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Professional Socialization of Teaching in Training Institutes
inside the Arab Educational System in Israel

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Dedication

I would like to dedicate this work to:

My late father, God bless his soul, who passed away before he could see this product.

My mother for her moral support and love.

My wife Nadia whose love and support for me were invaluable.

My beloved children Mohammad, Ahmad and Salam who were patient enough and temporarily satisfied with a part-time father.

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Introduction

Since the success in professionalization of careers in medicine, law and engineering, professionalization of teaching has become an important concern in both developed and developing countries. It is often perceived as an important way to enhance the status and quality of teaching and then the quality of education (Huberman, 1990; Hoyle, 1980).

The teacher's status in society, as well as the status of teaching on the scale of professions, have worried the general society and the educational system in Israel in recent years, decline in the teacher's professional status is expressed in low standard of the teaching profession, dissatisfaction of those occupied in it, and early retirement (Kremer, 1989). This situation may hurt the educational process and does not contribute to the teacher's status as a professional.

In 1982, The Israel Council for Higher Education decided to offer a permit to Livinsky College in Tel Aviv to establish a higher education institute that confers the B.Ed. degree on its graduates. Today, most of the teacher education colleges received permits for academic status. The Ministry of Education set a goal for itself that promised all training

institutions in Israel to receive academic recognition during four year period.

The objectives that were put forward for the academization process were:

1. To increase the professional status of teaching personnel in all stages of education.
2. To turn the colleges of education into institutions for the development of human power that work in teaching.

The process of academization and re-mapping of colleges may take years and is accompanied with pressures and controversies. Perhaps, mapping led to the renaissance of the system, and the desire to increase the quality criteria spread in it in order to justify the establishment of institutions under the new system which brought to the reduction of training colleges from about 60 to about 30.

This process caused the increase in quality of the remaining institutions, and created conditions for the development of stronger training system that is more diverse, and more academic.

The academization process affected positively the whole system; new standards for the system's function were set forth. The specific standards in the following areas must be emphasized:

1. The admission conditions of the candidates for teaching.
2. The admission conditions and profession requirements of the teaching faculty.
3. The duration of instruction and training curriculum.
4. Funding and conditions for establishing academic learning.

Regardless of the academization process that went through the different training institutions of the education system in Israel, such process has

not reached the Arab education system in Israel. The benefits and required changes from the changing reality of the twentieth century have not yet taken place. The question is: why has this not happened in spite the fact that the Arab training institutes function within the general education system in Israel? Apparently, the education policies in Israel are general and include the Arab education system.

In order to explain this claim, I would like to talk about the Arab community, in general, and about the education system inside it, in particular. In this stage I would like to focus more on the training institutions.

The Arabs make up about 20% of the total population in Israel that exceeded five millions. They have not an academic single institute of their own to research their community, point out its characteristics and determine policies of education to suit it, while it is known as a society that is found in an accelerated process of modernization (Al-Haj, 1996).

Since the establishment of the state in 1948, the state authorities adopted policies of controlled segregation in managing the Arab education system without any cultural autonomy. The state holds systematic control over the Arab education through the control of the teaching curriculum. The objectives of such curriculum are to create a submissive minority that is ready to deny its own national identity, to stay loyal to the state and recognize its ideology (Al-Haj, 1996).

The Arab teachers receive their training in two Arab institutions and different training settings in the Jewish system. The Arab manpower is absorbed at the tail end of the labor force in Israel. The reason for this is the fact that most of the jobs are closed, in general, for Arabs due to the so called "security reasons", or setting conditions that relate to the military services for the majority of these jobs. Therefore, the Arab

scholars select a teaching position. This fact is expressed by the great number of educated Arabs that register in different institution to receive training for teaching. In the school year 1998/9, for example, 2400 candidates applied for the two Arab colleges only. Out of whom, only 15% will be accepted. At the same time, a recognized number of Jewish colleges has difficulty in recruiting enough applicants. Therefore, they allow Arabs to register with them. From all what is mentioned above, the following may be concluded:

1. There is no defined and specific policy for training Arab teachers in Israel.
2. There is no competition between the Arab colleges in Israel.
3. There are neither external nor internal policies for change.
4. The State adopts policy of maintaining control and uses the Arab education system and the training institutions inside it as means of control rather than a lever for social, economic and political change.

In every situation, teacher education is considered as a vital link, whether we see education as a guarding power or we see it as a tool for social change. In all instances, there is an important role for teachers and the training process that they go through.

The recommendations and survey mentioned above have great significance to the system of teacher education in Israel and the Arab teacher education system inside it. The question is not only *how to become a teacher*, but also *how the teacher education system can contribute to that the new teachers*, who complete their training and join the general teaching public, *will fulfil their professional role according to the expectations of society and the public of teachers inside it*, and *how much does the teacher education system contribute to them?*

There are many ways of developing the Arab educational system in Israel. This may be executed by the investment of more budgets, building better schools and new equipment. Nevertheless, the really most significant changes may occur only when change occurs in the teachers themselves.

It is the conduct of the teachers in classes that will eventually determine if the educational system in the Arab sector in Israel is capable of dealing with the challenges of the era.

Therefore, if we are to cause vital improvements in education, the refreshing and innovation efforts must focus on the offer and recruited sources within the teacher-training program.

Various attempts were directed to materialize reform in the field of teacher education in the training institutes in the Arab educational system in Israel. Yet, they all have not exceeded minor changes of priorities of the old training subjects, burdening teachers students of teacher education institutes, in addition to certain changes in the process of qualifying and certifying teachers. However, this was not sufficient.

Adequate integration in a professional community, and the capacity to fulfil the role is connected, among other things, to the process of professional socialization, which the teacher accepts during his/her training (Greenwood, 1957; Erlanger & Klegon, 1979).

Understanding the process of socialization for teaching can contribute to the improvement of training and achieving significant goals; social, economic, as well as professional.

Before we begin the discussion in the subject of work, it is appropriate to relate to the expressions that appear in the formulation of the subject.

Socialization is a central expression in sociology, but we will discuss it also in the areas of education, psychology and anthropology.

Reading (1976) defined the expression of socialization as follows:

“Socialization is a process of communicating a culture or subculture to an individual” (Reading, 1976 p.92).

Sills defined it: “... through socialization, the individual acquires the culture of his group or groups. This includes two main divisions of culture, the traditional positions or statuses in the society and the role behaviors associated with them” (Sills, 1968, v. 14, p. 555).

In the professional language, they use the two expressions, occupational and professional socialization. Both are defined as “communicating an occupational a professional culture to an individual”(Reading, 1976,p. 93).

The difference between the two expressions is that occupation is a wider expression that relates to every work that man does. While the expression profession relates to a specific type of work that requires continual education and training, characterized by intellectual and technical experiences, self organizing and a code of behavior (Reading, 1976).

The theoretical discussion of this study will relate, therefore, to the socialization of professionalism in the framework of training for a profession, in general, and for teaching in particular. This is a process that brings the trainee the culture of the profession. That means that the trainee will possess the experience and internalizes norms, values and attitudes of the profession. In addition, he/she will adopt the status of the profession as well as its functional behaviors that are related to such a status (Merton, 1957; Lieberman, 1988). Moreover, the study will include a discussion of the central concepts, suggestion of a model with the different variables in the process of socialization of the teaching

professionalism and the interaction between them. In the empirical section of the study, part of the constituents of the socialization process will be examined among teachers students in the Arab training institutions in Israel.

Despite the fact that the process of professional socialization is ongoing and constant as long as the individual belongs to a profession. This work is focused on the training stage, and the stage in which the graduate begins working stages, which form the first step-stones of the individual in the professional field.

The main aim of this research is to understand what happened actually in the professional socialization process of teaching.

The hypothesis of the investigation:

Professional socialization within the teacher education process in the training institutes of the Arab education system in Israel occurs by internalizing professional sub-culture if:

1. Readiness for long-range career in teaching will increase.
2. Internees' motives will be strengthened in relation to choosing teaching.
3. Changes will occur in the perception of professional concepts, such as:
 - A. The gap will be narrowed between perceiving professional concepts and perceiving the concepts "self" and "teacher".
 - B. The gap between the perception of professional concepts related to each of the educational perceptions - conservation and progression - will be narrowed.
4. The gap between perceiving the concept 'teacher' and the concept "self" will be lessened.

5. The homogeneity in the professional group will be strengthened.

The objectives of the investigation:

1. To state whether the teacher education system in the training institutes in the Arab sector contributes to professional socialization.
2. To define the essential of sub-culture as a concept of teacher education (subject matter).
3. To investigate the teacher education system and define means of its enrichment to facilitate professional socialization.

1. Theoretical background:

The theoretical discussion in this work will relate to professional socialization within the frame of training for professions in general, and teaching in particular, to the process during which the individual acquires the culture and ethics of the profession; that is, acquiring knowledge and skills and internalizing values, norms and attitudes of the profession, adopting the status of the profession and the functional conduct related to this status (Merton, 1957; Lieberman, 1988). Discussion of professional socialization process of teaching, obliging us to clear the main concepts of the subject, the following three subsections dedicated to this aim.

1.1 What is a Profession?

There were many attempts that took place in the process of defining “profession” through looking at the classical professions such as medicine and law (Greenwood 1957, Cogan 1953). According to those definitions, profession is a special area of occupation that is based on a theoretical and technical knowledge and ability which are gained through continual studies and training. A profession is supposed to provide society with certain services and to get a substitute for that. Profession has a high social status. It is recognized subjectively and objectively, and it is managed by unions that are constituted of members who agree on a certain code of ethics that is suitable to that particular profession.

The speedy process of technological development and manufacturing in the world, and the fast urbanization during the last century had brought the end of many professions. It also seems that, nowadays, there is no actual consensus on what is defined as a profession and what is not.

The difficulty in defining the concept profession in a satisfactory manner is due to three basic problems:

1. A semantic ambiguity that came from the broad generalization of the concept.
2. A limitation as a result of the attempts to define the concept according to the basic characteristics of "Profession", accordingly there is no consensus among researchers.
3. Adopting static models that do not allow differentiation between the different professions, and do not relate to the changes that take place in each one (Millerson 1973).

In a functional way, it is possible to deal with the concept profession as one that has two meaning: the first is a theoretical one and the second relates to the value that considers the concept as a symbol of achieving the desired (Hughes 1958). Out of these two possibilities, many definitions were offered to the concept profession. Definitions out of which three major groups of criteria were set forth:

1. An agreeable list of characteristics.
2. The extent of closeness between the profession itself and the model that is reflected in the development of the above characteristics, i.e. according to the process of professionalization that developed.
3. According to the professionalization that relates to the ideal model that is perceived in one and unique way as central and special (Millerson, 1973).

The following is the detailed criteria:

1. Testing certain professions according to a list of characteristics that are defined and agreed upon professionally. Many researches were conducted in this field (Etzioni 1969, Lortie 1975, Hoyle 1980). Summarizing the basic criteria shows that the profession has the following list of characteristics:

- A specific and defined knowledge and continual training during which a participant gains knowledge, experience and the needed technical aspects to execute a certain professional job.
- Autonomy in the decision making process that is related to the job itself.
- A commitment for a lifelong professional career.
- A feeling of messenger, of giving to the benefit of the general society and the individual.
- A profession has to function as an autonomous organization, and whoever joins it, does so by his own will. The organization has the authority to accept, train, reject and/or test new members. It also has the authority to set a code of ethics that for all members of the profession and sanction those who violate such code.
- A profession is not be pliable to a bureaucratic system.
- It reflects the characteristics of the community with a culture and formal and informal ways of passing such culture to its members and supervising their behavior.

It is according to these criteria that a differentiation between a profession and semi-profession is possible. In a profession, all the above mentioned items have to be available. According to this, semi professions then are those professions that are not able to develop the above mentioned criteria because of their organizational and demographic structure. Examples of semi professions are teaching, nursing and social work (Etzioni 1969).

The concept “marginal profession” is similar, in a way, to the concept semi profession. This concept deals with professions that were partially developed part of profession characteristics but their development process

stopped at a certain point such as semi professions that developed in institutional organizations (Pavalko 1972). In this very same way we can understand the concept partial profession or incomplete professionalization that deals with professions that gained only part of the characteristics of a profession. They are not able however, to release themselves from marginal profession (Denzin & Mettlin, 1968).

This method of testing the professional status of a certain job is a structural-functional method. Its weakness however lays in the fact that it depends on a static model which is not sensitive to the differences between professions, and to the different procedures that a development process of a certain profession go through (Bucher & Strauss, 1961).

2. The second method of testing the professional status of different professions is based, not only on the list of characteristics, but on the extent of closeness of a certain job to the different characteristics. In this method there is an attempt to overcome the static problem of the previous model by considering continuous characteristics. The placement of a certain job on the continuum list provides a picture of the professionalization process each one is going through. This means the extent of closeness of the professional status to each one of the characteristics. In this method, there is recognition of the different conflicting processes and the changes that occur in the process of development of professions and the mutual interaction between those two and the community at large (Bucher & Strauss 1961).

3. The third method also attempts to test the process of professionalization of the different jobs. In this model, the measurement is done by comparison with ideal model that is concentrated on the one central activity that a certain profession does. All this is done out of an assumption that the main central activity

provides that actual internal and most realistic nature of the profession, and it attracts to it all the other professional aspects (Schon 1983).

The following central perceptions constituted the basis to testing the professional status of certain jobs:

- The nature of professional knowledge and the service ideals (Shulman 1987).
- Autonomy (Lortie 1975, Hoyle 1980, Garntner 1976).
- Commitment to others (Becker 1962).
- The ideology that leads the professional peoples (Jackson 1970).
- The developments of professional culture (Hoyle 1980).
- The nature of the professional unions function (Turner & Hodge 1970).
- The quality of relationships with those who are receiving services (Check, 1967).

Critiques of professionalism claim that the concept profession is an ideal concept. It was originally provided to a certain position as to add to that particular position status, benefits and conditioning. They claim that improvement in the professional status can not be done by one aspect. It also has to take in consideration the quality of service provided. This criticism tries to calls attention to the legitimacy of professionalism which includes two fundamental factors: the first is against the concept that existence of a body of theoretical knowledge is necessary for the customers welfare; the second claims that the professional autonomy is only a tool to refrain from reporting to the community in general and to customers in particular (Hoyle 1980). Professional autonomy, according to this approach, is limited to the technical discretion in the framework of

non-private general systems and it belongs to bureaucratic authority (Sockett, 1989).

The weakening professional autonomy is parallel, accordingly, to the process of swinging professionalism that is usually an attempt of rationalization of the work procedures. As long as, a professional attempts to maintain a monopoly on his job or excessive rights due to his position, professionalism turns to no more than anachronism (Filson, 1988). Critiques of this Approach claim that the increase of jobs in society requires specific knowledge and unique talents and additional autonomy and responsibility.

Of the above mentioned features, three aspects stand out: Academic aspect – The knowledge of the profession and the training process; Value aspect – public message that obligates a conduct according to ethical rules; and professional aspect – the organizational structure and the autonomy of the professional persons.

Then, the question is “What is the required exact knowledge for a professional person in the service professions such as education”?

Critiques of the classical profession claim that intuitive and practical knowledge and brain storming are much better than theories and systematic knowledge. This way, they put a doubt on the relevance of theoretical knowledge in the teaching profession. Others, however, prefer to base the professional knowledge on the relationship between the theory and practice and the dynamic integration between them (Schulman, 1987).

Where do we place teaching and education in the discussion concerning professionalism? Here, there are several questions such as: What is the nature of professionalism in teaching? What are the possibilities of

developing and improving the quality of the teaching profession? May the claims of the professionalism critiques lead to the conclusion that the experience of advancement in teaching is an error, and it is possible to do this in manners that are different from the above approaches? As it was observed in the teaching field, an additional approach grew that attempt to promote the professional development of the teacher. According to this, teachers define their work situation through self and critical observation of the process (Shon, 1983).

1.2 Teaching as a profession:

The evaluation of professionalism in teaching, according to the profession classic model, leads to the conclusion that it is not possible to define teachers as professionals like others are defined in professions such as medicine or law. Teachers are often defined as semi-professionals (Etzioni, 1969; Lortie, 1975).

The issue of the professional status of teaching occupies the mind of people of practice as well as academic and research people who are concerned about the unstable position of teaching and the professional status of the teacher. There is a lot of professional literature discussing questions like: Is teaching a profession? Or alternately - What are the personal or systematic limitations or obligations, which are obstacles in the way of professionalising the process of teaching? (Merton & Yarger, 1988; Kirk, 1988; Garrison, 1988; Shulman, 1987, Schon, 1983, Ornstein, 1989).

There are differences of opinion in professional literature around the essence of the occupation. Is it a profession in the sense that is professionally acceptable, like medicine or law which are characterized by the existence of a figure of knowledge and intellectual basis in their fundamental service; long training period; professional ethics which guide the conduct of a professional person; an ideal for service; a high level of autonomy for the individual and the group, and the responsibility of the group to accept new members (Hoyle, 1980; Kimball, 1988).

Or alternately - Is teaching an occupation which can be defined by other characteristics, like the measure of the individual's involvement in defining work situations in a way that constant dynamic contact is created

between the world of practice, and creating a body of knowledge (Schon, 1983).

The following review will examine these measurements by presenting the unique characteristics of the occupational structure and the human resources that function in it, and the impact of such a structure on its attitudes and its professional behaviors.

A. Theoretical Knowledge:

In testing the professional knowledge in teaching, there is a number of levels in this case. The old approach had considered general and unique education as the basic professional knowledge of the teacher. However, the current approach that is spread among policy makers in the field of education in the west had emphasized the strategies of teaching, the class organization, the planning of curriculum, management and educational policy of the school (Bar-gal, 1990). The fact of existence of different levels did not change the claim that is spread in professional references, that in the field of teaching it is difficult to claim the existence of the theoretical and practical body of knowledge (Kirk, 1988; Ornstein, 1989). However, the claim comes again that teaching itself is built more on experience and less on theory. There are claims that there is a lack of theoretical and empiric knowledge that can provide a base for pedagogic teaching and that there is in fact neither intellectual frameworks nor clear skill for the teacher to control them (Bar-gal, 1990). The literature, however, is full of research articles that relate to teachers and to the teaching process, starting from the characters of a teacher, his attitudes, his talents and his behaviors to developing measurement tools to examine effectiveness of teaching. However, it is not possible to reach a true generalization of how to get to an effective teaching; nor it is possible to build a theoretical and methodical base out of which teachers may draw

conclusions and act accordingly (Ornstein, 1989). It seems that the difficulty to link theory with practice comes of the characteristics of teaching itself and of the deficiencies in developing relevant research tools to the field of practice. There are some who claim that teaching by its nature is a combination of science and art. Therefore, the teaching process functions by a sudden clearness, sensitivity and flexibility which makes it intuitive and has mutual interaction and the possibility to predict in such a process is very minimal (Ornstein, 1989; Eisner, 1983).

In addition to that, most of the research that was conducted in the educational field rarely reaches teachers themselves. This communication gap is due to a number of reasons, such as conflicting theories, or the inability to relate to the research activities that were conducted on a class that a certain teacher is responsible for. Teachers, themselves, lack research knowledge and motivation to deal with research, and they fear irrelevancy. The lonely nature of the profession of teaching limits the development of common knowledge. Teachers are threatened by openness, collegial cooperation out of the classroom, and they need to empower their own self-esteem (Kirk, 1988). Because of the fact that knowledge is defined classically in a systematic way, those who set the educational policy claim that there is no relationship or benefit between the academic knowledge and what happens in reality. As a result of that, teachers ended with no power, because they are not partners of the process of producing knowledge and distributing it. And, there is no possibility to define them, according to this approach, as professionals (Garrison, 1988).

Dealing with this issue raised expertise to establish a certain approach of professional knowledge that combines the intellectual and the pedagogic bases by getting deep into the physical ability to produce a body of

knowledge that is not technical only but has intellectual strata as well as educational values (Shulman, 1987).

This approach is a rather dynamic one that is based on a mutual continual interaction between a teacher and his students (Schon, 1983). This is how Shulman had divided professional knowledge into three main elements:

1. Theoretical knowledge.
2. Knowledge of cases.
3. Knowledge of strategies

The theoretical knowledge stems from three sources:

1. Principles based on theories.
2. The practical experience.
3. Norms and ethical judgments.

Out of these three sources the professional body of knowledge in teaching is nourished. According to this approach, such body would provide knowledge as well as fulfills an educating function (Cochran-Smith & Lytle, 1999; Schulman 1987).

B. Professional's authority between bureaucracy and professionalism:

According to the classical approach, the authority of a professional comes out of the knowledge he had gained. Teachers function in a society that is undergoing professionalization in general. Therefore, the professionalization of teachers is at stake. Lomski-Peder and Cahana (1988) provided a number of dilemmas that are considered the central factors in the complexity of the profession of teaching:

1. The tension between the expressive and instrumental base: the teacher as an educator versus the teacher as someone who transfers knowledge; The professional process in its nature emphasized the instrumental base

which is expensive and can be evaluated objectively. However, there exist an additional conflicting level that provides importance to the value and educational aspects of the job. The lack of institutionalized therapy to this dilemma cause frustration and dissatisfaction and burn out among teachers.

2. The tension between the tendency to expand the educational base and the tendency to give it an exact definition. It is related to the process that a teacher who is characterized by high professional characteristics and his own values. Even if there is a tendency to provide exact definitions and to build new educational duties, the lack of defined responsibilities and duties increases the tension and it obviously effects the authority of teachers.
3. The quality of relationships between teachers and their students: should teachers develop professional relationships with students (i.e., limited relations, with maintaining the differences in the status), or should they develop relationships that instigate personal and emotional relations with their students.
4. The dilemma is between the teacher's image as someone who knows everything and as someone who is open to criticism. This dilemma is the result of the job description of the profession, which is not as mentioned earlier defined in one dimension. There is also some vagueness to the extent of authority that is based on scientific and objectivity world of knowledge (Lumski-Peder & Cahana, 1988).

The complexity of the teaching profession and the fact that teachers function in a bureaucratic and hierarchical system, and the fact that he has to obey orders of principles and supervisors that are not necessarily professional or relevant to the job. Being at the bottom of the hierarchy, teachers feel as small employees with minimal authority in the line of

decision making and show of active leadership (Palardy, 1988). Adding to all this, the fact that teachers have a tendency not to see the principal as an individual with professional authority, although they are formally under his/her supervision (Lortie, 1988).

Plenty of research exists that investigated the situation of professional peoples working in a bureaucratic system. The question that keeps coming back is “does employing professional peoples in a bureaucratic system contribute to bureaucratizing the profession or professionalizing the bureaucracy”? At the early stages of these researches, there was an assumption that there is a structural conflict between the nature of the professional job and bureaucracy (Merton 1957). Later on, some approaches came up in a more structured way through empiric research that claim that bureaucratic organization that employ professional peoples do indeed allow some professional autonomy and they maintain elements such as: rules, regulations and distribution of work (hall, 1968).

The question here is: In the existing systems, are there any specific ways that allow teachers to activate more professional authority and professional autonomy? Reviewing the available literature, especially during the last decade, it seems that the big part of reforms that were implemented to professionalize teaching decreased the role of the teacher as a professional and contributed more to the standardization and bureaucratization of the system (De Young, 1986).

According to this, it seems that the professional research deals with the question: Which conditions and limitation do bureaucratic organizations impose on professionals? (Palardy, 1988). Behind all these references, there lays an assumption that a potential conflict exists in the professional field between the formal bureaucratic system which can affect the autonomy and the decisions making process (Kremer-Hayon, 1989).

It is important to stress here that despite the competition between the bureaucratic monitoring system and the requirements of a professional job, there is a possibility to employ and activate the currently available systems. Darling-Hammond (1988) proposed three explanations to the nature of bureaucratic decision making process:

1. To guarantee the public welfare by legal monitoring of the educational system.
2. To guarantee equality and unity in receiving the service.
3. Efficiency.

We can see that the main reason for the “formal” approach is that policy makers do not trust the judgment of teachers, and they are suspicious of their ability. Such fears and suspicions are a measure of the weakness of the employment system in the educational system, and a signal to the lack of ability of the employment system to offer alternatives of quality assurance.

Most studies that dealt with the conflict between bureaucracy and professionalism had concentrated on the role of principals at schools. The principal as the central man of the bureaucratic system is in comparison with the teachers who are the professionals and the pedagogic leaders. The two options apparently impact the professionalism of the teacher. In one of them, the teacher has to obey the system and the decisions of the principal regardless of his professionalism. The teacher may be equal to the principal, but never higher (Lortie, 1988). In the other option, and according to findings of the research, the phenomenon that stems from the professional image of some teachers and opposes the intervention of the bureaucratic authority is not acceptable by teachers

who perceive themselves as professionals and colleagues. They see that as an infringement upon their professional freedom (Avidan, 1984).

The research of Goldstien (1973) who examined the attitudes of teachers toward principals of elementary schools in Israel, shows that a significant number of teachers do not reveal enthusiasm of providing authority to principals in the field of teaching. In addition to that, even though participants in the research had considered principals as a central figure in structuring the school image, it was clear that they prefer to do so within a team approach (Goldstien, 1973). Hence, they preferred professional teams more than bureaucratic leaders.

Lortie had emphasized that the principals' ability to deal with professional cases is very minimal. Teachers and principals function by norms that limit detailed monitoring (Lortie, 1988). In many instances within the classroom, principals prefer to leave the professional authority for the teachers admitting with that the limitation of their pedagogic proficiency. Furthermore, within the formal bureaucratic position of the principal, there are breaches that come as a result of the large and wide monitoring system.

Looking at the above presented facts, there appears a paradoxical picture: on the one hand, teachers are found at the very bottom of the bureaucratic educational hierarchy; on the other hand, the amount of bureaucratic authority he is provided with is not strong. Such a paradox was supposed to empower teachers' professional ability, but it seems that the lonely nature of the job of teaching does not allow a space for professional team empowerment, which obviously affects the profession itself.

C. Professional Autonomy:

One of the main questions that come up in the professional research is: what is the extent of professional autonomy given to the teacher (Kremer-Hayon, 1989)? If it is given to him, does he actually utilize it or underestimates it? The concept autonomy is considered in many studies as one of the very important elements of work.

Research in and outside Israel indicates that for teachers, as well as for other professionals, there are proofs that independence and professional discretion contributes to motivation, feeling of responsibility and obligation. This is characteristic of professional attitudes. The feeling of unsatisfactory autonomy explains, in many cases, the lack of satisfaction, absence and drop out (Kremer-Hayon & Hoffman, 1981; Abu Hussain, 1998). It was found also that autonomy affects the strategies of teaching, specially those strategies that concentrate on the student and curricula. Therefore, it does have an impact on the result and achievements of students (Zak & Horowitz, 1985). Out of experiments that were used in research, to measure in an empiric way the extent of autonomy teachers feel, it was found that most teachers feel lack of autonomy (Kremer-Hayon & Hoffman, 1981). In her examination of the feeling of pedagogic autonomy among teachers, A'nber (1990) found that the perception of the desired was significantly higher than that of the present.

A recent research that was conducted by Fredman (1990), the level of autonomous behavior was measured among teachers and principals in some central assignments that are also considered ambivalent. In general, it was found that teachers desire a high level of autonomy in the field of school activities, especially in the teaching methods and evaluation. The exception to this is testing new methods of instruction. In the area of

teaching curricula, there is no autonomy or sufficient involvement of teachers.

Most teachers expressed willingness of satisfaction with choosing curriculums and they expressed lack of interest in the autonomy of activities provided to them. Also, in the field of deciding the patterns of methods to be used in class, and the patterns of dealing with teachers and in setting policy, teachers had expressed a greater need for autonomy. The data shows that the most autonomy needed by teachers is in the field that is related to them directly, and the least autonomy they care to get is in the field of managing the school or dealing with unions such as educational systems and so on.

According to the research, it seems that there is actually a possibility to differentiate between two fields of professional autonomy: in the classroom and the expressed autonomy in the extent of the teacher's involvement in the decision making process and the setting of policy of the school system. Research had also shown that in the field of the classroom there is a wide autonomy provided for teachers. This is probably related to the benefit system that is provided to teachers (Lortie, 1975). However, the autonomy provided in the classroom is not actually considered as a professional autonomy and does not meet the needs of collegial work. The fact that the teacher as a professional can practice his own decisions within the group of students in class. This was reflected in Etzioni Committee's report concerning the Israeli education system (1979 Report of the Parliament Committee) and in the reforms of the eighties in the American educational system (Ornstein, 1989).

Those recommendations emphasized the need to involve teachers in the structuring of the school and its management. Those who set the policy in the educational system and those who call for increased autonomy do

not always practice what they lobby for. When explaining the recommendations of the Etzioni Committee, Hen says that they said that there is a need for professional authority, functional and particular autonomy that would impact the community from different sectors and they decreased the professional autonomy of the teacher (Hen, 1985). This can be considered as a translation of the “professional autonomy” that was translated as a concept that causes constant tension between the ambition to seek autonomy, from one side, and the authority of the central monitoring system of the school, from the other side (A’nber, 1990). A mixture of these ambitions had caused the development of the “institutionalized autonomy” in Israel. As long as the autonomy is connected to the central bureaucratic body, it is accepted. It was found also that if a teacher reach autonomy, he has to function according to the rules and regulations of the central system, which subsequently prevents the development of professional teams in the field.

D. Status and Professional Prestige:

A high professional prestige is one of the classical factors of a profession. It is also one of the factors that defines the social status of a teacher. Knowledge and qualifications are normally considered as a central base to professional prestige. However, the extent of contribution of the profession itself to the society, income and training are also factors that play a significant role in measuring the status of the profession (Sherer, 1986).

Teaching is considered more than any other profession is directly dependent on the culture, therefore, the social status of a teacher varies from society to another. In Israel, for example, the social status of a teacher is higher than other societies. It is in the middle of the social

ladder and is considered as a high social status job (Lomsky- Peder & Cahana, 1988).

The research of Judge (1988) that dealt with the professional perception of teachers in England and the USA indicated that, although in both countries teachers do not perceive their professional status as a profession in the classical manner and they seek to change their jobs, it is possible to point to some processes of social change in the profession itself. It was found that teachers specially in England perceive their jobs as ordinary professions in a bureaucratic system and the benefits of this job do not differ from any other social job which increase the social status of the profession (Judge, 1988). An addition research that was conducted on teachers in Japan shows that the “marginalization” of the profession of teaching is caused by the nature of the teacher’s job, which is not consistent and it swings between bureaucracy and professionalism (Imazu 1988).

It seems that the social status of the job of teaching in western societies, in general, and in Israel, in particular, is connected to two central phenomenon's. The first is related to the minimal possibilities to move the job within the system, and the second is related to the processes of feminism. Despite the fact that there are no empiric proof of the relationship between feminism and the status of teachers, it seems that among the general public and teachers themselves there is a general claim that feminism had caused a decrease in the social status of the teaching profession (lomsky-peder & Cahana, 1988). It is feasible however, that the two phenomena do indeed impact and even cause damage to the social status of the teaching profession.

E. Professional Dynamic- Patterns of the Teaching Career:

Compared to other professions, it is one that lacks a career (Lortie, 1975). There is a mistaken possibility to the movement toward up that stands at the very basic of every career, professionals who work in certain organizations are able to move up in the ladder, during which a change in their income and social status occurs. Also professionals who work on free lance basis and do not belong to any organization, move within interpersonal systems that impact the movement of their career and increases their income and their social status. The steps that can move up in the ladder of the educational system and in teaching are very minimal and meaningless. The possibility to become a principle or a counselor confuses the individual identity of a teacher. It means lack of consistency in his professional development process. A career that is built of stages means circles of effort, achievement and renewed ambitions. By nature it creates an orientation for the future. Contrary to a career that lacks stages, the orientation of it is for the present only. The lack of career in the teaching profession, according to Lortie, is expressed in two phenomena:

1. Dominance of orientation of the present which is contrary to the orientation for the future.
2. Feeling of frustration for those who invest extra efforts because the reimbursement does not fit the investment. The profit does not match the effort (Lortie, 1975).

One of the basic assumption of the classical model is that professionalism is the desire of promotion expressed by thriving to advance in the job and earn higher pay and reach a higher status than the previous job (Gaziel & Tsweizner, 1987).

The Israeli education system by its characteristics allows the advancement of teachers. In their research among teachers of secondary school, Gaziel & Tsweizner (1987) presented four central characteristics:

1. The structure of the system is wide and it contains two in-between steps (coordinator and deputy) and their status is not significant.
2. The centralized structure of the whole system decreases the autonomy of managers and of administrators in low positions.
3. The benefits a manager or an administrator gets are not worth the effort he invests.
4. Advancing in the management field within the educational system means to distance from the teaching profession which is considered a signal of moving from a professional job towards a bureaucratic job (Gaziel & Tsweizner 1987). Gaziel and Tsweizner checked the expectations of teachers to advance in secondary schools. It was found that there is indeed a relationship between the status of a job and between the expectations to advance. The higher the status is the lower the expectation to advance, especially in administrative jobs that are considered of high status, particularly because of the benefits they get (Gaziel & Tsweizner, 1987).

F. Training for the Job and In-service Training:

One of the main characteristics of the classical model of a profession is the long formal training, which is considered a formal specialty in the field of work itself. In the training process a trainee is able to gain some specific knowledge and to socialize and get the values and behavioral norms of the job itself.

While examining the teaching characteristics compared to other jobs, several issues arise such as the short period of training (Lortie, 1975), the

easy entrance to the system, the loneliness of teachers (Schlechty & Whitford, 1989). In addition, the professional references show that the socialization process of teacher's students and teachers is very weak (Kremer-Hayon & Ben-Peretz, 1986).

Out of the potential explanations to the low process of socialization the depositions and lack of monitoring was found to affect the system of recruitment. Research activities in Israel and abroad show that candidates are not faced with any limitations or conditions and they are not directed by standards of a public institute. Recruiting to the system is based primarily on the individual choice and is not actually built on capabilities and qualifications (Zak & Horowitz, 1985). Such a fact does not meet the standards of any other profession.

The question that was raised in the professional references is: does the professional training impact the professional consolidation of the individual that is expressed in expressions such as professional commitment, orientation of values, professional sense of belonging and the extent of willingness to consider teaching as a career (Hoyle & John, 1995; Rowan, 1994). In different studies, the need for dedicated efforts in teacher's training is stressed, due to the fact that they constitute important criteria for teaching professionalism (Goodlad, 1990; Darling-Hammond, 1996).

Another important case that was not presented in empiric research is the case of professional identity of a teacher. Out of many studies that were conducted in Israel (Yaniv, 1982; Kremer-Hayon & Hoffman, 1981). It can be concluded that the professional identity of the teacher as a result of the weakness of the training processes is not so strong. Yaniv, for example, emphasizes the weakness of the professional perception of the professional identity. In his research it was found that the tendency to

dropout had increased with the increment of the professional identity. Kremer-Hayon and Hoffman also found that only professional identity was considered to change in the willingness to leave the profession

G. Work Centrality:

The level of centralization of a certain job in the life of individuals is related to a large extent to his successes and his willingness to invest more emotional energy in his job (Kremer-Hayon, 1989). In her research concerning the way high school teachers in Israel perceive their work conditions, job centrality, the level of satisfaction and the feeling of stress, Kremer-Hayon examined job centrality according to some measures such as the work as a tool to proof personal successes, work as a source of satisfaction and a potential of emotional involvement, in addition to intellectual interaction (Kremer-Hayon, 1989). This investigation was based on the approach that in the centralization of work there exist many elements of values, movement, mutual interaction and status variations which was actually clear in other research activities. It was also clear that there exist the element of professional status, which also impact the centralization of work (Mannheim & Cohen, 1978). The findings of Kremer-Hayon's research showed that teachers perceive their jobs as a very central thing in their life (88%), and most of the teachers replied that they were actually satisfied of their work (73.8%). The results show that the centralization of work is connected to many professional internal factors such as: responsibility, interaction, and relationship with colleagues, educational activities and the teaching process itself. Other important findings are the positive adapter between the centralization of work and the feeling of pressure and the contributions are clear professional internal factors that effect satisfaction.

It can be concluded through those findings that the profession of teaching is actually close to other professions that the job in them is placed at a very centralized place in the person's life. However, we are missing a comparison between high school teachers and elementary school teachers. It is possible that through such a comparison we would have found a lower level among elementary school teacher and that the status is lower, which causes some distance from the work of teaching at elementary school according to the classical profession.

In this section we had covered the complexity of teaching according to the criteria of the classical model of a profession. We had pointed to the variety of conditions that are related to the work and that cause problems such as: the lack of a theoretical-methodical body of knowledge in the base of the services, the professional authority of the teacher that is subject to professional supervision by the principal which is undermined as a result of tensions and conflicts at work, the professional autonomy that exists at the classroom level and not on a colleagues level who work together to define the work conditions and set the professional criteria of accepting new colleagues to the profession.

We had pointed at the weaknesses of the training for the job and the in-service training as they are expressed in the social processes within the training structure. At the end, we also pointed to the issue of the responsibility to the work itself as a central part of the individual's life by presenting the constraints that the system produces that have a feeling of monotony, professional stagnation and lack of direction. All this is expressed by the lack of mental energy, absence, early retirement, deterioration in the teaching effectiveness, and the feeling of confusion and burnout.

It is important to stress here that concerning the professional bibliography and references, they mostly deal with additional two criteria of the professional model. The first is the service ideal, and the second is building a professional code of ethics. As for the first, the general perception is that teachers work out of an ideal feeling of mission and commitment to the advancement of their students. This perception may be confirmed by some of the studies that investigated the motives of the novice for choosing teaching as a profession. Some of those motives were defined as intrinsic factors such as the desire for inter-personal interaction with youngsters and the teaching is a social goal. In addition, the extrinsic factors such as comfort, materialistic and social benefits were found attractive for many others to chose teaching as a job (Zak & Horowitz, 1985). Those findings actually meet the general classical approach of a profession that the main motives of the job are to serve and promote the society. There are people who claim that teachers, among many other professionals, do not really work out of some motives or others; they work only for materialistic benefits. Concerning the second, the professional code of ethics, it is not clear why the professional references provide such an importance to that (Sockett, 1989). There are some attempts however, to structure a professional code of ethics according to the recommendation of the Etzioni Committee (1979). The fact is, such a code is accepted and known, but is not one of the basic of the teaching profession. The source of apparently is many different factors out of which are the autonomy, control and the acceptance of others, and the role unions and else (Lieberman 1988). There is no doubt that professional ethics exist among teaching professionals. Although, it is dull and may be interpreted in several ways, because the objectives of teaching, itself, are dull and not straightforward. Such dullness and lack

of clarity make difficult, not only to define professional ethics, but to place it in the base of professional behavior like the classical professions.

The lack of an acceptable and known professional code of ethics, and the lack of establishment of a theoretical and methodical body of knowledge system; in addition to the sever complexity that characterizes such an authority or professional autonomy create a complex picture of the teaching profession and lay on the shoulders of the education personnel a complicated task by trying to change the status of teaching and strengthen the professional status of the teacher.

The question which repeats itself in professional literature then is: 'How can the status of teaching be strengthened, become more attractive for potential candidates, and how to contribute to the professional promotion and development of teachers in a way that they see themselves as part of collegial-professional unalienated culture.

In a number of works, the level of training for teaching is mentioned as a condition and a means for the professionalization of the job (Garntner, 1976; Hoyle, 1980; Hoyle & John, 1995). Hoyle and John (1995) claim that teacher's training must improve, and the training institutions must struggle in order to improve their deteriorated status in the higher education institute. The teaching profession must adopt professional standards (Orientation for knowledge and code of ethics). All this, in order to improve the professional status and the educational output. The teacher's training institutes must require appropriate qualifications of candidates, and offer them a good training (Rowan, 1994; Hoyle & John, 1995). This approach, which positions the training system in the base of development of the profession, is dynamic and relates to the process of change, and lays the responsibility for the professional status of teaching on the teacher education system.

Will teaching become a profession whose members have autonomy and responsibility for plans and strategies of teaching, organization and management of school? Or, will it just be a job or craft which demands knowledge of teaching material in addition to a number of techniques for presenting and examining things next to sound sense, and the teacher becomes a technician for teaching (Smith, 1974). In this study, we will relate to teaching just as a profession in the process of formation.

The focus will be on the internal entity of the profession that is expressed by the professional culture, which includes a professional body of knowledge that is always expanding, the different behaviors and skills that the profession developed in order to fulfil its mission. Such mission is to reach an expertise to offer vital service to the community.

The professional socialization, by which the community passes on the professional culture to the new comers to the profession, is the focus of the following subsection.

1.3 Professional Socialization Process:

Before discussing the subject, we must clarify the concepts that it was derived from them: socialisation as a general concept and profession socialisation.

Socialization is discussed in different areas that deal with man, as well as the education field. Education, with all its definitions, is the central socialization tool from age five and up. Socialization and education are the two fundamental procedures in the make-up of behavior. But regardless of the overlap between the two procedures, the two closed concepts must be distinguished. Thus, education is institutionalized and the learned content in is essentially important. In contrast to this, one of the distinguishing features of socialization is the emotional load that is

related to what the child has learned, and the emotional relation to the authorities that causes this particularity in the learning process.

The social learning takes place as a result of directed experience of the socialization agents such as: parents, teachers, leaders, etc. These constitute “Important others” for the individual. In addition, it comes as a result of not-directed influence of the same agents and other ones such as: brothers and other family members, peers, friends, etc. The socialization takes place through inter-personal and social interactions between the individual and the different agents that constitute the “important others”. During the process, the child retains norms and standards of behavior (Clausen, 1968; Shapiro, 1991).

This perception that places society in the center is characteristic of beginning sociology. But since the middle of the twentieth century, it is being replaced by the approach that puts the procedures that happen in the individual’s social and private life in the center. In this spirit, we find significant psychosocial definitions for the concept socialization. Accordingly, the concept is defined as a process through which the individual possesses, in a selective manner, values, attitudes, experience and knowledge that constitute the existing culture he belongs to or he desires to belong to (Merton, 1957). This approach created balance between the focus on the individual and the focus on the society. Studies that investigated the common relations between the individual’s personality and the society, sometimes, put the emphasis on the individual in an attempt to understand how he succeeds, in spite of the society influence, to develop along the way and influence the shape up of his society. In other instances, studies put the emphasis on society with the purpose to understand how it construct the human and turn him into a body that is willing to carry out social functions successfully (Brim, 1966). From the above mentioned, it appears that the viewpoint of

socialization discussion, in general, and the professional socialization, in particular, is the perception of the individual as an active factor in the socialization process. The individual, himself, uses rational consideration when he interacts with individuals, institution and different social organization.

This viewpoint leads us to the following discussion in the professional socialization.

The concept professional socialization include, practically, two concepts: socialization for the labor world and another for specific profession where man works or intend to work. The first one start in childhood; it is part of the socialization process of the individual. It continues through adolescence, early and later adulthood. Whereas, the socialization for a particular profession is specific for adulthood and related to the selection of certain profession during the training or the actual work in a profession (Moore, 1977; Darling- Hammond, 1988).

Every discussion in socialization is done, in general, through one of the two central points of view: The first sets the socializing system in the focus and request to examine how it affects the individual as a passive factor during his socialization process, and what is the function of socialization toward the society. The second puts the individual in the focus as a rational and active creature in the socialization process, and requests to examine the importance that the individual contributes to his interactions with the different socialization agents (Institutions, Organizations or individuals). In addition, this point of view examines the way in which the individual's social ego is shaped following internalization of norms, values, attitudes and other concepts in such an interaction process (Goslin, 1969; Chesler & Cave, 1991).

A previous study showed that the model that presents the individual as a passive container that is processed by the system does not give a realistic picture. Because, inside a specific system with all its characteristics, the individuals create their own specific systems based on their personal views and approaches (Bucher & Stelling, 1977).

Following few studies in socializing the nursing professions (Davis, 1968), the researchers began to use the expression “Subjective experience” in order to describe the basic component of professional socialization in the socio-psychological process. During such a process, the teachers students exchange non-professional views and images that they have about the profession. According to those who think that the subjective point of view is the most suitable to examine professional socialization, this concept give answers to three central measures that a conceptual system is required to meet:

1. The expressions relate to activities, behaviors and meanings that are clear to the people in the real world.
2. The expressions integrate internal subjective views with objective ones.
3. The expressions contribute to the understanding of the dynamics of the subject matter (Oleson & Whittaker, 1970; Dutan& Ichilov, 1981).

Contrary to the perception that sees the individual as an active factor in a subjective socialization process, there is a perception that stresses the nature of the system as a central factor in the professional socialization process of the individual. Studies in the socialization of the education system concluded that the education system, as a bureaucratic organization with hierarchical structure and a system of acceptable values, norms and behaviors, have an influence on the individuals that

join it. The studies found that, in general, a change takes place in the ideology of the teaching novice during their relatively short practical experience at school. Afterwards, their approach became more like a guardian in the subject of pupils' discipline; their orientation became more bureaucratic; and they became more dogmatic than before their practical experience (Hoy, 1967; Hoy & Rees 1977; Kremer-Hayon & Ben-peretz, 1986). According to the researchers, this happened under the effect of the bureaucratic socialization process. During such process, the bureaucratic organization changes the training, values and the ideology of the individuals in order to fit in the organization and work according to the acceptable rules and regulations that were set forth.

Regardless of the fact that there is difference in the nature of focusing the discussion on the professional socialization, it appears that, in relation to the final results, we can accept the opinion that the individual that undergoes a high level professional socialization carries out his professional duties as if they were unseparate part from him (Lortie, 1959).

We will relate to teaching in this work as a profession in the process of forming a professional socialization which is the method in which the community passes its new joining members of the profession and its active members, the professional culture which is defined in professional literature as a process in which the individual develops his/her professional self which contains values, attitudes, knowledge and skills characterizing him/her as a professional, and these turn into a system of constant tendencies directing his/her conduct within a wide scale of professional conducts (Merton, 1957).

There are differences of opinion concerning the relative weight of training. Some researchers view training to have central significance in

designing a person of profession (Merton, 1957), and some claim that the impact of the training period is marginal because of being disconnected from the professional surrounding (Becker, Et. Al., 1961).

There is a need to stress the influence of previous socialization that is relevant to the stage of choosing a profession, the motivation that stands behind such choice and the way the future teacher perceives his role (Horowitz & Zak, 1978). But the assumption is that, in professions with strong professional socialization, the effect of the progressive socialization is erased and the teacher's students possess the professional culture according to how the profession perceives it. When the professional socialization is weak, the preexisting attitudes and values of the trainee continue to influence his performance.

Socialization for the different professions, which occurs in two central stages during a person's professional life: the stage of formal training for the profession, and the working stage during which the person is active and belonging to the professional community. This view is on theory and supported by empirical researches (Erlanger & Klegon, 1979; Hoy & Rees, 1977; Dutan & Ichilov, 1981; Anuch, 1979).

The socialization of teaching in the training stage is, as mentioned, the central subject of this research. Therefore, e will work in it separately and will attempt to consolidate a system of expressions in order to describe it.

1.4 Professional Socialization of teaching:

Socialization for a profession is a complex social phenomenon covering several fields of study. Therefore, there is no clear theory on the subject, and every discussion or study on the subject is multi-changeable (Bargal, 1975).

In order to cover most of the variables connected to the socialization process of teaching, three diagrams were integrated within the training frame: a diagram presenting the social and personal variables analyzing socialization in different organizations dealing with man (Wheeler, 1966); another diagram describing the socialization of the individual throughout the process of his/her life (Brim, 1966); and another diagram describing the professional socialization (Bucher & Stelling, 1977).

The educational system in general and the teacher education system inside it, is considered a social organization which deals with people. Therefore, it is possible to use these elements and diagrams in order to view the active elements in the socialization process of teaching within the training frame.

Integration between the three diagrams above can give us a model showing interaction between three groups of variables as follows:

1. Variables related to the individual training or teaching knowledge of what is expected from him/her in the field of values and conduct; ability to live up to the demands of the teacher's task concerning values and conduct. Motivation - the will to act as expected and aspire for more adequate goals according to values (Brim, 1966). He states that in order for a man to successfully play any social role, he must know what society expects from him, whether on the aspect of conduct or values, which he holds. He must maintain the ability to live

up to the demands of the job whether in performing the demanded behaviors or in adopting values, a world view and objectives that suit the job.

Furthermore, He must own motivation and will to maintain the adequate value system according to what is accepted in a certain society, and aspire for the goals derived from it, and behave according to what is expected from a person fulfilling this certain social task. From a functional point of view of the system, socialization for the profession of teaching, with proper professional functioning and the open, proper behavior according to the acceptable norms, is the measure for the success of the socialization process (Brim, 1966; Rosow, 1965).

2. Structural variables of the training institute; the ability of the system to set clear norms, provide opportunities for learning and practice and the ability of the system to reward the teachers students in a selective way.

These variables exist as part of the basic structure of the organization, and determine its character. It was found in some researches that socialization occurs inside the formal structure of the organization, it has clear impact on the process and its results at the teacher's students (Bucher & Stelling, 1977). Another approach claims that the significance which the individual gives to the various factors in his social environment, as well as the way he/she appreciates them often determine the character of the process (Lacey, 1977). The structure of the professional organization affects the structure of the training program (Bucher & Stelling, 1977). Wheeler (1966) points to three variables of the program features in the training system:

- A. The ability of the organization to set clear norms liable to be executed, which affect the awareness and knowledge of the individual concerning the norms and demands of the task laid on it.

This capability is influenced, among the rest, by the widespread educational ideology. Through the years, too much was said about two fundamental ideologies related to education and teaching: the first is conservative and traditional, and the second is progressive and liberal. From these viewpoints, different perceptions are derived that are related to teaching objectives, teaching methods and supervising the learner, etc. (Levi, 1997). This distinction appears almost in every discussion and research that deals with education points of view. This difference in the points of view is known also in the guiding ideology of teacher's training.

In research, it appears that the progressive and liberal views are more dominant in the teacher's training institutions than in schools (Abu Hussain & Essawi, 1997; Alhaj, 1997). The trainee that is found under the influence of socialization agents, few are in the training institute and few at school where he practices, absorbs different messages related to the objectives of teaching and education, the preferred methods of teaching, how to guide the class, and more. Therefore, it is difficult to set clear professional norms for the socialization process of teaching. And the lack of clear educational policy in the whole Arab education system makes it even harder. In addition, there are neither clear norms nor clear definition of objectives in the teacher's training system, itself. This situation makes it difficult to find a balance between handling the academic disciplines and professional training; and between the need to widen the personal education of the trainee and the need to prepare him for his profession (Lacey, 1977).

The interaction between the different factors inside the education system and the teacher's training with external factors to the profession's framework contributes to ambiguity in relation to the objectives and norms of teaching as a profession. The schools are

connected to the bureaucratic system of the establishment that request and expect teachers to adopt its bureaucratic orientation that is based on authoritative hierarchy, impersonal relations, and formal job definition and distribution. This is contradictory to the professional orientation, in general, and to the orientation that is supposed to exist in the training institutions that stresses more on teacher's autonomy and other ideals (Hoy & Rees, 1977). Therefore, the teacher's students absorb different and sometimes contradictory messages that relate to their jobs.

In addition, the education system customers, that is pupils, parents and the community in general have different requests and expectations from teachers. Do teachers provide knowledge only, or do they educate, as well? Are teachers agents for change or keepers of the existing culture?

All this creates a complex picture that makes it much harder to set clear norms in the process of professional socialisation. Such complex picture stems from the internal structure of the teaching profession, itself.

B. The ability of the organization to provide opportunities for learning and practice of the professional task, which affect the ability of the individual to live up to the execution demands laid on him/her.

Giving opportunities to learn and practice for the professional job fulfils an important function in socialization of the profession. In order to provide opportunities to learn the job and practice it, there is a need to define the job clearly. According to the mentioned above, there is no consensus in defining teaching, whether among the professional community or outside of it. Different perceptions exist also among personalities in education and teaching (Lieberman, 1988). One group

sees teaching as a profession that requires only general and broad education and no professional knowledge. A second group sees it as a profession that requires mastering a broad theoretical knowledge and special techniques and experiences. Even the training system itself finds itself in disagreement in relation to the weight of each view. This problem has a direct effect on the quantity and quality of the opportunities of learning the teacher's job and his practice within the training framework.

In order to improve the opportunities for learning and practice, different reforms in teacher's training are taking place. The outstanding change is in the introduction and widening of the specialization in teaching. The situation of teacher's training in the Arab institutions is also going through a change process. Never the less, the change is focussed on the quantitative aspect such as more hours, rather than on the qualitative aspect such as wider variety of specialization and opportunities.

In order for the training system in the Arab institutions to be important trainer in creating and fostering a special body of knowledge for the profession, and to fulfil a central function in the consolidation of teaching as a profession, it must plan diligently on the basis of a point of view that is related to different aspects of the professional function and the teacher's training system.

C. The ability of the organization to selectively reward the teacher's students as a back-up system that affects the motivation of the individual to act as expected.

It is important that the training institute is able to adapt itself to the variability within the teacher's students, and to reward this group in differential and selective methods. The need to relate to interpersonal

differences stems from psychological and social points of view, from the differences between the different individuals in the three personality variables that are related to the socialisation process (Knowledge, ability and motivation), and from the need to reward their behaviour in a selective manner in order to designate it in a desirable way and according to the objectives. The need of the future teachers to relate to the variability among their pupils is necessary, because during their training, the variability among them was taken into consideration.

3. Internal and external situational variables: sub-cultural formation, informal socialisation, and interaction with the external environment.

These variables are the outcome of interaction between teachers students for a profession within the system with the structural variables of the organization and the training system, and the interaction between them and themselves, and between them and the various variables they come in contact with while getting used to their professional task (Bucher & Stelling, 1977; Chesler&Cave, 1991).

The three situational variables, which appear to have central effect on the process of professional socialization, are:

A. The formation of sub-culture, which creates the professional culture of the profession, acquired to the teacher's students through the process of their professional training. This sub-culture has influence on the professional perception formed by the teachers students for teaching and the way they will fulfil their jobs in the future (Lacey, 1977;Howsam, 1976).

The sub-culture constitutes a central feature of a profession and as an instrument for professional socialisation. Several studies reached the conclusion that there is yet no homogenic culture for teaching like other professions (Hoyle, 1969; Lortie, 1975; Hoyle & John, 1995).

Therefore, the professional socialisation in teaching is weak relative to other professions.

Actually, the teacher's students are found under the influence of three cultures:

- The academic and professional cultures of the training institution that is represented by the teachers and trainers.
- The field's professional culture as it is represented by coaching teachers and training schools.
- The sub-culture of the teachers students, themselves.

The question is: "In what form and in what level does each one affect the professional performance of the trainee during the training period and in the future?"

Researchers point out that the values and norms that the teacher's students absorbed during the training are wiped out when they start their actual job. Most teachers function under the influence of past attitudes and experiences prior to the training period (Lortie, 1975; Rowan, 1994). Apparently, this process is becoming stronger under the influence of the bureaucratic structure that features the schools.

These mechanisms act to absorb new comers to the system. That is to bring them to the conformation with its values and the perception of the function that is dominant in it; in other words, to neglect the progressive attitudes that they have supposedly acquired during the training. Some claim that the subculture that teacher brings from the training period turn into a covert subculture inside the system, and so it affects the interaction inside the school (Lacey, 1977; Chesler&Cave, 1991). This opinion considers the teaching socialisation as a continuous process that begins at the training stage and continues during the employment as a teacher.

B. Informal socialization which occurs next to the formal socialization of the training institute, there are informal interactions, whether within the training frame or out of it, which have great effect on future teachers, like the group of colleagues (Lacey, 1977). Furthermore, the students and teachers in school, as well as the parents, the community and the wide society serve as informal socialization agents who participate in building his/her professional world perception.

C. Interaction with the external environment. The trainee and graduate for teaching perceives throughout all the professional socialization process hints conveyed to him/her concerning the status and position of teaching in society (Lacey, 1977).

The teaching trainee in the training framework is found in a continuing interaction with different socialization agents. Generally, this interaction may be divided into two processes, formal and informal (Anuch, 1979; Hoy & Rees, 1977). The formal socialization agent in the teacher education is the training institution that stresses subjects such as teaching, administration and research.

The subjects that occupy the central position of the teacher's students' world constitute an informal socialization agent such as academic tasks and building friendly relation. Apparently, formal and informal socialization agents complete each other. But the problem is more complicated, because inside the training setting itself, there are different socialization agents that represent different opinions, attitudes and perceptions (Bucher & Stelling, 1977).

The agents of formal socialization the teaching training setting are the teachers of the different disciplines, the teacher of pedagogy, practical training instructors, training teachers and the formal teaching curriculum.

All these affect the manner that the teacher's students perceive the teacher's function.

The agents of informal socialization, on the other hand, are the colleagues with whom the trainee interacted during his practical experience, the training school, the parents and the community. All these transmit to the future teacher messages on the status of the profession and to the desired manner of professional function. On the basis of the above, the following question is asked: "In what manner do the different socialization agents affect the process of socialization of the teachers students?"

Apparently, the structures of the training institution and the formal teaching curriculum have strong effect on the professional socialization, because, they provide opportunities for interaction with different socialization agents, both formal and informal. Thus, they determine the possible setting, inside which, the individual acts according to the personal charge he brings with him into the interaction.

It must be stressed that, regardless of the general setting that describe the professional socialization process of teaching, there is variability in the process between the different training settings and inside them.

In summary, the professional socialization process of teaching is the most complicated one; there is not a solid single theory that can explain it; it is possible to deal with it only in an eclectic manner by depending on different fields of knowledge.

The influence of the situational variables is significant particularly in building the professional identity of the teachers students, in consolidation of their professional attitudes, their commitments to the profession and their perceptions of their careers. These components are established as a result of emotional interactions with the pedagogic guide, the training teachers, the colleagues and other students. These give the teachers students the feeling of autonomy and responsibility that stem

from the feeling of control in expertise and professional knowledge that they possess during their training process while filling the functions of real teachers.

In order to simplify the discussion in the teaching socialization, we will describe the process by a three-dimensional model that is based on three schematic graphs. One graph present social and personal variables in the analysis of socialization in human organization (Wheeler, 1966). A second graph analyses the professional socialization (Butcher and Stelling, 1977). A third graph presents the socialization of the individual along his life process (Brim, 1966).

The components in the different graphs are suitable for the factors that act in the socialization process of teaching.

In the suggested model, there is an interaction between three groups of variables:

1. Variables that are related to the trainee.
2. Structural variables.
3. External and situational variables.

The three groups of variable do not comprehensively cover all possible aspects of the process. Nevertheless, they point to many subjects that are related to the professional socialization process.

The three-dimensional model makes interaction possible of all combinations of the variables in the three dimensions.

A model describes the interaction between different variables in the socialization process of teaching (According to Brim, 1966; Bucher & Stelling, 1977; Wheeler, 1966).

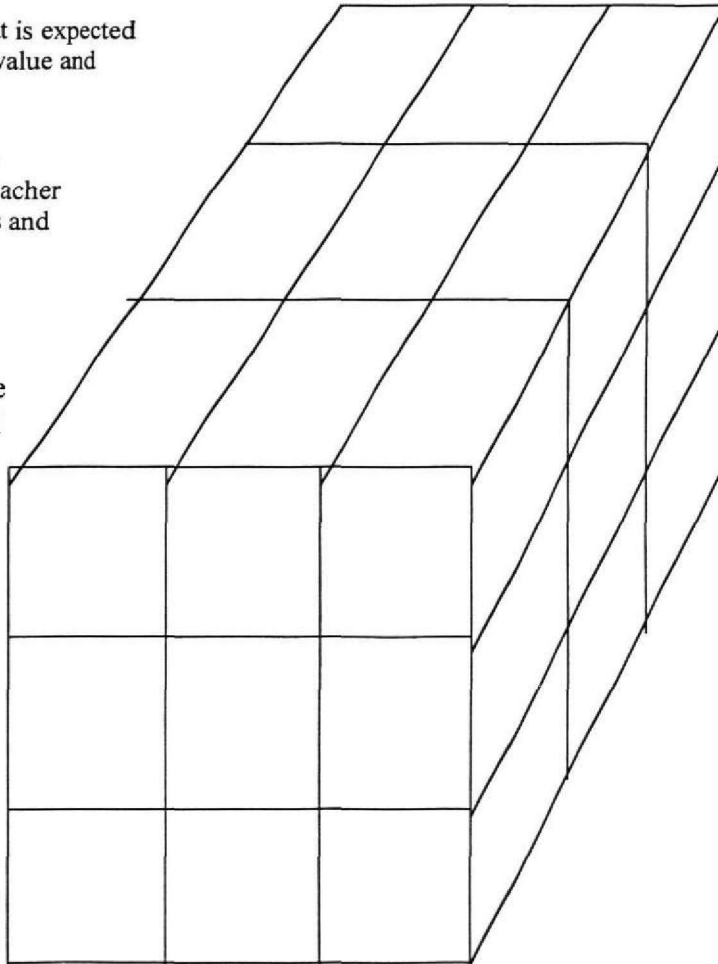
1) Personal variables of the individual in the socialization process.

3) Interaction situational variables of the system, the society and teaching teachers

Knowledge of what is expected of him in areas of value and behavior.

Ability to meet the requirement of a teacher as related to values and behavior.

Motivation and desire to behave as expected and to aspire for suitable



A B C

2) **Structural variables of the organisation – the formal system of training teachers and teaching as a profession.**

1. The system ability to reward the teachers students in a selective manner.

2. The system ability to provide opportunities for learning and exercise.

3. The system ability to establish clear norms.

We realized that the socialization process of teaching during training is complex and there is no one consolidated theory to explain it. The attempt of comprehensive empiric research of all areas of professional socialization of teaching is more complicated than the comprehensive coverage of it through theoretical discussion. For this reason, the experimental part of the study will focus only on one dimension of the socialization process, and that is internalizing the professional subculture. For conclusion, it is possible to say that the proposed model above conclusively introduces the various dimensions of the professional socialization of teaching together with the various subjects related to these dimensions.

Socialization for teaching partially occurs also in the training stage, and partially during the process of the teacher's work (Shapir, 1979; Horowitz & Zak, 1978).

In a number of studies, the training level for teaching is stated as a condition for the professionalization of the profession (Gartner, 1976; Hoyle, 1980; Hoyle & John, 1995; Darling-Hammond, 1996). This approach, that puts the training system at the basis of the profession development, is dynamic and relates to a change process. In addition, it puts the responsibility on the teacher's training system for the professional status of teaching. Will teaching become a profession that offers its members the autonomy and responsibility for the teaching curricula, for teaching strategies and for organization and management of the school? Or, will it be a job that require knowledge in teaching material, knowledge of a number of techniques to present things and test them, and the teacher becomes a teaching technician (Smith, 1974).

Many studies, not only emphasize the weakness of socialization of teaching, but also stress the deficiencies in the training process. The emphasis must be on fundamentals such as discipline, order and support for the existing social structure rather than creativity and learning ideals (Feiman-Nemser & Floden, 1986). Moreover, the educational institutions are not built to accept the young specialized teacher, and they don't improve for him fixed and well-defined specialization routes (Schlechty & Whitford, 1989). All this is in contrary to the classic professions where the professional has central influence on his activity within the training framework of the socialization process, and the system is built for the specialization of the beginner.

Studies show that, during the first socialization period, the trainee follows the footsteps of other teachers and learns from them acceptable behaviors and attitudes toward students discipline; the thing that is equated with success in teaching. According to Zak and Horowitz (1985), no wonder that the fundamental fears of the trainee in teaching are related to his doubts toward his ability to stand front of the class rather than his ability to deal with professional questions.

Studies in this field show also that the educational system tendency toward conservatism is an attracting factor for individuals who favor conservatism. According to that, the nature of the socialization process in the framework of the training process, at least toward few from the teachers students, shows that this process strengthens existing qualities more than gaining new behaviors (Zak and Horowitz, 1985). To certain extent, this is contrary to the socialization process that is taking place at school. Following a number of years of experience, the early basic factors stop working directly and influencing teachers' behavior, and the importance of the school climate and the behaviors gained there goes up.

The professional literature works diligently in employing programs for beginning teachers. One of the central questions in running such programs is the extent of ability of the school to fit itself to beginning teachers through dedication of time and resources. Most likely, the objectives of these programs are evaluation and classification of teachers who are required to exhibit their capabilities, and they are not used for training. Added to that is the fact that such programs often don't earn a supporting structure at school in order to ease the entrance of new teachers to the system, to speed the adaptation process, to overcome isolation and to provide norms and values and not only experience in teaching (Schlechty and Whitford, 1989; Lieberman, 1988).

Some researchers were sceptic about the weight of professional socialization of teaching. Lortie (1975) claims that lack of common culture of their profession because of the differences in contents, and experiencing the programs for teacher education between the different institutes. Therefore, these different programs could not grant future teachers a feeling of common body of knowledge, which is the basis for common culture of the profession.

Today, two questions preoccupies teacher trainers:

- What are the suitable knowledge substances to teachers training?
- Where is it possible to identify sources for such knowledge?

The two questions exhibit the difficulties in identifying suitable framework and knowledge substances for training. The difficulties stem, among other things, from lack of agreement of the teacher's characteristics that must be emphasized in the training process.

New approaches in teachers training (Shulman, 1988; Schon, 1987, 1988) highlight the importance of the teacher's experience as the most

important source in building his/her professional knowledge. The reflection that the teacher does on his work is the basic for his/her development. Goodlad (1990) explained: "Teaching must be learned through teaching". The premise of these opinions is of Dewey (1974) on learning through practice, which is the fundamental discipline of teaching.

On the other hand, models that analyze the placement of formal learning frameworks are, recently, shaping up. In addition to future changes that take place in practical experience that ought to be conferred on young men (Solomon and Almog, 1994) emphasize patterns in which they learn from applied and practical situations from the real life with experience in problem solving as a significant learning source that suits the needs of the trainee in future.

Cognitive skills are perceived, today, more and more as dependent on the situation.

Through feedback conversation, the student experience turned out to be useful part of learning and student evaluation. It relates to authentic situation with significance to the training process. This is contrary to the learning processes in the formal class setting that, most of them work on vesting knowledge and experience depending on theory.

The significance of these approaches in the training process is by giving more weight for the instructional experience, more opportunity to possess experience, more authentic encounter with real situations, more hours at school, more acquaintance with the pupils and the school system, and more practical tasks. Casual practice that lacks direction involves risks and may leave in the new generation of teachers weaknesses and deteriorates the status quo in the schools (Goodlad, 1988). In order that the student benefit from the experience, it must be directed an

accompanied by instructors. The feedback conversation must develop awareness and readiness among students for self criticism, and assures analytic direction and company of the trainer in order to attain an instructional behavior that is more suitable and useful. In the feedback conversation, there are components that allow a significant change among students toward a professional teacher such as intimacy, personal and specific relation, discussion of realistic relevant subjects, analysis of problem solving situation, and reflection on given problems and how to deal with them.

Despite the fact that the process of professional socialization is ongoing and constant as long as the individual belongs to a profession. This work is focused on the training stage, and the stage in which the graduate begins working stages, which form the first step-stones of the individual in the professional field.

In Israel, studies that examined the quality of the learning material that is used as a source of knowledge in teachers training found that the teachers training programs are different. Obviously, it appeared that there is neither theoretical nor vocational cooperation in the resources used for the different courses. There was not a single common source of knowledge that was offered for the teachers (Tamir&Ben-peretz, 1981;Drora Et.Al.,1997). In addition, these studies claim that the traditional teaching methods such as “lecturing”, and evaluation methods such as written tests that are widespread in teachers training programs in Israel, lead to the return and appearance of such methods of teaching in the classroom. Therefore, the different studies reached a conclusion that new teaching and evaluation methods must be introduced in order to enable the teacher teachers students to possess more knowledge about

these significant teaching methods (Tamir&Ben-peretz, 1983;Drora Et.Al.,1997; Kremer & Moore 1985).

In studies that examined the interaction between the characteristics of the teaching novice and the quality of the training programs in Israel found that teaching novice that were characterized as “Dogmatic” have not changed neither their approach to education nor their behavior in teaching (Zmora, 1979). In another study, Milgram and Milgram (1978) examined the effect of the interaction between the teaching novice characteristics in the cognitive and socio-personal areas, on one side, and the quality of the training programs, on the other. Based on the student's success in the practical training, it was found that the success in teaching was related more to cognitive than personality characteristics.

In Danieli’s research (1982), it was found that the teaching novice with low socio- economic status has more positive relationships with needy pupils than their peers with middle socio-economic status. Perhaps different training programs led to this result.

To the best of my knowledge, only one study was carried out in Arab colleges in Israel with the objectives to examine whether the teaching teachers students pass through changes in their attitudes and approaches toward education as a result of their training. The findings showed that there were no significant changes neither in attitudes nor in behaviors (Abu-Mukh and Essawi, 1999).

The significance of these studies is not very clear. Therefore, the valid and reasonable approach in the interaction between the teaching novice characteristics and the detailed training programs is to provide the teaching novice wide variety of educational experience during their training programs.

In the study of Kremer-Hayon & Ben-Peretz (1986) on the transition of teacher teacher's students from the training college to the real classroom, the teachers reported that the teaching programs that they acquired during their training are not sufficient for practice in teaching. They claimed that additional practical training in teaching is required. They, also, complained about the unrealistic picture of teaching that their teachers in college described to them. This led them to disappointment when they faced reality.

Despite the scepticism about the weight of the professional socialization of teaching, it is worthwhile examining the variable operating through its process since mapping and perceiving the socialization processes of teaching are liable to contribute to its enhancement, strengthening the professional feature and promoting the professionalization process of teaching, as the character of professional socialization greatly determines the professional status of various professions.

As may be seen above, it is difficult to cover the whole field of professional socialization of teaching in one empirical research. Therefore, the present study will focus on one aspect of the socialization process: internalizing professional sub-culture. We are willing to investigate the variables in this sub-culture which are connected to the process of socialization for the profession: professional commitment, professional views and values, identifying with the professional role, career perception and the social unity among people of profess.

Socialization for a profession is a process in which the individual develops his self-ego including values, norms, attitudes, knowledge and experience that characterize him as a professional. Such traits turn to a quite consistent system of tendencies that directs his behavior along a broad range of professional and nonprofessional behaviors (Merton,

1957; Chesler&Cave, 1991). Clearly, socialization is considered as one of the fundamental characteristics of a profession, because it affects and supervises the new comers to the profession. It also constitutes an expression of autonomy and self-inspection of the profession (Millerson, 1973; Schlechty & Whitford, 1989).

One of the objectives of the professional socialization process and its expected results, as mentioned, is changing values and attitudes among teacher's students. In other words, internalizing professional subculture. This subject will be examined in the empiric part of the study.

1.5 Variables in the Professional Sub-Culture:

In this subsection, we will discuss a number of variables in the professional subculture. We will also review studies that dealt with such variables in teaching and in other professions.

The variables to be discussed are professional commitment, professional values, professional attitudes, professional identity, and social unity of the professional group. We must indicate that the distinction between variables is not unequivocal. There are some that expand the framework of attitudes by including the professional commitment and professional identity (Kroll et. al, 1970). Some expand the professional identity expression by including in it the professional commitment (Chesler &Cave, 1991). Others include the self-perception (Professional identity) and professional approaches (attitudes) in the professional values (Chesler &Cave, 1991).

1.5.1 Professional commitment and readiness for a long career in teaching:

The most acceptable use of the concept “commitment” in sociology of work is in the sense of continuity of the professional career. This meaning is derived more from the general perception of “commitment” as

a situation where the individual is bound to the obligation to persist in a consistent route of action. In the specific area, it means the stay of the individual in the same profession, while he may perform different functions that are considered within the specifications of that profession and geared toward the same goal (Becker, 1960). Commitment was also defined as a positive intervention in the job itself, and relative to the colleagues in the same profession (Bucher & Stelling, 1977). In addition, it is a consistent behavior linked to certain organization while the content of such behavior was determined according to the group culture toward whom there is a commitment (Becker, 1960).

Commitment for the long run is a central component in the professional career (Kremer-Hayon, 1989). In most professions, there is a career model that is a part of the professional culture; the career nature has an effect on the measure of professional commitment (Pavalko, 1972).

In teaching that is considered a profession in the professionalization process, there is yet no defined career model to be utilized as a foundation for the creation of strong commitment in a similar manner to other professions (Kremer-Hayon, 1989; Lortie, 1975). One of the main problems in the teaching career is its being horizontal in principle (Gaziel & Tsweisner, 1987). From a sociological-structural viewpoint, a long-range career commitment is created when such a career guarantees intrinsic and extrinsic achievements, autonomy and authority at work (Chesler & Cave, 1991). When we examine teaching from a structural point of view according to the opportunities for such achievements during the career, it appears that there are missing features that assure strong commitment to the profession. Surely, different studies in Israel and the United States found relatively low levels of commitment, whether among

the teaching teachers students or teachers at the beginning of their professional career (Gaziel & Tsweisner, 1987; Lortie, 1975).

1.5.2 Professional values:

Out of the broad range of approaches and definitions of the expression “Value”, we select the suitable definition for the specific purpose of the discussion. “Value” may be defined as a characteristic that is relevant to an object of some kind, or as a criterion according to which we evaluate things (Rokeach, 1973). Values are related to preferences. In this manner, the expression “value” is perceived as inclusive to attitudes, perceptions and beliefs relevant to types of activity and behavior that the individual prefers.

When an individual chooses a certain profession, he assumes that it is a “good” one that meets his life expectations. Generally, not only one single value affect the choice of profession, but there are several values that are found to be important in the profession selection with value orientation to the profession (Rokeach, 1973). Value orientation is defined as an organized perception that affect the nature of man’s behavior and the perception of the desired and undesired (Op. cit.). In research, there are different value orientations that distinguish between the different social groups (Moore, 1977; Rokeach, 1973). Value orientation distinguishes between different professionals on the basis of differences that are relevant to professional culture. The relationship between value orientation and profession is not one-way. On one side, value orientation influences the selection of a profession. But, once the individual chooses his profession and starts to integrate his training in it, the system of value orientation become influenced from the values, expectation and norms that characterizes the selected professional group

that the individual is joining (Super & Bohn, 1970; Chesler & Cave, 1991). In the study of Zak & Horowitz (1985), two value orientations surfaced, extrinsic and intrinsic. They found that the teaching teachers students in the Israeli institutions are characterized through intrinsic rather than extrinsic orientation according to their apparent motives for selecting teaching. The value orientation the direct the individuals' selection of the different professions is the outcome of advanced socialization.

There is an empiric support for the claim of the professional environment influence, as a social subculture, on the values of the individual. Obviously, teachers are different from social workers in their social values; such variability is explained by the affiliation of the study subjects with a certain professional group (Super & Bohn, 1970).

Bar-gal (1975) examined change in values among students in social work during their professional training, in comparison with psychology student as a control group. He found a great level of homogeneity between junior versus freshman students. He also found that the professional socialization process is known, primarily, as an emphasis on pre-existing values rather than gaining new ones. Anuch (1979) also found a tendency to preexisting values that distinguishes applicants to the social work field of study from applicants to other fields in the social sciences.

1.5.3 Professional attitudes toward education and teaching:

There are many definitions for the expression "Attitude". Such definitions may be classified according to different theoretical approaches. There are three aspects in the structure of an attitude: consciousness, internalization and intention to behave. In the consciousness aspect, the attitude includes knowledge, perceptions and

beliefs that are relevant to such knowledge and its evaluation. The internalization aspect includes feelings toward certain knowledge and the attraction or rejection that the individual has toward such knowledge. This load of feelings in the attitude is used as a motivating power for behavior.

The intention to behave is the readiness and desire to act as required from the attitude, that is from the knowledge, consciousness and feelings that are related to it.

The investigation of attitudes toward education was proceeded by a study in political and social science that opened the way for it. There are two main and distinct philosophies, conservative and liberal. The application of the attitude research in education through empiric examination indicated the known distinction between conservative and progressive attitudes (Kerlinger, 1958).

Attitude is one of the factors of behavior. Attitudes are the outcome of interaction between the individual and other members of the group.

The attitude is a specific expression of value relevant to a certain object. Having an attitude that is coherent with the group's culture meets the need, among other needs, of the individual to be accepted in that group. The same technique works in the process of changing attitude.

The fact that the attitude changes under the influence of the group or groups that the individual belongs to, it expected that the individual's associating with a new group to lead to a change in his attitudes' system. The nature of the change depends on factors that are relevant to the individual himself, the group, the nature of relationships between the individual and the group, and the characteristics of the attitudes in question. When we speak of professional attitudes, we are talking about attitudes that distinguish the professional group of the individual. The discussion of the nature of creating professional attitudes and the process

of changing attitudes is similar to the group's effect on these processes in the attitude system, in general.

The professional attitudes affect the professional selection and the individual's decision to enter to a certain profession, as mentioned above. The asked question is: "Is it possible to see in a profession a social domain – subculture that people in it have similar attitudes as a group?"

The acceptable is that the different professions constitute social groups. The minute an individual joins a professional group and requests to stay in it, he adopts the attitudes and the internal values that characterize the profession in order to be accepted to the group and carry out his professional duty (Super & Bohn, 1970).

These attitudes are the focus of our discussion in the subject of professional attitudes.

Does teaching, as a profession, have its own subculture? Do teaching professionals have distinguished professional attitudes? If so, what are the professional characteristic attitudes of teachers?

The most accepted empiric finding is the existence of progressive versus conservative attitudes toward education and teaching among teachers (Kerlinger, 1967; Hoffman, 1964; Kremer-Hayon, 1989).

The conservative attitudes toward education put in the center of the teaching system the provision of basic experience for the student, passing on the tradition, provision of disciplinary habits, and considering that the role of teaching is to train the learner to be a good and useful citizen in the society. The progressive attitudes place the learner in the center; they consider that the role of teaching is, primarily, to achieve the unique potential of the learner. The teaching teacher's students also have professional attitudes that are gained during their professional training. What distinguishes their attitudes is that the progressive are much stronger than the conservative ones (Kremer & Moor, 1979), and there is

a rise in the progressive attitudes of the teaching teachers students during the training (Kremer & Moor, 1979; Zeichner & Tabachnik, 1981). Teacher's students have progressive attitudes more than actual teachers (Lacy, 1977; Hoy, 1967).

1.5.4 Professional identity- Professional self-concept:

There are several related expressions to the professional identity such as professional self-concept (Lortie, 1959; Bar-gal, 1972) and Professional identification (Shapir, 1979). This expression connects between personality and profession/occupation (Super & Bohn, 1970).

The three expressions have the same discipline; they relate to the outcome of certain process during which the individual with the self-concept develops a concept relevant to the characteristics of a profession, to the persons that work in it and to the nature of the professional role. The individual evaluates to what extent his self-ego suits a certain profession. Accordingly, he develops a professional self- concept or professional identity. This process is characteristic of the profession selection stage and continues through the training and afterwards at the time of becoming employed in the profession (Super & Bohn, 1970; Chesler&Cave, 1991). The development of professional identity is the outcome of a chain of concepts, experience, values and interactions. The individual must perceive the relevant expectations to his duty, to develop the necessary skills and experiences in order to withstand these expectations, and to learn how to internalize the general and specific values of the profession (Chesler &Cave, 1991; Lortie, 1975). The professional identity is one of man's sub-identities. It expresses his unique concept of the manner that his self-ego must carry out the duties of the profession he selected.

The formation of the professional identity takes place by one or more of the three processes:

- Identification with a model of common profession.

- Experience in filling the professional role.
- Watching, reading and listening in order to accumulate knowledge that helps to find out whether his skills and interests are suitable for the professional requirements.

Institutions for professional training enable their students to go through the three processes. Therefore, it is possible to assume that the professional identity does develop during the training for different professions including teaching.

According to some studies, the practical training constitutes the most important component in the formation of the professional identity. By the mutual relations between the service recipient and the system through filling actual professional roles during training, the future professional internalizes the profession's requirements and examines his ego in relation to them and, therefore, his professional identity is formed (Dutan & Ichilov, 1980; Shapir, 1979).

1.5.5 Homogeneity of the professional group:

The profession's subculture that the teachers students are supposed to internalize during their professional training is a factor that unites the member of the profession and creates inside it solidarity and integration (Hoyle, 1969; Chesler&Cave, 1991). Solidarity and integration between individuals may be expressed in greater homogeneity in the relevant areas to the professional culture.

For this variable, there are relatively few references, and the available findings are not unequivocal (Bar-gal, 1972; Dutan & Ichilov, 1980; Kremer-Hayon, 1989).

For the purpose of understanding the professional socialization process of teaching in the Arab training institutes, there is a need to discuss the Arab education system, in general, and the teacher education system, in particular. This is in order to be able to analyze the professional

socialization process in the socio-cultural context. In the following subsection, we attempt to present the social, economic and political background inside the Arab education system in Israel. This subsection indicates socio-demographic features of the Arab minority and the main obstacles that hinder the development of the Arab education system. A special focus was on the hindering factors of the professional socialization process during and after the training period.

1.6 The Arab education system in Israel:

Since the State was established in 1948, the Arab teachers were faced by a difficult social and professional situation. Other than the work constraints and difficult conditions, they did not enjoy suitable conditions compared to their Jewish counterparts. The ratio of student/teacher in the Arab schools was double that in the Jewish schools. The Arab teacher salary was half of that of the Jewish teacher (Cohen, 1951). After several unsuccessful contacts with the Ministry of Education, the representatives of Arab teachers decided to go on strike demanding “equal professional conditions and improvement” (Al-ittihad, 26.1.1951). The decision did not go through, because the National Committee of the teachers union did not approve it. Only later in 1952, the Ministry of Education decided to make salary of the Arab teacher equal to that of the Jewish teacher.

The Arab teachers were subject to contradicting anticipation. From one side, they were under strict supervision of the Marshal Law; they had to stay away from any political activity as a result of fear of loosing their job (Jiryis, 1976). From another side and as the educated elite that remained in the country after 1948, their Arab community expected them to be the role model for the children and to be involved in the local leadership (Mari', 1978). These pressures turned the status of the Arab teacher as an

educational leader to nearly impossible, as described by one teacher: “For the Arab teacher, there is no psychological security that enables him to do his job as teacher and educator. It is no secret that teachers, principals and superintendents in the Arab sector are appointed on the basis of their influence and the recommendation of the Security Service rather than on their professional qualifications and skills. The fear of being fired adds a permanent burden on the shoulders of teachers, principals and superintendents. They would not dare to express a political opinion that please their conscious due to fear of damaging their career”.

The professional conditions of teaching for the Arab teachers have been always among the leading causes that interfered with their job as teachers and educators. The Ministry of Education and the other formal authorities adopted a careful policy of employing discharging Arab teachers. The teachers have to put up with a very strict supervision in order to suppress any thoughts that are considered reactionary in the eyes of the authority. Formal regulations made it possible to discharge temporary as well as permanent teachers. For the teachers, there never was a job security. Fear of loosing their job accompanied them during their career.

The Ministry of Education used to deter the Arab teachers through the discharge policies. The supervision of the Arab teachers proved to be important for the authorities, because it was used to secure the achievement of all the formal targets and to maintain stability inside the system. By supervision, the authorities gained the co-operation of teachers with the formal policies, and by this, the authorities achieved the co-operation of the Arab elite (Alhaj, 1996).

There were few purposes for the sanctions against Arab teachers such that: the sanctions served as deterrents to get rid of individuals that

refused to join in with the policies, to push those who adopted neutral policies in order to declare their solidarity with the formal policies.

The Ministry of Education made all possible attempts to suppress any authentic leadership among the Arab teachers (Alhaj, 1996).

After the abolition of marshal law in 1966, the security service controlled the Arab teacher and their way in the education system. An Arab teacher that applies for a teaching job, is required to fill out, in addition to the regular application forms, an additional personal questionnaire that has nothing to do with professional qualifications. According to the questionnaire and other secret records, formal factors in the office decide if the person “possesses the suitable skills” to be a teacher.

Security classification served as a criterion to select Arab applicants for teacher education colleges. Applicants do not receive any notification about their admissions until the security checks in complete. Those who are denied admission can not find out the real reason for their rejection.

The opposition to give teaching license for security reasons is a prevalent phenomenon in the Arab schools (Alhaj, 1996).

The gap between the school and the community in the Arab population is not limited to the political route but also to the social direction. The Arab school is lagging way behind modernization that reached the Arab community in Israel. Therefore, the function of the formal education system as an agent to create social change is perceived as less important (Alhaj, 1989).

One of the main problems that the Arab school is facing today is the internal democratization. By systematic observations in several schools and interview with teachers and principals, it is obvious that in most Arab schools the democratic climate is absent. The relations between the teacher and student are based on obedience and on that that the teacher is always correct. When there is discussion, the teacher’s argument always

wins. The student has no right to express a different opinion. In the Arab schools, the frontal teaching is still the only method. Bashi Et.Al. (1981) described well such climate when they discussed learning achievements in the Arab schools in Israel.

In 1985, the Ministry of Education decided to institutionalize the subject of education for democracy in both, Arab and Jewish schools. For this purpose, the General Director issued a special memorandum stating the roles and responsibilities of the different sections in the Ministry. The memorandum stressed three fundamental directives:

The universal principle that sees man as the focus of the social process.
The particular principle that is expressed in the educational and national value system.

The institutional principle that is bound by the education system to deal with contradicting values (Ministry of Education-Memo of the General Director, 1985).

The inclusion of the education for democracy in the Arab school curriculum was in many instances an artificial step. Every rank in the system, that brought it out, did so in order to please the rank above him. Following conversations with several superintendents in the Arab school, several examples were given that justify this conclusion. In the conversation, reports were mentioned about events in different schools where a teacher was teaching children what democracy is, while holding a stick in his hand. In another event, a superintendent requested from one school principal to allow the students to have the responsibility of managing the school during the "Student Day". The principal unpleasantly accepted and allowed the student council to elect one to be the school principal for one day. The moment the student-principal entered the room, he asked to sit on the principal's chair for one day. The real principal acted angrily and sat near the meeting table and started to

make loud comments on everything that took place. When the student-principal asked to be given the freedom of action for one day, the true principal was offended. He ordered the student-principal to leave the room, bringing the Student Day to an end.

In stead of being a dominant base in the community, the school is vulnerable and unable to withstand external pressures. Community tensions enter the school easily and influence the school climate. Often, the power conflict in the community reaches the school and exerts an effect on the teacher – principal relations as well as the teacher – student relation. The tribal demographic concentration in the villages created a concentration of children and teachers that is based on tribes in one school. Not seldom, when a tribal quarrel outside the school enter it and increase the tension between the different groups: “the tensions exist at school too, when they are present in the other institutions of the village”, Mari’ (1974) wrote. He added: “teachers from one tribe coalesce together against other teachers. Therefore, groups of teachers on tribal basis or inter-tribal coalitions are formed. Such groups are active; they employ pressure inside and outside the school. This background explains tensions and misunderstandings that often take place inside the school between the teachers themselves and between them and the principal”. Such conflicts and tensions make it harder for the educational climate at school. But if one teacher does not belong to a certain tribe, his surrounding community tends to relate to him with motives that are based on tribal basis in his relationships with both, students and teachers.

From the above review, it is obvious that the desired adult image of the Arab education system is not defined, and the educational objectives are not clear. Therefore, it is not possible to plan, to develop and carry out learning programs and derive from them suitable programs. And if there were any attempts to define the objectives, such attempts strengthened the

ambiguity. These objectives have not permeated into the Arab teacher work. Therefore, the system functions without a dream; the teachers don't know exactly after what objectives to strive and what graduate they are creating.

This situation imposes ambiguity climate on the system of teachers training that proceeds without defined objectives. The vague and/or covert objectives of the authorities from the Arab education system are not clear for the majority of the employees in the system.

On the bases of the research and theoretical discussion, the professional socialization of teaching in the training process constitute an important and fundamental component in achieving the objectives of theoretical and practical training. We must give our opinion on the whole training process in the Arab colleges in order to train a teacher that can function as a professional in the postmodern time.

The understanding of the professional socialization of teaching in the training institutions may help the people in-charge of the training process to deal with the different obstacles in a more effective manner and to fortify the helping factors for the success of the process of professional socialization of teaching.

In relation to the general research and theoretical background and the variables of professional sub-culture which were mentioned above, the general research question of this work will be "How much professional socialization is there at teachers students and graduates (beginning teachers) in the different training institutes in the Arab educational system in Israel?" The specific questions derived from this general question are:

1. Whether the teacher education system in the training institutes in the Arab sector contribute for professional socialization?

2. How the teacher education system in the training institutes in the Arab sector contribute to homogeneity of professional sub-culture components among teachers students and graduates?
3. Is the teacher education system in the training institutes in the Arab sector contributed to the teacher's students and graduates to conduct as professional?

2. Research - Design and Procedure:

2.1 The research objectives:

1. To state whether the teacher education system in the training institutes of the Arab sector contributes to professional socialization.
2. To define the essential of sub-culture as a concept of teacher education (subject matter).
3. To investigate the teacher education system and define means of its enrichment to facilitate professional socialization.

2.2 The research hypothesis:

Professional socialization within the teacher education process in the training institutes of the Arab education system in Israel occurs by internalizing professional sub-culture if:

1. Readiness for long-range career in teaching will increase.
2. Internees' motives will be strengthened in relation to choosing teaching.
3. Changes will occur in the perception of professional concepts, such as:
 - A. The gap will be narrowed between perceiving professional concepts and perceiving the concepts "self" and "teacher".
 - B. The gap between the perception of professional concepts related to each of the educational perceptions - conservation and progression - will be narrowed.
4. The gap between perceiving the concept 'teacher' and the concept "self" will be lessened.
5. The homogeneity in the professional group will be strengthened.

2.3 The variables' Definition:

The variables related to this research are:

1. The dependent variables (criteria):

A. Professional commitment and readiness for a long career in teaching:

The variable of commitment to teaching is defined operatively in this study as the readiness for a long career in teaching without relating to the nature of the expected career, but only to its purposes that relate to continuity.

B. Professional values in teaching:

The value orientation that is meant in this study is the one that offers professional selectivity. This is because we work with teaching teachers students who are at the beginning of their training for the profession. For the purposes of this study therefore, we operatively define the professional values as those that are expressed in motives to select a profession. We focus on the following two groups of motives that were found to be effective in previous studies: Motives with internal orientation, and motives with external orientation.

C. Attitudes toward education and teaching:

In this study, professional attitude is operatively defined as a meaning that man relates to different professional expressions, and the way he focus on such expressions according to evaluative succession or bipolar emotion.

D. Professional solidarity with the teacher's function:

There must be solidarity with the professional title due to its high symbolic importance. It contains inside it the definition of the area of professional activities, the ideology, the interests and skills that features the profession. In this study, the variable "Professional Identity" was

defined as the proximity and similarity between the self-perception and the professional title “teacher”.

E. Homogeneity of professional group:

On the basis of the small variability in the responses of the study subjects in relation to the different variables of the professional culture that were examined here, and the more advanced the stage of professional training, it is necessary to establish the extent of homogeneity in the following variables: Commitment to teaching, value orientation and professional identity.

2. *The independent variables:*

The independent variables are the learning stage, which the people in the research are found in. As for the graduates, they will form a stage of a separate group. This independent variable is liable to be examined by a periodical research, or by studying teacher's students from various stages cross-sectional. Based on researches that did not find significant differences between the findings they received from each of these methods (Feldman & Newcomb, 1969), I will choose to conduct research on students from various stages cross-sectional. Operatively, I will choose four stages: three stages are parallel to three study years in teacher education institutions, and the fourth stage relates to the graduates (beginning teachers in their 1st year of teaching).

2.4 Study population:

The study population was teachers students in training institutes in the educational system in the Arab sector in Israel, as well as all the graduates who have one year teaching experience. They all form four groups. Today, there are 340 first year, 320 second year, 300 third year and 280 graduates from the training institutions in the Arab educational system in Israel. Of the 280 graduates, 140 were defined in this research as beginning teachers.

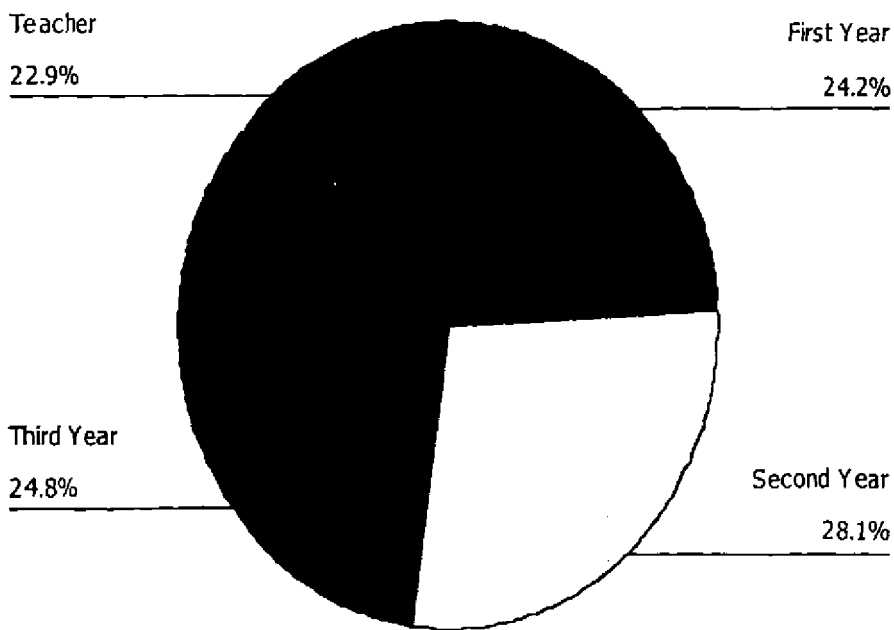
During the last decade, a rise in the number of female teachers students was observed reaching 75% of the total number of teachers students in the Arab education system. The sample is random and stratified to four subgroups.

The sub-groups in the sample will be according to the school year 1998/9.

Year I	- 40 people
Year II	- 40 people
Year III	- 40 people
Graduates	- 40 people
Total	- 160 people

In the research, 153 study subjects participated. Of whom, 35 beginning teachers and 118 teachers students. Five beginning teachers have not returned the questionnaires, and two questionnaires for the teaching teachers students were excluded because they did not respond to all the items in the questionnaires. Diagram 1 describes the distribution of study subjects by year of study.

Diagram 1. Distribution of the study subjects by year of study



2.5 Instruments:

For building research tools in this work, I use research tools and techniques, which have already been used in the field before. Here are the different parts of the research instrument:

Part – A: Background data on the study population

Part – B: Relates to the research's first hypothesis.

For testing this hypothesis, each person will be given five concepts relating to readiness for constancy in teaching, and he/she has to choose only one of them (According to Horowitz & Zak, 1978).

Part – C: Relates to the second hypothesis, which deals with the value orientation which, directs the choice of profession of the study population (Horowitz & Zak, 1978). We wished to examine the intrinsic orientation and the extrinsic orientation by the motives of the study subject for the selection of teaching. The motives analysis of the intrinsic orientation in the questionnaire by Cronbach alpha yielded $\alpha=0.78$. In relation to extrinsic orientation, $\alpha=0.58$.

Part – D: This part is the semantic differential aimed to collect data concerning the hypothesis 3 and 4.

This tool is a technique of indirect reporting which is meant to raise the complex cognitive significance of concepts for the people in the study. This technique was developed out of studying the significance of the word or concept, and the attempt to measure this significance (Osgood, 1952).

In the semantic differential, the incorporation of the associative and grading methods fulfills the requirements of objectivity, reliability, validity, sensitivity, comparability and efficiency (Osgood, 1952). The technique relies on findings that showed the presence of semantic relations between words (expressions) and forms that exist even beyond the culture. Such findings make it possible to distinguish the meaning of expressions according to their position on the succession between the pair of the bipolar outlines.

With the assistance of the semantic differential, it is possible to measure the attitudes in relation to different expressions, to quantify the expressions' meanings and the semantic distance between the different expressions. In other words, to measure the attitude toward certain expression and the extent of relationship between the attitude and other expressions. In few studies, the semantic differential was also used to measure the professional sub-identity of the self. In addition, it was used to measure ethnic sub-identity of high school students in Israel (Hoffman, 1967), as well as the professional solidarity of students with teaching (Shapir, 1979). The correct use of the semantic differential requires matching it to the specific area where it will be used, not only from the expression aspect but from the outline as well (Hoffman, 1967).

Selection of expressions: Since the semantic differential is used to examine two different hypotheses, it has actually two groups of expressions. The first is used to examine the pattern of professional attitudes of the study subjects, and the second examines their identity with the profession. Regarding the examination of attitudes (Hypothesis 3), there was a need to select central expressions that represent the fields of education and teaching. The selection of expressions was carried out in a number of stages:

1. The collection of wide variety of expressions that are used in teaching and socialization of teaching. The collection was done from different sources, the relevant professional literature, interviews with teaching teachers students, interviews with the students teachers and pedagogic guides, and interviews with school teachers.
2. Content analysis of the collected material was done. Closed expressions were unified. The analysis yielded seventy expressions (Appendix 1).
3. The 70 expressions were introduced to 20 study subjects including 8 teachers students, 6 college teachers and 6 schoolteachers. On a 1-5 scale, they were asked to grade the extent of centrality of every expression in the professional area of teaching. In other words, the study subjects were asked to add the five most central and the five least central expressions and to list central expressions in teaching that were not mentioned in the questionnaire (Questionnaire--Appendix 1).
4. In this stage, we pursued the assistance of experts and referees in teaching and education in order to select the 8 to 10 most central expressions that reflect the attitudes in education and teaching. In different studies, two areas of attitudes were found, educational-conservative and progressive (Hoffman, 1964). There were expressions that were not classified in neither one of the two areas and they seem to be equally related to both sides (Op. Cit.). The referees were asked to relate to the twenty expressions that were found most central in the previous stage and to determine the extent of relationship to progressive or conservative attitudes, or if they equally related to both. Following the experts' decision, the expressions with high scores were selected and added to the progressive attitudes such as confidence in students, thinking development, provision of learning tools. The expression that were more related to conservative attitudes

are objectives and vesting knowledge. Furthermore, two expressions were not clearly connected to either side but they are very central to the professional aspect of teaching are: (responsibility and professional ethics). The Cronbach alpha analysis relevant to these concepts showed that $\alpha=0.81$. In addition to education, which is an expression that does not belong to either side.

In order to test hypothesis number 4, in relation to the professional identity that is defines as sub-identity in the self-perception, the following expressions were selected: I and teacher. This decision was made after reviewing the work of Hoffman (1964) and Shapir (1979). Regarding the professional self-perception, the objective of the expressions “self” and “teacher” is to examine the extent of the individual’s solidarity with the teacher’s function.

The semantic differential included ten expressions; under each one there is six outline scales. The scales were selected following a series of tests to assure high internal reliability (according to RTT coefficient), ability to discriminate between educational expressions (according to F-coefficient) and according to the studies of Hoffman (1964 and 1967).

The outlines appear in the questionnaire in a way that prevent positive and negative polarization. The differential was made in a graphic manner with seven marking possibilities on the scale. The following are the expressions and outlines described in the semantic differential:

Table 1: The expressions and outlines in the semantic differential

(See Appendix 2)

<i>Expressions</i>		<i>Outlines according to their order on the questionnaire</i>
Responsibility	Teacher	Active Passive
Education	Objectives	Flexible Inflexible
Trust in pupil		Boring Interesting
self	Thinking	Cold Hot
development		Pleasant..... Unpleasant
Professional ethics	Vesting knowledge	Stable Unstable
Provision of learning tools		

For the graduates who are new teachers, we passed a questionnaire (Appendix 3) with the objective to obtain feedback on the process of teacher's training. The author prepared the questionnaire. The sources that determined the questionnaire contents were training teachers, pedagogic guides and the college graduates. After different tests, the final form of the questionnaire included the following items: The first section included basic data about the graduate; in the second section, the graduates were asked to grade their responses on a scale from 1-4, where "1=Never" and "4=Most frequently". To what extent did the training period in college help you in developing, improving and providing you with characteristics, which feature professionalism? And, to what extent do agree that each one of these characteristics feature teaching?

The questionnaire included the following topics: decision making, taking responsibility, professional development, cooperation, teaching as a mission, persistence and the profession's features according to the professional literature.

2.6 Research Process:

The study sampling was random. The beginning teachers and teachers students were asked to fill out the questionnaires independently and accurately; and to express in writing their personal opinion. It was stressed to them that the questionnaires are unanimous, and the received information will be used solely for research purposes. The data were collected a month prior to the end of the 1998-9 school year. The investigator passed the questionnaires for the teachers students. The questionnaires for the beginning teachers were mailed with an instruction sheet. The questionnaires were written in the native tongue of the study subjects.

2.7 Data Analysis:

A program called SPSS processed the data in the first three parts. The semantic differential was also processed by this program in order to calculate averages and diversions for the concepts. The distances between concepts were also produced by this program according to study years, according to graduates and also according to the two variables together.

3. Results of the research:

Hypothesis 1:

We expected that the readiness for a long ranged career in teaching goes up when the study subjects are in a more advanced stage in their training.

Table 2 presents the primary findings that are relevant to this hypothesis.

Table 2. Frequency distribution in numbers and percents of the reasons for continue working (commitment to profession).

Statement	Year of study				Total
	Second	Third	Teacher		
First					
Life profession	N	6	3	6	520
%					
16.2	7.0	15.8	14.3	13.1	
For long time	N	7	9	3	726
%					
18.9	20.9	7.9	20.0	17.0	
For limited time	N	2	10	3	823
%					
5.4	23.3	7.9	22.9	15.0	
Easy job until I find an alternative	N	3	11	11	1540
%					
8.1	25.6	28.9	42.9	26.1	
Undecided	N	19	10	15	44
51.4	23.3	39.5		28.8	
Total	N	37	43	38	35153
%					
100.0	100.0	100.0	100.0	100.0	

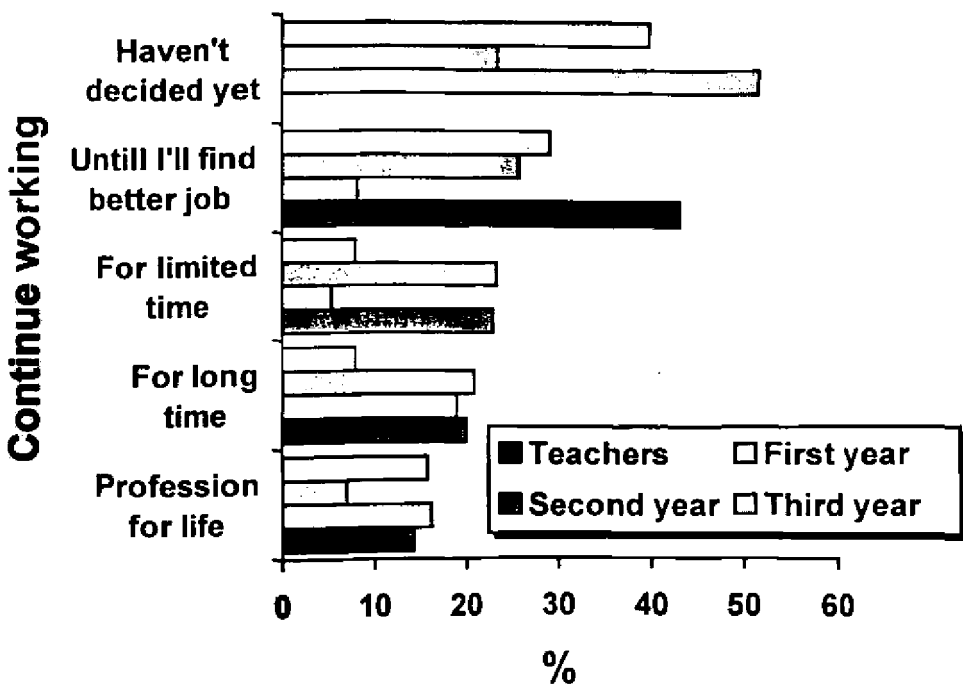
$$X(\chi^2 = 49.2, P < .001)$$

From the distribution of the subjects, a low level of commitment stands out. We observed a difference in the distribution of reasons for continuing to work as a teacher among the different groups. Only 13.1%

of the study subjects consider teaching as profession for life, and about one fourth see it as job for long period. As it appeared, there was no significant correlation between readiness for continuity in teaching and the stage of training. There is even a slight decline in the number of subjects that see in teaching as a life profession, especially among second year teacher's students. A remarkable part of the beginning teacher (42%) stated that they would stay in teaching until they find an alternative. Only 15.4% of the beginning teachers consider teaching as a life profession. Among teacher's students, most freshman teacher's students (51.4%) and 39.5% of the juniors have not yet decided. In addition, 30% of these two groups stated that they plan to teach until they find an alternative. Among sophomores, about one fourth selected "For limited time"; another one fourth selected "until they find an alternative"; about 20% decided for "For long period" and 23% were undecided.

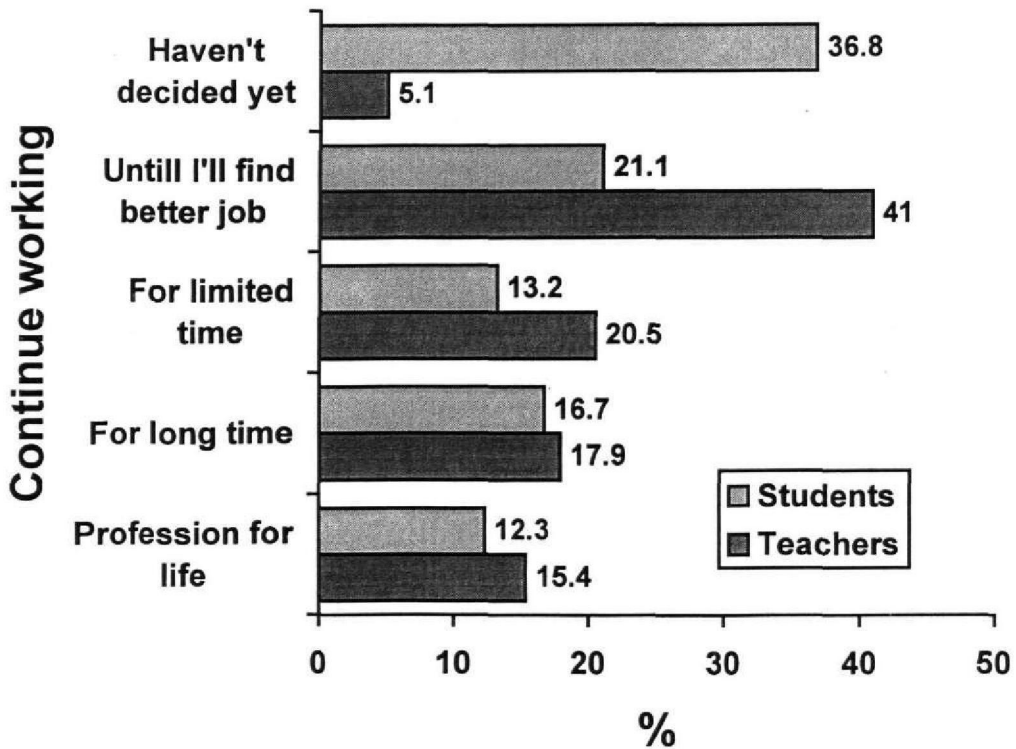
Diagram 2. Distribution of the reasons for continued work in teaching among teacher's students and beginning teachers (Commitment to teaching)

Diagram 3 describes the distribution in percents of teacher's students



compared to beginning teachers.

Diagram 3. Answers' distribution in percents for the question relevant to continued work in teaching among beginning teachers and teacher's students.



$$\chi\chi^2 = 19.1, P < .001$$

The above diagram shows that 41% of the beginning teachers and 21% of the teacher's students plan to continue in teaching until they find a better job.

In an attempt to obtain the best results out of these data, the commitment variable was broken down into three categories according to the following details: "Lifelong profession" constitutes a strong commitment; "For a long time-period" constitutes an average commitment; and the other categories constitute a low commitment. Accordingly, the distribution of the responses in numbers and percents was examined for every group in the research. Table 3 describes the distribution of the responses by year of study or teacher.

Table 3. Level of commitment to teaching by research group.

Commitment level	Year of study				Total
	Second	Third	Teacher		
First					
Low	N	24	31	29	23
%					
64.9	72.1	76.3	65.7	69.9	
Average	N	7	9	3	7
%					
18.9	20.9	7.9	20.0	17.0	
High	N	6	3	6	5
%					
16.2	7.0	15.8	14.3	13.1	
Total	N	37	43	38	35
%					
100.0	100.0	100.0	100.0	100.0	

$$\chi\chi^2 = 5.4, P = n. s.$$

Table 3 shows that as a result of the reduction of the response's categories of the commitment variable to three levels, no significant difference appears between the different groups. The percent of those with low commitment to teaching is high for all groups and almost did not change through the training period.

The first hypothesis was not accepted on the basis of our results. The general commitment level to teaching is very low. No rise has been observed in the number of study subjects with high level of commitment during the more advanced stages of training.

Hypothesis 2:

In the training setting, the teacher's students' value orientation will change to an increasing direction in the intrinsic orientation as it is expressed by the selection of teaching. With the objective to find any type of developmental effect of the relation to teaching as a profession, all the statistical data in which we made comparisons between teachers and teacher's students were of the trend analysis type.

In this type of statistical analysis, the general difference between groups is tested. In addition, the kind of effect is tested: "Is there a linear, quadratic or cubic effect?" Because there are four groups participating in the study, each one of them is one year advanced than the group before it, the desired comparison is change of attitude with time. The question is: "How would the attitudes change?" That is "What is the extent of change?" The trend of change from one stage of training to another (1st, 2nd, 3rd years and graduate) could be represented by steadily increasing or decreasing slope. There is also a possibility of non-monotonous change. For example, rise, decline and rise again. The trend analysis examines the change nature in attitudes; namely, is it true that as teacher's students advance in their training stage, their attitudes change in a proportionate manner? Or, are there some points in which the change in attitudes increase steeply or decline steeply? Linear effect is relevant to a monotonous change. Quadratic effect is relevant to a change with one point along the years with sharp change. And cubic effect includes to points in time with change in the trend.

Table 4 presents the means of the six motives for each one of the four groups and the variability between them.

Table 4. Means, standard deviations and ANOVA results (F values) of reasons for choosing teaching as a profession, among teacher's students and beginning teachers.

Reason	Year of study					Total	F value (3,149)
	First	Second	Third	Teacher			
R1	Me	3.32	2.42	1.74	2.23	2.42	14.4***
SD	.75	1.12	1.20	1.14	1.20		
R2	Me	1.70	2.33	2.74	2.43	2.30	8.0***
SD	1.00	1.04	.98	.65	1.00		
R3	Me	2.22	2.16	2.71	2.49	2.39	2.7*
SD	1.00	.97	1.11	.70	.98		
R4	Me	2.54	2.12	1.68	1.89	2.06	4.8**
SD	.77	.93	1.14	1.23	1.07		
R5	Me	3.03	2.77	2.53	2.60	2.73	2.2
SD	.90	.72	1.01	1.01	.92		
R6	Me	3.14	3.21	3.13	3.34	3.20	0.52
SD	.92	.83	.91	.54	.81		

* $P < .05$; ** $P < .01$; *** $P < .001$

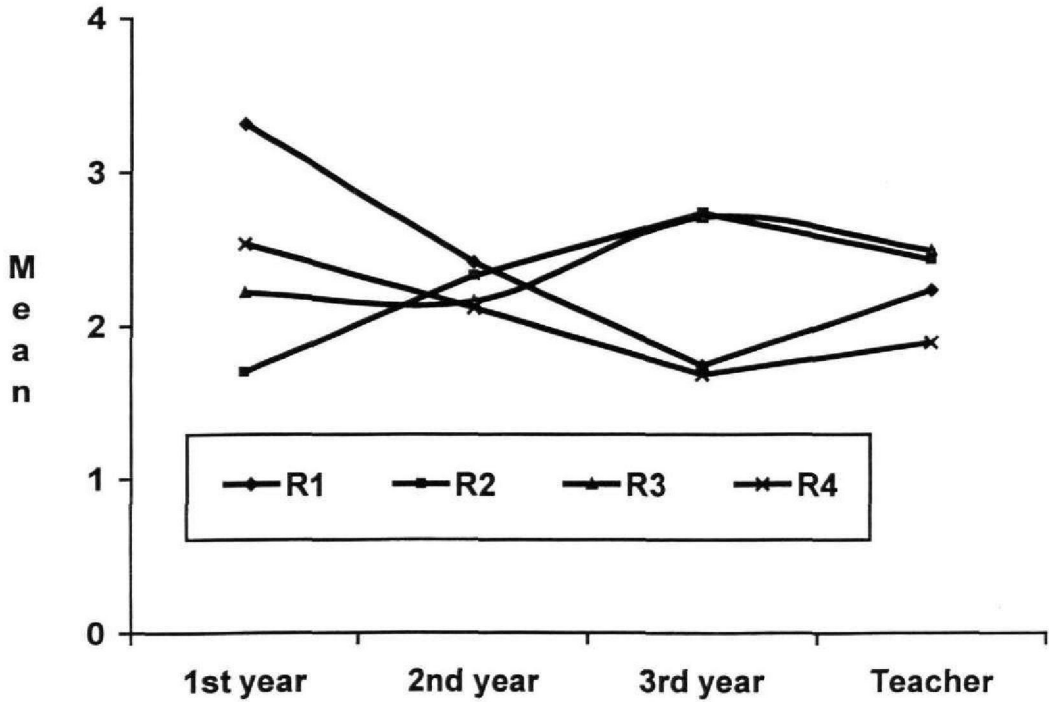
The scale (0-4) "0" means "no influence", "4" means "very strong influence".

R1="Love to work with children", R2="Financial gain",
R3="Profession with many opportunities", R4="Profession as a goal", R5=Love
to form peoples and R6=Profession with education more than 12 years.

There is a significant difference relative to the reasons of “Love to work with children”, “Financial gain”, “Profession with many opportunities” and “Profession as a goal”. In the trend analysis, a significant quadratic effect relevant to the first reason was observed [$F(1, 149)=15.8, P<.001$]. The same trend was found for the second reason but was not cubic [$F(1, 149)=9.2, P<.01$]. For the third reason, the analysis showed a significant cubic effect [$F(1,49)=4.4, P<.05$]. In relation to the fourth reason, a significant linear effect appeared [$F(1,49)=10.1, P<.01$]. The data point to a decline in the first and fourth statements that express, according to Horowitz and Zack (1978) an intrinsic orientation. The data also present a rise relevant to the second and third reasons that express extrinsic orientation in the advanced stages of orientation. The situation is reversal among beginning teachers.

Diagram 4 presents the reasons as a function of year.

Diagram 4. Means for the reasons of choosing the teaching profession in different years.



R1="Love to work with children", R2="Financial gain", R3="Profession with many opportunities" and R4="Profession as a goal"

The above diagram clearly shows that the reasons for choosing the teaching profession, R1 and R4 have high effects in the freshman year. But later, during the training period, the two reasons become weaker. This is the opposite of the situation for beginning teachers.

In addition to these comparisons, the reasons for choosing the teaching profession were broken down to two clusters, internal and external orientations according to the Horowitz and Zack (1978)-factor analysis. This was in order to examine whether a decline in intrinsic orientation has

taken place among the teacher's students during the more advanced stages of their training.

Table 5 presents the means, standard deviations and the results of the comparisons between groups in the intrinsic and extrinsic motives for selecting the teaching profession.

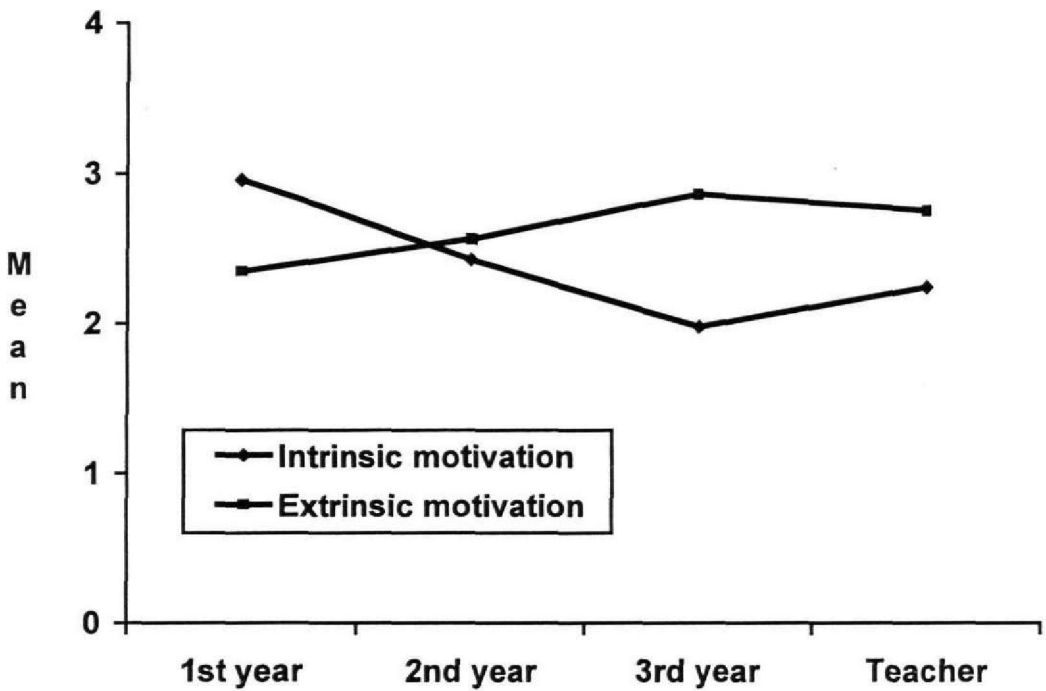
Table 5. Means, standard deviations and ANOVA results (F values) of intrinsic and extrinsic motivation for choosing teaching as a profession, among teacher's students and beginning teachers.

Motivatio	Year of study					F value (3,149)
	First	Secon	Third	Teache	Total	
Intrinsic	M 2.96	2.43	1.98	2.24	2.41	9.4***
SD	.63	.7	.89	1.05	.89	
Extrinsic	M 2.35	2.57	2.86	2.75	2.63	4.1**
SD	.70	.7	.73	.49	.69	

In the trend analysis, the highest effect among the internal motives was quadratic [$F(1,149) = 8.3, P < .01$]. And among extrinsic motives, the highest effect was linear [$F(1,149) = 4.1, P < .01$]. According to the results in the above table, the extrinsic orientation is generally higher than the intrinsic orientation. In relevance to the variability between the two, there is a decline in the internal orientation and rise in the external orientation during the different training stages. Among the beginning teachers, the situation is quite the opposite (See Diagram 4).

Diagram 5 presents the means of intrinsic and extrinsic motives among the study subjects.

Diagram 5. Means of intrinsic and extrinsic motives for choosing the teaching profession among the four study groups.



Hypothesis 2 was not accepted in our study. It appears to be even the opposite of a hypothesis.

The third and fourth hypotheses were tested through the collected data in the semantic differential. Using the Statistical Package for Social Sciences (SPSS), all data were processed and analyzed in order to calculate the means for the different expressions in each one of the four groups and the variability between these means.

Hypothesis 3 focuses on changes in the attitudes' pattern. We expected a decrease in the distance between the professional concepts relevant to each one of the two attitude areas, progressive and conservative. We also expected the same between professional concepts and the concepts "self" and "Teacher" in the different stages during the training process and among beginning teachers as an expression of change in attitudes.

Hypothesis 3A:

The gap between the perceptions of professional concepts and the professional identity (the concepts 'self' and 'teacher') will be narrowed in the different stages of the training process as an expression of changing attitudes.

This hypothesis was tested by analysis of variance by 2-way repeated measures (Distance between concepts * group). At the same time, the simple effect and trend among groups were examined. In order to test the hypothesis at the first stage, the mean for every subject was calculated, which included professional concepts such as 'Responsibility' and 'Professional ethics'. Together with that, the mean professional identity was calculated (self, Teacher). These two means were compared as a function of group.

Table 6 presents the means, standard deviations and analysis of variance for the comparison between groups and between the concepts of professional identity and the 'self' concepts.

Table 6. Means, standard deviations of professional concepts and self-identity, among teacher's students and beginning teachers.

	Year of study				
	First	Second	Third	Teacher	Total
Professional concepts					
Mean	5.07	5.06	5.13	4.61	4.98
SD					
.40	.42	.46	.35	.46	
Professional identity					
Mean	5.63	5.43	5.45	4.46	5.26
SD					
.74	.62	.56	.35	.73	

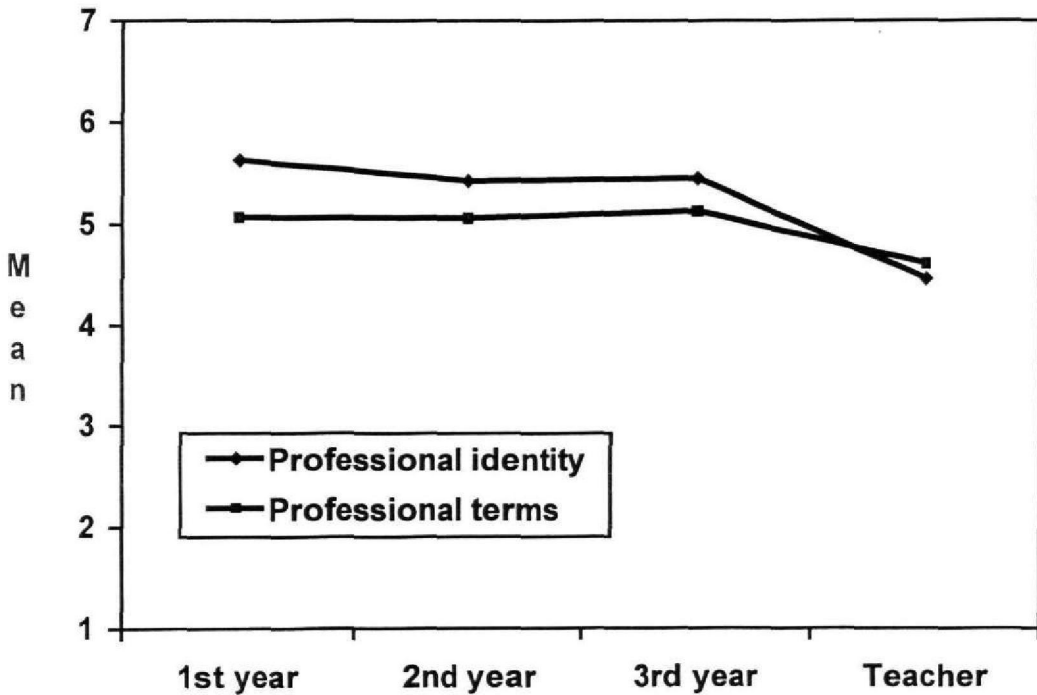
Table 7. 2-way Repeated measures ANOVA results; F and P values for comparison between groups and professional identity vs. professional concepts.

	Source of variance		
	Group	Distance	Group X Distance
F	28.6	38.2	10.5
DF	3,149	1,149	1,149
P	0.000	0.000	0.29

In this table, it is obvious to see the significant interactive effect of the distance between professional identity and professional concepts by group. That is, for the subjects in their different stages of training, there is differential reference and weight for the professional identity and concepts. In order to examine the perception manner, absolute difference between professional identity concept and the professional concepts was calculated; and based on it, the trend analysis between the different training stages was done.

Diagram 6 presents the means of all groups in the perception of the general professional identity and professional concepts.

Diagram 6. Professional identity and perception of professional concepts in the eyes of teacher's students and beginning teachers.



The above diagram shows that, among freshman, sophomore and junior teacher's students, there is almost no difference or development in the perception of professional identity or the perception of professional concepts. Among beginning teachers, a change took place; that is, the teachers are different from any of the groups of teacher's students. Their professional identity is lower than that of the teacher's students. In other words, the training process has not reduced the distance between them. But among beginning teachers, the distance reached almost zeros, or even declined.

Hypothesis 3A was tested separately for "self" and for "Teacher" in comparison to the professional concepts. Table 8 presents the means of

the “self” concept, “teacher” concept and professional concepts among the different groups.

Table 8. Means standard deviations of professional concepts and self-identity, among teacher's students and beginning teachers.

		Year of study				
		First	Second	Third	Teache	Total
Professional Concepts	Mean	5.07	5.06	5.1	4.6	4.9
SD		.40	.42	.46	.35	.46
Self identity	Mean	6.06	5.85	5.9	5.4	5.8
SD		.59	.73	.63	.38	.63
Teacher identity	Mean	5.20	5.02	5.0	3.4	4.7
SD		1.18	.83	.88	.52	1.1

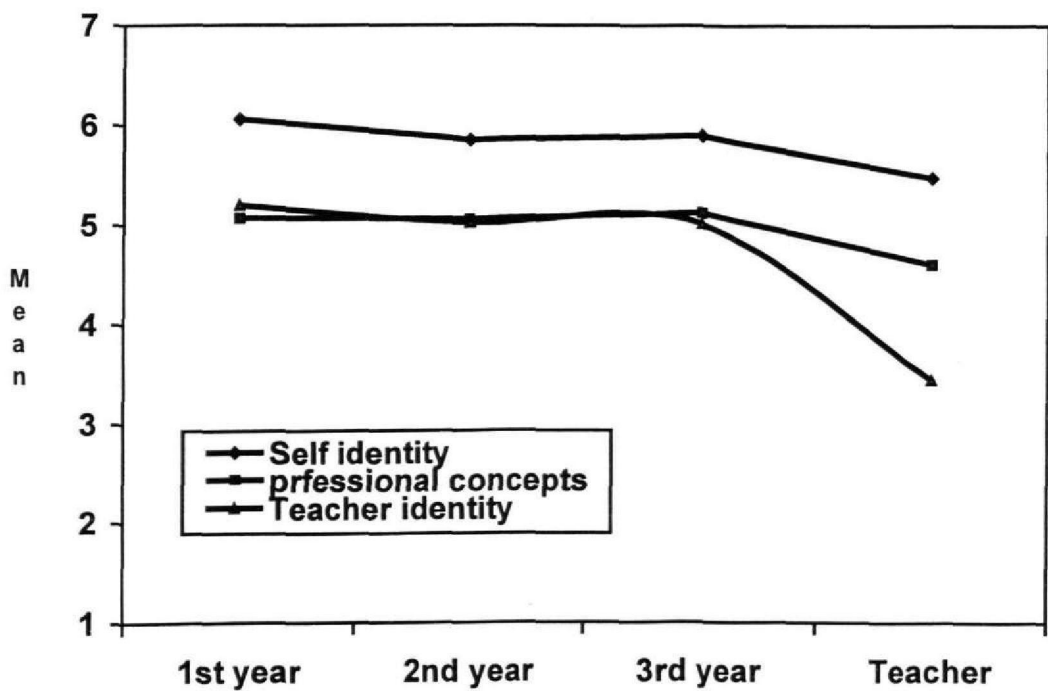
Table 9. 2-way Repeated measures ANOVA results; F and P values for comparison between groups and self identity and teacher identity vs. professional concepts.

Source of variance			
Self identity vs. professional concept			
	Group	Distance	Group X Distance
F	11.6	296.7	1.05
DF	3,149	1,149	1,149
P	0.000	0.000	0.37
Teacher identity vs. professional concepts			
	Group	Distance	Group X Distance
F	32.6	19.7	17.5
DF	3,149	1,149	1,149
P	0.000	0.000	0.002

Tables 8 and 9 show that there is a significant interactive effect between distance and group, when the distance between professional concepts and the teacher's perception are tested [$F(1,149)=17.5, p<.001$]. But it was not within the same distance as the perception of the "I" by group.

Diagram 7 clarifies the interaction implications and the significant effects.

Diagram 7. The "self", the "Teacher" and professional perceptions in the eyes of teacher's students and beginning teachers.



It is possible to see in the above diagram and in the statistical results in tables 8 and 9 that there is a distancing between professional concepts and the teacher identity among beginning teachers. Nevertheless, professional concepts and self-identity are distant from each another in a

similar manner along all the training stages as well as among beginning teachers.

Hypothesis 3B:

In this hypothesis, we expected the distance between the perception of professional concepts relevant to each one of the two educational perceptions, conservative and progressive to be narrowed.

Table 10 presents the means and standard deviations of the progressive attitudes and professional concepts among the research groups.

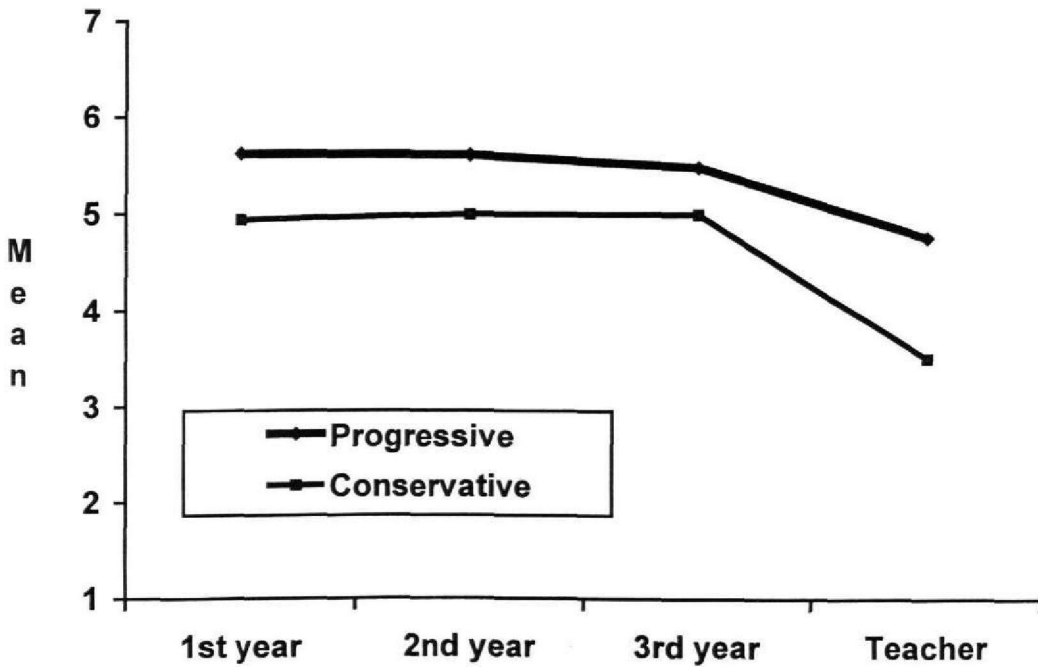
Table 10. Means and standard deviations of conservative and progressive attitudes among teacher's students and beginning teachers

Attitude	Year in College					
	First	Second	Third	Teache	Total	
Progressive	Mea	5.62	5.61	5.49	4.76	5.39
S.D.						
	.55	.60	.76	.24	.67	
Conservativ	Mean	4.94	5.00	5.00	3.51	4.64
S.D.						
	.73	.60	.68	.27	.86	

Table 11. 2-way Repeated measures ANOVA results; F and P values for comparison between groups and progressive vs. conservative attitudes.

Attitude	D.F.	F	P
Progressive			
3,149	18.503	.000	
Conservative			
3,149	53.790	.000	

Diagram 8. Progressive attitudes and Conservative attitudes among teacher's students and beginning teachers



According to post hoc tests, the difference between beginning teachers and each one of the teacher's students groups is significant in both progressive and conservative attitudes. There is a decline in both progressive and conservative attitudes among beginning teachers. We found no decline among the trainee groups. The training process did not narrow the gap between conservative and progressive attitudes. Among

beginning teachers, the progressive attitudes were weakened and the conservative attitudes were weakened even to a greater extent.

It is possible to see in the above diagram and from the comparisons of the statistical results in tables 10 and 11 that there is a difference between progressive attitudes and conservative attitudes, which expressed itself along the years. This difference was always to the advantage of the progressive attitudes. In the trend analysis test to clarify the type of effect, we found a significant quadratic effect among beginning teachers [$F(3,149)=4.3, P<0.05$]. Among teacher's students, on the other hand, no change was evident through the training period. Among teacher's students, there was no change along all the years of training. Among beginning teachers, on the other hand, a gap between conservative attitudes and progressive attitudes was obvious. Conservative attitudes begin to weaken among beginning teachers.

Hypotheses 3(A and B) were not accepted on the basis of our study results.

Hypothesis 4:

In this hypothesis, we expected the distance between the perceptions of teacher identity and self-identity to be narrowed as an expression of the increasing feeling of identity among teacher's students and beginning teachers.

Tables 12 and 13 present the distances between these concepts in the four groups.

Table 12. Means, standard deviations of Self-identity vs. teacher identity, among teacher's students and teachers.

Variable	Year of study					Total
	First	Second	Third	Teacher	Student	
Teacher identity	Mean	5.20	5.02	5.01	3.45	4.70
SD	1.18	.83	.88	.52	1.11	
Self identity	Mean	6.06	5.85	5.90	5.48	5.83
SD	.59	.73	.63	.38	.63	

Table 13. 2-way Repeated measures ANOVA results; F and P values for comparison between groups and self-identity vs. teacher identity.

	Source of variance		
	Group	Concept type	Group X Concept type
F	28.8	221.6	13.4
DF	3,149	1,149	1,149
P	0.000	0.000	0.000

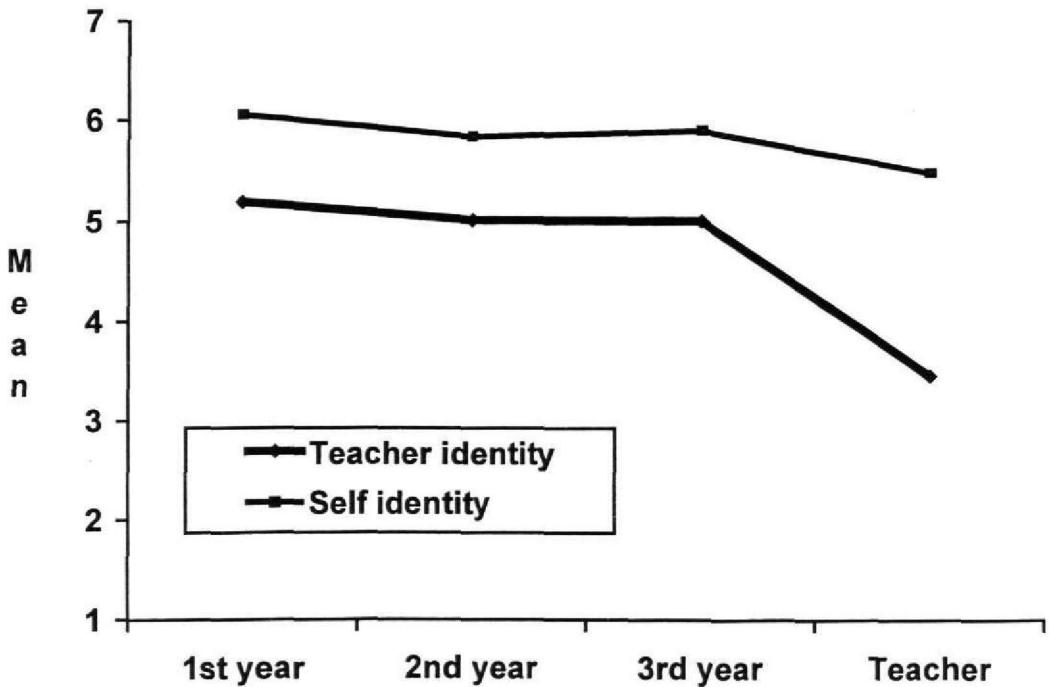
Tables 12 and 13 show that there is a difference between the different groups in the perceptions of self-identity and teacher identity. The gap between the two perceptions is different from one group to another. In order to clarify the variability in such gap, a trend analysis was carried out.

From the tables, it is possible to see that the expected changes by the hypothesis did not take place. Generally, the distance between self-

identity and teacher identity perceptions is relatively large in the three groups; but among beginning teachers, it is even larger with a significant quadratic effect [$F(1,149) = 18.9, P < .001$].

Diagram 9 demonstrates such differences.

Diagram 9. Progressive attitudes and perception of professional concepts among teacher's students and beginning teachers.



The diagram shows a consistent difference between self-identity and teacher identity among teacher's students during their training period. Among beginning teachers, a sharp decline is observed in the teacher identity along with a slight drop in the self-identity. Due to this change, a significant quadratic effect is found.

Hypothesis 4 was not accepted on the basis of our empiric study.

Hypotheses 5:

This hypothesis focussed on the variability in the study subjects' responses to the readiness for perseverance in teaching, value orientation and professional identity in the four groups. We expected the variability in the study subjects' responses regarding these variables to decrease. The following table presents the findings:

From the tables (10-12) above, it is possible to see that there are differences between progressive and conservative attitudes, and between intrinsic and extrinsic motivation among the four groups.

Table 14. The variability in the study subjects' responses to the readiness for perseverance in teaching among the four groups

Year in College	Mean	SD	F
First	2.41	1.64	2.06 (n.s.)
Second	2.63	1.25	
Third	2.32	1.47	
Teacher	3.06	1.11	
Total	2.59	1.40	

The grades range from 1 to 5, where '1' denotes the highest level of readiness and '5' denotes the lowest level of readiness.

In order to examine the factor of the variability in the study subjects' responses regarding motives for choosing teaching and for professional identity in the four groups. We do Multiple Comparisons between each pair of groups. (See tables 15-16)

Table 15. Multiple Comparisons between each pair of groups regarding motives for choosing teaching in the four groups (Procedure using Tukey's Method HSD):

Dependent Variable	(I) Year of study	Mean Difference (I-J)				
		(J) Year of study				
First	Second	Third	Teacher			
Intrinsic motivation	First		.53*	.98*	.73*	
	Second					
		-.53*		.45	.20	
	Third					
		-.98*		-.45	-.26	
Teacher						
			-.73*	-.20	.26	
Extrinsic motivation	First			-.21	-.51*	-.40
	Second					
		.21			-.29	-.19
	Third					
		.51*		.29	.11	
Teacher						
			.40	.19	-.11	

P < 0.05

Table 16. Multiple Comparisons between each pair of groups regarding professional identity in the four groups according to the semantic differential (The scale ranges from 1 to 7): (Procedure using Tukey's method HSD)

		(J) Year of study			
		First	Second	Third	
Second	Third	Teacher			
Dependent Variable)		(I) Year of study	Mean Differences (I-J)		
Teacher Identity	First		.18	.19	1.75*
	Second				
		-.18		0	1.56*
Third					
		-.19	0		1.56
Teacher					
		-1.75*	-1.56*	-1.56	
Self Identity	First		.21	.16	.58*
	Second				
		-.21		0	.37*
Third					
		-.16	5.03E-02		.42*
Teacher					
		-.58*	-.37*	-.42*	

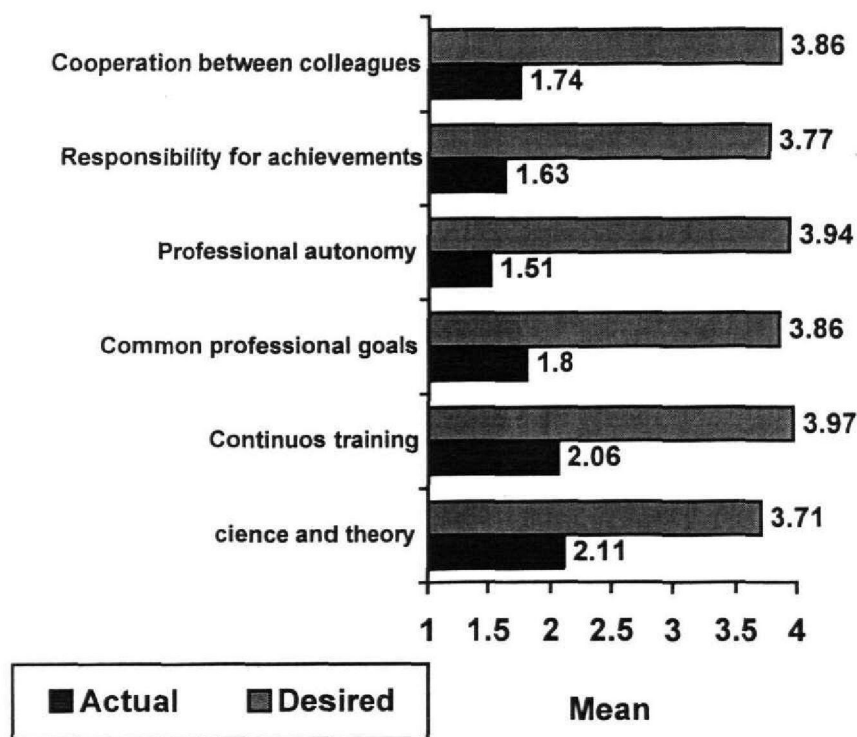
P < .05

The above tables (14-16) indicate that:

1. In the variable “readiness for perseverance in teaching”, the variability is very high and no change has taken place during the training years.
2. In the value orientation variable, the variability in intrinsic is higher than extrinsic motivations. A rise, even, was observed in the extrinsic motivations and the variability remained high through the training period.
3. In the perception of the expressions relevant to professional identity “Teacher” and “self”, there is a rise in variability.

Hypothesis 5 was not accepted. There is no homogeneity between the study subjects when they are in advanced stages of their training. There is even an indication of an opposite picture that heterogeneity is increasing.

Diagram 10. Grading the answers of beginning teachers relevant to professional concepts offered to them during their training process (Actual vs. Desired)



This diagram shows that the training process did not contribute for the development of professional concepts among beginning teachers; and the gap between the actual and desired is quite broad. These findings are in agreement with previously presented findings.

In summary, it is possible to say that the research hypotheses were not accepted. Nor was the general hypothesis in the professional socialization of teaching during the training period. The findings showed, in different situations, that the training process that the teacher's students go through in the Arab education system in Israel does not contribute toward the development of professional socialization among the teacher's students; and in many instances, it exhibits negative effect, according to our findings.

4 – Discussion, Summary and Conclusions

As mentioned, the objective of this study is to examine the process of professional socialization of teaching that is taking place among teacher's students and graduates of the training institutes in the Arab education system in Israel. A process that is expressed by internalization of professional subculture with its different components such as commitment to teaching, professional identity, professional values and attitudes and an increase in homogeneity among teacher's students and graduates.

Viewing the study findings shows the process of professional socialization of teaching that is taking place among teacher's students in the training institutes in the Arab education system in Israel is deficient and does not meet the expectation. As a result, the study hypotheses were not accepted.

According to the first hypothesis, the teacher's students' readiness for a long career in teaching will increase together with their professional commitment to teaching during their training. We found no increase in professional commitment. In the high commitment, a decline was observed (Readiness for longtime career in teaching).

It was found that freshman teacher's students exhibited low commitment (64.9%). This low commitment persisted through the training period with a very slight increase. This finding may be explained by the fact that most of those who select teaching as a profession do not do so from a broad range of alternatives, but as real necessity. Commitment for a long-concept career is created when such a career guarantees for the individual achievements, autonomy and authority at work (Chesler et. al, 1991). The Arab education system and the teacher in it function in a reality of

control, closure and helplessness. The teaching profession lacks the characteristics that guarantee commitment for the profession. (See subsection 2.6).

The deficient training process does not help the teacher's students to develop professional concepts. In many instances, the training affect the teacher's students negatively.

From the analysis of the graduates' questionnaires, it is possible to understand that the training process that the teacher's students in the Arab education system go through does not develop among them professional concepts, nor does it strengthen the professional socialization features like we expect.

It is true that several studies stressed the weakness of the professional socialization of teaching and pointed to the different deficiencies of such process (Schlechty and Whitford, 1989; Feimen-Nemser and Folden, 1985). But the general direction points to positive changes among teacher's students during their training period (Ford, 1989). Nevertheless, the situation of the training process in the Arab education system shows, in general, a negative influence. Among beginning teachers, the situation deteriorates even more due to the fact that the Arab education system functions among a society that exhibits many signs of conservatism. This situation attracts teachers that lean toward conservatism and opportunism. We must add that the training process strengthens existing characteristics more than it provides and develops new professional behaviors. In addition, we must mention that the policy of the Ministry of Education toward the Arab education system is known as a controlling one (Alhaj, 1996). This policy supports conservatism, dependency and introversion. It sees education as a tool for conservatism rather than lever for change. There are different researchers that pointed to the training level for

teaching as a condition the professionalization of teaching (Darling-Hammond, 1996; Hoyle, 1980).

We must point out that these findings are different from findings of similar subjects in the Jewish sector in Israel. There, a strong commitment to teaching among teacher's students is evident upon their admission to training (Horowitz and Zack, 1978).

Findings in American population pointed to a low commitment to teaching among teacher's students in their admission stage of training (Lortie, 1975), but this commitment went up during the training period.

This finding is most important because a strong professional commitment constitutes an important component of the professional culture, and it is a condition for the professionalization of teaching (Hoyle and John, 1995).

The second hypothesis speaks about strengthening the intrinsic motives relevant to the selection of teaching during the training process.

The results show a weakening of the intrinsic motives and strengthening of the extrinsic motives during the training process. The trend is reversed among beginning teachers, while the extrinsic motives stay strong. The possible explanation to this is relevant to the fact that most of those that select teaching as a career have no other alternative, regardless of their knowledge that the teaching profession does not have too many opportunities for advancement. The professional socialization process that they go through strengthens this tendency as much as possible.

Therefore, when they start their work as teachers, the situation changes to the better despite the hard reality, under which, they function at school. Apparently, they reach a situation of adaptability and acceptance of the situation as it is. In this situation, the teacher awaits a not-easy future in his professional work and advancement. A future that seems to have

public expressions of actual teachers who, when they are asked about their profession, answer jokingly and bashfully that they are teachers.

In relevance to progressive educational attitudes versus conservative ones, we found that the teacher's students come with conservative attitudes. These attitudes become stronger during the training compared to a weakening in the progressive attitudes. But the trend becomes reversible among beginning teachers.

This finding may be explained by the fact that the teacher's students are products of a conservative educational system and they enter training institutions with conservative norms, values and behaviors (Abu-Mukh and Essawi, 1999).

The results point to the process of consolidating attitudes that it does not take place during the training period, and there is even strengthening of conservative attitudes. It is possible that the conservative educational perceptions in the training schools and to lesser extent in the training institutions lead to the strengthening of the conservative attitudes, and causes sometimes dimness and difficulty to consolidate progressive and clear professional attitudes during the training period (Abu-Hussain, 1998). Apparently, the perception of professional concepts did not come close to the perceptions of self-identity and teacher's identity during the different stages of training; and among beginning teachers, a distancing was observed. This finding asserts the weakening of the professional perception of the teacher.

Relative to homogeneity, it was not observed among the study subjects in the perception of the teacher's identity, as well as in central variable in the professional culture such as professional commitment and value orientation.

In this matter, it appears that the training system does not contribute to the homogeneity or the integration of the teacher's students. This finding is the same for beginning teachers. This finding is in conformation with the claim that teaching is a divided profession without any satisfactory level of solidarity or internal integration such as the other professions (Hoyle, 1980; Lacy, 1977).

As mentioned, general and specific hypotheses were formulated out of the assumption that the expected changes in the socialization process will be reflected by changes in the different variables during the course of training. The results show a different and difficult situation. There is no tendency toward the expected change; and in many instances (parts of them were mentioned in the different tables and comments), the change was the opposite of what is expected.

Examples of this may be found in the result section along with explanation for such findings in subsection 2.6 that focussed on the Arab education system in Israel.

The results inside the beginning teachers show that the training process didn't contribute to develop a professional teacher, and didn't suitable to the schools existence. This situation caused to frustration inside them.

As a result of the data analysis, a number of conclusions came out. The findings of this study do not offer an empiric support for the hypothesis in relation to the presence of professional socialization process of teaching among teacher's students in the teacher's education institutes in the Arab education system in Israel. The results point to the fact that in most components of the professional culture, the initial data of the teacher's students are similar to the data at the end of the training period, and in several instances a deterioration of the situation takes place.

The matter is related to several reasons.

1. The teacher's students arrive after twelve years of education inside the Arab education system that formulate among them conservative attitudes, values and norms, which appear to him as characteristic of the teaching profession. Mostly, we may find a slight tendency for change, if any at all, in the expected direction.
2. The perception of the previous socialization, which is idealistic in nature, characterizes generally the different stages during the training process in the Arab training institute. Apparently, only in a later stage and as a result of the difficulties in dealing in reality with the job as teachers, some perceptions rise among them.
3. The present professional culture in the training institutes, apparently, strengthens non-professional and conservative norms and behaviors among teacher's students.

The truth is that similar findings but less difficult were found in some studies in Israel in the area of socialization for professions that are classified in similar category like teaching on the basis of the professional status (Dutan and Ichilov, 1981; Bar-gal, 1975; Anuch, 1979). In most studies, partial acceptance was done for hypotheses that focussed on different views of professional socialization, and incomplete socialization was established. There was also pre-existing socialization, which interfered with the training process.

We may formulate the conclusions of the study from the findings as two problems for review and research, among other things, and perhaps for the teacher's education system, in general, and the teacher's education in the Arab education system, in particular.

The two problems are:

1. What and how could the teacher's education system in the Arab education system contribute to the creation and nourishment of professional subculture in teaching? According to the literature review, teaching can not yet be considered as a full profession. It is only a job that is going through a professionalization process. The conclusions and questions might impact whether in the area of professionalization of teaching, or in the area of teacher's education.
2. Is there a need for activities and systematic structured mechanism that are directed for strengthening the process of professional socialization.

If there is a need as such, what are the best ways and tools, with which the teacher's education system can act in order to improve the process of socialization and the professional placement of new comers to the profession? There is a common relationship between these two questions. Every contribution of the system in one field immediately affects the other field.

The two mentioned above problems are significant for the teacher's education system, in general and the teacher's education system in the Arab education system, in particular. Because this system is the natural focus where they should create and research the knowledge, techniques and a system of values and norms that are specific for teaching; and the means to pass all this in the best manner to the new comers.

Regarding the first question, it appears that in the nourishment of professional subculture, the principle function of the teacher's education system is to create and nourish the knowledge, experience and special techniques for teaching and the methods for the theoretical and practical application in changing teaching situations. This is after the curricula go

through a process of adjustment for the educational and cultural realities of the training institute, on one side, and the Arab community and the education system in it, on the other side. This is in order to prevent the passage of confusing and contradictory messages to the teacher's students. The teaching curricula must deal with conservative attitudes that may constitute obstacles in the way of nourishing attitudes and norms that are suitable for progressive and professional culture. In addition, we must strengthen and assert the effective emotional views of the different training curricula in real teaching situations. We must also place the teacher's students in ideological dilemmas in order to deal with them. Therefore, the different training programs are offered to the teacher's students on the cognitive and effective emotional levels. This may lead to a process of change in attitudes, norms and behavior among teacher's students. Here, the relationship between the theoretical knowledge that is offered for the teacher's students in the different academic courses and between the practical experience in the schools. This may be done by the combining case studies in teaching theoretical courses and turning the practical experience to object of discussion. Gardner (1991) states that it is prohibited to allow a gap to be created between the knowledge gain by the teacher's students and the use of such knowledge. Therefore, such knowledge must be gained in authentic situations through experimental learning. The technique, by which the culture is passed to the member of the profession in the field, must be developed. This point of view is relevant to the second question that deals in the character and style of the activities in the teacher's education setting.

The second question is composed of theoretical and practical sides. The following are among the subjects that must be dealt with:

One. In the classification area, the relation between personality components of the new member of the professional socialization process and the process of socialization.

Two. In the strengthening area of socialization, what teaching methods, interaction types and socialization agents would improve the process? What is the desired structure of the training institution and its relationship with the academic organization, the professional organization, and the bureaucratic education system, the society and community?

Three. In the placement area, What are the requirement and the arrangements for the certification of new members? How could the training institute contribute well for the placement of its graduates? That is, to what extent and in which manner the responsibility of the training system continues with its graduates?

Apparently, it is time to take a position and to act in the right manner in order to build a suitable and good training system in the training institutions in the Arab education system, so the graduate is able to function under the changing technological realities of the 21st century.

The research statements are:

1. The professional socialization of teacher student consist of following components are characterized by teacher student readiness for long range career, internal motives for choosing teaching, changes in the perception of professional concepts, narrowing the gap between the concept self and the concept teacher and strengthen of the homogeneity in the professional group.
2. The extended period of practice in schools and the establishment of college-schools for practical training especially in during the first and second years contribute to the professional socialization of teachers students.
3. Previous socialization, Values, norms, behaviors and attitudes of the teacher student consisted an obstacle in developing and internalizing a professional subculture.

4. Lack of appropriateness and clarity of professional values, norms, behaviors and attitudes in the training process inside the colleges, on one side, and in the practice school, on the other, and inside each system separately harm the professional socialization process and makes it more difficult for the teachers students to form professional self-identity.

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Appendix 1: Questionnaire I

In front of you, there is a list concepts that are relevant to the teaching profession. Please, deconceptine the level of importance for each concept by writing (X) under the most appropriate level according to the following 1-5 scale, where “1” means that the concept is secondary, and “5” means most relevant and very central to the teaching profession.

Concepts	Teaching profession's level of centrality				
	1	2	3	4	5
Love of child					
Subjectivity					
Independence					
Responsibility					
Innate feeling					
Thinking					
Trusting others					
Art					
Profession's Standards and Values					
Self-confidence					
Ideal					
Democracy					
External view					
Self-awareness					
Preparing the learner					
Offering habits					
Offering information & knowledge					
Offering skills					
Offering learning techniques					
Offering values					
Belonging					
Achievement					
Broadening knowledge					
Specialization					
Professional development					
Society					
Education					
Information and knowledge					
Human relations					
Counseling					
Respecting others					
Learning					
Commitment					
Self-fulfillment					
Originality in thinking					
Conscientiousness					
Intervention					

Originality					
Professionalism					
No Extremism					
Loyalty					
Standards					
Experience					
Giving					
Patience					
Forgiveness					
Control					
Encouragement					
Personality building					
Values					
Objectives					
Spontaneous					
Personality development					
Social observation					
Activities					
Openness					
Learner's needs					
Thinking development					
Conformation					
Career					
Sensitivity					
Rationality					
Desire to know					
Equality					
Methods					
Cooperation					
Reasoning					
Contents					
Communication					
Civilization and culture					

Specify five of the above concepts that has, from your point of view, a strong central relation with the teaching profession. List these concepts according to 1-5 scale:

1. _____ 2. _____ 3. _____
 4. _____ 5. _____

Can you think of any central concepts in the teaching professions that were not mentioned above? If yes, please, list them: _____

Specify five of the above concepts that you consider secondary and its relation with the teaching profession is not central:

Appendix 2: Questionnaire II

Dear Student/ Dear Teacher,

In front of you, there is a questionnaire with the purpose of data collection for a scientific research in the process of preparing teachers in the colleges in the Arab sector in Israel.

The questionnaire is confidential, and the collected data will be used solely for scientific purposes with the identification of any participant.

Please, respond to all items.

Thanks for your cooperation

Jamal Abu-Hussain

College name: _____

Years in college: 1. First 2. Second 3. Third 4. Final year

Year of graduation: _____ Do you work as a teacher? 1. Yes 2. No

Readiness to continue working as a teacher:

You have five statements. Circle the number of the statement that best describe your professional future in teaching:

1. I see in teaching the job of my life.
2. I see in teaching a job for a long period of time.
3. I see in teaching a job for a limited period of time.
4. I see in teaching a comfortable job until I find another one.
5. As of now, it is not clear to me.

The reasons that influenced you and led you to chose teaching as a profession:

You have a list of reasons. Grade each reason on the basis of a 0-4 scale, where '0' means "No influence", '1' = "Little influence", '2' = "Certain influence", '3' = "Strong influence" and '4' = "Very strong influence".

I like to work with children	0	1	2	3	4
The teaching job is comfortable financially	0	1	2	3	4
Teaching job is comfortable for having many holidays	0	1	2	3	4
I see teaching as an objective	0	1	2	3	4
I like to raise children	0	1	2	3	4
I like to learn and work in a job that needs post secondary education.	0	1	2	3	4

You have some concepts. With each one there are six pairs of antonyms. Please, specify the meaning of each concept by marking 'X' in the cell you find most appropriate according to the following example:

If you consider the concept good or bad, mark 'X' accordingly:

Bad						X	Good
Bad	X						Good

Based on this logic, mark 'X' in the cell that you feel most relevant to the relationship between the concept and one of the words in the pair. If you feel that the concept is not relevant or equally relevant to the two words, mark 'X' in the middle cell. Please, assign one 'X' mark for every raw. Try to use your first impression, and move onto the next line.

The concept:

Thinking Development

Active							Inactive
Flexible							Hard
Boring							Interesting
Cold							Hot
Enjoyable							Disgusting
Stable							Unstable

Teacher

Active							Inactive
Flexible							Hard
Boring							Interesting
Cold							Hot
Enjoyable							Disgusting
Stable							Unstable

Provision of Learning Instruments

Active							Inactive
Flexible							Hard
Boring							Interesting
Cold							Hot
Enjoyable							Disgusting
Stable							Unstable

Giving Information

Active								Inactive
Flexible								Hard
Boring								Interesting
Cold								Hot
Enjoyable								Disgusting
Stable								Unstable

Trusting the Student

Active								Inactive
Flexible								Hard
Boring								Interesting
Cold								Hot
Enjoyable								Disgusting
Stable								Unstable

My self

Active								Inactive
Flexible								Hard
Boring								Interesting
Cold								Hot
Enjoyable								Disgusting
Stable								Unstable

Objectives

Active								Inactive
Flexible								Hard
Boring								Interesting
Cold								Hot
Enjoyable								Disgusting
Stable								Unstable

Responsibility

Active								Inactive
Flexible								Hard
Boring								Interesting
Cold								Hot
Enjoyable								Disgusting
Stable								Unstable

Education

Active								Inactive
Flexible								Hard
Boring								Interesting
Cold								Hot
Enjoyable								Disgusting
Stable								Unstable

Professional Ethics

Active								Inactive
Flexible								Hard
Boring								Interesting
Cold								Hot
Enjoyable								Disgusting
Stable								Unstable

Appendix 3: Questionnaire for Graduates (beginning teachers)

Dear Graduate!

As part of the diligent efforts that have been expended to develop and improve the process of teachers' training in the education system in the Arab sector in Israel, we come to seeking feedback and evaluation for some domains in the training process you have been through in the different colleges. We would like to ask you about the extent of your satisfaction from your training and to what extent did it help you in your job as a teacher in developing professional concepts.

Therefore, we thank you greatly for your assistance in this work by filling out the enclosed questionnaire.

Remember that the questionnaire is anonymous, and all the information will be kept in strict confidence and used only for scientific purposes.

In advance, thank you for your cooperation

Jamal Abu-Hussain

College from which you graduated: _____ Graduation Year: _____

Seniority (Number of years): _____

If you do not work in teaching, state the reasons: _____

If you left teaching, state the reasons: _____

Please, grade the following statements by drawing a circle around the appropriate number according to a 1-4 scale, where:

'1'="Never", '2'="Sometimes", '3'="Often" and '4'="Always".

First: The training period in college developed and improved my:

- Ability to make teaching decisions independently.
- Readiness to carry responsibility relative to pupils achievements.
- Readiness and desire to continue learning and professional development.
- Knowing the significance of cooperation and help from colleagues.
- Understanding and knowing that the teaching profession is an objective.
- Readiness to continue in the job.

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Second: Some say that teaching is a profession; others object. The following characteristics were mentioned in the literature as features of professionalism. Read the statements carefully and specify in the first column to what extent did the college training provide you with such features. In the second column, specify to what extent do agree that each one of these features describe teaching.

- Information and knowledge depend on scientific research
- Special and continuous preparation and continuing education during work.
- Feeling of common objective among work colleagues.
- Professional independence.
- Taking responsibility for achievement and work results.
- Cooperation with colleagues at work and feeling a common objective.

1 st column	2 nd column
1 2 3 4	1 2 3 4
1 2 3 4	1 2 3 4
1 2 3 4	1 2 3 4
1 2 3 4	1 2 3 4
1 2 3 4	1 2 3 4
1 2 3 4	1 2 3 4