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The Precautions To Be Taken On The Faculties Of Education To Improve Teacher Quality And To Increase Employment Opportunity

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Abstract

The purpose of this study is to examine the Turkish education faculties on the areas of quantity and sufficiency of faculty members, student numbers, physical capacity, and the cultural environment to find the better and cost-effective solution to increase teacher's quality and their employment opportunity. One of the most important factors that affect teacher quality and employment opportunity is the national policy of education faculty and to raise teacher. The quality and quantity of education faculties have close relationship with implementation of teacher's education and employment policies. The management system of education faculties, the quality and quantity of faculty members, curriculum, the campus structure and cultural level of environment, the image formed by the faculty in terms of the teaching profession, and employment opportunities are key issues for the success and sustainability of the faculties. The most appropriate way for using the allocated faculty members, staff, and financial resources and to create the cost-effective system are important factors to improve academic success. In this research, it is aimed to be reached some solutions, some steps to be taken, and proposals about the quantity of Turkish education faculties, the effective usage of faculty members and financial resources, student capacities, the environment affects on teacher's training and quality to increase teacher's employment opportunity.

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Introduction:

There have been many researches and studies to increase the quality of education and its subsystems to improve manpower capacity in almost all countries. One of the recent study is "International Summit on the Teaching

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Profession”, New York, March 14-15, 2012. The main topic was “Preparing teachers and developing school leaders for the 21st century”. With the participation of the 23 countries, a meeting was held and discussed the improvement of the quality and success in education. During the meeting, the results of research on this subject have been compiled in a report that the most important factors affecting the success were determined as teachers and school administrators and what should be done to give better training to them to have better results around the world.

All education experts have pointed that the education is the most important factor to obtain social and economic development of the country. If we take into account other components, except for the students’ psychomotor characteristic, the teacher undoubtedly has the largest share on student’s academic success in education. According to researches, 50 % of students’ academic success comes from genetic characteristic, 30 % teacher’s quality. The rest 20 % is related with other factors and education technology has only 6 % share in these other factors. These researches show us the main investment area is teacher to have better academic success from education. If we want to have good result from education, first of all, we must provide good curriculum and proper educational environment for the teacher. All of these point out the education faculties.

The importance of education faculties has been increasing day by day because of the need of qualified teachers and the number of trained teachers for new areas of expertise. But, there are some deficiencies to provide better educational environment, such as financial limitations, insufficient faculty members, and insufficient campus facilities. Another important point is to provide a chance of employment for all candidates to encourage them to become a teacher.

Before setting up faculties and departments, the country’s development plan, the needs of the society and rising capable manpower for all sectors must be considered. It is very important to use financial resources and faculty members in cost-effective way to have better result while not only setting up the faculty but also to sustain it as well. As an example, the Turkish education faculties are examined in this context.

Turkey has 129 education faculties. According to Turkish Higher Education Council (YOK) 2012 report, there are 225.800 students and 6.623 faculty members in these faculties. Besides, 2.044 faculty members work on management and planning posts. About 60.000 students are graduated to become a teacher every year. There are average 34 students for each faculty member in the class..

Turkish Ministry of Education (MOE) has a MEB-İKOP Project related to teacher’s employment opportunity and expertise areas until 2023. MOE needs about 1 million 100 thousand teachers to be employed in 2023. MOE has about 800.000 now. About 280.000 candidates have waited for appointment. Every year, about 26.000 teachers retire/leave from MOE. This means 34.000 (60.000 graduates each year – 26.000 retire/leave each year) graduates have no chance to become a teacher every year. Table.1 shows these figures.

Table.1: Current figures about Turkish education manpower

(1.000, Apx.)

Current Manpower as Teacher in MOE	Waiting for appointment as teacher	Graduate each year from education faculties	Retire/leave from MOE each year	Graduates have no chance to become a teacher each year
800	280	60	26	34

Source: MEB, MEB-İKOP Project, 2013

If we consider 10-year period (2013 -2023), there will be about 320.000 (800.000 current + 280.000 have waited for appointment + 600.000 graduate in ten years – 260.000 retired/leave – 1.100.000 will be needed = 320.000) candidates will have no chance to become a teacher and maybe unemployed if current system not to be taken care of immediately. Table.2 shows 10-year period figures.

Table.2: 10-year period (2013-2023) figures about Turkish teacher manpower

(1.000, Apx.)			
Current Manpower in MOE as teacher	Waiting for appointment as teacher	Will graduate from educat faculties	Total
800	280	600	1.680

Source: MEB, MEB-İKOP Project, 2013

According to MEB-İKOP project outcomes and target, it should be 28.000 graduates from education faculties every year. The education faculty graduates should be downsized from 60.000 to 34.000 (60.000 are current graduates – 28.000 are needed each year) for each year. If we examine the faculties of education to provide optimum number of candidates, it is well enough to have 36 faculties (to taken care of geographical regions, faculty environment, faculty capacities and educational facilities, and students / faculty members and their family members' vital needs) instead of 129. These 36 faculties were established before 2002. It can be said; the 93 education faculties are not necessary and affect the financial resources & faculty members' usage in negative way. These 36 faculties have about 153.328 students' capacity. Total students number should be 112.000 (28.000 X 4 classes = 112.000) to reach MEB-İKOP 2023 plan. It should be necessary to downsize student numbers of these 36 faculties from 153.328 to 112.000. In this condition, it will be 13 students for each faculty members instead of 34 and will help to increase the quality of education. Besides these, each graduate from education faculty will have a job opportunity and this encourages him/her to become a teacher. Table.3 shows these 36 faculties and figures.

Table 3: The Proposal for Turkish Education Faculties

University Name	Student (Current)	Number Student (Proposal)	Number Faculty Members (Current)
Abant izzet Baysal University	4486	4000	163
Afyon Kocatepe University	2040	1500	51
Akdeniz University	2580	2500	82
Ankara University	1953	2000	131
Ataturk University	8546	5000	217
Balikesir University	4542	2500	119
Baskent University	1152	1000	61
Bogazici University	1885	2000	62
Bulent Ecevit University	2006	1500	48
Cumhuriyet University	4166	2000	92
Canakkale Onsekiz Mart University	4431	4000	112
Cukurova University	5370	4000	123
Dicle University	5182	3000	130
Dokuz Eylul University	8789	7500	207
Erciyes University	3733	2500	69
Erzincan University	4450	2500	112
Eskisehir Osmangazi University	1860	1500	51
Gazi University	10144	8500	484
Gaziantep University	1478	1000	27
Hacettepe University	3705	3500	171
İnönü University	4715	2000	96
Istanbul University	3083	3000	110

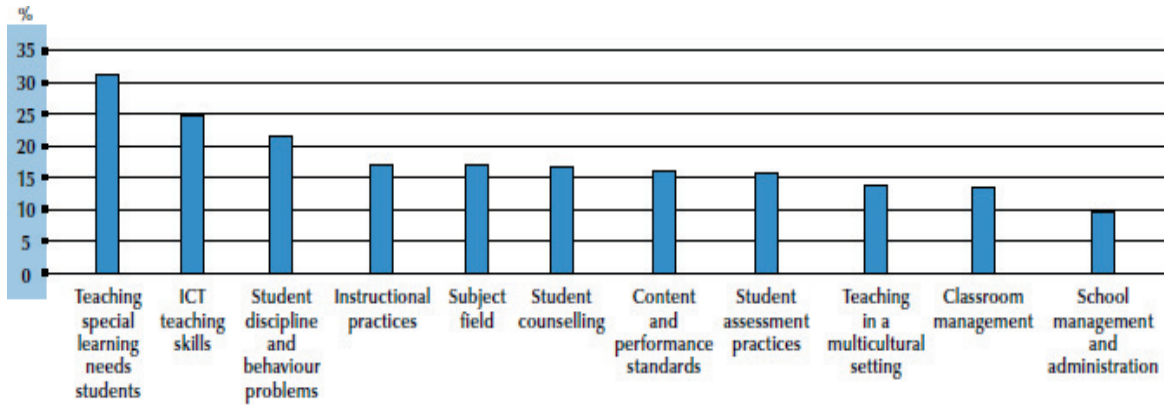
Karadeniz Teknik University	7939	5000	138
Marmara University	8603	4500	224
Mehmet Akif Ersoy University	3819	3500	110
Mersin University	2284	2000	55
Muğla Sıtkı Kocman University	2897	2500	88
Mustafa Kemal University	2518	2000	67
Ondokuz Mayıs University	8828	6500	161
Orta Doğu Teknik University (METU)	2040	2000	142
Pamukkale University	5289	3000	158
Sakarya University	4318	2500	113
Trakya University	3565	3000	110
Uludağ University	6281	5000	163
Yeditepe University	970	500	41
Yüzüncü Yıl University	3681	3000	31
Total	153.328	112.000	4.319
Other 93 faculties (will be closed)	72.479	-	4.348
Total faculty members			8.667
Student number for each faculty member	26		13

The precautions above may help to increase the teacher employment opportunity. But, this is not enough to improve teacher quality. Another important thing is to improve teacher quality is the education system, program, teaching method, and main skills to provide for candidates to become well trained and high quality teacher. Supporting, evaluating and developing teacher quality includes co-coordinating the curriculum and teaching program, monitoring and evaluating teaching practice, promoting teachers' professional development, and supporting collaborative work cultures.

Two key aspects of teacher training content are dealing with cultural diversity and diagnostic skills. In particular, teachers are learning to use sophisticated assessment tools to check on progress. The more pragmatic orientation of teacher training is thought by some to have gone too far, by basing teaching on mechanistic processes rather than a broader theoretical understanding, and by undermining academic autonomy. Teachers consider continuing development to be a major factor contributing to the development of the whole education system. The teacher training is mostly spent on practical training, and students are assessed in practice classes. Further training after entry into the profession is voluntary and out of working hours.

Education managers and planners must consider to have well-trained teachers while preparing strategic plans, targets, and projects on education to obtain better success, higher productivity, and to increase the quality of education. Teacher should take some special education and courses, such as theoretical basis, system management, education planning, decision making process, organization, communication, motivation, supervising and evaluation, usage of resources, personal behaviours, human resource management and development, preparing special project for schools, preparation and implementation of strategy, management of change, problem-solving, and information management with case studies. Teacher career development program should cover project leadership, team leadership, and school leadership. The graphics below shows us some areas of greatest needs for teacher professional development.

Figure 1: Areas of Greatest Need for Teacher Professional Development



Source: OECD (2009)

Teacher must be trained in accordance with the requirements of the information age; such as thinking methods (creativity, critical thinking situations, problem solving, decision making, learning), operating procedures (communication and collaboration), working tools (information technology, communication technology, information literacy) and skills to live in the world (citizenship, life and career, personal and social responsibility), in fields of education, to contribute to the success and quality of education.

Conclusions and Recommendations:

As a conclusion, it should be considered to use financial resources and faculty members in cost-effective way before setting up the universities and faculties & departments. In addition to these, higher education investment projects should be kept away from political considerations, such as establishing a university in each city etc. The scientific considerations, social and economic reasons, and realities must be taken care of before making a decision. Faculty campus should be established inside the city to provide proper social life conditions and cultural environment for students and faculty members & staff, and their family members.

The campus should include all educational, vital, and welfare facilities for students and faculty members. The faculty members shouldn't think on their family's welfare and vital needs to bring them together. This research should be sample for all universities and faculties & department to save financial and faculty members' resources and idle capacity.

After saving the financial resources, it will be possible to increase research & development budget, the salary of faculty members, expenditure for each student, and increase the quality of teacher & education and outcomes of education faculties. Raising better teacher means having better student, and better manpower for the country.

So; the quantity of Turkish education faculties is more than enough and inharmonious with the teacher employment policy. The number of faculties needs to be revised. The quantity of faculties not only affects the usage of financial resources, but also decreases effective usage of education faculty members and quality of teachers.

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