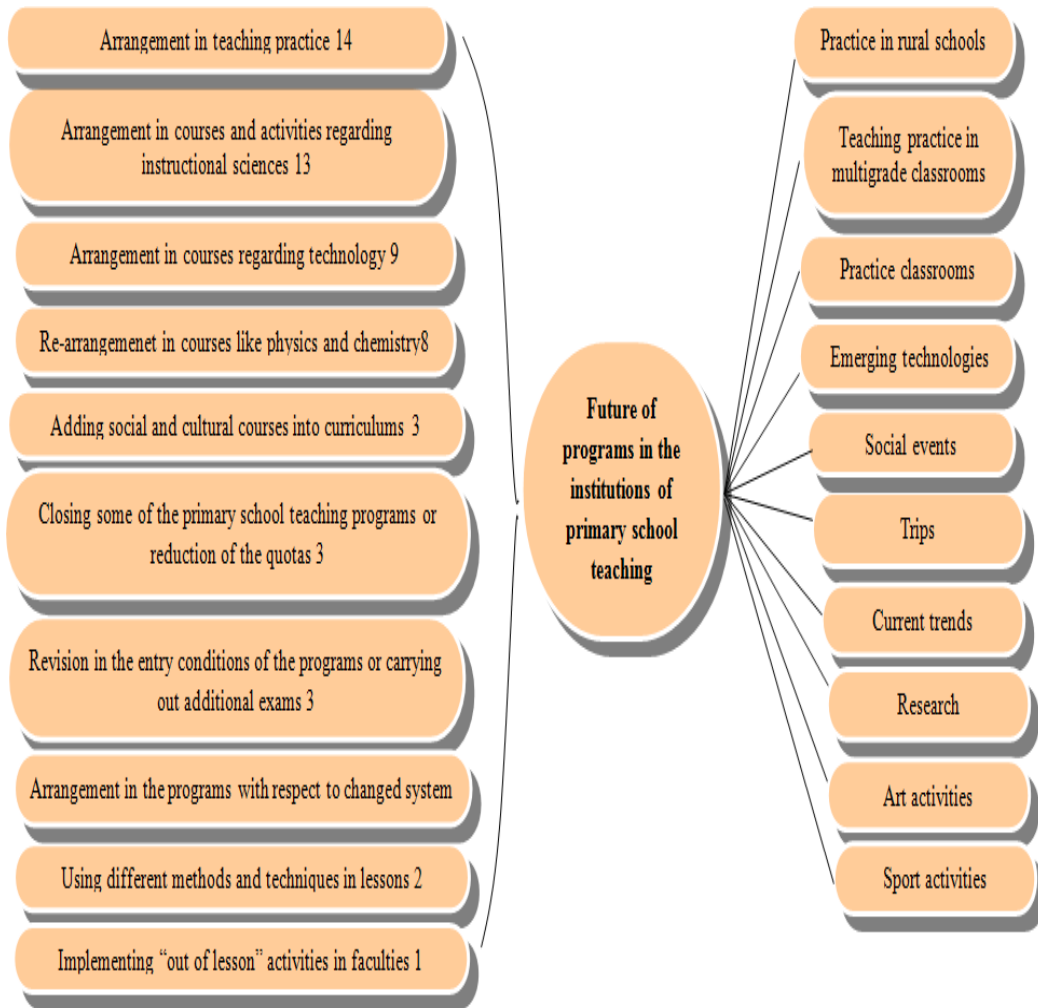


Figure 4

Future of Classroom Teacher Training Institution Programs

Figure 4 demonstrates that pre-service teachers stressed the necessity to reorganize pre-service teacher internship programs concerning the future of classroom teacher training institutions. Candidates stated that internship programs should be extended, should commence during the initial years of the program, and multi-grade class and village internship applications should be introduced. Pre-service teachers also stated that instruction courses and instruction course applications should be organized, more research should be conducted, technological courses should be initiated, theoretical course content such as physics and chemistry should be redesigned based on the requirements of classroom teaching program, social, cultural, artistic and sports courses should be included in the programs, programs should be redesigned based on the changes in education system, different methods and techniques should be utilized in courses, various extracurricular activities should be organized in the university. Pre-service teachers expressed that specialized teaching practicum schools should be established for internship

applications. Furthermore, the candidates stressed that certain classroom teaching programs should be terminated and quotas should be reduced. In addition, acceptance terms for classroom teaching programs should be revised and different methods should be implemented in selection exams. On the issue, pre-service teacher 1 said:

“In my opinion number of internships should be increased. For example, we started our internship on the junior year per week, but it would be perfect if it started in the freshmen year.”

Pre-service teacher 2 very interestingly said:

“In this respect, courses could be added as course addible technology, because it develops. Courses could be created in improving areas.”

Pre-service teacher 13 said:

“Maybe not all, but some courses could promote research, could integrate us, motivate us for research, there could be additional programs that make us use technology.”

These findings demonstrated that pre-service teachers were in the opinion that today’s faculties of education were insufficient in training teachers of the future and these programs should be restructured based on modern trends.

Expectations of pre-service classroom teachers for the future of the profession

The question “What are your expectations for the future of the profession as a pre-service classroom teacher?” was posed to identify the expectations of pre-service classroom teachers for the future of the profession. Findings on this theme are presented in Figure 5 as sub-themes and concepts.

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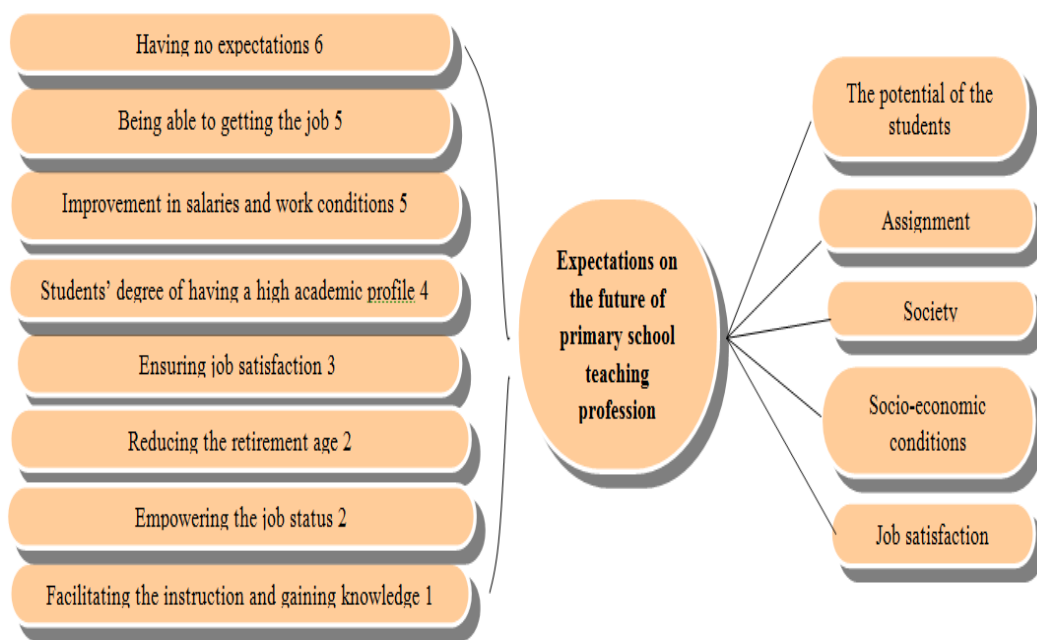


Figure 5

Expectations for the Future of Classroom Teaching

As could be observed in Figure 5, pre-service teachers used expressions such as being able to be appointed, improvement of salaries and work conditions, high student academic profile, facilitation of access to information and instruction, job satisfaction, early retirement and higher occupational status about their expectations for the future of the occupation. Furthermore, certain pre-service teachers stressed that there was no hope in the future of the profession and they had no expectations whatsoever. Pre-service teacher 1 said that:

“It would be easier to access the information I need. It would be easier to teach the students.”

while pre-service teacher 3 said:

“It would be great, there will not be miracles, but if we consider it realistically, I do not expect anything much different [than today].”

Findings demonstrated that pre-service teachers prioritized individual expectations when compared to expectations for the future of the profession.

Concerns of pre-service classroom teachers on the future of the profession

To determine the concerns of pre-service classroom teachers on the future of the profession, the question “What are your concerns about the future of the profession as a pre-service classroom teacher?” was posed. Findings on this theme are displayed in Figure 6 as sub-themes and concepts.

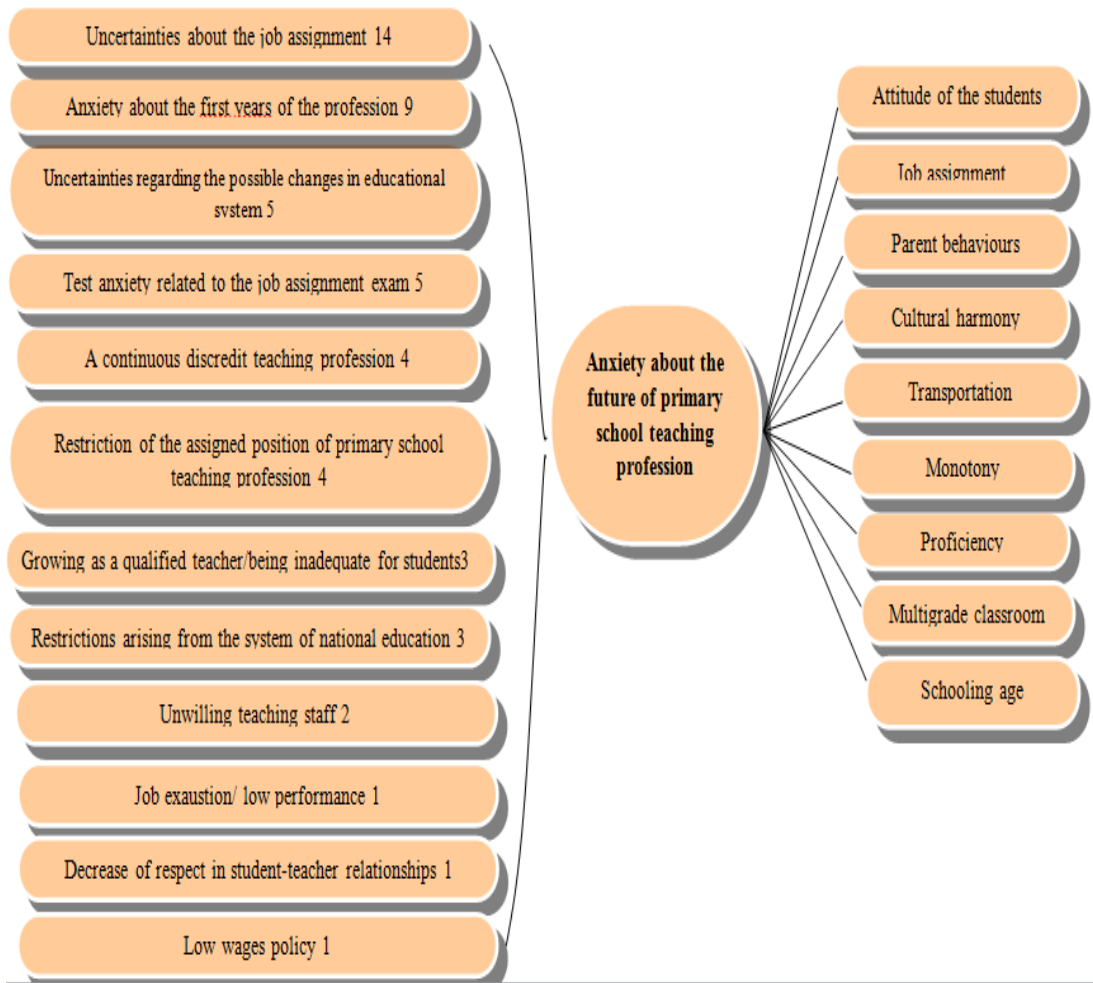


Figure 6

Concerns on the Future of Classroom Teaching Profession

Findings displayed in Figure 6 show that pre-service teachers were concerned about the uncertainties about appointment at a post, uncertainties about possible future changes in the education system, appointment exam, reduction in the status of the profession, limitation of the area of responsibility of classroom teaching, quality training and the feeling of not being sufficient for the students, limitations due to systems related to national education, unambitious pre-service teachers, weariness and underperformance in teachers due to long years in service, decline of respect in teacher – student relationships, and low salaries for the future of the profession. On the subject, pre-service teacher 5 said:

“For instance, teacher appointments, and such are getting more difficult. I am so scared about that and worry about how many years I would need to take KPSS exam [public personnel selection examination]. I would feel that in the future as well. When I would become a teacher, where would they appoint me? If I am appointed in a far away village, could I get along with the people there?”

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If there would be people who could not speak Turkish, how would I teach Turkish to children there? Would I be able to adapt to that location? I feel anxious about these issues. Would I be able to travel at least to a town from the village? Or what kind of a location I would be appointed?"

Pre-service teacher 13:

"Resources, for example, resources. I mean, the child has great potential. You are trained well and provide resources for the student. In fact you provide opportunities. You teach the child things. But there are no resources. Due to the lack of resources, you have to stop at some point. How can you move on? It is hindered by legal or economic issues despite what you want."

Findings demonstrated that, although there were pre-service teachers who were anxious about the uncertainties on appointment in the near future, there were also candidates who were worried about the limitations and impossibilities that they would face after they start working as teachers.

Suggestions of pre-service classroom teachers on the future of the profession

To identify the suggestions of pre-service classroom teachers about the future of the profession, the question "What are your suggestions about the future of the profession as a pre-service classroom teacher?" was posed. Findings on this theme are displayed in Figure 7.

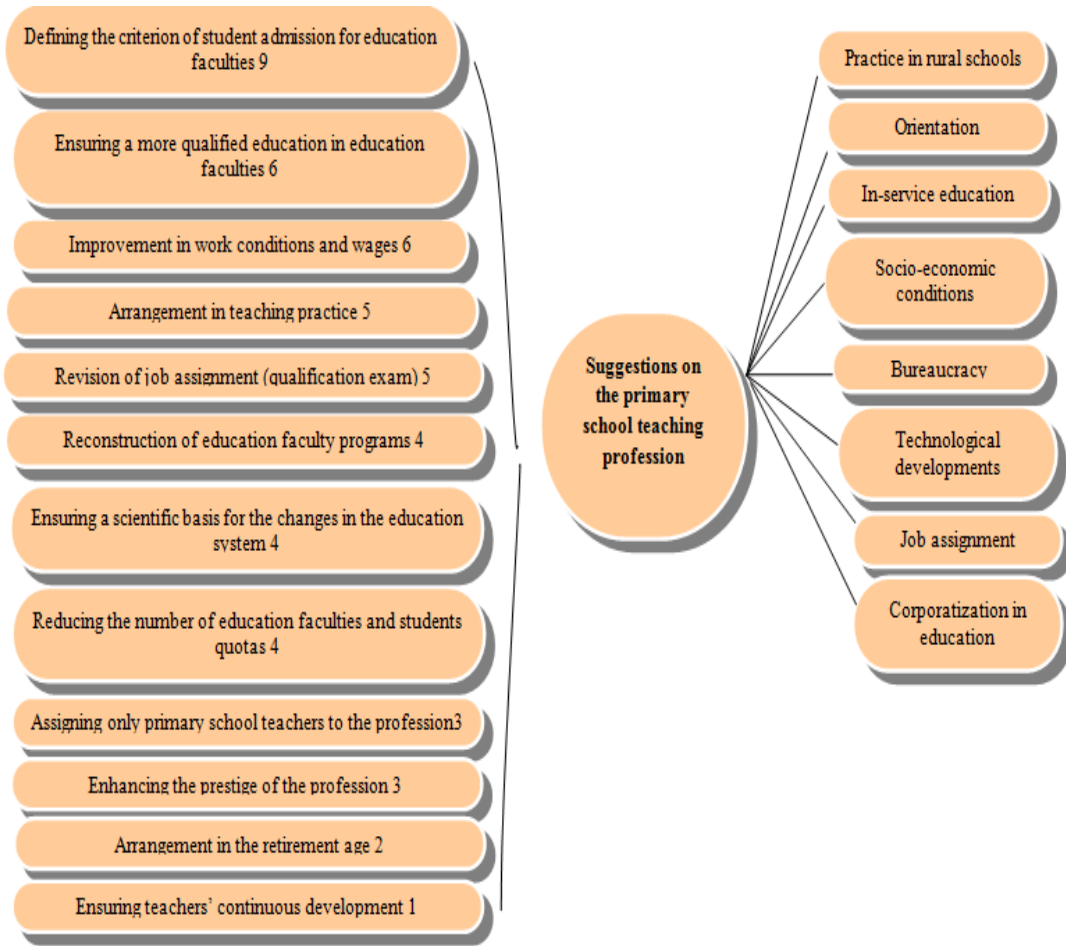


Figure 7

Suggestions About the Future of Classroom Teaching Profession

The primary suggestion that pre-service classroom teachers proposed about the future of classroom teaching occupation was to determine other criteria than the existing examination in accepting students to faculties of education, as could be observed in Figure 7. In addition, candidates also proposed to reduce the number of faculties of education and student quotas, to provide more quality education in faculties of education in general, to improve components of the occupation such as salaries and work conditions, to organize internship applications, to restructure faculty of education programs, to implement changes in education system based on scientific principles, to review appointment criteria, appointment of only classroom teachers in posts appropriate for the occupation, to increase the status of the profession, readjustment of retirement age, to create a unique education policy, to reduce red tape in educational applications, and to provide continuous vocational training for development of teachers. For instance, pre-service teacher 1 said:

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“It would be nice to go to schools for practice, for example villages, I would love to go to a village school as a classroom teacher candidate. I was never taken there, I would really love that,” while pre-service teacher 8 said *“In my opinion, practices should be increased, instead of changing the system all the time, it should be let to settle, then teachers should not be selected by an exam, maybe a hands-on exam, but they should not be selected by a theoretical exam.”*

The findings collected from the suggestions of pre-service teachers demonstrated that more democratic and functional steps should be taken to eliminate the issues related to the output of the educational system and the personal issues identified by pre-service teachers.

Overall analysis of study findings exhibited that the most significant factor that could affect the future of the profession was the reflections of the system changes. It was observed that pre-service teachers attracted the attention to the need for future students who have the infrastructure to fulfill the requirements of their time, and for future teachers, who are qualified to meet student needs, and pre-service teachers stated that, since faculty of education programs were insufficient to train future teachers, they should be reorganized to reflect current trends. Pre-service teachers had expectations for improvement of administrative and economical conditions of the vocation, had concerns about their appointment, and recommended an established system of education.

Result, Discussion and Recommendations

Pre-service classroom candidates stated that the future of the profession would be affected by the changes in the education system, conditions related to the appointment of teachers and possible changes in the population in the future, the most. Without a doubt, changes in the education system and population changes directly affect the teachers' employment. Current increasing migration from rural areas to urban centers decreases the rural population, which in turn reduces employment of teachers in rural areas. Furthermore, requirement/surplus of teachers along with the changing education system affects teacher appointments. Thus, it could be argued that pre-service teachers were aware of the above mentioned factors and it could be expected that pre-service teachers would conceive that classroom teaching vocation would be affected by these factors in the future as well.

Pre-service teachers stated that the perspective of the society on classroom teaching, efforts of classroom teacher to adapt to technological and educational changes that would be experienced in the future would be the factors that would effect the future of the profession. In a study conducted by Ocak, Gündüz, Özdemir and Kaya (2005) to determine the place and distinction of teaching profession in the society, it was identified that pre-service teachers perceived teaching profession as more respectful compared to teachers and the society. Tümkaya and Çavuşoğlu (2010) found that pre-service teachers perceived teaching profession as a distinctive vocation, however the perspective of the society for teaching profession varied based on the region. Although teaching profession is accepted as distinctive and significant

by the society, if we consider that it is among the professions with lower status (Sağlam & Sağlam, 2005), it is possible that the perspective of the society on teaching profession would be one of the factors that would affect the future of the profession.

Another finding of the present study showed that pre-service teachers believed that they would use technology better in the future, be equipped with the current skills of that age (criticizing, investigating, questioning), responsible from self-learning, with behavioral problems such as being asocial at the same time. While, parallel to the characteristics of primary school students, pre-service teachers stated that future classroom teachers would be effective in providing for the needs of students, they would be teachers who follow up current trends in their field, some other pre-service teachers argued that classroom teachers of the future would run behind the student qualifications and continue to act conventional. Thus, there are study findings, which demonstrated that teachers did not spend any effort to develop themselves in information and communication technologies, teachers do not search for ways to reinvent themselves after graduating as teachers (Abazaoğlu, Yıldırım & Yıldızhan, 2014). Nevertheless, technology plays a significant role in advancement of education. Thus, educators need to integrate their fields of study with technology (Akkoyunlu, 2002). Therefore, it is important to provide the ability to combine information and communication technologies with field knowledge and to integrate it with instructional applications in teacher training.

Another finding of the study is pre-service teachers thought/wished that internship (teaching practicum) and instruction courses (in the practice context) would be improved, their content would be restructured. Altıntaş and Görden (2014) found that pre-service teachers thought teaching practicum durations were not sufficient for vocational readiness in their study. Thus, it could be argued that pre-service teachers found it necessary for that problem to be solved in the future. Furthermore, participants expressed that some of the faculties of education would be closed in the future, certain artistic and social courses would/should be added to the programs, quotas would be reduced, a vocational examination would/should be conducted in addition to the university admission exam for admission to faculties of education. Similarly, in a study by Erdem and Soylu (2013), pre-service teachers stated that faculty of education quotas should be reduced and applied course hours should be increased. In support of the findings of the current study, Özsoy, Özsoy, Özkara and Memiş (2010) stressed that measures should be implemented to enable the admission of candidates that have the traits required by the vocation to faculties of education.

Pre-service classroom teachers predominantly expressed that they had no expectations for the future of the profession within the realm of the fourth objective of the study. Future teachers having no expectations with respect to their future profession is a though-provoking result. This result could be interpreted as pre-service teachers have selected the department without an expectation, or it could be related to the despair and burnout they experience. Tümkaya and Çavuşoğlu (2010)

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determined that pre-service teachers with high burnout have a pessimistic view of the future. Thus, a new field of study could be discussed based on commitment or burnout due to stakeholders such as expectations, decision makers other than pre-service teachers themselves and educational system.

Expectations of pre-service teachers about the future of classroom teaching profession reflected views on vocation work conditions and improvement of salaries. This finding was similar to the results by Kartal (2013). Nevertheless, improvement of work conditions and economic returns of teaching profession would satisfy the expectations of teachers in the system, while increasing the trend for the occupation. Furthermore, it would result in pre-service teachers having positive expectations for their profession.

Concerns that pre-service teachers felt for the future of their profession was predominantly about the uncertainties related to their appointment as teachers by the state. Concerns that that pre-service teachers experienced about appointment were similar to those reported by Akpınar (2013), Cabı and Çetinalp (2009), Tural-Dinçer and Akdeniz (2008). Redressing the balance between teacher training and employment would decrease the anxiety in pre-service teachers and at the same time would remove the problem of non-appointed teachers.

Pre-service teachers also expressed their anxiety concerning the KPSS (public personnel selection) exam related to the the future of their profession. Study findings demonstrated that pre-service teachers mostly felt anxious about whether they would be able to perform their profession in the future instead of an anxiety about the future of the profession itself, and they thought that KPSS exam was a prerequisite for them to perform their profession. Similar situation also exists for appointment anxiety. Baştürk (2007) found that pre-service teachers considered themselves inadequate against KPSS, mostly believed that they would not succeed at this exam and considered KPSS as a huge handicap built for them. Tümkaya and Çavuşoğlu (2010) similarly reported that pre-service teachers experienced psychological problems due to KPSS exam they would take. Karaçanta and Koç (2015) reported that most pre-service teachers experienced anxiety of unemployment after graduation, which increased in their senior year with the added stress of graduation and KPSS exam, in other words the anxiety of appointment as teachers. These findings demonstrated the need for a discussion on the necessity (or the lack of) of examinations for teacher employment.

Another finding of the study was related to the anxieties of pre-service teachers about the occupation and the locations they would work during the initial years of teaching. Study results were consistent with the findings by Cabı and Çelebi (2009) and Tümkaya and Çavuşoğlu (2010). Exposure of pre-service teachers to practicum before their appointment, demonstration of solutions and integration of theoretical and academic knowledge of candidates with pedagogical applications (Kazu & Yenen, 2014) would help reduce their concerns.

It was observed that pre-service teachers further experienced anxiety for the uncertainties about the future changes in education system. In a study by Yılmaz and Altinkurt (2011), identified that one of the significant problems of Turkish education system for pre-service teachers was the frequent system changes. Education system alteration implemented during 2012 – 2013 academic year no doubt affected all stakeholders within the education system. Within the context of the system change, issues such as reduction of the schooling age, advising the stakeholders concerning the new system, adaptation of school facilities, the issue of permanent staff status for teachers entered the agenda. It is also possible for pre-service teachers to feel concerned since system changes were frequently in the agenda and pre-service teachers were not direct implementers. When this situation is considered along with the readiness and teaching practicum processes, it must be kept in mind that pre-service teachers try to adapt to a new system with their old teaching practicum understanding. Thus, classroom teachers, when they start their duties as teachers, only receive an orientation about the implementation of the new system, not a direct training.

Pre-service teachers, for improvement of classroom teaching vocation in the future, proposed determination of various criteria for admittance to faculty of education, improvement of the quality of education in teacher training institutions, improvement of vocational work conditions and salaries, organization of internship applications, institution of a efficacies-based examination in addition to KPSS during appointments. In addition, pre-service teachers recommended renewal of faculty of education programs, use of scientific methods in implementing program changes, and closure of some faculties of education to reduce quotas.

The following recommendations are brought forward consistent with the results of the present study:

- In-class activities or seminars could be organized to remove the anxiety and despair that participants of this study felt about the future of the profession.
- Views of other stakeholders of the profession could be obtained by conducting similar research with the teachers within the system classroom teacher training academicians.
- Further similar research could be conducted using quantitative research approaches.

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