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How should be a good faculty of education and a good student in the faculty of education?

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Abstract

In this study, it is aimed to find out the views of the students in the faculty of education on a good faculty of education and the profile of a good student in the faculty of education considering that it is required to get feedbacks from the students who are a good observer each to enhance the quality of the faculties of education. The research group of the research includes 34 third grade students studying at the department of primary school mathematics teaching of a state university during the academic year 2011-2012. As the research design, the case study which is one of the qualitative research methods has been used, and a test consisting of 2 open-end questions has been applied to the 34 participants as determined in the sampling, and the written opinions have been asked from the participants. The data collected has been assessed by dividing into codes and categories by means of content analysis method.

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1. INTRODUCTION

As it is known, the guarantee for our future is closely related to the education level of the individuals, and therefore, the society. It is no doubt that the development of the society would be increased to the extent that the education levels of the individuals of the society are increased (Aydn, 2003). Existing educational institutions has assumed to carry out the education of the societies. Qualitative education and raising qualified individuals are adopted as the main purpose at all stages from the primary education to the higher education. It is obviously seen that the universities plays an important role in raising the professional groups that enable the development of the

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societies. The universities are the higher educational institutions that operate as public entity with scientific autonomy, and provide education-teaching, scientific research, publishing and consulting at a high level, and include faculties, institutes, high schools, and similar bodies and units (Yükseğt Öğretim Kanunu, R. G. 17506). It is no doubt that qualified individual profile can be raised as expected from the universities by effective application of the curriculums. Therefore, the academics and instructors as the practitioners of many curriculums are the focus of the education system as all agreed.

Considering that the students who are raised today with the thoughts and skills of the teachers will be the lawyers, doctors, teachers or scientists in the future, the importance of the teachers’ profession can be more clearly understood. Therefore, it will be not wrong to tell that one of the essential members of our education system is teacher. The institutions that raise teachers, that are the faculties of education, are primarily responsible for raising the qualified teachers (Murat, Aslantaş & Özgen, 2006). In this sense, the importance of the faculties of education established to raise qualified teachers cannot be ignored. Because each of the teacher candidates studying at the faculties of education will deliver education to thousands of students in the future and share the information with them (Arslan, Özkan & Külçekçi, 2012). Thus, all the countries in the developing and changing world to have well-raised teachers try to question their education systems and policies for raising teachers, and to continuously keep them up-to-date (Day, 2010). As raising teachers is perceived as raising individuals in general terms, it should be considered that socio-economic, socio-cultural and political developments have an important impact on developing teacher raising policies (Aslan, 2003; Darling Hammond, 2005). Therefore, it can be concluded that each society is to have a specific policy for raising teachers.

Our country has more than 150 years of experience in raising teachers (Öztürk, Doğan & Koç, 2005). According to Akyüz (2001), the institutions that has continued their activities under the Ministry of National Education with the beginning of Republican period have been transferred to universities as of 1982 (Aslan, 2003). According to Çakır (2005), the programs raising teachers are expected to equip the teacher candidates with certain professional qualifications. In this sense, considering that in primary education departments of all the faculties of education in our country, the package program as determined by the YOK (Council of Higher Education) is commonly applied, it can be said that all the competencies aimed to be gained by the teacher candidates through this program are the same for all the faculties of education (Terzi & Tezci, 2007). It has been specified in the Basic Law No. 1739 of National Education that the programs should include general cultural information, special field education and pedagogical formation courses, with respect to the programs for raising teachers (Yüksel, 2009).

Since the foundation of the faculties of education, at almost all scientific conference held, the properties required to be held by the faculties of education, educational process, physical conditions, social opportunities, and the qualifications that they aim at making the students gain have been discussed in detail. According to Çokluk Bükeoğlu and Yılmaz (2007), while it is applicable for all the levels of education, the faculties especially which delivers education at university education level should not only be the institutions where education is delivered, but also the places where the students come willingly, can participate in social, cultural and sportive activities, and develop their thought. As the reason for being of all the institutions from the primary schools to the
universities are the students (Semerci, 2003), the views of the students as a good observer each have been required, when it comes to the a good faculty of education, considering that it can only be achieved by getting feedbacks from the students to the questions how all these are assessed by the students, and whether these meet the expectations of the students. Therefore, this study has been carried out considering that the perspectives of the students who take place at the center of the education and teaching concepts of a faculty of education, and their views on the qualifications of a student in the faculty of education are important.

2. METHOD

In this study, case study which is one of the qualitative researches has been used. The case study is an empirical study method which studies on a current case within the framework of the real-life of itself, and is used when the borders between the case itself and the content where it is involved is not obvious with sharp lines, and when there is more than one source of evidence or data (Yin, 1984).

The research group of the research includes 34 third grade students studying at the department of primary school mathematics teaching of a state university during the academic year 2011-2012.

As a data collection tool, a test consisting of two open-end questions have been used. While it was tried to determine a profile of a good faculty of education which is conceived of by the students with the first question, it was tried to reveal how a good student should be in a faculty of education through the students’ perspectives in the second question. The expert views were taken about the questions involved in the data collection tool. The data from these questions was collected in writing at one week intervals.

The content analysis was used while analyzing the data from the research. The purpose of the content analysis is to reach the terms and relationships that can describe the collected data. Thanks to content analysis, the realities hidden in the data are tried to be uncovered (Yıldırım & Şimşek, 2011). The data was continuously compared with each other, and was analyzed considering their relationships between each other. In addition, the data was repetitively read for the accuracy of the analysis of data, and the parts which are not considered to be involved within the scope of the study were excluded. Following to the coding, the similar codes were integrated, and grouped under the appropriate categories, and their frequencies were calculated. In addition, the sample quotes were provided below related to the views of the participants which are coded as P1, P2, …, P34 in respect of the created categories and codes.

3. FINDINGS

The data collected were outlined and classified in accordance with the research questions, and the categories and codes were created. According to the questions from the question “How should a good faculty of education?” three categories were determined as “academic”, “physical conditions of the faculty of education,” and “educational process”. The data from the question “How should a good student be in a faculty of education?” were studies in two categories including “personal characteristics” and “proficiencies”. These categories are
shown in the Figure 1. Each category is explained with codes, and the quotes from the views of the participants are directly given.

![Figure 1: Research questions and created categories](image)

3.1. **Findings related to the question “How should a good faculty of education?”**

In the table below, the findings about the views of the participants about the question how a good faculty of education should be are mentioned. In this sense, the codes created under the category of “academic” in the Table 1, and the frequencies for these codes are given.

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>They should have field and professional proficiencies</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>They should have good communication skills</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>They should encourage the students to make research</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>They should be a role model</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>They should be coherent</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>They should be mentors</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>They should be democratic</td>
<td>2</td>
</tr>
</tbody>
</table>

When the Table 1 is examined, it is seen that the participants mostly emphasize upon that the academics should have field and professional proficiencies (16); should have good communication skills(14), and should encourage the students to make research(6) under the academics category. The quotes from the written views about these findings are directly given below.
While they state that P7 and P27 academic should have proficiencies in their fields and professions,

P7: ...Our teachers should be equipped in field knowledge and profession....

P27: ...The academics should be professional and equipped with respect to field and career....

P15 and P19 academics should have good communication skills,

P15: ...They state that the communication between the student and the teacher within the framework of respect and tolerance for us to establish communication especially in future, in the faculties of education...

P19: ...The relationships between the teacher and the students should be good in a good faculty of education...

P14 and P17 state that academic are required to encourage the students to make research as below.

P14: ...The academic should encourage the students to make research...

P17: ...The academics should much encourage the students to make research...

The codes and frequencies for the categories “Physical specifications of the faculty of education” as another category created in accordance with the answers to the question how a good faculty of education should be are given in the Table 2.

Table 2.The codes and frequencies related to the category of "Physical specifications of the faculty of education”.

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical specifications of the faculty of education</td>
<td>Should have a good physical equipment</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Should have a technological equipment</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Should not be crowded</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Should be safe</td>
<td>1</td>
</tr>
</tbody>
</table>

When Table 2 is examined, 13 students emphasize that the faculty of education should have physical equipment, 11 students emphasize that it should have technological equipment, 5 students emphasize that it should not be crowded, and 1 student emphasizes that it should be safe. The quotes from written views related to these findings are given below.

P1 and P25 state that the faculties of education have to have a good physical equipment, and P12 and P15 also state that the faculties of education have to have technological equipment with the following statements.

P1: ...The buildings should be equipped with better physical structure for more applications...
P25: ...The teaching environments in a good faculty of education should be structured so that it will be best suitable for the students...

P12: ...The classrooms in the faculty building should not be lack of technological devices...

P15: ...The technological equipment should be supplied smoothly...

The codes and frequencies related to the category of “educational process” created in accordance with the answers to the question how a good faculty of education should be are given in the Table 3.

Table 3. The codes and frequencies related to the “educational process”

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Process</td>
<td>It should be concentrated upon the teaching practice courses</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>It should be concentrated upon the applications in courses related to education</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Much importance should be given to the courses related to education</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>It should have different social activity clubs</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>They should be aware of that they are raising teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>It should also include interview while selecting the students</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Care should be taken for the preparations of course and exam schedules</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Learning and the learner should be given priority</td>
<td>2</td>
</tr>
</tbody>
</table>

When the Table 3 is examined, it is seen that the students put emphasis on that it should be concentrated upon the teaching practice during the educational process, It should be concentrated upon the applications in courses related to education, much importance should be given to the courses related to education, and It should have different social activity clubs with respect to the category of educational process. P4 and P11 state that it should be concentrated upon the applications in courses related to education during the educational process,

P4: ...It is not enough to raise qualified teachers that the teaching practice courses are just delivered in the final year. It is essential in terms of the ability to understand and apply their proficiencies for being a teacher, and to measure the tendency to being a teacher to receive the teaching practice courses as of the first grade...

They stated with the following words:

P11: ...First, it would be better to have much more teaching practices. Although this is our third year, we are still not equipped so that we could know how to lower the level to the primary school level and to instruct to them...

P6 and P17 stated that it should be concentrated upon the applications in courses related to education during the educational process,
P6: ...Only information is provided during the courses related to education, and I think it should be almost 70% practical ...

P17: ...First of all, there are those courses related to education we are delivered every term. In these courses, the information and practices should be provided, which are mostly practical and will be useful for the students when they become a teacher, instead of delivering the courses according to this theory, or that theory, or like, the definition of the education is that...

In addition, P11 and P26 put emphasis on that much importance should be given to the courses related to education during the educational process with the following words.

P11: ...I think that the courses related to education should be given much more importance. We need to have powerful knowledge of education as much as we have powerful knowledge about our field of study...

P26: ...Much importance should be given to the courses related to our field of study; however, definitely, the courses related to education should be given priority and intense...

3.2. Findings related to the question “How a good student in a faculty of education should be?”

The views of the participants related to the question “How a good student in a faculty of education should be?” are studies under the categories of “personal characteristics” and “proficiencies”. The codes and the frequencies related to these codes, which are created under the category of “personal characteristics” are indicated in the Table 4.

Table 4. The codes and frequencies related to the category of “personal characteristics”

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Characteristics</td>
<td>Should be social</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Should be willing and determined to learn</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Should be morally good</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Should be responsible</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Should be critical</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Should have self-confidence</td>
<td>2</td>
</tr>
</tbody>
</table>

When the Table 4 is examined, it is seen that the participants give priority to such personal characteristics of a good student in a faculty of education as to be social, to be willing and determined to learn, to be morally good and responsible. P8 and P13 stated that a good student in a faculty of education should be social with the following words.

P8: ...We should not come to the faculty just to listen to the instructor and then, go away. We should be involved willingly in the social activities and social responsibility projects of the clubs...

P13: ...Of course, the student should not be only limited to the courses. At the same time, they should spare enough time for the social activities because when enough time is spared for their social activities, they
could know the activities where they feel comfortable and should recommend the same to their students at school, and therefore, they would be a better role model teacher for their students with their sophistication...

P2 and P24 state that a good student in a faculty of education should be willing and determined to learn with the following words.

P2: ...A student who comes to the faculty of education should be an individual who knows what they want at first, and then, who is aware of why they are here, has good level research skills, if not high-level, and who is willing and determined to learn...

P24: ...They should be interested in, and concerned about, the courses, and willing to make research and to learn new things...

P20 and P21 stated that the student should be morally good as below.

P20: ...They should be morally good because the teacher means a role model individual...

P21: ...For the individuals who will become a teacher, the widely comprehensive adjective attributable is socially ethical on my mind. The student should be socially ethical. And if this student is studying at the faculty of education, then they should be more careful about those two times, or even, ten times more...

The codes and the frequencies related to these codes, which are created under the category of “proficiencies” in accordance with the findings about the participants’ views about the question “How a good student in a faculty of education should be?”, are given below in the Table 5.

Table 5. The codes and frequencies related to the category of “Proficiencies”

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiencies</td>
<td>Should develop themselves</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Should be a role model</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Should be aware of that they will become teachers</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Should have adequate knowledge of their field and profession</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Should have good communication skills</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Should have general culture knowledge</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Should like their department</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Should have a library</td>
<td>4</td>
</tr>
</tbody>
</table>

When the Table 5 is examined, it is seen that the participants highlight that a good student should develop themselves (17), should be a role model(15), should be aware of that they will become teachers(11), should have adequate knowledge of their field(10) and profession, and should have good communication skills(10).

P9 and P12 stated that a good student in a faculty of education should develop themselves with the following words.

P9: ...The student should learn only during the course but they should make research out of the courses, and they should develop themselves with respect to the assignments and projects...

P12: ...A good student in a faculty of education should develop themselves so as to be a teacher who will be beneficial to the society. The student should improve themselves in the course they run and should achieve a higher level knowledge than required level...
While P12 and P17 stated that a good student in a faculty of education should be a role model with the following words:

\[ P12: \text{"...A student of a faculty of education who improve themselves so as to be a role model in every respect will be a teacher who raises the students who will be role models in every respect..."} \]

\[ P17: \text{"The teacher is the individual who is a role model for the society with all their acts and behaviors. Therefore, a student who study at the faculty of education should be aware of that they will be a teacher in the future, and they should serve as a model with all their acts..."} \]

P1 and P22 stated that a good student in a faculty of education should be aware of that they will become a teacher with the following words.

\[ P1: \text{"...A student in the faculty of education give should be aware of that they will become a teacher, and do well by being a teacher candidate in all aspects such as their acts, behaviors, and appearance, etc..."} \]

\[ P22: \text{"...A good student should be an individual who does not regard the teaching profession as a comfortable and unengaged profession but who are prepared so that they can bear the sacredness and weight of this profession..."} \]

4. DISCUSSION AND RESULT

According to the data from the test applied to the participants, the students have assessed the faculties of education in terms of academic, physical conditions of the faculty of education and educational process. Mostly emphasized characteristics in respect of the academics include that the academic should have field and professional proficiencies; they should have good communication skills, and they should encourage the students to make research. According to the physical conditions of the faculty of education, they stated that the faculties of education should have good physical and technological equipment. With respect to the educational process, it is seen that they have highlighted such properties as that there should be more concentrated upon the courses related to education in faculties of education, and the applications in the courses related to education, and also, that there should be social activity clubs.

According to the participants, when considering a good student profile in the faculty of education, it is seen that the data is divided into two categories including “personal characteristics” and “proficiencies”. While for the personal characteristics, such characteristics stand out as to be social, to be willing and determined to learn, and to be morally good, for the proficiencies, it is seen that such characteristics as that a good student in the faculty of education should develop themselves; should be a role model; should be aware of that they will be a teacher in the future; should have adequate field and professional knowledge, and should have powerful communication skills.

Although the views of the participants were received in writing without any limitation of subjects, it has been seen that the views are concentrated upon the academics, educational process and physical equipment. It is seen that the participants’ views on the academic and educational process are similar with the findings of the study carried out by Basturk (2011) titled “Assessments of the mathematical teacher candidates about the educational process in the faculty of education” in terms of academic in that “the academic should develop themselves”; in
terms of physical conditions, in that the technical facilities and physical equipment should be improved, and in terms of the educational process, in that the number of courses related to education should be increased. It is seen that participants have mostly pointed out with respect to the educational process that the practices for the courses related to education are low in number, and less importance is given to the courses related to education, and such result is coherent with the results of the study as carried out by Sahin and Balkar (2007). The results achieved through the assessments made by the students on a good faculty of education and a good student profile in the faculty of education under this study provide clues about the education in the faculty of education, while showing what the students expect from a faculty of education.

Considering the findings of this study and similar studies, we think that the managers of the faculties of education as well as the heads of department should take into account the opinions and views of the students involved in this study to enhance the quality of education and to become competitors with the international faculties of education. Moreover, this type of studies can be supported with interviews for more detailed data, and become more common, and large-scale studies can be conducted in all other faculties of education in Turkey.

5. REFERENCES


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