Opinions of literature teachers related to academic training, in-service training and organizational socialization process

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One of the utmost important functions of Turkish Education system is to teach Turkish Language at pre-schools, elementary schools, junior high schools and higher education institutions effectively. In this respect, at high schools which comprise the secondary schools, it is clear that Turkish Language and Literature teachers have paramount roles. In terms of Turkish language education, the principal function of junior high schools is to help students acquire skills in using Turkish efficiently, which is one of the ways of transferring national culture to students. Including the above mentioned reasons, the purpose of this study was to assess the views of Turkish Literature teachers on their academic training, in-service training and organizational socialization process that were sources for university education in terms of teaching Turkish language effectively. In the present study, 92 literature teachers carrying on their duties at primary high schools in 2013-2014 school-year in the province of Erzincan were interviewed on their professional socialization variables. Seventy-five teachers participated in a pre-test conducted in order to determine validity and reliability of “Literature Teachers Professional Socialization Variables Scale” used in the study. The results of the pre-test showed that in the multi-factor scale, total variance of the factors is 49.636%, while the reliability varies between 78.9 and 87.3%. According to the findings of the study, literature teachers stated that their “academic training”, “in-service training” and “organizational socialization” practices ranked between “low and medium”. The results of the study revealed that the pre-service training conducted just before teaching was far from adapting teachers effectively into teaching. In parallel with these results of the research, it was suggested that a career system promoting the leadership skills in teaching should be adopted by literature teachers.

Key words: Junior high school, literature teacher, professional socialization, academic training, in-service training, organizational socialization.

INTRODUCTION

Language is the most important and efficient communication of individuals as a social being. Language unity is one of the most important requirements of being a nation. Also one of the basic mechanisms that provide a
national state with national sense is effective language teaching (Demirel, 1999; Porzig, 1985). In democratic educational systems, one the main responsibilities of schools is to provide their students with functional literacy competence at all educational phases from pre-school education to higher education (Biyikli, 2013; Ministry of National Education-MNE, 1973: Basic law of National Education). Schools can only fulfill this function through an appropriate teaching for the characteristics of the language. In Turkish educational system in which compulsory education is gradually 4+4+4, all 12 years including primary, secondary and high schools, respectively, teachers are obliged to teach their students to speak Turkish accurately and nicely, and provide them with the ability of expressing Turkish in a written form (MNE, 2004: Regulation on Elementary Education Institutions; MNE, 2012: 6287 Sayılı Kademeli Eğitim Kanunu). Besides, secondary schools have responsibility of teaching general knowledge to their students at a minimum level. Methods for teaching general knowledge also include a successful process of Turkish learning and teaching. Turkish teaching in secondary education is actually a process under the authority and responsibility of Turkish language and literature teachers together with the school management (Ergin, 1977; Kolaç, 2008; Regulation on Secondary Education Institutions, 2006). The efficiency of language teaching can be determined through the individuals’ skill of using language in communication.

**Problem status**

It is highly difficult to claim that secondary education students have the ability of speaking Turkish accurately and nicely. At the same time, it is also difficult to accept that their written expressions are at a desired level. The source of those two basic language teaching problems should be searched generally in Turkey’s teacher training system and particularly in the process of Turkish language and literature teachers’ academic training (Arslan, 2012; Özbaş, 2013; Duran, Sezgin and Çoban, 2011; Kantarcioğlu, 2006; Karakuş, 2000; Kısakürek, 2009; Karagözoglu, 2009; MNE, 2011; Orlich et al., 2010; Öztürk, 2005; Üğurluet al., 2011; Board of Higher Education-BoHE, 2007). Moreover, the effect of secondary school Turkish teachers who are very active in students’ secondary school education should not be underestimated. On the other hand, pre-school and primary school teachers’ level of competence regarding Turkish teaching should be taken into consideration. One of the most important functions of Turkish educational system in all educational phases from pre-school education to higher education is to fulfill necessary teaching process for the effective, fluent, and productive use of our language, Turkish (İnce, 2009; Topçuoğlu, 2003).

The qualification of language teaching together with educational level depends on teaching services’ level of meeting the needs and expectations and the effectiveness of management in all learning-teaching processes (Karakuş, 1996; Ozil and Tapan, 1991). In this sense, Turkish language and literature teachers’ fulfillment of their roles, authority and responsibilities which are required by their jobs is firstly linked with their being equipped with necessary competences of Turkish language and literature teaching as a job. It can be stated that the competences and standards regarding Turkish language and literature teaching pertain to these three complementary and supporting functions; “academic training in the level of higher education, in-service training and organizational socializing” (MNE, 2011; Kısakürek, 2009; Saks and Ashforth, 1997; Topçuoğlu, 2006; Uçan, 2006).

Unfulfilled secondary schools duties cause students not to have basic citizenship knowledge, and acquire skill and general knowledge at a minimum level. Among the competences of general knowledge, the followings have an important place; Turkish reading, comprehension, listening, grammar, and written or verbal expression skills. The reason why students fail in terms of these competences should be questioned within the context of teachers’ inadequacy.

Inadequacy of Turkish language and literature teachers in secondary education is closely linked with teachers’ process of academic training in higher education, in-service training, and the conditions of organizational socializing. Academic training process of Turkish language and literature teachers is the start-up phase of their job. Therefore, discussing Turkish language and literature teachers’ process of academic training should cover the whole point of view in theory-practice synthesis. To what extent higher education applications prepare Turkish language and pre-service literature teachers, whether they occur within efficient faculty-school cooperation, and whether they are appropriate for professional standards or not should be revealed through large scale researches. In this sense, related faculties and departments which are responsible for educating pre-service Turkish language and literature teachers should be accredited both with national and international institutions and with European Union training institutions with which Turkey is in integration process. How and to what extent lecturers can prepare the pre-service teachers for Turkish language and literature teaching in terms of performance level and teaching competences should be the topic of large-scale scientific studies (Çalık, 2006; Taşdan and Erdem, 2010).

It is only possible for Turkish language and literature teachers to fulfill their roles and tasks within the
framework of their authority and responsibility only when they have professional competence and standards (Coşkun, 2006; Güzel, 2006; Saraç, 2006; Taşdelen, 2006).

When Turkish national education system is discussed in general terms, it can be claimed that not only the problems of Turkish language and literature teachers but also the problems of other teachers are arisen from their academic training, in-service training and organizational socialization. In this sense, the source of the problems related to Turkish language and literature teaching should be searched in national/international accreditation, professional competence and standards, academic training at university, in-service training after the appointment, and conditions of organizational socialization.

Purpose

One of the most important authorizations and responsibilities of democratic national education systems is to make students comprehend and practice formal language that is used as a spoken and written language taught by means of efficient learning-teaching experiences at a functional level. In Turkey, Turkish language and literature teachers are basically responsible for fulfilling this function (İpşiroğlu, 2004, Kaçalin and Benzer, 2006; Kasapoğlu, 2006). In this sense, Turkish language and literature teachers' organizational socialization conditions which are one of the crucial phases of their education, in-service training, vocational adjustment and commitment should be deeply searched in Turkey. It is very important both to evaluate the results and support the researches including academic training and socializing variables of the literature teachers.

Therefore, it was aimed in this research to emphasize stress on academic training, in-service training, and organizational socialization practices upon the theory-practice unity of Turkish language and literature teachers who are one of the important functions of effective language teaching. In parallel with this general purpose, besides the basic problem of "Turkish language and literature teachers' view on the process of their academic education, in-service training, and organizational socialization during their university education" the solutions for the following sub-problems were also tried to be provided:

1. What are the views of Turkish language and literature teachers?
2. Are there any statistically significant differences between the views of Turkish language and literature teachers according to the variables of their gender and types of university they graduated from?

METHOD

Research model

In this study, the stress was laid on Turkish language and literature teachers' views upon academic training, in-service training, and the process of organizational socialization. This research was a comparative, scanning, and descriptive study in which it was aimed to determine the tendency of secondary school Turkish language and literature teachers towards academic training, in-service training, and the process of organizational socialization. The subject area of research on vocational socialization variables of Turkish Language and Literature Teachers includes theoretical approaches and legal and administrative regulations regarding the academic training applications especially during the education, in-service training, and organizational socialization processes of Turkish Language and Literature Teachers. The study population included 92 Turkish Language and Literature Teachers carrying on their duties in state and private secondary education institutions affiliated to the central districts of Erzincan in 2013-2014 academic year. The teachers who were asked for their views within the scope of this research were working in state and private, general, vocational and technical high schools in the Central District of Erzincan. Ninety-two Turkish Language and Literature Teachers who participated in this study stated their views and their views were regarded in details. In this study including the professional socialization variables of Turkish Language and Literature Teachers, the scale model revised by Burgaz and Özbay (2013) in "Research on Teachers’ Vocational Socialization" was benefited. Hence, the aforementioned scale was developed through taking the socialization features of Turkish Language and Literature Teachers into consideration in details in a wide angle and multi-variant approach of the researcher. The research scale was performed in research field in accordance with the permission obtained from Governorship of Erzincan, Provincial Directorate of National Education in January, 2014.

During the process of creating the scale of this study, the researcher reviewed the overall literature upon academic and in-service training of Turkish Language and Literature Teachers, together with organizational socialization. Moreover, during the process of creating the scale, it was benefited not only from the various views and criticism of academicians carrying on their duties in the Turkish Language and Literature, Turkish Education and Educational Sciences departments, but also from the views and opinions of Turkish Language and Literature Teachers on duty and pre-service teacher who have been studying at university on teacher training system, in-service training, and organizational socialization process of teachers. In order to determine the level of content validity, the views, opinions, criticism, and suggestions of academicians were asked and discussed. In line with these views, opinions, criticism, and suggestions, the scale items in this study were revised, and the items which had same content and features were collected together in a more sensible way.

The pre-implementation including the participation of 75 Turkish Language and Literature Teachers was carried out so as to determine the construct validity of "The Scale of Vocational Socialization Variables of Turkish Language and Literature Teachers." On the other hand, this implementation was also carried out in order to specify the reliability level of the scale. Kaiser-Meyer-Olkin (KMO) and Bartlett Test were performed to the data obtained for determining whether factor analysis could be fulfilled on the pre-implementation data which were obtained from 75 Turkish
Language and Literature Teachers or not. According to the results of this analysis, it was found that the value of KMO was significant at the level of .796, and the results of Barlett Test were significant at the level of .000. Finally, it was determined that the factor analysis could be carried out for the pre-implementation data in compliance with the statistical process results. Accordingly, Varimax Vertical Rotation Method was performed in order to evaluate whether the scale was single or multi factorial. As result of this analysis, it was noticed that the scale was multifactorial, and 11 items which were realized as not being categorized under 3 factors were considered as significant theoretically during the preparation of the scale, and those were excluded. Therefore, the number of items in the scale was reduced to 40. As result of the analysis performed on the 40 items, the total variance for 3 factors was 49.636%, and their reliability coefficient ranked between .789 and .873. The reliability coefficient and variance ratio were clearly presented in Table 1 according to the scale factors.

Analysis and data interpretation

The scale of the research was carried out in five-point likert approach. In the analysis of descriptive data obtained from the research, the statistical process techniques were used regarding the arithmetic average (\( \bar{X} \)) and standard deviation (SD). Seeing that data obtained from the scale corresponded to parametric test hypothesis, t-test was carried out for paired comparison related to gender. When the variables were more than 2, One Way ANOVA Statistics was used, and when the results of the analysis were significant, multi statistical comparisons were used so as to find the source of the differences of views. The level of 0.5 was as accepted as the level of significance for the statistical analysis and the comparison of data obtained from the scale.

FINDINGS AND ANALYSIS

According to the 3 factors of the scale, findings and analysis obtained from the research were interpreted primarily through descriptive and then comparative statistical analysis process beginning from the first factor.

Views of Turkish language and literature teachers related to their academic training process

Views of Turkish Language and Literature Teachers Related to Their Academic Training Process were generally at “medium” level (\( \bar{X} = 2.71 \)). That finding pointed “low to mid” level, and proved that Turkish Language and Literature Teachers who were working at secondary schools did not find their undergraduate education efficient enough. Considering this result, it was possible to say that the undergraduate education system was not academically efficient and did not include successful teaching process. As could be seen in Table 2, according to the views of the teachers, the lowest levels were about the subject matter explained as “The psychological counselling and guidance of the pre-service teachers for their social, psychological or any other problems in their undergraduate education.” This average actually indicating the option “never” shows that Turkish Language and Literature Teachers cannot get any kind of support for their psychological, social and any other problems. In the light of that finding, it was found out that Psychological Counselling and Guidance Centers of the Universities (PCGCU) could not operate as they should be.

Teachers are deprived of getting education in an academic and social unity. Hence, it is possible to deduct this result: “Universities in Turkey are deprived of some opportunities in order to train teachers as required in a contemporary way in the 21st century. Universities are not successful in terms of providing special knowledge related to the field practically” (Item 4; 2.67) and that problem is arisen from the insufficient cooperation of faculty and schools or the difference of theory and practice in special knowledge related to the field.

As seen in Table 2, according to the views of Turkish Language and Literature Teachers, “the acquisition of efficient teaching abilities in liberal knowledge course” (Item 5; \( \bar{X} = 3.41 \)) has the highest possibility of materializing. The points such as “Fulltime teaching of courses” (Item 6; 3.31) and “instructors’ having the efficient practice abilities” (Item 7; 3.14) were some of the activities that Turkish Language and Literature Teachers were above the average.

The views of Turkish Language and Literature Teachers upon academic training were compared in Table 3. As clear in the table, both male and female teachers indicated their academic training process as “low to midle”. In other words, Turkish Language and Literature Teachers found their undergraduate education or academic education practices inefficient and
Table 2. Views of Turkish language and literature teachers regarding their academic education process.

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support taken by pre-service teachers for their psychological, social and any other problems from Psychological Counseling and Guidance Centers during their undergraduate education</td>
<td>92</td>
<td>1.71</td>
</tr>
<tr>
<td>2. Unity of pre-service teachers' education in terms of both life and profession</td>
<td>92</td>
<td>2.36</td>
</tr>
<tr>
<td>3. The existence of universities in Turkey that train teachers contemporaneously</td>
<td>92</td>
<td>2.42</td>
</tr>
<tr>
<td>4. Teaching special knowledge related to the area practically.</td>
<td>92</td>
<td>2.67</td>
</tr>
<tr>
<td>5. Acquisition of efficient teaching methods on liberal knowledge courses during the undergraduate education</td>
<td>92</td>
<td>3.42</td>
</tr>
<tr>
<td>6. Full time teaching of courses by lecturers at universities</td>
<td>92</td>
<td>3.31</td>
</tr>
<tr>
<td>7. Academic success adequacy of pre-service literature teachers and academicians responsible for special area courses.</td>
<td>92</td>
<td>3.14</td>
</tr>
</tbody>
</table>

Table 3. Comparison of views of Turkish Language and Literature Teachers on their academic training process.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>48</td>
<td>2.89</td>
<td>1.16</td>
<td>90</td>
<td>.874</td>
<td>.416</td>
</tr>
<tr>
<td>Male</td>
<td>44</td>
<td>2.69</td>
<td>.81</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P>.05.

unsuccesful. In terms of this factor, it was seen that there was no significant difference between the views of teachers. In Table 3, the probability of t-value (p=.416) was evaluated, and alpha was determined to be higher than the level of significance (P>.05) [t (90)=.874, p>.05]. Consequently, findings showed that gender did not change the academic education process of Turkish Language and Literature Teachers, and besides, focused on the inefficiency of universities on that matter.

The views of Turkish Language and Literature Teachers upon their faculty they graduated were discussed in three categories including Institute of Educational Sciences, Faculty of Science and Arts, and Faculty of Education; and in line with these views, it was determined that there was no statistically significant difference between them. When the faculties teachers graduated were considered, One Way ANOVA analysis was performed to compare their views. As a result of this analysis, there was no significant change in their opinions.

According to the variance of faculty, their opinions related to their academic training practices were generally at the level of 2.79 (low to mid). This average did not cause any statistical difference between the views. Without regarding what kind of faculty they graduated from, it was seen that their views were more or less similar and insufficient.

Views of Turkish language and literature teachers about their in-service training applications

Teachers found their in-service training applications dramatically insufficient and at a low-to-mid level (X=2.63). In terms of vocational applications, this average had the lowest ratio when the other factors of the scale were taken into consideration. From this point of view, it could be simply understood that in-service training applications of Turkish Language and Literature Teachers in Turkish education system did not contribute adequately to their vocational socialization. Due to that aforementioned reason, Turkish Language and Literature Teachers may face some kind of adaptation and devotion problems into their jobs. As seen in Table 4, the subject matter in the factor of "Consulting to teacher evaluation on the effectiveness of in service training" (Item 8; 2.08) had the lowest realization ratio. This showed that teachers did not give feedback in which way in-service training was effective. During the in-service training, the factors that increased the rate of success together with the effectiveness were the ones in which the views were considered. The implementations such as "Basic and preliminary education considering the needs of the teachers" (Item 9; 2.19) and "Transformation of pre-service teacher training into professional" (Item 11; 2.56) were found as unsuccessful by Turkish Language and Literature Teachers. Basic and preliminary education process was thought as poorly performed works. According to the views of teachers, pre-service training provided for being a teacher was not regarded as a professional activity carried out by specialists in the field.

Turkish Language and Literature Teachers thought that "in-service training before new curriculum" (Item 10; 2.43) and alternative assessment and evaluation methods (Item 12; 2.58) were insufficient during the in-service training implementations. According to these findings, in-service training implementations were not carried out...
Table 4. Views of Turkish language and literature teachers on their in service training applications.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>N</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Consulting teachers' evaluation on the effectiveness of in service training</td>
<td>92</td>
<td>2.08</td>
</tr>
<tr>
<td>9. Basic and preliminary education considering the needs of the teachers</td>
<td>92</td>
<td>2.19</td>
</tr>
<tr>
<td>10. In-service training before new curriculum</td>
<td>92</td>
<td>2.43</td>
</tr>
<tr>
<td>11. Transformation of teacher candidate education into a professional process to facilitate the adaptation for the job</td>
<td>92</td>
<td>2.56</td>
</tr>
<tr>
<td>12. In service training on alternative assessment and evaluation methods</td>
<td>92</td>
<td>2.58</td>
</tr>
<tr>
<td>13. The role of school directors in terms of effective teaching leadership</td>
<td>92</td>
<td>2.94</td>
</tr>
<tr>
<td>14. Demand of teachers on in service training without any organizational necessity</td>
<td>92</td>
<td>2.91</td>
</tr>
</tbody>
</table>

Table 5. Comparison of opinions of Turkish Language and Literature Teachers on in-service training

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>48</td>
<td>2.53</td>
<td>1.15</td>
<td>90</td>
<td>-47.015</td>
<td>.416</td>
</tr>
<tr>
<td>Male</td>
<td>44</td>
<td>2.75</td>
<td>1.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

benefiting from a management approach based upon school; on the contrary carried out benefiting from a centralist, hierarchical and unilateral management approach. Different findings also proved that throughout the history of Turkish Republic, centralist management approach prevailed in the operation of curriculum; and the opinions, recommendations, and criticism of the implementers were ignored (Akbaşlı, 2012; Arslan, 2012; Kirpi, 2013). Constructivist teaching methods which have been implemented since 2005-2006 academic year in Turkey has included some kind of alternative assessment and evaluation methods such as “assessment through project, portfolio, etc.” According to the findings of this research, it was stated by Turkish Language and Literature Teachers that no in-service training on alternative assessment and evaluation methods were provided.

The points such as “The role of school directors in terms of effective teaching leadership (Item 13; 2.94) and demand of teachers on in-service training without any organizational necessity (Item 14; 2.91)” were found relatively successful during the in-service training process. The comparison of the views related to Turkish Language and Literature Teachers upon their in-service training in terms of gender factor was presented in Table 5. As seen in Table 5, male teachers had arithmetically higher scores than the female teachers about in-service training implementations. However, this ratio was not statistically significant. The reason for the higher scores of male teachers could be arisen from their participation in in-service trainings more than females, and they also thought that in-service training process was effective. Moreover, the fact that male teachers could be in the position of both director and teacher, and also they play role in organizational process of in-service training could affect their point. In Table 5, the probability of t-value (-47.015) was (p=.873), and it was also determined that the level was higher than the alpha significance value (P > .05) chosen for the research [t (90)=.873, p>.05]. Therefore, there was no statistically significant difference between the views, but the average scores obtained from the views of female Turkish Language and Literature Teachers were grouped much in the option of “less.” Female Turkish Language and Literature Teachers considered in-service training implementations as ineffective.

Consequently, it was found that, views of Turkish Language and Literature Teachers about their in-service training did not create a statistically significant difference regardless of the variance related to their different faculties. One Way ANOVA Statistics performed to reveal the different views presented that there was no statistically significant difference. Turkish Language and Literature Teachers who graduated from Institute of Educational Sciences, Faculty of Science and Arts, and Faculty of Education found in-service training at an evenly low or low to mid-level.

Views of Turkish language and literature teachers about organizational socialization implementations

Like the other factors of the scale, average score for the views of Turkish Language and Literature Teachers on Organizational Socialization Applications was at a low-to-mid level (X =2.81). This finding revealed the construct validity of “Multi Variables Scale of Turkish Language and Literature Teachers’ Vocational Socialization” since the scale had a very good performance to evaluate the vocational socialization variables that had a holistic
Table 6. Views of Turkish language and literature teachers on organizational socialization applications.

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Social status of teaching profession in Turkey as it deserves</td>
<td>92</td>
<td>1.65</td>
</tr>
<tr>
<td>16. Care of Ministry or Education about the profession satisfaction of teachers</td>
<td>92</td>
<td>1.90</td>
</tr>
<tr>
<td>17. Ministry of Education’s consulting teachers’ views before implementation of curriculum</td>
<td>92</td>
<td>2.30</td>
</tr>
<tr>
<td>18. Support and encouragement to teachers for their promotion in the profession</td>
<td>92</td>
<td>2.31</td>
</tr>
<tr>
<td>19. The fact that promotion of teachers in their profession and awarding are based on their performance</td>
<td>92</td>
<td>2.44</td>
</tr>
<tr>
<td>20. Cooperation of Ministry of Education, city, district, and the school management with teachers on the adaptation, commitment, and devotion to their profession.</td>
<td>92</td>
<td>2.94</td>
</tr>
<tr>
<td>21. Fulltime working of teachers</td>
<td>92</td>
<td>3.76</td>
</tr>
<tr>
<td>22. Communication of teachers with their colleagues effectively</td>
<td>92</td>
<td>3.63</td>
</tr>
<tr>
<td>23. Democratic quality of teachers’ council.</td>
<td>92</td>
<td>3.59</td>
</tr>
<tr>
<td>24. Compromise of teachers in some possible conflicts</td>
<td>92</td>
<td>3.55</td>
</tr>
</tbody>
</table>

The failure of organizational socialization applications created some problems for all teachers and Turkish Language and Literature Teachers, as well, to adapt and specifically devote themselves to their profession. As seen in Table 6, Turkish Language and Literature Teachers indicated “none” for “Social status of teaching profession in Turkey is as it deserves” (Item 15; 1.65). Turkish Language and Literature Teachers thought that teaching profession did not have the social status it deserved actually in 2000s in Turkey. This finding indicated the item which had the lowest average in the scale. The fact that the social status of teachers was mostly ignored turned their adaptation, commitment, and devotion into the profession difficult and affected it adversely. The reason for the low social status of teachers had an impact on their performance, attitude, and their educational management. The subject matter of “Care of Ministry or Education about the profession satisfaction of teachers” also had a level close to “none”. In addition, the subject matter of “Cooperation of Ministry of Education, city, district and the school management with teachers on the adaptation, commitment and devotion to their profession” had the level of “less.” All these findings showed that the ignorance of teachers’ professional satisfaction, failure of cooperation between school management and the teacher during the process of adaptation, commitment, and devotion into their profession; and furthermore, the teachers’ failure of participation into preparing the curriculum” (Item 17; 1.90) caused considerably the low social status of teachers.

As seen in Table 6, “Discouragement of career development for Turkish Language and Literature Teachers” (Item 18; 2.30) and “the fact that promotion of teachers in their profession and awarding were based upon their performance” (Item 19; 2.31) pointed out the failure of socialization process. It was noticed that, in Turkey, the people who have been working at a profession with high social status had a very good career system. Health, security, defense and jurisdiction services were prominent among these professions. Throughout the history of Turkish Republic, an examination for promotion was carried out in 2005 for the teachers who graduated from bachelor’s degree and also for the ones who graduated from associate degree in 2006. Although 8 years went by, the examination has not been carried out again as from June 2014 on which this research was completed. It was found that public education system did not develop a promotion system for teachers. Turkish Language and Literature teachers emphasized that promotion in the profession was not based upon the actual performance in terms of both teachers and teachers working in school management. On the contrary, it was based upon informal relations which were not related to efficiency. Over and above, they claimed that there was no cooperation of Ministry of Education, city, district, and the school management with teachers in terms of adaptation, commitment, and devotion to their profession. Conversely, this cooperation was necessarily required for teachers in order to make their adaptation, commitment, and devotion into their profession better.

According to the results of this research, Turkish Language and Literature Teachers thought “full-time working” (Item 21; 3.76) as a fact reflecting the application which belonged to themselves or their own performances. Therefore, it was concluded that teachers obeyed disciplinary working rules at a “high” level in terms of time management according to their own views. On the other hand, they found themselves highly successful when considering the subject matter of
“efficient communication of teachers with their colleagues” (Item 22; 3.63); and additionally, it was stated that teachers could “compromise in event of any conflict with the other colleagues or other relative parties” (Item 24; 3.55).

According to the results of this research, when organizational socialization was considered, Turkish Language and Literature Teachers, except for themselves, found their organization democratic enough in terms of “democratic quality of teachers’ council” (Item 23; 3.59). Turkish Language and Literature Teachers thought that teachers’ council was democratic as they could express themselves and also the operation process of the organization was well enough, and it could carry out elections and commission functions well. Besides this, there was no significant difference in terms of the school types teachers graduated and gender factors. Both female and male Turkish Language and Literature Teachers who graduated from institutes of educational sciences, faculty of science and arts, and faculty of education found organizational socialization process good enough at a “medium level.”

DISCUSSION AND CONCLUSION

One of the elements of democratic education systems is related to the level of competence in terms of the academic teacher training. Hence, “Vocational Socialization Variables of Turkish Language and Literature Teachers” which played a crucial role in Turkish Education System was emphasized in this research. Applications on Vocational Socialization of Turkish Language and Literature Teachers were basically discussed in 3 factors as academic education, in-service training, and organizational socialization process. When considered as a whole, academic education, in-service training and organizational socialization process of Turkish Language and Literature Teachers were found generally inefficient and useless. It was determined that in-service training of Turkish Language and Literature Teachers was deprived of a good performance which would make their adaptation into the professions simpler. Therefore, it was found that in-service training implementations were the most inefficient application among the aforementioned 3 factors. According to many researches carried out throughout the history of Turkish Republic and this research, as well, pointed out that in-service training implementations did not realize its functions well enough (Çelik, 1998; Demirbolat, 2011; Demirtaş, 2000; Doğan, 1972; Kantemir, 1976; Kartal, 2006; Karakuş, 2000; Kaya, 1977; MNE, 2011; Ugurluel et al., 2011). Moreover, pre-service teacher training was not a process which facilitated the adaptation into profession for teachers.

Upon in-service training, pre-service teacher training created the adaptation process. In the research, it was seen that basic and preliminary training and practical training were not carried out as professionally as it should be. That caused the failure of adaptation, commitment, and devotion to the profession in terms of teachers. One of the crucial benefits of this pre-service teacher training is to make teachers devoted to their professions. However, in the research, it was seen as a failure and could not carry out that function.

The importance of in-service training and acquisition of the benefits of this training were discussed in the research (Balci et al., 2012; Çelik, 2006; Goldman and Manders, 2008; Kartal, 2005; Mowday et al., 1979; Saks and Ashforth, 1997; Sezer et al., 1991; Tekişik, 2009). According to the findings of the research, teachers were not subject to an advanced training before new curriculum. So, acquisition of skills for the application of programs and especially introduction of renewals related to the teaching program played a significant role. Turkish Language and Literature Teachers emphasized the importance of teaching leadership role for the school management and also efficiency of their performance. They drew attention to in-service training, and accordingly, without any obligation, they stated that they felt themselves desired for participating into in-service training. In parallel with the research results, Çelik (2011) drew attention upon the fact that the efficiency in language and literature teaching could be provided through the competence of literature teachers. And it was emphasized that teacher competences could be provided through in-service trainings adapting into the theories and methods in language teaching. One of the three factors of this research in terms of higher education implementations was the academic training process of Turkish Language and Literature Teachers. Higher education or academic activities were the basic implementations for educating teachers. In this research, it was found that Turkish Language and Literature Teachers did not find higher education system successful, and did not consider it as a solution for their psychological, social, and some other problems.

Teachers thought that higher education institutions failed to satisfy the required skills and abilities in the 21st century and equip pre-service teachers with a rich, vocational and general knowledge atmosphere; and they also stated that they could not acquire special teaching skills in the field of Turkish Language and Literature. It can be claimed that this was caused by the incoordination between the higher education institutions and Ministry of National Education. Dilidüzgün (2002) indicated that successful Turkish and Literature teachers could be trained when there is an efficient planning and coordination between the higher education institutions and Ministry of National Education. Not only in this research but many other researches carried out before
have claimed that higher education system was insufficient for educating pre-service teachers well enough (Baki, 2009; Dilidüzgün, 2001; Gökalo-Alpaslan, 2000; Gündüz, 2009; Karagöz, 2009; Kavcar, 1987; Kavcar, 1994; Kavcar, 2003; Kerman, 2009; Kısakürek, 2009; MNE, 2006; Özguzkan, 1994; Özoğlu, 2010; Öztürk, 2005; Sever, 1996). It was noticed that Turkish Language and Literature Teachers regarded teaching of higher education implementations successful in terms of general knowledge courses and acquisition of the required skills. It was ascertained that they found the performances of lecturers who were specialist in a certain field as successful. The final purpose of academic teacher training systems and implementations was to provide teachers with a high level of vocational socialization and make them competent. In this research, it was discussed on which level this purpose could be achieved. One of the basic elements of vocational socialization was organizational socialization. This research showed that organizational socialization did not provide vocational socialization for teachers. Teachers emphasized failure in different ways focusing on the negative effects. Turkish Language and Literature Teachers thought that they did not have the social status that they deserved in 2000s. In organizational socialization implementations, it was determined that vocational socialization signs such as job satisfaction, giving value, consulting the teacher, and promoting them depending on the real performance criteria not carried out effectively. Turkish Language and Literature teachers considered that Ministry of Education which has to undertake some functions in terms of organizational socialization not fulfilling its responsibilities. They pointed out that there was no coordination between Ministry of Education and provincial and district directorate for national education and school management.

Turkish language and Literature teachers emphasized that they worked fulltime in terms of performance and they were always in contact with their colleagues, and tried to find solutions when they had conflict with them. One of the results of this research was that teachers’ council had a democratic quality.

Suggestions

Depending upon the aforementioned results obtained from this research, it is possible to offer the suggestions below:

1. In order to make teaching profession more reputable, Ministry of Education should internalize the importance of the profession and make presentations to the public to show that they are aware of how important this profession is.
2. A unique strategy for teacher education should be developed in order to educate teachers who are compatible with national and social values special to Turkey, and support democratic compromise and do not look up other politics and applications.
3. Ministry of Education should consult the views of teachers in the process of any kind of decree and application related to the education system.
4. Lecturers carrying on their duties in higher education institutions should have teaching leadership to make pre-service teachers acquire academic, social and democratic skills.
5. It should be compulsory for Turkish Language and Literature Teachers to graduate from a relevant and appropriate field.
6. Training for pre-service teachers should get rid of ordinary process; and on the contrary, should be transformed into a professional process conducted by specialists.
7. Turkish Language and Literature Teachers should be provided with opportunities for improving themselves in their career as teacher leaders.

Conflict of Interests

The author has not declared any conflict of interests.

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