Available Online at http://iassr.org/journal
2013 (c) **EJRE** published by
International Association of Social Science Research - IASSR

ISSN: 2147-6284
European Journal of Research on Education, 2014, Special Issue: Contemporary Studies in Education, 81-86

European Journal of Research on Education

Perceptions of guidance and psychological counselor candidates on modern teacher's qualifications

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Abstract

As well as students, guidance and psychological counselors support to teachers for many professional aspects so their knowledge about qualifications of teacher gains importance at the present time. Therefore, the aim of this research was determined as to specify the perceptions of guidance and psychological counselor candidates on modern teacher's qualifications. The research is a descriptive study in the phenomenological pattern which is one of the qualitative research patterns. In the research process, open-ended questionnaire as a data collection tool was applied to 28 guidance and psychological counselor candidates. Descriptive statistics; frequencies and percentages, related to their opinions about modern teacher's personality, professional and social-communal qualifications were detected. As findings; being patient, tolerant, receptive, helpful as personality qualifications, having profession knowledge, following professional development and continuing self-development, being equipped and capable professionally as professional qualifications and being successful in human relations, interesting and participating to social events, being sensitive to living environment and community as social-communal qualifications were expressed by most of the candidates in the research's study group. As a result, guidance and psychological counselor candidates are aware of the basic qualifications continuing validity from past to present but they do not wise up recently qualifications of teacher at the information age. Accordingly, some arrangements should be made on guidance and psychological counselor candidates' pre-service training program for that they become conscious about teacher's contemporary qualifications emerged thanks to rapid developments in science and technology.
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Keywords: Qualification, teacher qualification, guidance and counsellor, guidance and counsellor candidate;

1. Introduction

Educational systems, philosophies underlying these systems and applications in educational processes have changed continuously throughout the history in accordance with the characteristics of the periods. These changes have led to the redefinition of the education as "the process of uncovering the innate latent forces of individuals and then converting to abilities" (Karslı, 2005) before known as "creating changes through experiences on individuals' behaviors". Roles and responsibilities loaded to teachers with new definition of education differentiate increasingly and this situation modifies the required qualifications of teachers (Karslı & Güven, 2011). Additionally, having basic competencies and new qualifications by teachers is important for the effectiveness of education systems (Lockheed, & Levin, 1993).

Qualifications of teachers play the leading role in socialization of individuals, preparation of students for community life and transferring culture and values of society to younger generations as factors for the effectiveness of the education system (Wong, 2004). As a known fact, students' achievement also depends on teacher

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qualification rate of 30% besides genetic traits and environmental factors (MEB, 2011). On the other hand, guidance and psychological counselors support to teachers about many personal and professional aspects for development of teachers' qualifications so their awareness about qualifications of teacher gains importance at the present time. Most of the information related to basic; is valid in current time, and contemporary qualifications of teachers are presented intensively to guidance and psychological counselors into their pre-service education. Therefore, the perceptions of guidance and psychological counselor candidates on modern teacher's personal, professional and social-communal qualifications are determined as the subject of this research.

2. Methodology

The aim of this study; descriptive research in the survey model, is to determine the perceptions of guidance and psychological counselor candidates on modern teacher's qualifications. For reaching the study's aim, we try to get answer the following questions.

1. What are the personal qualifications of modern teacher according to guidance and psychological counselor candidates?
2. What are the professional qualifications of modern teacher according to guidance and psychological counselor candidates?
3. What are the social-communal qualifications of modern teacher according to guidance and psychological counselor candidates?

2.1. Study Group

The study's group is composed of 32 guidance and psychological counselor candidates attending Guidance and Psychological Counseling Program at Faculty of Education in Çanakkale Onsekiz Mart University, Turkey. All candidates are in fourth (last) class level and have some experiences related to schools and teachers thanks to their field and institutional experience courses. Also, 10 (31.25%) male candidates and 22 (68.75%) female candidates are in the study group.

2.2. Data Collection Tool

As data collection tool, the open-ended questionnaire which contains personal information form and three main questions was used in the research. At the beginning, many open-ended questions about qualifications of contemporary teachers were prepared and the trial form was organized. Then, this form was presented to academicians who are expert in the educational science for getting their ideas. According to these ideas, open-ended questionnaire was revised and latest version of form composed of three main questions and sub-questions aim to identify opinion of guidance and psychological counselor candidates about modern teacher's qualifications.

2.3. Data Analysis

In this research, descriptive analysis technique was used according to qualitative research method. At first, data coming from candidates was coded according to personal, professional and social-communal qualifications of latter-day teachers. After all data was encoded, code list was formed. Then, codes having similar meanings were brought together and concepts were created. Lastly, concepts related to each other in terms of meaning were placed into modern teacher's personal, professional and social-communal qualification themes decided before analysis.

After finalizing analysis process, another expert coded the same data for ensuring the reliability of the research. Miles & Huberman's (1994) formula; Reconciliation Percentage (p) = [Opinion Association (Na) / (Consensus (Na) + Dissidence (Nd))] x 100, was used in the calculation of agreement between these two coding and agreement level of two coding was calculated as 83%.

3. Findings

When data in Table 1 is examined for answering the study's first question "What are the personal qualifications of modern teacher according to guidance and psychological counselor candidates?", being patient (f=20; 15.27%), helpful (f=10; 7.63%), savvy (f=10; 7.63%) and tolerant (f=10; 7.63%) as contemporary teacher's personal qualifications are mostly mentioned by guidance and psychological counselor candidates.

Table 1. Opinions about modern teacher's personal qualifications

Personal Qualifications	Frequency (f)	Percentage (%)
Being patient	20	15.27
Being helpful	10	7.63
Being savvy	10	7.63
Being tolerant	10	7.63
Valuing and respecting to people	9	6.87
Being genial and cheerful	7	5.34
Having the ability to communicate	7	5.34
Being honest and reliable	6	4.58
Being decisive of and ungrudging in	6	4.58
Being well maintained and clean	5	3.82
Being sensitive and considerate	5	3.82
Having the ability to empathize	5	3.82
Self-knowledge and originality	5	3.82
Being consistent and logical	5	3.82
Being open minded and using criticism	4	3.05
Being humane	4	3.05
Having self-confidence	4	3.05
Being affectionate	4	3.05
Being an idealist	3	2.29
Being fair	2	1.53
Totally	131	100

The second question of the study is "What are the professional qualifications of modern teacher according to guidance and psychological counselor candidates?" and the data related to this question is given into Table 2.

Table 2. Opinions about modern teacher's professional qualifications

Professional Qualifications	Frequency (f)	Percentage (%)
Having knowledge in their field at an expert level	22	18.80
Following developments and improve themselves continuously	17	14.53
Being equipped and capable professionally	10	8.55
Regulating learning environments for student participation	9	7.69
Supporting students without discrimination	8	6.84
Using different teaching methods and techniques	8	6.84
Having professional ethics and responsibility	8	6.84
Having communication and speaking skills	7	5.98

Having liberal education	3	2.56
Loving their job and occupational commitment	3	2.56
Being self-confident and knowing their limitations	3	2.56
Acting patiently and managing class	3	2.56
Being an example to the community as a reputable person	3	2.56
Being diligent and productive	2	1.71
Being a regular and programmed	2	1.71
Having critical thinking and empathy abilities	2	1.71
Being both instructive and learner	2	1.71
Being a leader and guide	2	1.71
Collaborating with colleagues	2	1.71
Being far-sighted	1	0.85
Totally	117	100

According to Table 2, there are 20 different professional qualifications for teachers as cited by guidance and psychological counselor candidates and commonly "having knowledge in their field as expert level (f=22; 18.80%)", "following developments and improve themselves continuously (f=17; 14.53%)" and "being equipped and capable professionally (f=10; 8.55%)".

Table 3. Opinions about modern teacher's social-communal qualifications

Social-Communal Qualifications	Frequency (f)	Percentage (%)
Interesting and participating at social events	11	12.22
Being successful in human relations	9	10.00
Being sensitive to living environment and community	9	10.00
Being attached to social morality rules, norms and values	7	7.78
Being active in community and leading	6	6.67
Being role model to social environment	6	6.67
Being conscious and objective, and behaving consistently	5	5.56
Being savvy to different personalities, cultures and values	5	5.56
Knowing own rights and respecting others' rights	5	5.56
Being helpful	5	5.56
Having liberal education and transferring cultural values	4	4.44
Working for social improvement	4	4.44
Instructing families and other members of community	3	3.33
Being compatible with communal environment	3	3.33
Inclining cooperation	2	2.22
Acting in accordance with profession	2	2.22
Knowing characteristics and needs of community	2	2.22
Evaluating events at wide perspective	1	1.11
Being loved and respected by community	1	1.11
Totally	90	100

Table 3 includes related data with "What are the social-communal qualifications of modern teacher according to guidance and psychological counselor candidates?" as the third question of study. This data shows that many of guidance and psychological counselor candidates indicate "interesting and participating to social events (f=11;

12.22%)", "being successful in human relations (f=9; 10.00%)" and "being sensitive to living environment and community (f=9; 10.00%)" as social-communal qualifications of today's teacher.

4. Conclusion

Guidance and psychological counselor candidates state 20 different personal qualifications, 20 different professional qualifications and 19 different social-communal qualifications for modern teacher's qualifications that is one of results of the research. These personal qualifications are indicated 131 times totally by 32 candidates, and 117 times for professional qualifications and 90 times for social-communal qualifications. On the other hand, more than 59 qualifications stated by candidates are within literature (Cruickshank, Bainer, & Metcalf, 1995; Çelikten, Şanal, & Yeni, 2005; Eacute, & Esteve, 2000; Erden, 1998). Accordingly, candidates are not aware of many contemporary qualifications of teachers that can be said.

About personal qualifications, guidance and psychological counselor candidates mention a commonly modern teacher as patient, helpful, savvy and a tolerant person. These qualifications require not only to be good teacher but also to be good person and are still valid although they are former (Bell, & Gilbert, 1994; Hotaman, 2012). However, Karslı & Güven (2011) define many new personal qualifications such as self-consciousness (*emotional consciousness, self-assessment* and *self-confidence*), self-regulation (*self-control, reliability, scrupulousness, compatibility* and *innovation*) and motivation (*achievement, commitment, initiative* and *optimism*). Therefore, candidates do not have enough knowledge related to latter-day personal qualifications of teachers albeit they realize old ones.

For modern teachers, "having knowledge in their field as expert level", "following developments and improve themselves continuously" and "being equipped and capable professionally" are put forth frequently as professional qualifications by guidance and psychological counselor candidates. Many researchers (Borman, & Rachuba, 1999; Ekinci, & Öter, n.d.; Tandoğan, 1998; Villegas-Reimers, 2003) provide similar results especially about being expert in their field and self-development ability as teachers' professional qualifications. On the other hand, newly professional qualifications like taking into account students' individual differences, making an objective assessment and evaluation, using information technologies, being autonomous learning with lifelong learning mentality, applying educational practices based on research results are introduced by recent studies (Grundy, & Robinson, 2004; Şişman, 2009; Tang, & Choi, 2009; Üre, 2005). Consequently, candidates in the study group are aware of many professional qualifications of teachers but there are much more recently qualifications not adverted by candidates.

Additionally, guidance and psychological counselor candidates signify generally that interesting and participating to social events, being successful in human relations and being sensitive to living environment and community are teachers' social-communal qualifications. Although social-communal qualifications of teachers are subjects of limited number of studies, "demonstrating flexible approaches according to changing needs of community", "producing versatile solutions for social problems", "converting entire school, near and far environment to suitable educational setting", etc. are stated in these studies (Cochran-Smith, 2002; Oktay, 1998). However, Karslı & Güven (2011) discourse empathy (*understanding others, developing others, being service-oriented, profiting by diversity* and *political consciousness*) and social skills (*impression, communication, conflict management, leadership, alteration, correlate, participation* and *creating team-spirit*) as more recent social-communal qualifications of teachers. As a result, so different social-communal qualifications for modern teachers are defined in literature while candidates point out qualifications about being sensitive and active on social events.

According the results, contemporary teacher qualifications should be provided through guidance and psychological counselor candidates who will support teachers in many areas such as developmental and educational psychologies, and human relations in their professional life. This situation can be created in candidates' pre-service education much easier than in-service education. Therefore, academicians from guidance and psychological counseling and especially educational sciences shall approach on latter-day teacher qualifications deeply at candidates' pre-service education in universities for gaining awareness by candidates about personal, professional and social-communal qualifications of modern teachers.

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