

Examining Hidden Curriculum of Anatolian Teacher Training High Schools in Terms of Preparation for Teaching Profession

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Abstract

The aim of this research is to reveal how hidden curriculum of Anatolian Teacher Training High Schools (ATTHS) influenced these schools' curricular goals. The research was carried out as a qualitative case study with a sample of 11 ATTHS graduate, studying at 1st grade of Uludağ University Education Faculty English Language Teaching or Special Education departments. For data collection a semi-structured interview form, developed by researchers, and for data analysis inductive content analysis were used. According to results, students prefer ATTHS to get qualified education or to deserve extra points at University Entrance Exam rather than to be a teacher. In ATTHS, there are messages related to teaching profession as pictures and writings on the walls of the building but not help students develop positive attitude toward teaching profession. Students think that in ATTHS Teacher Certificate Courses are not attached importance and instruction of these courses is not proper. Attitude and behavior of teachers and administrators do not include messages, improving and reinforcing students affective characteristics related to teaching. To sum up, hidden curriculum of ATTHS does not coincide with goals of these schools yet they even contradict. The aim of this research is to reveal how hidden curriculum of Anatolian Teacher Training High Schools (ATTHS) influenced these schools' curricular goals. The research was carried out as a qualitative case study with a sample of 11 ATTHS graduate, studying at 1st grade of Uludağ University Education Faculty English Language Teaching or Special Education departments. For data collection a semi-structured interview form, developed by researchers, and for data analysis inductive content analysis were used. According to results, students prefer ATTHS to get qualified education or to deserve extra points at University Entrance Exam rather than to be a teacher. In ATTHS, there are messages related to teaching profession as pictures and writings on the walls of the building but not help students develop positive attitude toward teaching profession. Students think that in ATTHS Teacher Certificate Courses are not attached importance and instruction of these courses is not proper. Attitude and behavior of teachers and administrators do not include messages, improving and reinforcing students affective characteristics related to teaching. To sum up, hidden curriculum of ATTHS does not coincide with goals of these schools yet they even contradict.

Keywords: Educational Sciences, Teacher Education, Hidden Curriculum, High School, Case Study

1. Introduction

Today, one of the important issues developing countries should cope with is improving the quality of education in the country. The only way to reach this aim is to train qualified teachers. As in most of other countries, in our country (Turkey), faculties of education are responsible for teacher training at higher education level. However, the education in Anatolian Teacher Training High Schools (ATTHS) is a practice unique to Turkey in teacher training.

Our country has a long-established teacher training system. Teacher training institutions had been under the authority of Ministry of National Education from May 16, 1848, establishment of Teacher Schools (Darülmüallimin-i Sibyan), to July 20, 1982, when they were passed on to universities. In the period, teacher education was under the responsibility of the Ministry of National Education, Schools of Primary Teacher Education (İlköğretmen Okulları) were high schools, training primary school teachers. After 1973, most of these schools were converted to Educational Institutes (a kind of regular schools) to train teachers at higher education level but some of them were named Teacher Training High Schools and began instruction at high school level in order to constitute the major source of higher education institutions which were training teachers (Akyüz, 2012).

Recently, the primary aim of these institutions whose official name is "Anatolian Teacher Training High School", has been determined as "helping students obtain prior knowledge, specific skills and attitude required for teaching profession" (MEB, 2013). In Turkey, Anatolian high schools are such schools to which students are placed according to the results of a central placement examination, which has a focus on teaching foreign language and where only those meeting some specific conditions can work as a teacher. Hence, these schools have qualified students and teachers. ATTHS provide the same conditions and qualifications in terms of their education.

ATTHS have the aim of providing faculties of education with sufficiently qualified students and to encourage their students towards that purpose, ATTHS graduates preferring higher education institutions training teachers get extra points added to their scores in the University Entrance Exam, a central examination held in Turkey (Başaran & Aksu, 2005; MEB, 2013). Herein, it can be said that the main intention is encouraging

students graduated from ATTHS to become teachers.

Consequently, as what we expect, ATTHS's can be said to be aiming to endear teaching profession to their students and prepare them for this profession. At this point, the question of to what extent ATTHS reach these aims comes to mind. Although it is not easy to answer this question, studies about this issue provide enlightening information.

Results of researches on ATTHS show that these high schools' function of endearing teaching profession to its students and preparing them to this profession is problematic and it is suspicious if they are fulfilling this function. Studies have revealed that students prefer ATTHS because of their high-quality education and higher success rates in University Entrance Exam (Başaran & Aksu, 2005; Çetin & Çetin, 2006; Çoban, 2004; Gerek, 2006). Another reason why they are preferred is that the chance of being employed as a teacher is higher compared to graduates of other occupations and ATTHS's easing admission to teaching departments by giving extra points is another reason for preference (Başaran & Aksu, 2005). It has also been revealed in the studies examining ATTHS students' attitudes toward teaching profession that students' attitude is positive (Duran, 2009; Şahin, 1992) and moderate (Güleçen, Cüro & Semerci 2008; Aytekin, 2010; Uğurlu, 2012). Also, attitudes of ATTHS graduates studying in faculty of education are positive compared to general high school graduates' (Çetin & Çetin, 2006). Students do not have very a positive perception on Teacher Certificate Courses (TCC) taught in ATTHS which are originally expected to play a crucial role in helping students interiorize teaching profession. Students stated that they are so theoretical and do not guide them to teaching profession and teachers of these courses may even alienate the students from teaching, let alone endear the profession (Gömleksiz & Cüro, 2012; Güleçen et al., 2008; Özer & Kahramanoğlu, 2011). As a natural result of all these negative views, ATTHS students prefer other professions to teaching (Çoban, 2004). There are other studies available contrasting with all these findings (İsmailoğulları, 1998; Aytekin, 2010). In these studies, it has been founded that TCC are taught effectively and students' views concerning these courses are positive. (Note 1)

As far as all these researches are considered, it can be said that ATTHS are insufficient in reaching the aim of endearing teaching profession and helping the teacher nominees obtain appropriate attitude, knowledge, skills and behavior expected from them, thus from their official curriculum. In fact, the official curriculum of ATTHS includes TCCs and provides opportunities of scholarship and extra points in University Entrance Exam. However, are these opportunities and courses the only factors which effect schooling in ATTHS in accordance with its objectives? Or are there other factors effecting ATTHS students? At this point, the hidden curriculum, affecting the implementation of official curriculum but whose extent and aim is not specified openly, springs to mind.

Hidden curriculum is a program which consists of unspecified and unwritten knowledge, ideas and implementations desired to be attained by students and which appear in teaching-learning process apart from aims and activities stated in official curriculum (Gordon, 1982; Jackson, 1968; Martin, 1976; Snyder, 1971). Accordingly, messages situated in hidden curriculum are not stated in official curriculum openly but they come in sight in practice via implementations and the messages given to students (Yüksel, 2004).

Yüksel (2004) indicated that there are three main sources of hidden curriculum in a school. The first one of these, administrative and organizational means and regulations of school, includes subtopics of school rules, architecture and decoration of school building, placement of the students into the classes, time planning and extra-curricular activities. Interaction between school and social environment; on the other hand, adverts to constituents of hidden curriculum coming from the relationship between school and society and regards social norms and values; dominant ideology in society and course books; aiming requests of authority, as subtopics. Classroom climate, another main source of hidden curriculum is determined by teachers' views and expectations, teachers' prejudices, teacher behavior, classroom rules, student characteristics and academic standing (Yüksel, 2004).

Among studies on hidden curriculum of teacher education institutions, the study of Ginsburg & Clift (1990) is a prominent one in terms of offering a theoretical framework in this field. As it is pointed out to in their study, the hidden curriculum of teacher education can be examined in three categories. These are respectively (1) status and power of teaching profession, (2) pedagogical behavior and practices of teacher/instructor, (3) society and relationships with society (inequalities in society, gender and race, and social class discrimination). However, it can be said that studies about hidden curriculum of teacher education are narrow-scoped and theoretical (Yüksel, 2007). Even so, there are some studies intended to determine the hidden curriculum of teacher education institutions or related variables (Barett et al., 2009; Chambers & Armour, 2011; Yüksel, 2007). When it comes to Turkish context, only one research has been found. In his qualitative research on students of Arts and Crafts Education and Music Education departments of Uludağ University's Faculty of Education, Yüksel (2007) has reached the following results: Although students accept that teaching profession is important, they generally take a dim view of it. They also think that core courses are more important than Teacher Certificate Courses and these two course groups are disconnected. Moreover, they express that they have some problems in communicating with faculty members who teach TCCs.

In the literature, researches on the hidden curriculum of teacher education institutions (faculties of education) are, even in limited numbers, available. However, no research on the hidden curriculum of ATTHS has been found. Considering that the hidden curriculum of ATTHS may influence to what extent it reaches its aims concerning teaching profession, the fact that adequate number of research on the hidden curriculum of these institutions has not been done is a prominent shortfall.

The aim of this research was to reveal the hidden curriculum elements which may affect the possibility of ATTHS students' leaning towards teaching profession and gaining positive attitude and behavior related to the profession.

2. Method

2.1 Research Design

This research was carried out within the context of phenomenology design, a qualitative research design. Phenomenology focuses on phenomena which are recognized but not known explicitly and deeply. This design gives importance to personal experiences related to the topic (Merriam, 2009; Yıldırım & Şimşek, 2011).

2.2 Participants

The researched was conducted on freshmen students of either English Language Teaching or Special Education departments of Uludağ University Faculty of Education. All of the participants were graduates of ATTHS. Both of the departments accept students who get a high score in University Entrance Exam. To determine the participants maximum variation sampling was used. In determining the students, gender and location of the ATTHS (in urban or rural area) graduated were considered. Selected students approval was received before the study.

Table 1. Participants and Characteristic

Code Name	Department	Gender	The ATTHS graduated from
SPE1	Special Education	Female	Karaman ATTHS
SPE2	Special Education	Female	Bolu ATTHS
SPE3	Special Education	Female	Ermenek ATTHS
SPE4	Special Education	Female	Arifiye ATTHS
SPE5	Special Education	Female	Adana ATTHS
SPE6	Special Education	Male	Akyazı ATTHS
ELT1	English Language Teaching	Male	Muş Malazgirt ATTHS
ELT2	English Language Teaching	Female	Malatya Akçadağ ATTHS
ELT3	English Language Teaching	Female	Mustafa Hüsni Gemici ATTHS
ELT4	English Language Teaching	Female	Elazığ Ahmet Kabaklı ATTHS
ELT5	English Language Teaching	Female	Şereflikoçhisar ATTHS

In the literature, studies on ATHHS were generally conducted on students of the same ATTHS but participants of this study consisted of students graduated from different ATTHS.

2.3 Instruments

In the research, data was collected via focus group interview. Focus group interview is a qualitative data collection method, commonly used in recent years. Focus group is that a group of people, selected by the researcher, state their views on a topic and discuss about it. Here the main aim is obtaining detailed, multidimensional and in-depth information. The most significant advantage of focus group interview is during the interview by expressing their own views, participants' triggering other participants' feelings and thoughts hidden in their minds and so providing a rich flow of information, revealing new and diverse ideas. (Gibbs, 1997; Kitzinger, 1995; Krueger, 1994; Stewart & Shamdasani, 1990; Yıldırım & Şimşek, 2011).

In the research, the interview form was prepared as a result of pre-interviews and literature review. After that as pilot study, a focus group interview was held with 8 ATTHS graduates in total, 3 of which were from English Language Teaching Department and 5 of which were from Special Education Department. After the pilot study, the interview form took its final form. The interview form consisted of 10 open-ended questions. The interviews took approximately one and half hour. In the course of the interview, participants were encouraged to discuss and it was tried to provide participants' expanding on the topic by asking probe questions at the end. Voice records were taken during the interview and then written data was granted via transcription of the recorded voice by the researchers.

2.4 Data Analysis

In the analysis of the data collected in the scope of the research, inductive analysis, a type of content analysis, was used. Inductive analysis is conducted with the aim of revealing underlying concepts in the data and the

relationships among these concepts by the use of coding (Miles & Huberman, 1994; Yıldırım & Şimşek, 2011). The codes which showed consistency among themselves in the coding process conducted by the researchers were taken into consideration to come up with a theme. In data analysis process, at first, voice recorded during focus group was put into writing by transcription. Secondly, written document was given to two experts and they are wanted to code the written data. Coding made by the experts separately were compared and their inter-rater reliability was checked. For this aim, the formula of $[\text{Reliability} = \text{Number of agreements (same coding)} / \text{total codes (agreements + disagreements)} \times 100]$ was used (Miles & Huberman, 1994). The inter-rater reliability was calculated as 0.92. In the next step, codes were reviewed by the researchers and code list was generated. At the end, codes were grouped under themes / categories reached using both literature and data. Under the themes codes and sample sentences were given and interpreted together.

2.5 Validity and Reliability

Some precautions had been taken to increase validity and reliability of this research. To increase validity of the research, as developing the interview form, conceptual framework of the topic was generated by reviewing the literature. Interviews were made at the end of the semester, through which students are not stressful due to exams. Participations of reluctant to the focus group interview were prohibited. Therefore, it was granted that interviews took place in a comfortable environment. Also, it was tried to provided that students had expressed their views sincerely and without worries. Another precaution was the effort of explaining research process and activities in this process explicitly. In this context, design of the study, participants, data collection instrument, data collection process, data analyze and interpretation of the findings was explained in a detailed manner. In order to increase reliability of the study, findings were presented directly and without any interpretation. Also data gathered in the focus group interview was coded by two experts who are experienced in qualitative research. Inter-rater reliability was calculated through comparing codes generated by these two experts to each other.

3. Findings

3.1 Students' Reasons for Preferring ATTHS

Students' reasons for preferring ATTHS have been indicated in Table 2.

Table 2. Students' Reasons for Preferring ATTHS

Main Theme	Subthemes	Department		Total
		SPE	ELT	
Reason for Preference	Extra points for faculties of education	3	3	6
	Qualified education in ATTHS	3	1	4
	Preference of ATTHS to become a teacher	-	1	1

Students' reason for preferring ATTHS is mainly these schools' providing extra points in University Entrance Exam in the case of placements to education faculties. The notion of these schools' qualified education and by this means providing advantage for University Entrance Exam is standing out as another reason for preferring them. Only one student stated that she preferred ATTHS in order to become a teacher. Example statements about this topic are as follows:

SPE4= "I had notion that I can, at any rate, become a teacher thanks to the extra points...The worst case should be considered."

SPE5= "I wanted it because it offers more qualified education than Anatolian High Schools... I mean, that I will get extra points... I did not think about that."

SPE3= "I was a Turkish - Mathematics area student. Because studying in a Science High School was not one of the possibilities for me, I preferred going to ATTHS... I think in Turkish - Mathematics area the best education is provided by ATTHS... In other words, it wasn't my intention to become a teacher."

When we look into students' reasons for preferring ATHHS, we cannot mention a definite desire to become a teacher. One of the reasons of preference, extra points for faculties of education, is not related to the desire to become teacher. The dominant idea is that if the students cannot be placed to other faculties they can, at any rate, be accepted to a faculty of education.

3.2 Students' Views about School Environment and Extracurricular Activities

Students' views about the school environment and extracurricular activities are given in table 3.

Table 3. Students' Views about School Environment and Extracurricular Activities

Main Theme	Subthemes	Department		Total
		SPE	ELT	
School Environment	Organization and order	1	1	2
	Disciplined	2	2	4
	Repressive	3	2	5
School Corridors and Activities	Messages on boards and walls	2	1	3
	Playing Teachers' March	1	-	1
	Celebration of special days and occasions	6	5	11

When students' statements about school environment are considered, basically it is deduced that rules are completely and uncompromisingly applied in ATTHS. However, most of the students express that in order to do this, strict discipline rules are imposed on students and these rules may even result in a repressive administrative style. Example statements for this issue are indicated below:

SPE1= "I went to a residential school... I think residential schools provide better education because we had compulsory study times. Meals and other things are scheduled and regular. A person's character is formed to some extent in high school. For example, I am so pleased that I was in such a school and there were many advantages of studying in a residential school. Group activities and in terms of socializing, you can do and produce something with your peers and various great ideas may come out."

ELT5= "For instance, we were referred to the disciplinary committee because of being late! In mainstream high schools, they'd curse the teacher and they wouldn't be warned or punished but we would be referred to the disciplinary committee because we arrived 5 minutes late. They could refer us to the disciplinary committee every week. They referred us to the committee regularly. When we were residential students there, we had only one hour of leave to go out at the weekends. We did not even have the permission to go out. In an hour, you would meet all our needs and come back to school."

One of the students, thinking that the school environment is repressive, states her views as follows:

SPE3= "In ATTHS a person learns to be patient, endure, suffer and keep moving.. However, in my opinion, the school (administration, teachers) think that they discipline the students but it is quite the opposite, the students become rebels. There is a problem about ATTHS. They oppress us but this provokes us more."

In conclusion, when these statements are considered, ATTHS are disciplined schools. However, their disciplined atmosphere turned into a repressive one.

As for if messages related to teaching profession are given in school, students expressed that in school there were some writings and pictures giving messages related to teaching profession.

SPE4= "In our school, there were writings such as 'I am happy because I will become a teacher', everywhere."

SPE3= "They always played Teachers' March and we used to sing it in the mornings."

All of the students remarked that there were no social school clubs and activities other than kermes, a kind of charity sale. In other words, it can be deduced that no activities related to teaching profession had been arranged. As a consequence, students' affective development about teaching profession was not supported. On the other hand, all of the students remarked that Teacher's Day and Foundation Anniversaries of ATTHS were always celebrated. It is understood that in some schools (7 students), these celebrations are held like a festival, in other schools they are held as formal and lifeless events. Below, there are sample statements about this issue:

SPE3= "March 16th and November 24th are celebrated in our school as a festival." (Note 2)

ELT3= "They used to force us to take place in the activities."

SPE6= "In our case, flowers were left on the Atatürk Bust in the city center where we had an Atatürk Bust."

3.3 Students' Views about Teacher Certificate Courses

Students' views about teacher certificate courses are indicated in the table 4.

Table 4. Students' Views about Teacher Certificate Courses

Main Theme	Subthemes	Department		Total
		SPE	ELT	
Teacher certificate courses	Not caring- not paying attention	6	4	10
	These courses' not being tested in University Entrance Exam	5	3	8
	The courses' being taught by out-of-field teachers	3	2	5
	Teachers' not teaching the content completely	2	2	4
	Contents/subjects of the course are not proper.	3	2	5
	Nonstop lecturing – Boring teaching methods	2	2	4

All the students except one stated that they did not care about the teacher certificate courses they took in ATTHS. When reasons of this are asked, they put forward various reasons. The most frequent statement is that

“University Entrance Exams do not include any question concerning the content of these courses.”

SPE4= “Everybody had that mentality. Nobody wanted these courses because of that (no question related to these courses in the university entrance exam).”

SPE5= “They used to say ‘I will not become a teacher any way, what is the use of learning them?’ and go to the back rows to study for University Entrance Exam. The peace in the classroom was unavoidably disturbed. For example, the teacher used to warn them constantly and sometimes would get angry with them since he teacher was authoritarian. Well, because of these, those lessons were always taught in an anxious atmosphere”

Some students attribute this problem to Teacher certificate courses taught by the teachers whose teaching areas were not related to these courses.

SPE6= “I think the reasons of the problems can be attributed to the teacher. Our teacher was a graduate of sociology. He’d come and try to inform us about the courses. Also, he’d teach only what the book includes. He’d never add to the course. ‘let’s discuss or do this activity’. Only ‘there you see an exercise in the book, so fill in the blanks’. He’d have us fill in the blanks or read the passages as if we were primary school students.”

ELT5= “For instance, sometimes the principal would teach these courses, sometimes history teacher would teach but we were not doing much. After all, no one wanted to have the lesson. When the students were reluctant, there was nothing to do on the part of the teacher. No one was interested in the lesson. I mean, during four years the teachers whose subject areas were not related to these courses would teach these courses. For example, in 10th grade, biology teacher taught the course. We always had the lessons.. In 11th and 12th grades everyone started to focus on University Entrance Exam. Everyone pressurized teacher by saying ‘We will study for the exam so let’s not have lesson’. Therefore, the teachers weren’t teaching the lesson. Some others were studying for these courses only on the day before the exam. We had multiple choice tests most of the times, they would take the test and that was all.”

The following statement is quite interesting. The teachers, whose subject areas are science, go to the classes where they are supposed to teach Teacher certificate courses and they teach their own subject area.

SPE6= “In our school something like that happened. That happened generally in the lessons of science-maths area students. Physics or chemistry teachers were assigned to these classes to teach the teacher certificate courses. In those courses, physics and chemistry had been taught and teacher gave the students full grades. These science teachers used to say that ‘Without these time allocated to us we cannot teach the content of our own subjects in time’. In other words, physics teacher and chemistry teacher came to teach those courses and they taught physics and chemistry.”

Some students also stated that some topics were not taught in Teacher certificate courses, they were skipped.

SPE4= “Until our last year we had our lessons very properly. The teacher was showing attention to our exams, teaching the lesson and everything but we did not have any lessons in our last year. The teacher would leave us alone and we would study. But I remember that the teacher taught only the significance of Village Institutes but did not teach the rest.”

Some students have complained about the content of these courses as well. Especially, they stated that these courses were not practice-oriented and they were too theoretical so the students were bored.

SPE3= “I think that their content is inappropriate. In general, they taught us what we need to learn not how we would teach. And so we know what we need to learn but we have no idea about how we will teach. I think the format of the course is also wrong.. I mean, I think if the courses had been taught in a different way, the Teacher certificate courses would have been better.”

ELT5= “I was so fed up and so bored of these courses... I mean, I did not want to listen to the teacher any longer.”

Consequently, neither students nor teachers and administrators of the school considered Teacher certificate courses, the most important distinctive feature of ATTHS important. These courses are mostly taught by teachers whose subject areas are not related to teacher education. Even this finding by itself is an evidence of the conflict between ATTHS’ hidden curriculum and official curriculum.

3.4 Students’ Views on Messages and Vocational Guidance Concerning Teaching Profession in ATTHS

Students’ views on messages and vocational guidance concerning teaching profession in ATTHS are shown in table 5.

Table 5. Students' Views on Messages and Vocational Guidance Concerning Teaching Profession in ATTHS

Main Theme	Subthemes	Department		Total
		SPE	ELT	
Messages and Behaviors of Teachers and Administrators	They weren't giving any messages about the profession	4	3	7
	They were giving negative messages	1	1	2
Vocational Guidance	Guidance according to University Entrance Exam Score	5	5	10
	Guiding to faculties of education	1	-	1
Popular Professions	Medicine	2	2	4
	Engineering		2	2
	Guidance and Psychological Counseling	2	-	2
	Law	1	-	1
Feelings of Students placed to Faculties of education	I cried	4	2	6
	I felt nothing	-	1	1
	I felt happy	1	1	2
	Disappointment of an unwanted branch	1	-	1

According to students' statements, in these schools, most of the teachers did not give any messages related to teaching profession. When it comes to the teachers giving messages relevant to teaching profession, they gave negative messages. For example;

SPE6= "For instance, our geography teacher used to say 'Do not become teachers, go and study other branches'. Our Guidance and Psychological Counseling (GPC) Teacher; on the other hand, used to say that 'There is no better profession than teaching. Look at me, I come here at 10-11 leave at 14-15. I drink tea. If you will become a teacher, the branch you will choose doesn't matter.'"

When asked if they were provided with vocational guidance via school's guidance and counseling service, all of the students remarked that they had received guidance service. However, the vocational guidance provided is generally given according to student's University Entrance Exam Score. Guiding the students to the faculties of education is not the case. Only one student expressed that they tried to direct him or her to faculties of education.

SPE5= "(School counselor) looked at my score and said to me: 'Would you think of going to this department?'. In the first place, he put the idea of preferring the area of Special Education into my head. Then I thought about it and preferred this department."

SPE5= "Well, the counselor came in the classroom, we were 12th grade. Among the last graduates of the school, there were many students who went to medicine and engineering faculties. How many, I don't know. I think 19-20 students went to education faculties.. Our principal and counselor came and said 'this is a scandal, how did this happen. No one becomes a teacher after graduating from a teacher training high school. Prefer education faculties you came here because of this.' They went to the classrooms one by one and emphasized that."

When the ATTHS students were asked about their ideal professions, students enumerated their ideal professions as can be seen in the table above. Here, none of the teaching branches except for Guidance and Psychological Counseling were stated as popular. This results show that teaching profession is not an ideal profession in students' minds. Scores gained in University Entrance Exam constrain them to prefer teaching as a profession. The statement below dramatically reflects students' point of view on teaching profession.

SPE5= "The ones who were placed to education faculties were seen as losers. For example, there were many students going to law and medicine and engineering faculties, at the end we said 'well, they are placed to education faculties' and we pitied them."

As a final finding, when the students were asked about how they felt when they learned that they had been placed to faculties of education, it was specified that only two students were happy, one student was neutral and the others were so upset that they even cried

4. Conclusion and Discussion

The main result of this research in which the hidden curriculum of ATTHS was examined, is that hidden curriculum of these schools contradicts with their official curriculum. Official curriculum aims to help students learn basic cognitive, affective and psychomotor behaviors in high school level. The main purpose of founding these schools is in fact to prepare in particular teachers who are affectively ready for faculties of education. However, the prevailing hidden curriculum in ATTHS conflicts with these aims. Students prefer these schools because they provide qualified education and thus advantage in University Entrance Exam. Also, school environment in ATTHS is not encouraging the students to become teachers; on the contrary, it is discouraging them. The findings of the research are consistent with the some other previous studies on ATTHS (Çoban, 2004; Gömleksiz & Cüro, 2012; Güleçen et al., 2008; Özer & Kahramanoğlu, 2011). Herein, the finding that is striking and deserves more attention is that teacher certificate courses, the essential courses for teaching profession, are not attached enough importance and the teachers of other subject areas teach these courses. These teachers; in

fact, teach their own subject area instead of the teacher certificate courses. ATTHS teachers do not give the messages concerning their profession. When the messages given through the most important elements of hidden curriculum, school boards and walls, and when celebrations and ceremonies are considered, it is seen that there are messages related to teaching profession on the walls and boards, and ceremonies and celebrations are organized on special days related to teaching profession. However, these factors do not change students' affective point of view towards teaching profession because ceremonies and celebrations are held formally and in way that is not interesting for the students. Moreover, messages on the walls and boards remain as just slogans. This is because these activities and messages are not reinforced by administrators' and teachers' behavior. Under these conditions, it does not seem possible to produce graduates who interiorized teaching profession in ATTHS. As a matter of fact, the ideal professions of most of the students are the professions other than teaching. They are even upset because they have been placed to faculty of education. As a result of all of these problematic situations, the percentage of students preferring faculties of education among ATTHS graduates has been decreasing in recent years. Hence, ATTHS are tending to transform to academic/general high schools which are not performing in direction of their teacher education aims (Özoğlu, 2010).

In short, results reached in this research show that ATTHS are not different from other Anatolian High Schools (Academic/Regular High School). In this case, hidden curriculum in the schools should be in accordance with the official curriculum. This requires first of all, teachers and administrators who believe in the importance and sanctity of teaching profession. It is necessary to organize the school environment in a way which will encourage teaching profession, it is essential that the teachers give positive messages related to teaching profession and especially attach enough importance to Teacher Certificate Courses and make them more application-oriented.

Another topic which is needed to be discussed here is if it is necessary to give teacher education in high school level like a profession taught in vocational high schools. In other countries, there are no examples of such type of high schools. Results revealed that ATTHS do not function as attempted. However, even so, in order to increase quality of teacher education, still ATTHS are given prominence and it is revived that these schools should have a bigger part in teacher education and number of these schools should be increased. For example, in 12th, 15th and 18th National Education Councils, decisions in the direction of, that ATTHS should constitute major source of faculties of education, were made and the same view is adopted in the Parliamentary Research Commission Report on Teacher Problems (MEB, 1989; MEB, 1995; MEB, 2010; TBMM, 1993). Rejecting the decisions and views in this direction and served previously as Ministry of National Education consultant Prof. Dr. Mustafa İsen remarked that ATTHS are opened to satisfy nostalgia of some Teacher School graduate bureaucrats in administrative positions of the ministry and suggested that giving extra points to the graduates should be dismissed and most appropriately these schools should be transformed into boarding Anatolian High Schools (İsen, 1996). İsen's these views realized after 20 years. Ministry of National Education decided that ATTHS were transformed into Science High Schools, Social Sciences High Schools and Anatolian High Schools in 2014 – 2015 academic year (MEB, 2014). In other words, ATTHS have been closed. When results of this study are considered, this decision of the ministry seems correct because these institutions was not performing their functions. Here, there is another issue should be probed. Does teaching profession require a preparatory education at high school level? If so, should doctors get preparatory education in vocational schools of health or jurists in vocational schools of justice? It seems it is more appropriate to begin education of some professions, including teaching profession, at higher education level. Thus, students' choosing this profession more consciously will be provided.

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Notes

Note 1. Teacher Certificate Courses are originally in higher education level because being a teachers needs university graduation. However, the courses given in ATTHS about teaching profession have similar content and bring a significant priority to be teacher.

Note 2. March 16th is Foundation Anniversary of ATTHS (1848) & November 24th Teachers' Day in Turkey.