

EXAMINING HIDDEN CURRICULUM OF ANATOLIAN TEACHER TRAINING HIGH SCHOOLS IN TERMS OF PREPARATION FOR TEACHING PROFESSION

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Anatolian Teacher Training High Schools (ATTHS) are high schools peculiar to Turkey, having goals of guiding students to be a teacher and making them to obtain theoretical knowledge, specific skills and attitude needed by teaching profession in their curriculum. For years, if these schools reach their goals is a controversial issue. In this context, aim of this research is to reveal how hidden curriculum of Anatolian Teacher Training High Schools (ATTHS) influences these schools' curricular goals.

The research is designed as a case study which is one of the qualitative research methods. Sample of the research consists of 11 ATTHS graduates, studying at 1st grade of Uludağ University Education Faculty English Language Teaching or Special Education departments. Data has been collected from this sample by researchers via semi-structured interview. Collected data analyzed with inductive content analysis method.

According to results, firstly students prefer ATTHS to get qualified education or to deserve additional score at University Entrance Exam rather than to be a teacher. Secondly, students' views show that ATTHS are disciplinary schools and sometimes rules are applied overbearingly. Findings revealed that there are messages related to teaching profession as pictures and writings on the walls of the building. Also, important days are celebrated but social club activities are very few. However, with regard to students' statements, it is understood that neither physical nor social environment is effective on their development of positive attitude toward teaching profession. On the basis of findings, Teacher Certificate Courses, taught in ATTHS additional to regular high school curriculum, are not cared sufficiently and instruction of these courses is not proper to their content and objectives. Therefore, students both think of these courses are unimportant and lack of skills and behavior, they can attain. Furthermore, it is reached that attitude and behavior of teachers and administrators do not include messages, improving and reinforcing students affective characteristics related to teaching. Even rarely existing messages about being a teacher is generally negative. Moreover, when students are asked to enumerate their favorite occupations, teaching is one of the last choices. To sum up, considering all these results it can be said that hidden curriculum of ATTHS does not coincide with goals of these schools yet they even contradict.

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