The Started Newly and Retired Primary School Teachers' Opinions Related to Occupational Values and Analyzing the Chance of These Values[*]

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Abstract

Aim of this research is to present what the occuptational values are and changes in these values according to the opinions of the teachers who retired in the last five years and who have started the job in the last five years. This study was designed to determine the levels of factors concerning quality in research methods and phenomenology model was used. Study group of the research is comprised of primary school teachers who have retired in the last five years and have started their job in the last five years, via criterion sampling method. Data has been collected with structured interview tecnique. Findings have been analyzed with descriptive analysis tecnique. Results of the research show that there are differences in the opinions of the primary school teachers, who have retired in the last five years and who have started the job in the last five years, about the occupational values and changes in these values. Especially, as regards occupational satisfaction and teaching profession is well regarded, primary school teachers who have retired in the last five years have mentioned more positive opinions than primary school teachers who have started their job in the last five years. Another result is that retired primary school teacher who have started their job in the last five years think that value given to teaching profession reduced and with the increase of the educational level of the community, the value given to the teaching profession will increase.

Key Words

Value, Occupational Value, Change in the Value, Primary School Teacher, Retired Teacher.

One of the major aims of the research on values is to determine the present value tendency and to find out the interaction of the tendencies with their attitude, behaviour, social experience and roles (Mehmedoğlu, 2006). An interiorised belief related to how an individual has to behave (Meglino & Ravlin, 1998) or criteria which is for determining what is right and what is wrong, what is good and what is bad can be described in different ways. Aim of the

values is to help us understand who we are, why we do the things which we do, what we want to do. But meanwhile we must know why these rules have been presented; that they are guides for us to make right decisions, that they are not body of rules which always help us to find the correct answer (Lebow & Simon, 1999; Sagie, Elizur, & Koslowsky, 1996).

Values are a part of life, and values can be thought to be gained in society by living. Kerschensteiner (1954) mentions that all teams formed by men must develop values. Carr (2010) states that some personality traits can enter the occupational values. Brady (2011) too says that education process is full of occupational and personal values and teachers bring these values to the class unconsciously. It can be revealed that there are values developed by the teachers and which values are necessary for their development. While performing teaching profession, there are some moral principles, values related

to the job and man (Şişman & Acat, 2003, p. 238). Core values of the society forms the value system of the teaching profession. Directors at school, teachers themselves and thoughts of the parents who send their children to school have important effect on forming of these values (Çelikten, Şanal, & Yeni, 2005, p. 209). Changes in many subjects such as developments in human rights, changes in children's being perceived and changes in outlook on children, development of fundamental rights and freedoms, increase in the level of education anticipation of family and society from the schol have forced schools and the teachers to change (Dönmez, 2011, p. 5).

Values don't ceartinly tell us what we have to do, but they guide us for the right things to do (Gudmunsdottir, 1991). Knowing the differences in the value system ensures understanging of the social structure of the society and family structure. Above all, it helps us to understand individual's needs, anticipations, and perceptions, and so that ensures the communication efficiency among the individuals. In this respect, being knowledgeable with this subject, it's of vital importance, particularly to individuals who undertake the duty of educationalist, directors in the working life (Uyguç, 2003).

Value and prestige given to the occupation in the society is of as much importance as some criteria sought in the candidates of the teaching occupation are important for the development and prestige of the occupation (Kılbaş Köktaş, 2007, p. 91). Quality and qualification of the techer is the most important factor in the accomplishment of the education activity (Büyükkaragöz, Muşta, Yılmaz, & Pilten, 1998). We can think that there may be relation between increasing the teacher's quality and qualification and importance attached to the teaching occupation.

Occupation values, states the ordering of the anticipated satisfaction kinds (Kuzgun, 2000, p.76). Occupational values is a set of notions which establishes a connection between affective drift to the individual (first psychological need) and exterior objects that can meet this need (Zytowski, 1970). Teaching occupation has satisfaction fort he member of the occupation both while performing the duty and after doing what is necessary fort he profession. Satisfaction obtained whilw performing occupational duties results from interest both interest and satisfaction obtained after fullfilling the dut yare called occupational value (Akbaba, 2002).

If teachers want to remain as a member of profession they must behave according to the value system of the profession (Bursalıoğlu, 2002). Rogers (1969) and

Freire (1998) have combined values in ten categories that teachers should have had them. (*i*) dependable; (*ii*) reliancing and appreciating to students; (*iii*) empathic; (*iv*) acting fair; (*v*) unpretentious; (*vi*) warmheartedness; (*vii*) courageousness; (*viii*) tolerant; (*ix*) deciding and determined; (*x*) Peaceful. Expectations from teacher may change when the region he Works in and the structure and culture of the society is taken into consideration (Çelikten et al., 2005, p.213). Meanwhile values that he gave importance to in different periods of his/her life, during the process when he/she undertakes different roles may change (Çileli, 2000). We can think that the values can change in teaching profession. As a result, the people whose general and special talents, interests, values are not suitable to teaching profession they should be prevented from entering that job and they must be settled in a job according their qualities. If we follow these procedures we will be helpful for both teaching porfession and these people (Akbaba, 2002).

In education studies topics should have increased subjects about value, occupational value, business ethics and character education in education studies. Also Göktaş et al. (2012) have analyzed educational studies' content in their study. Mostly educational tecnologies (% 9.1), psychological guidance and counselling (% 8.4), science education (% 7.1), and in mathematichs education (%6,4), at least studyies are philosophy education (% 0.2), religious education (% 0.3), and health education (%0.5). So we will be helpful studying on the least stutied subjects.

In this research revealing the occupational values and changes in the occupational values, according to the opinions of the primary school teachers who has retired in the last five years and who has started in the last five years is aimed. So that it wil be possible to determine what the occupational values are according to the teachers and whether there are changes in the occupational values or not. Whitin the basic scope of this research answers of those questions are has been sought.

What are the occupational values in teaching occupation?

What are the opinions of teachers in terms of reflecting occupational values to the students?

What are the opinions of teachers in terms of reflecting occupational values to the teachers?

What are the opinions of teachers in terms of reflecting occupational values to the profession?

What are the opinions of teachers in terms of reflecting occupational values to the educational or-

ganization?

How do the teachers explain their opinion about changes in educational values?

What are the factors that are effective in changing of the occupational values?

What are the factors that contribute to occupational values?

Method

This research has been carried out with the qualitative research method to determine profoundly the observations of the primary school teachers who have retired and teachers who started the occupation in the last five years, related to what the occupational values are and changes in these values.

In this research one of the qualitative methods; phenomenologic method, that is suitable fort he nature of the research, has been used. In our research determining the phenomenon related to occupational values and to changes in these values aimed.

Study Group

Study group of this research was formed with ten primary school teachers who have retired in the last five years and ten primary school teachers who started the occupation in the last five years in Nevşehir in 2011-2012 education year. The reason why only the primary school teachers who have retired in the last five years and the teacher who started the occupation in the last five years have been included is to be able to compare the opinions of the teachers related to the occupational values at least in the last 25 years, and changes in these values. This study was designed to determine the levels of factors concerning quality in research methods and phenomenology model was used. These teachers were determined by the sampling criteria. Basic understanding of this method in all cases that meet a predetermined criterion range is unparalleled.

Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel (2008) , explain in a research that observation units can be formed with people who have certain qualities, with incidents, objects or circumtances, in this case units (objects, incidents etc.) meeting the criterion prepared for the sample are taken in the sample. So, working primary school teachers, retiring in the last five years and starting their job in the last five years were taken as criterion .

% 30 (n=3) of the primary school teachers who

have retired in the last five years is woman, % 70 (n=7) of the primary school teachers who have started their job in the last five years is woman. % 50 (n=10) of the study group is woman, %50 (n=10) of the study group is man. Name of teacher who have retired have been coded from E1 to E10, name of working teacher have been coded from Ç1 to Ç10.

Data Collection Instrument

In the study data collection instrument is semi-structured interview form. According to Stewart and Cash (1985) interviewing is process of dyatic, relational communication with a predetermined and serious purpose designed to interchange behaviour and involving the asking and answering of questions.It can become clear not only superficial meaning but also real meaning and predicting of artifical answers and winnow out by gesture and facial expressions (Karasar, 2006). The related literature was reviewed and preliminary interviews were made with 3 experts in order to prepare interview form. This form reviewed by two associates who are experts in educational administration and supervision. By this review, the form was revised and 15 open-ended questions were determined.

The Analysis of Data

Data which were obtained were analysed with the descriptive analysis. Descriptive analysis is carried out in four steps. In the first step a frame for data analysis formed based on research questions and dimensions that are in the interview. In the second step data are arranged according to the previously formed thematic frame. In this step in order to provide the solidity connected with observation, possible differences between the applicators were loweredto minimum. In the third step the data which were arranged were described and quotations were included where neccessary. In the fourth step described findings were explained, interpreted by giving the meanimg.

Validity and Solidity

Validity handles the accuracy of the research results. External validity is related to transmissibility of the results to similar groups or environments, internal validity is related to, sufficiency of the fallowed process in unveiling the studied reality while approaching the research results. Solidity as research process and data being defined in a clear and detailed way that is in away that enables another researcher to evaluate. To increase the validity and

the solidity of the research the fallowing measures have been taken.

a) So as to increase the internal validity of the research, while the interview form being prepared, a conceptional frame for educational values was formed by analysing the related literature. Opinions of the researchers and lectures who are expert on qualitative research were received. Until the coherence of the opinions was ensured interview forms were studied. In descriptive analysis for analyse of the data while thematic frame being determined, attention was paid for its overall and substratum to be able to explain the related subject. In the study process codes and themeshas generated and verified relationship between them. Before interview, participants were interviewed preliminary to trust. Interviews were made with volunteer participants, and by courtesy of the interviews were recorded with the recorders. So that, it is aimed that the data which was obtained during the interviews which were made sincerely and voluntarily reflect the phenomenon we studied.

b) In order to increase the external validity of the research, the tecnique of the research was described in detail in order to be able to be compared with other researches. Findings were always tested by the researchers in terms of compatibilitywith theoretic context; so that findings were tried to be given in detail. This condition directed the research process into a detailed description.

c) So as to increase the internal solidity of the research all of the findings, without commenting on them, quotations were directly taken from the statements of the participants. With two researchers, a lecturer expert on qualitative research compared the analyses by using the data. During data collecting process by providing detailed information to the participants, ensuring the internal validity was aimed.

d) In order to increase the external solidity of the research, the process fallowed in the research and scope of the records taken related to the process described clearly and in detail. The raw data and coded data have been preserved by other researchers are to examine them.

Conclusion and Discussion

In terms of meaning attributed to the teaching profession, prestige of teaching profession, prestige provided by the occupation, primary school teachers who have retired in the last five years have presented more positive opinions than the primary

school teachers who have started in the last five years. For that reason it can be said that there are differences between the occupational values during the period when the teachers who have retired in the last five years lived and present time. This case in Çileli (2000) study's finding is correspond to our study findings, this study's name *is* "Change in Value Orientations of Turkish Youth From 1989 to 1995" has emerged findings related to changing values in different periods indivudal life by different roles. The study whose name Brophy and Good (1986) "Teacher Behavior and Student Achievement has much findings about teacher behavior. Teachers' occupational values are important and values can affect teachers' behavior. In the study by Başol and Bardakcı (2008) they have found that differentiations in educational values may affect the value of the teaching profession. In Karamustafaoğlu and Özmen (2004) have found in their study's that: Most of teacher candidates' expectations wasn't falled short, have future anxiety, and teaching profession isn't as prestige as before. The other study shows that the difference between teachers values and other jobs' values by Allport Vernon values scale. Psyhiatrists, lawyer and engineers mind mentation more than teachers. Teachers mind social security more than psychiatrists (Kuzgun, 2000).

Regarding the one of the study's finding is that most of the primary teacher started newly think that teaching occupation's falling behind in meeting the expectations materially is the only subject that on which there is a great consensus. Recently, we can think that teaching profession decreased economic cost, so teaching profession's diminish in importance occupatinal value.

Students centred approach which is started to be playing a role in educational values change is a prominent result which is misapplied by the students and parents. The other study's findings are correpond to us. Arslan and Özpınar's (2008) study is teacher qualifications: expectations of primary pragrammes and bringing in education faculties. In the study education programmes hasn't any detail to how student centred approach 'll apply. So we can suggest that offering information to students and custodias about what student centred approach is, how it can apply.

Regarding the teachers whose ill suited behaviours in their private lives corrode the occupational values, teachers who have started their job in the last five years think more flexible than the teachers who have retired in the last five years is one of the emergent results. From different viewpoint, in

Yılmaz's (2006) study whose name is according to primary school principal and teachers, individual and organizational values in public primary school and managing their schools by these values, has found primary school teachers mind respecting for human and democracy in organization. Employee associations have to struggle not only to protection tangible rights but also struggle more to protection occupational prestige (Dönmez, 2011). In Boon (2011) study showed that ethics need to be both integrated with professional standards and taught in a standalone subject and ethics understanding underpins the teaching of values, professional standards and reflective practice.

In our study finding , if teaching profession exams are made by pratically, these exams need to contribute occupational values.. The finding is similar to the other study. In Eraslan (2004) study explains that exams deliminate teachers candidates' creavity and damp down analysis, synthesis and evaluation capacity.

The idea that the increase in education level of the society will increase the occupational value of the teachers is a subject that teachers agree on. Basic education support Project (2006): teacher education component workshop on general competencies of teaching profession was defined general competencies for teaching profession (Milli Eğitim Bakanlığı [MEB], 2006). Also national workshop on teacher strategy (Ulusal Öğretmen Stratejisi Çalıştayı, 2011) has suggested that profession's ethic principles, syndicate rights etc.should be taken part in training of candidacy and created of school and ethical value system and attached importance to character education.

Suggestions

In the light of the findings obtained in this research, following suggestions aiming to preserve and develop the value of the teaching profession can be made.

- It can be suggested that by all partners of the school, meetings can be held in order to preserve the value given to the teaching profession and the prestige that it adds to the society and putting the decisions made in the meeting into effect.

- It can be useful to present students and parents information related to what is student centred education and how it must be applied. Parents should support the teachers in order that can apply the student centred approach beter.

- We can comment that toughts like values and

occupational values shapes according to individuals point of view. These notion's being seen in practice with their real meanings can provide a common consensus. For that reason at school attention must be paid to the forming of the values and education of values.

- Occupational organizations have to struggle to attract attention occupational values for teaching profession.

- Teachers must be more sensitive to their colleagues unethical behaviors. For this purpose they must be given a systematic education.

- Professional exams can be reorganized by benefiting from experts in teacher education.

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