

AN ASSESSMENT OF PRE-SERVICE TEACHER EDUCATION IN TERMS OF  
PREPARING TEACHER CANDIDATES FOR TEACHING

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Approval of the Graduate School of Social Sciences

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

### **AN ASSESSMENT OF PRE-SERVICE TEACHER EDUCATION IN TERMS OF PREPARING TEACHER CANDIDATES FOR TEACHING**

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The purpose of the study was to investigate pre-service teacher education in Turkey in terms of preparing teacher candidates for teaching. Survey design was used and the sample included 1856 senior class teacher candidates from seven different teaching areas in seven colleges of education. Teacher Education Assessment Questionnaire (TEAQ) was prepared as the main data collection tool. To enrich the quantitative data and obtain more in-depth information, interviews were conducted with 43 teacher candidates. The quantitative data obtained from the questionnaire were analyzed using descriptive and inferential statistics based on the research questions. The content analysis was utilized for the analyses of the qualitative data.

The findings suggested that teacher education was more adequate in terms of preparing teacher candidates for communicating with students and using instructional methods and techniques relatively to other skills. On the other hand, it was reported as being not much adequate with respect to preparing for communicating with parents and other staff at school, teaching students who need special education, and working under diverse conditions. The aspects of teacher education and teaching area were found to be the main factors/predictors of teacher candidates' assessment of their preparation. The problems mostly centered upon issues of teaching practices,

social environment in faculties, theory-based lessons, and lack of guidance and follow-up. The teacher candidates made suggestions related to student admission to TE (using an ability exam), TE model/structure (continuous practice at schools belonging to each EF), and aspects of TE (practice-based lessons, emphasis more on communication skills, and starting practices earlier).

**Keywords:** Pre-service teacher education, teacher education curricula, teacher candidates, teacher education assessment.

## ÖZ

### HİZMET ÖNCESİ ÖĞRETMEN EĞİTİMİNİN ÖĞRETMEN ADAYLARINI MESLEĞE HAZIRLAMASI BAKIMINDAN DEĞERLENDİRİLMESİ

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Bu çalışmanın amacı, Türkiye’de hizmet öncesi öğretmen eğitimini öğretmen adaylarını öğretmenlik mesleğine hazırlaması açısından değerlendirmektir. Çalışmada tarama deseni kullanılmıştır. Çalışmanın örneklemini yedi ayrı eğitim fakültesinin yedi farklı öğretmenlik programına kayıtlı olan 1856 son sınıf öğretmen adayı oluşturmaktadır. Veri toplama aracı olarak kullanılan Öğretmen Eğitimi Değerlendirme Anketi (ÖEDA) araştırmacı tarafından geliştirilmiştir. Ayrıca, nicel verileri desteklemek ve daha derinlemesine bilgi toplamak amacıyla görüşme formu kullanılarak 43 öğretmen adayı ile bireysel görüşmeler yapılmıştır. Elde edilen nicel veriler betimsel ve çıkarımsal yöntemler kullanılarak analiz edilmiştir. Görüşmeler ise içerik analizi yöntemiyle çözümlenmiştir.

Araştırmanın bulgularına göre, öğretmen eğitimi öğrencilerle iletişim kurma, öğretim yöntem ve teknikleri kullanma gibi öğretmenlik becerilerini öğretmen adaylarına kazandırma konusunda diğer becerilere göre daha yeterlidir. Ancak, velilerle ve okuldaki diğer çalışanlarla iletişim kurma, özel eğitime ihtiyaç duyan öğrencilerle çalışabilme ya da farklı koşullarda öğretmenlik yapabilme konularında öğretmen adaylarını mesleğe yeteri kadar hazırlamamaktadır. Ayrıca öğretmen eğitiminin temel boyutlarının ve öğretmenlik alanlarının öğretmen adaylarının mesleğe

hazırlanma ile ilgili deęerlendirmelerini etkiledięi g r lm şt r. Belirtilen temel problemler daha  ok  ğretmenlik uygulamalarındaki aksaklıklar, sosyal imk nların/ortamın yetersizlięi, teori/kuram aęırlıklı dersler ve yeterli y nlendirme ve izleme yapılmaması etrafında toplanmaktadır. Son olarak,  ğretmen adayları  ğretmen eęitimine  ğrencilerin se ilmesine (yetenek testlerinin kullanılması),  ğretmen eęitiminde kullanılabilecek olası modele (her fak lteye baęlı uygulama okullarında s rekli okul deneyimi) ve  ğretmen eęitiminin temel boyutlarına (uygulama aęırlıklı dersler, iletiřim becerilerine daha fazla vurgu yapılması ve  ğretmenlik deneyiminin daha erken d nemde başlaması) iliřkin  nerilerde bulunmuřlardır.

**Anahtar Kelimeler:** Hizmet  ncesi  ğretmen eęitimi,  ğretmen eęitimi programları,  ğretmen adayları,  ğretmen eęitimini deęerlendirme.

*I dedicate this dissertation to  
all teachers who never give up “enlightening”  
and “encouraging” their students, even at difficult times!*



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## LIST OF ABBREVIATIONS

MONE	Ministry of National Education
HEC	Higher Education Council
NCATE	The National Council for Accreditation of Teacher Education
INTASC	Interstate New Teacher Assessment and Support Consortium Standards
OFSTED	Office for Standards in Education
TE	Teacher Education
TC	Teacher Candidate
EF	Education Faculty
EME	Elementary Mathematics Education
ESE	Elementary Science Education
ELT	English Language Teaching
SST	Social Sciences/Studies Teaching
CT	Classroom Teaching
CEIT	Computer Education and Instructional Technologies
TLT	Turkish Language Teaching
CGPA	Cumulative Grade Point Average
ATHS	Anatolian Teacher High School
HS	High School
TEAQ	Teacher Education Assessment Questionnaire

## CHAPTER I

### INTRODUCTION

#### 1.1. Background to the Study

Teachers!...The Republic of Turkey needs defenders who are strong in mind, in scholarship, in science, and in body.

M. Kemal ATATÜRK

In today's world embracing reforms and restructuring endeavors, education have become the foremost means to not only instigate but also keep up with this pervasive transformation so that to be able to survive in fast-altering facets of the society. Being this much substantial, educational variables such as *teaching*, *learning*, *curriculum*, and *teacher* are also discussed and redefined in line with the requisites of the new era in which the education takes place. Among these variables, teachers not surprisingly have become leitmotif, since they are accepted as the major and vital part of education with their roles of bringing up generations. This assent signifies that teachers' quality is undeniably crucial for societies and it is demonstrated by the studies as well:

A long line of studies has established that the single most important school influence on student learning is the quality of the teacher. Students lucky enough to have teachers who know their content and how to teach it well achieve substantially more. And the effects of a very good (or very poor) teacher last beyond a single year, influencing their students' learning for years to come. (Darling-Hammond, 2007, p. 67)

Within this respect, teachers' knowledge and teaching skills responding to the higher standards for student learning are of great importance and discussed by researchers and educators (Brophy & Good, 1986; Cruickshank, Jenkins, & Metcalf, 2009; Darling-Hammond, 2006a; Lasley, Siedentop, & Yinger, 2006; MEB, 2008; Senemoğlu, 2011; TED, 2009; Tellez & Waxman, 2006). It is also witnessed that teachers are given many responsibilities and attributions, since they are expected to be connoisseurs of their profession. Initially, teachers are seen as one of the most powerful agents affecting students' mental, emotional, and social developments

(Bandura, 1969). They are also perceived responsible for students' learning and their educational success (Darling-Hammond, 2006b); besides, these professionals are expected to have motivating personality, orientation toward success, professional demeanor, classroom management skills, and professional skills and abilities besides being adaptable, flexible and knowledgeable (Cruickshank et al., 2009). The list on the characteristics of a *good/effective/needed teacher* can be continued by adding numerous other skills and attributions required in 21<sup>st</sup> century such as critical thinking, creativity, problem solving ability, effective use of information technology, global awareness, environmental literacy, economic awareness, and knowledge in health. While all these characteristics, knowledge, skills, and abilities are expected from teachers, an important question arises: "Does teacher education institutions prepare teachers in accordance with these multi-dimensional qualifications?"

From this point forth, the issue of teacher education could be raised for discussion. First of all, "having a higher education degree on teaching" is counted as another central characteristic of qualified teachers (Glathorn, Jones & Bullock, 2006; Kennedy, 1999) as also declared through the Basic Law of National Education by Ministry of National Education (MONE) in Turkey. In addition, pedagogical preparation in schools of education is believed to have a prominent impact on attaining desired teacher characteristics and skills. Hence, pre-service preparation of teachers have continually been discussed to describe "what kind of an education/training brings up competent teachers with essential teaching skills," and there have been many considerable attempts by educators and researchers to define quality teacher education.

In this context, many countries are striving for providing quality teacher education and building up powerful models for educating their future teachers. To give example, in the USA and European countries, the standards, priorities, and expectations have been discussed in the last decades. As one of these, the National Council for Accreditation of Teacher Education (NCATE, 2008) determined a set of standards for better teacher education which are candidate knowledge, skills, and professional dispositions, assessment system and unit evaluation, field experiences and clinical practice, diversity, faculty qualifications, performance, and development,

unit governance and resources. Moreover, the Interstate New Teacher Assessment and Support Consortium Standards (INTASC, 2011) presented the standards for the needed teacher and teacher education such as knowledge about subject matter, child development and learning theory, instructional strategies, learning environment, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships. In Europe, the Green Paper on Teacher Education (Buchberger, Campos, Kallos, & Stephenson, 2000) put forward reforming the teacher education in European countries through providing powerful learning environment, developing collaborative problem solving ability, including research and development and providing the active involvement of the future teachers in it, creating partnerships with schools “for learning to teach by experience.” Moreover, the OFSTED (Office for Standards in Education, Children’s Services and Skills) in England works for inspecting initial teacher education in England (OFSTED, 2012). The inspection focus on “how well trainees are trained to be good or better teachers (p. 24)” and the inspectors check for certain standards in relation to the outcomes for trainees, quality of training, and leadership and management of the partnership.

On the other hand, when examining teacher education system of some countries, it is observed that the teacher education is respected for preparing the future teachers for better society and some measures are taken to enhance teacher education for preparing skillful teachers for the future. For instance, in Finland, the teachers are expected to complete 180 credits in bachelor’s degree and 120 credits in Master’s degree in five years, which is a must for being a teacher according to the Trade Union of Education (OAJ, 2008). In Sweden, the initial teacher education program was reformed and the new teacher education regards teacher education as an education for a profession on the basis of *research* and *tested experience* (Kallos, 2003). Moreover, in China, the International Center of Teacher Education was founded to keep up with the challenges of the new century. As claimed by the center, the teacher education in many countries has been experiencing “major transformations,” thus China also has been working for the renewal of its teacher education (International Center of Teacher Education, 2005).

Moreover, it should be noted that the requirements of the 21<sup>st</sup> century are also regarded as being substantial along with the renewal of teacher education. The literature on teacher education comprises considerable amount of studies on the “21<sup>st</sup> century teacher education” (Cochran-Smith, 2003; Darling-Hammond, 2006a; Schleicher, 2012; Yost, Sentner, & Forlenza-Bailey, 2000); and the skills needed to survive in the new century are discussed to be integrated into the educational activities (Jacobs, 2010; Partnership for 21st Century Skills, 2010; Trilling & Fadel, 2009). It seems apparent that, through pre-service education, future teachers are expected to gain not only teaching skills but also additional skills, such as intercultural communication, media literacy, or using new technologies, to survive in the new century and be able to teach new generations.

While all these developments and changes pertaining to teacher education occur on the international platform, teacher education in Turkey has also been one of the cardinal issues of education starting from the foundation of Turkish Republic in 1920s when the nation urgently needed teachers to augment the educational and intellectual level of its citizens (Ok & Eret, 2012). In those years, the teaching was formally described as an occupation; but it was accepted as a “specialized profession” in 1973 with the enactment of Ministry of National Education’s Basic Law of National Education (No: 1739). It is a written law to prepare teachers for teaching profession through higher education and to make candidates have qualifications on the three areas which are general culture, knowledge and competence on teaching skills and subject-matter knowledge (MEB, 2010b). In Turkey, there have been attempts for reforming and revitalization of the teacher education institutions and preparing teacher candidates more adequately (YÖK, 1998a). Especially since 1982, when teacher education has become the responsibility of higher education institutions, the curricula of the teacher education have been changed or rearranged for several times (Şimşek & Yıldırım, 2001; YÖK, 2007). The most recent restructuring efforts were made in 1998 and later in 2007 in relation to the teaching practices and courses in teacher education programs. Nowadays, the debates on restructuring the teacher education have been still going on. For instance, the certification of the graduates of science and letter faculties as teachers and the evening classes (also called as secondary education) have been fervently discussed

by the educators and authorities. These debates might bring out new changes on teacher education field.

The review of international and national context makes it glaring that nations are making assiduous efforts in the name of searching for the most effectual system of educating teachers and overcoming persistent problems with regards to preparing the future teachers for teaching. However, the other side of the coin confronts us with the discourse that many prospective teachers completing required teacher education program are not observed to obtain a complete education on even the basic knowledge and practical training to be successful in their future classes (Darling-Hammond & Baratz-Snowden, 2005). Teacher education institutions and programs are criticized as not being effective for preparing teacher candidates for teaching profession and not responding to the changes (Caillier & Riordan, 2009).

Examining the problem from the national perspective, it is also considerable that although constant decisions have been taken and changes have been made in Turkey, they do not long last to observe their effects on how effective teachers are prepared with new changes. These actions, of course, aim to enhance the quality of teacher education, however, they are “overturned by new decisions that have been contradictory with each other” (Yıldırım, 2011a, p.1). Similarly, educational researchers discuss the lack of sustainability for reform acts in the teacher education field, which might be caused by the lack of research base for these acts and complete evaluation of already-implemented systems (Ok & Eret, 2012). On the other hand, the research goes on revealing the enduring problems of pre-service teacher education.

To mention some of these issues, the current teacher education programs are criticized as being inefficient and not responding to the existing problems (Küçükahmet, 2007). The substantial problems in relation to teacher preparation are listed as the lack of enough school experience and practice teachings, lack of collaboration between faculty and practice school, and disregard for the real needs of the schools and society (Üstüner, 2004). Besides, the studies show teaching practices in schools are not carried out effectively and adequately (Çakıroğlu & Çakıroğlu, 2003; Çetin, 2005; Şimşek & Yıldırım, 2001; Üstüner, 2004); and the teaching

certificate provided for the graduates of science and literature faculties leads deficiencies and lack of quality in education (Azar, 2011). The content of the courses, the physical conditions of the institutions, and quality of the faculty are also discussed and criticized by educational researchers and authorities in the field of education (AÜ, 2005; Eret & Ok, 2010; Göktaş, Yıldırım, & Yıldırım, 2008; Kavak, 2009; Ok, 2005). The selection of the teacher candidates into the teaching departments is seen as one of the problems affecting the quality of teacher education (Ok, 1991; Okçabol, Akpınar, Caner, Erkin, Gök, & Ünlühisarcıklı, 2003).

As seen, the literature comprises studies which identify and discuss the effectiveness of teacher education and its problems and propose implications in terms of preparing teacher candidates for teaching. There are researchers conducting more specific studies to determine if the current education faculties prepared teacher candidates for teaching (Mehmetlioğlu, 2010; Senemoğlu, 2011). These studies might provide ideas for the current status besides reflections and results of the changes and restructuring acts. However, these studies have certain limitations. They were conducted with a limited sample in a limited context including only one teaching area or institution and regarding few dimensions of teacher education such as practice teaching or curricula. In addition, the researchers mostly considered the skills determined on the national platform (Mehmetlioğlu, 2010; Senemoğlu, 2011, TED, 2009). Yet, there are recent international studies and standards to be taken in to consideration. As also discussed above, the international perspective brings out the reality of the *21<sup>st</sup> century teacher education* and integration of the 21<sup>st</sup> century skills into education. It is also seen essential to research the adequateness of existing teacher education with respect to preparing for such skills as well to provide data for possible future projects; and there is no study in the teacher education literature in Turkey on this issue. The studies on teacher education generally had either quantitative (Adıgüzel, 2008; Mehmetlioğlu, 2011; Ok, 2005; Okçabol et al., 2003) or qualitative nature (Kurt, 2009); or they are reflection articles analyzing and discussing the situation (Altan, 1998; Azar, 2011; Çakıroğlu & Çakıroğlu, 2003; Şimşek & Yıldırım, 2001). More studies carrying out both quantitative and qualitative designs might be necessary in the teacher education literature. Moreover, despite a number of studies were cited above, there is still limited number of studies evaluating the effectiveness



of pre-service teacher education (Yıldırım, 2011). This implies that there is a demand for new and generic studies for assessing the quality of current teacher education with respect to preparation of teacher candidates before any possible restructuring acts. As claimed by Yıldırım (2011b): “The restructuring works on pre- service teacher education should be well linked with the research conducted on this area to take more permanent and meaningful steps” (p.12).

Lastly, looking from more general perspective, the general educational system is also tangled with sudden changes; and educational decisions are taken one after another such as changing the curricula of the elementary education in 2005 and changing the school system (4+4+4) starting from 2012-2013 academic year; so there is a need to evaluate the adequateness of the preparation of teacher candidates who will teach in the new system and will need to adapt to such dramatic changes.

These realities point out the need for a study in which the effectiveness of current pre-service teacher education is assessed considering the views of teacher candidates from different education faculties and different teaching areas. Besides, such research should assess all aspects of teacher education together and consider current needs on the national and international arena.

## **1.2. Purpose of the Study**

In the light of the problem stated above, the aim of the study was to assess the current pre-service teacher education (TE) in Turkey in terms of preparing teacher candidates (TCs) for teaching through the views of senior class teacher candidates. The following research questions guide the study.

1. How do senior class teacher candidates assess the pre-service teacher education in Turkey with regards to
  - a) preparing for the teaching skills?
  - b) preparing for the 21<sup>st</sup> century skills?
  - c) faculty/program aspects?
2. What are the factors/predictors of the teacher candidates’ assessment of the pre-service teacher education in Turkey in terms of preparing for teaching?

- a) Does the teacher candidates' assessment of the pre-service teacher education in terms of preparing for teaching differ based on their teaching areas?
  - b) How do three groups of variables (demographic characteristics, orientation towards teaching, and faculty/program aspects) predict the teacher candidates' assessment of the pre-service teacher education in Turkey in terms of preparing for teaching?
3. What are the teacher candidates' views-suggestions for patterns and ways of more effective pre-service teacher education in relation to
- a) student admission?
  - b) general structure/model?
  - c) faculty/program aspects?

### **1.3. Significance of the Study**

Teachers have always been important for societies, as the needed manpower to function in a rapid-changing world is mostly educated by teachers who should do well in teaching (Ayers, 1995). For that reason, studying teacher education for the betterment as a whole would be meaningful and useful for future implications in relation to the field of teacher education.

In this study, students were used as the participants for the assessment of pre-service teacher education. It is believed that exploring views of senior class teacher candidates is vital to learn about the quality of current teacher education in terms of preparing them for teaching skills. The literature also signifies the importance of student evaluation to improve education (Cohen, 1980; Richardson, 2005; William & Alawiye, 2001). As main consumers of teacher education programs, students can reflect on major issues and problems based on their experiences; and students' views could provide useful feedback about not only the quality of their teacher education programs but also their intentions and future plans (Mehdinezhad, 2008).

The assessment of teacher education in terms of preparing teacher candidates for teaching could bring out clues about whether future teachers are ready to teach in the changing school system and in the changing society. As the elementary schooling

system, together with its programs and structure, has been going through some frequent reform actions, there is more need than ever for effective teachers at schools who can adapt the changes with their profound knowledge and skills. Therefore, this study could yield results to be able to reconsider the effectiveness of the current teacher education system and propose alternatives.

Another significance of the study could be explained as the need to diagnose the paramount strengths and weaknesses of the current system of teacher education while current debates are going on restructuring teacher education in Turkey. As aforementioned, there have been many reform attempts to rehabilitate the various components of teacher education in different periods of time (Şimşek & Yıldırım, 2001; YÖK, 2007). The most recent major changes were made in 2007 concerning the content and the structure. It is seen crucial, at this point, to provide data to the authorities and policy makers (HEC, MONE, etc.) on how those endeavors have affected the preparation of teacher candidates.

It should be stated that Turkish Education Association (TED, 2009) conducted a comprehensive research with teachers, principals, students, and parents to examine to what extent the teachers have the general skills and competences, which were determined by the Ministry of National Education (2008). However, it is equally important to determine if teacher education provides the infrastructure of these knowledge and skills to be further developed. There are studies examining the preparedness of teacher candidates for such skills (Senemoğlu, 2011; Mehmetlioğlu, 2010); however, these studies were conducted with limited sample including only one department or institution. The current study included large sample size from seven teaching areas from seven different universities located in various regions in Turkey. It could reveal the issue of “adequateness of preparation of teacher candidates” from various perspectives.

Moreover, the study investigated the teacher education in terms of preparing teacher candidates not only for national but also international needs and skills. While assessing teacher education based on preparing for teaching, adequacy of the main aspects of teacher education were examined such as physical environment, curricula and courses, teaching practice, and teaching staff, based on the defined national and

international standards. As any problem related to preparation for skills might stem from the problems related to these dimensions of teacher education, the results of the study could yield insights about sources of problems.

In the study, both quantitative and qualitative methods of data collection were used. While a large sample size was reached through a questionnaire; and more in-depth views were gathered with the help of interview schedule. The questionnaire used in the study was prepared by the researcher based on an extensive review of literature and it comprised both relevant national and international literature on teacher education. These aspects of the methodology used in the study are expected to increase the trustworthiness of the results. Therefore, the study might contribute to the teacher education literature and could be a source for future studies.

Besides the main aspects of teacher education, the study also examines the alternative student selection system and a structure for teacher education which produce practical implications and suggestions for future attempts in relation to teacher education. With this characteristic, it might also be a guide for further national and international studies besides providing an insight for educators, administrators, practitioners, and other stakeholders.

Finally, the study could “shed light” on the teacher-related educational requirements of Turkish society in 21<sup>st</sup> century while having dramatic changes and developments in many areas on one side and societal and local needs on the other. As the demands of the society changes, the demands on teachers and the teacher education curricula are changing continually (McNergney & McNergney, 2007), so the teacher education should meet these changing demands and needs in the best way (Goodings, Byram, & McPortland, 1982). For that reason, the study might provide data for assessing to what extent teacher education prepare teacher candidates in line with needs of the current century. To sum up, assessment of the pre-service teacher education for preparing the teachers for teaching might provide an insight and opportunity to improve the existing situation and attempt to build up research and background for future actions.

#### **1.4. Definition of the Terms**

***Teacher Candidate:*** This term is used to describe senior class students already enrolled in departments of faculties of education and are about to complete their education.

***Pre-service Teacher Education:*** This term refers to four-year undergraduate education in which students receive their education in faculties of education. Pre-service teacher education was generally used as “teacher education (TE)” throughout the study.

***Faculties of Education:*** Faculties of education are responsible for the pre-service teacher education. The length of the education in these faculties changes from 4 to 5 year based on the teaching department.

***Anatolian Teacher High School:*** These schools receive students through a national exam and aim to prepare students for education faculties by educating them with pedagogy courses besides the regular high school curriculum. During transition to university, students choosing teaching faculties are rewarded with additional points.

## CHAPTER II

### LITERATURE REVIEW

In this part, the review of the literature is presented to provide further background on pre-service teacher education. First of all, importance of teachers and pre-service teacher education are presented in including the various models/alternatives for preparation of teacher candidates and examples from different countries. In this part, the teacher education in Turkey and the applied teacher education models/alternatives are also mentioned. Then, the changes and challenges in pre-service teacher education are presented with global discourses, changes and developments in Turkey. Lastly, research on pre-service teacher education is provided and the chapter ends with the summary of the literature review.

#### 2.1. Pre-Service Teacher Education

As human beings, we live in a fast-changing world, and it has been inevitable to provide the full development of future generations through necessary skills, knowledge, and characteristics to cope with successive changes. This aforesaid development is expected through education; and, being the gist of education, teachers are the ones who take vital roles for providing required education in a society through promoting learning and student achievement (Brophy & Good, 1986; Darling-Hammond & Youngs, 2002; Lasley, Siedentop, & Yinger, 2006). While teachers are expected by nations to contribute to improvements in variety of areas by educating qualified manpower, education of qualified teachers is questioned and leads us to another critical issue of *teacher education*. Like the rings of the same chain, teacher education unquestionably plays a remarkable role for the conveyance of required and effective education to future generations (Iredale, 1996). Although dissatisfying outcomes of teacher education and its common problems are recurring issues to discuss and criticize in teacher education literature (Ballou & Podgursky, 1999; Brouwer & Korthagen, 2005; Caillier & Riordan, 2010; Darling-Hammond, 2006a; Sykes, Bird, & Kennedy, 2010), having a formal education in colleges of education is still listed as one of the kernels of effective teachers and teaching

(Cruickshank, Jenkins, & Metcalf, 2009; Glathorn, Jones, & Bullock, 2006). Studies also prove the positive effect of teacher preparation in faculties of education on the effectiveness of teachers (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005).

The period of teacher preparation including subject area courses, pedagogy courses, school experiences, and practice teachings is usually approved by many educators in the world for the training of desired teachers. Darling-Hammond (1999) summarizes the contribution of pre-service teacher education in this way: “Teachers who have had formal preparation have been found to be better able to use teaching strategies (p.14)” and she continues that they respond to students’ needs and learning styles and that encourage higher order learning. Thus, when teachers are accepted as the major contributors of students’ achievement in today’s world, teacher education receives more and more attention (OECD, 2011).

In other words, teacher education becomes the cornerstone for the full-preparation of effective teachers. Through teacher education institutions, candidates of the teaching profession are taken into a process in which they are furnished with certain skills and knowledge to be able to graduate as a teacher ready to work at schools. While this is the situation in most of the countries of the world, it gives birth to the question: “What kind of a teacher education is needed?” It is known that the quality of teacher education mostly affects the quality of teaching activities carried out by teachers in classrooms and teachers mostly reflect how they were taught (Cruickshank, Jenkins, & Metcalf, 2009).

Moreover, during teacher education in faculties, the teacher candidates get experiences at schools through school experience and practice teaching courses. These courses provide them with the general views on school environment, students, and being a teacher (Kennedy, 1999). These experiences become important for candidates as they get an initial idea about what the teaching profession is and what it means to be a teacher, as the required skills, abilities, and knowledge for the teaching profession are gained in the process. During this period of pre-service education, the ideas and thinking of teacher candidates are also expected to be shaped to be a *good teacher*. Kennedy (1999) states that pre-service teacher education is to furnish students with ideas and thinking that will lead them in their profession. Hence, pre-

service teacher education has such an important role in teacher candidates' professional development that it is expected to prepare them in their thinking for dealing with the realities of school and classroom environment.

In teacher education literature, it is also mentioned that teacher education equips teacher candidates with some critical skills and knowledge. These can be listed as gaining knowledge about teaching techniques and pedagogy besides important skills to teach content-area knowledge (Kukla-Acevedo & Toma, 2009); getting familiar with different sources of knowledge, getting education on logic and critical thinking, being presented alternative views and coursework (Floden & Meniketti, 2005). In addition to these, in their very famous review of research on the effect of college preparation on students, Pascarella and Terenzini (1991, as cited in Pascarella & Terenzini, 2005) reviewed nearly 2600 studies of 20 years and found the positive impact of college education on developing students' skills such as thinking skills and communication skills. Lastly, the importance of teacher education can be well linked with the quotation from the American Association of College of Teacher Education (AACTE, 2009):

Given the well-recognized need for more highly skilled workforce and for increased national competitiveness in today's global economy, the importance of top flight teachers for our K-12 schools is clear. What apparently is not so obvious is that the superior teachers required of the complex, multi-cultural, fast-paced 21st century do not enter a classroom as a blank slate and learn on the job. They are schooled in their subjects and how students learn them; they are nurtured, tutored, practiced, observed, critiqued, corrected, and—in some cases—dissuaded from taking on the teaching challenge. Those who will become the outstanding teachers our nation needs *must be prepared* for the profession of teaching. (AACTE, 2009, p.1)

As the education of teachers before they enter the teaching profession carries utmost importance, all these roles of teacher education make societies have very high expectations from the colleges of education. Educating future teachers, teacher education is directly seen as responsible for the success of schooling. That is to say, the teacher education is under the spotlights. As explained by Ben-Pretz (2000): “much of the perceived failure of schooling is attributed to teachers who are thought to be ill prepared for their task because teacher education is deficient” (p. 48). For that reason, many debates and efforts go on for improving its quality and finding the



best pathway for the preparation of qualified teachers with essential knowledge and teaching skills. Different models and different alternatives of teacher education are used in different countries.

### **2.1.1. Models/Alternatives for Teacher Education**

As known, for centuries, there have always been teachers who are responsible for educating children with knowledge and abilities required in that era. Up to now, teachers have been educated in many different ways in different countries. Only in the last century, teachers are required to receive undergraduate degree to become teachers. The general structure of pre-service teacher education changes from country to country and from time to time to obtain the best outcomes of the spent time and resources. Also, in literature, various models are suggested by educators and researchers to be used in teacher education. Some of these models are presented below.

As a common way of teacher preparation, a 4-year undergraduate teacher education is provided by colleges of education in many countries. Students enrolled to teaching programs have four years of education. As presented by American Association of Colleges for Teacher Education (AACTE, 1983), these programs offer general education, teaching field content, professional studies, and clinical component in four years. Teacher candidates receive their major mostly in elementary level (Scannell, 2002). In 5-year undergraduate teacher education, candidates get five years of integrated education. In the context of education, general education, pedagogy, field experiences, and student teaching are provided in more detailed way (Scannell, 2002). The graduates mostly become teachers in high schools. However, this model is criticized for being expensive to afford by students. There are also programs which accept teacher candidates at the graduate level. Students graduating from different departments of universities apply to these graduate-level programs to become teachers. Two-year post-baccalaureate program enables those candidates teach in the subject areas related to their fields.

Apart from these common models, there are many other alternative teacher certification programs. In 2003 in America, with the donation from the U.S

Department of Education, even a website was created as the National Center for Alternative Certification. The website aims to inform people about the alternatives of teacher education if they consider being a teacher (National Center for Alternative Certification, 2008). When looking at the numbers in relation to these alternative ways, it is seen that, in 2004, there are approximately 538 alternate route programs and they certify nearly 35.000 teachers (Feistritzer, 2005). Moreover, it is estimated that there are more than 250.000 teachers coming to teaching with these alternative programs. Nowadays, approximately 62.000 new teachers are trained yearly in 50 states (AACTE, 2010). Examining these alternatives, Feistritzer (2005, p. 62) listed the shared qualities of these programs:

- Most routes are specifically designed to recruit, prepare and license talented individuals who already have at least a bachelor degree -- and often other careers – in fields other than education.
- Candidates pass a rigorous screening process, such as passing tests, interviews, and demonstrated mastery of content.
- The programs include coursework or equivalent experiences in professional education studies before and while teaching.
- Candidates for teaching work with mentor teachers and/or other support personnel.
- Candidates must meet high performance standards for completion of the programs.
- The programs are field-based (based on practice teachings).

After the presentation of the common characteristics, more detailed information should be provided about some of the popular alternative routes to get an idea on how they perceive the preparation of teachers other than traditional way of colleges of education. Among these, Teach for America (TFA) is an alternative teacher education program funded by mostly private institutions. They allow people having different educational major in universities to become teachers and teach in disadvantaged schools (Scannell, 2002; Teach for America, 2012).

The claim of the organization for their allowance of diverse-majored people should be stated:

Over the past 21 years, we've learned that there is no specific personality profile or background that predicts success in the classroom. Some corps members were educators prior to joining, but many do not have any prior experience in the education field. (Teach for America, 2012, p.1)

The Montgomery County offers site-based or “grow-your-own” for the preparation of teacher candidates (Scannell, 2002). The county opens the doors to graduates or different programs or career changers. They again allow them to get teaching certification after having a graduate degree including mostly field experiences, training, and supports from supervisors (Montgomery County Public Schools, 2012). The Teacher Corps is also highly different from the other ways of teacher education. In the program, individuals start teaching at schools and they complete courses at the same time to have a degree on teaching and to meet the requirements of licensure. They explain their views of teacher preparation as following:

Alternative certification is the ideal way for mature individuals with established professional and/or life experience to segue into teaching. With deep content knowledge and expertise, candidates can teach in the classroom while simultaneously earning their teaching credential. Highly selective, alternative certification programs provide rigorous training before the teacher steps into the classroom and continue to provide training and support throughout the program. (California Teacher Corps, 2012, p.1)

In this model, as stated, the candidates, selected from very diverse backgrounds and are expected to have a strong desire for teaching, complete some tests and courses; and then they start teaching in public schools participating the program.

On the other hand, in one of the OECD reports, Musset (2010) categorizes the current teacher education in OECD countries. The common components of teacher education are stated as subject-matter (content knowledge), teaching techniques (pedagogical knowledge), and practical school experience with some involving research skills, cognitive content, behavioral and social sciences, and child development. The models of pre-service teacher education are categorized as traditional models and new models. Under the traditional model, there are normal

school tradition and academic tradition. While the primary school teachers are educated through traditional model, lower and higher secondary school teacher education is named as academic model and candidates acquire scientific content knowledge in their specific area with emphasis on academic disciplines. The new models involve *professionalization* of teaching and alternative pathways into the profession as mentioned above. The former one emphasizes professional autonomy and professional standards in which comprehensive research-based knowledge is obtained and pedagogical sciences are studied by teacher candidates. In the new models, teachers come to teaching from different programs. The teaching skills are gained through practices as 'on-the-job' training and mentoring is important part of these alternative routes (Musset, 2010). These models are also divided as concurrent, consecutive, and concurrent-consecutive models. In the concurrent model, the academic subjects are presented together with the educational and professional studies while teacher candidates firstly complete another degree in any discipline then have the pedagogical course and teaching courses in the consecutive models. Sometimes, both of them are used in teacher education, however, they are found to have extra costs for the country. Also, the length of the education for primary school teacher education is mostly three years in many countries; and secondary school teacher education lasts four years or longer.

To get a better picture of different teacher education models/alternatives, the current pre-service teacher education in some of the countries should be mentioned at this point. For instance, in Germany, as a major economic and political power in Europe, all teachers have been educated in universities since 1970s under the responsibility of Ministry of Education and Cultural Affairs of the Lander and all types of teacher education are regulated by Lander legislation. The length of teacher education changes from 3 years to 6 years based on the level of education. Primary school teachers are prepared in at least three years while secondary school teacher get 4 to 6 years of education despite the differences among states. There are two phases of education, a course of higher education and practical pedagogic training. In the first phase, the candidates have courses in their faculties on teaching area together with the teaching practice at schools. In the second phase, two-year practical training starts and candidates get their training at teacher seminars and at teacher education

training schools. In this period, they are paid some salary, so they enter lessons when the mentor is not available. At the end of this two-year period, to become certified teachers, candidates take a second state examination. In admission process for teacher education, students are required to pass the *Arbitur* exam after 13 years of schooling, then the entry for teacher training courses are provided after the higher education entrance qualification *Hochschulreife*. For the second phase of two-year training, the students are expected to get “A” pass in the First State Examination. Then, they can apply to training schools. The candidates finishing training period successfully enter another exam called Second State Exam as the prerequisite of starting teaching profession though it does not ensure a position as a teacher (European Agency, 2010). In recent years, teacher education has been reformed and this reform has led to the increased teaching practices in schools in the contexts of the university courses. Besides more practical pedagogic training, teacher training centers have been established to provide coordination between faculties and ensure enough relationship with teaching practices (Eurypedia, 2012a).

In Finland, known with its outstanding educational success in world-wide PISA exams lately, universities provide teacher education. In faculties of education, kindergarten teachers, class teachers, special needs education teachers, and counselors are educated besides some technical subject teachers. Subject teacher education is provided by both teacher education department and subject departments in universities. All teacher education units have schools for teacher training in which teacher candidates can carry out practice teaching, experiments, and research. The length of education provided changes based on the level: 3 years for Kindergarten, 5 years for classroom teacher education, and 5-6 years for subject teacher education. In subject teacher education, the candidates mostly apply to subject departments to study specific subject and then they can apply to subject teacher education after one or two years. However, in some universities, students may apply to subject teacher education. While selecting students to teacher education programs, various criteria are used such as entrance examination, aptitude test, and interviews. In some universities, students are required to be successful at *a group situation* and an *optional skills demonstration*. However, with the VAKAVA Project which has led to more cooperation among universities in terms for student selection since 2006,

entrance procedures have been simplified. Hence, seven universities and 46 programs agreed to use the same entrance exam, and then other procedures would be used such as an aptitude test (Eurypedia, 2012b).

As another important country in Europe, teacher education in England is based on both concurrent model and consecutive model (Department of Education, 2012; Eurypedia, 2011). The models are also divided as university-based training and school-based training. In the university based training, there are two options for the applicants which are Initial Teacher Training (Undergraduate ITT courses) and Postgraduate Certificate in Education (PGCE). ITT takes nearly 3 or 4 years for primary school teacher education and 4 or 6 years for subject teacher education. After completing ITT program, candidates have the opportunity to apply for School-Centered Initial Teacher Training lasting one academic year when they want more practice at a school with experienced teachers. Then, they can achieve Qualified Teacher Status (QTS). On the other hand, candidates who have already taken their baccalaureate degree in any area can apply for a postgraduate degree on teaching to get a certificate on teaching, PGCE. This study lasts one-year or two years based on studying part time or full time. It focuses on developing teaching skills instead of subject they choose to teach. This certificate can also be obtained through distance education or in a school if they complete a program called School-Centered Initial Teacher Training (SCITT). Another option in school-based teacher training is Graduate Teacher Program in which the qualified teacher status is obtained by training and working as it is salaried. The schools participating in the program choose teacher trainees and after one year training they may employ them or not. For the admission to teacher education, requirements are determined by the Training and Development Agency for Schools. First of all, applicants should have a certain score in English and Math in the state exam for general certificate of secondary education (GCSE exam). For class teacher education programs, they should also be successful in science subject in the exam. The ones applying for consecutive program should also have a bachelor's degree. After providing this criterion, interviews are used to evaluate if the candidate is suitable for teaching. During this process, all the entrants are subjected to a "enhanced disclosure/background check" by Criminal Records Bureau.

Apart from the European countries, as the most populated Asian country, China has four-year teacher training institutions, three-year teacher training colleges, and secondary teacher training schools (Embassy of China, 2004). In general higher teacher education, primary school, kindergarten, and special education teachers are educated while the secondary school teachers get their education in regular secondary teacher education (China Education and Research Network, 2001). For the admission to teacher education, applicants have an examination called teacher education admission exams. In these exams, preparedness and capacity of candidates are examined (Aydoğan & Çilsal, 2007). Moreover, in another Asian country, South Korea, teachers are much respected and there is even a saying “Don’t even step on the shadow of your teacher” (International Qualifications Assessment System, 2009, p.6). Therefore, education of teachers is also given a special importance. Kindergarten teachers are educated at junior colleges with two-year diploma or in four-year bachelor’ degree or they get Open University diploma. Elementary teacher education takes place in eleven “specifically designed” colleges of teaching, however, as an alternative, there are a few number of elementary teachers educated in programs/departments of elementary education in universities. Middle school and high school teacher education is done in special purpose and open programs. If students apply for being a secondary school teacher, they can apply to both concurrent and consecutive programs which are colleges of education under universities, departments of education or certificate program for teaching under general colleges, and graduate schools of education. Students who are educated in general colleges have the chance to be secondary school teachers on condition that they complete minimum 20 credits in teaching certificate program and meet the requirements of their major. However, the effectiveness of the alternative programs is criticized in recent year in Korea (Center on International Education Benchmarking, 2011). Moreover, students are admitted to teacher education through certain criteria. Firstly, their high school records (40%) are examined very closely. This record includes student’s personal and academic background such as school grades, attendance, awards, career guidance, interests and special talents, parental expectations and special comments, extracurricular activities, volunteer work, moral and social development with comments made each year of education. Secondly,

candidates are to take National College Scholastic Ability Test and/or institution administered exams (up to 60%). This exam is not just based on high school curriculum but also it assesses “academic skills and general knowledge to better evaluate their readiness for higher education” (International Qualifications Assessment System, 2009, p. 25). Lastly, there are also institution-administered examinations, interviews, recommendation letters, and essays based on the universities’ criteria for each program.

It is obvious that, within the endeavors of finding the best structural alternative, many variations of teacher education have been used in different contexts and also they are proliferating every year. On the other hand, educators still discuss their effectiveness. Researchers also question how different types of teacher education structures prepare teacher candidates (Darling-Hammond, 2002; Feistritzer, 2005; National Center for Research on Teacher Learning, 1992). However, about the discussions on which one is more superior than others, Zeichner and Schulte (2001) states: “...it seems that it would be more useful to focus on gaining a better understanding of the components of good teacher education regardless of the structural model in which they are present” (p. 279). The National Center for Research also claims that there is no need to discuss the structure of the teacher education program but its content and underlying philosophy (The National Center for Research on Teacher Learning, 1992). For that reason, besides the content, philosophy, the effects of these models and alternatives on the effectiveness and efficacy of teachers should be investigated rigorously by the researchers before trying other pathways to the profession. Besides the ideas, views, and experiences of working teachers on the effects of their education; perceptions of teacher candidates and teacher educators should be examined to decide for future applications. Otherwise, in countries such as Turkey where the decision making is mostly not based upon scientific research, the constant alterations in structure or the program could produce undesired negative effects on the stakeholders.

Before going deeper with the discussions and criticisms on current teacher education, at this point, the pre-service teacher education in Turkey should be part of the



literature. Therefore, the brief history and current models and alternatives to teacher education are laid in the following section.

### **2.1.2. Teacher Education in Turkey and TE Models/Alternatives**

In Turkish Republic, formal preparation of the teachers is accepted to go back to earlier times to the foundation of Darülmualimin (Teacher Training College) in 16<sup>th</sup> March, 1848. It was announced in that year that the teacher training college was established to solve the faced problems of education by finding out simple teaching methods and to train necessary teachers for schools in the future (Akyüz, 2006). Especially after the new Turkish Republic was founded, education was taken as one of the major issues (YÖK, 2007). Together with the ideas of the founder of Turkish Republic, Mustafa Kemal Atatürk, many reforms were done one after another to have quick developments to cope with the other nations. Therefore, accepting education as a vital tool to become a developed nation, reforms in educational field were prioritized in 1920s (Çakıroğlu & Çakıroğlu, 2003). As nearly 90% of Turkish society was illiterate and not schooled (Akyüz 2007), so, in those years, M. Kemal Atatürk described his high expectations from teachers: “Teachers! The new generation will be your masterpiece” and “teachers are the one and only people who save nations.” He also defined the portrait of ideal teacher as: “The Republic of Turkey needs defenders who are strong in mind, in scholarship, in science, and in physics.” With these words, Atatürk outlined the underlying philosophy of how teachers should be raised. While it is still debatable whether we have achieved that stage in the preparation of teachers through the teacher education programs used, some attempts were taken by the Ministry of Education upon the tenacious emphasis on teachers in those years.

After the Law of Unification of Education was legislated in 1924 and all of the institutions of education were gathered under the Ministry of National Education and teacher education was the responsibility of MONE until 1982. Moreover, in those years, some institutions were founded for the systematic preparation of teachers. Based on the needs of the society, teachers were educated in different schools between 1920s to the first years of 1980s such as Village Teacher Schools, Master Teacher School, Middle Teacher School, Village Instructor School, and Institutes of

Education (Bilir, 2011). As seen, the teacher education institutions varied in Turkey. Therefore, a few of teacher education models should be described as examples of different alternatives of teacher education in the history of Turkish education.

As the first example, the *Village Institutes*, founded in 1940, are well-known teacher education school and its model is still fervently discussed by Turkish educators. These institutes were established upon the primary needs of the villagers and the “social school” theory of İsmail Hakkı Baltacıoğlu (Baltacıoğlu, 1942, as cited in Çakıroğlu & Çakıroğlu, 2003) who is a famous Turkish educator and thinker. The length of education was 5 years after the primary education and the aim of these schools was not only educating teacher but also health technicians and midwives (YÖK, 2007). In those years, these institutes were expected “to modernize the social relations, to bring an end to poverty and ignorance among the peasants, to create peasant intellectuals, to increase agricultural productivity and to help spread the Kemalist Revolution in the countryside” (Karaömerlioğlu, 1998, p. 47). Students of these schools were selected from villages after passing an examination; and they covered 114 weeks of general culture courses, 58 weeks of agricultural courses and practices, and 58 weeks of technical courses and practices in 5-year period (Akyüz, 2007). Theory and practice were hand in hand as in the concurrent model; and content of the curricula showed some variations from region to region based on the regional needs. The cultural courses –dominant in the curricula with 22 hours in a week– were Turkish, History, Geography, Citizenship, Mathematics, Physics, Chemistry, Environment and School Health, Foreign Language, Handwriting, Art, Music, Soldierly, Home Management and Child Care, and the Economy of Agricultural Business and Cooperation besides Teaching courses including sociology, vocational education, Psychology of Child and Work, the History of Vocational Education, and teaching methods. The agricultural courses and practices with 11 hours in a week included Agriculture of Farm, Garden, and Industrial Plants, Zootechnics, Knowledge on Poultry, Fishing and Fisheries, Apiculture and Sericulture and Agricultural Arts. Lastly, technical courses covered 11 hours in a week and they were comprised of practices on Forging, Village Construction, and Handicraft (Akyüz, 2007; Güvenç, 1998). After finishing these institutes, the graduates were directly recruited as village teachers and those teachers are said to have direct and

indirect economic effects, cultural effects, and social effects on the Turkish society (Akyüz, 2007, p.396). In 1942, *a three-year Higher Village Institute* was opened in Ankara to train teachers for Village Institutes. Till 1948, there were totally 21 Village Institutes all around Turkey. However, these institutes were abolished in 1954 with political pressures. The model of Village Institutes can be called as five year practice-and-social-needs-based teacher training model. This model could be seen as unique in the history of Turkish Education with its structure, program, and underlying philosophy, which reflects the climate of Turkey in those years.

*Primary Teacher Schools* existed between 1920s and 1970s, in which students had teacher education after they completed primary education. Length of education changed as five years, six years, and three years respectively in different periods of time and based on being a town, village, or city; moreover, there were nearly 90 primary teacher schools till 1972 when it was announced that teacher education would be provided by higher education institutions (YÖK, 2007). Application procedures for these schools were multi-phase and applicants who wished to become teachers would firstly apply to a school principal in his/her region with a letter of application. Then, the selected ones were called for a centralized exam consisting of open-ended questions on Turkish and Mathematics to assess their academic skills. If applicants achieved a certain degree in the exam, they were taken to an interview by the teachers of Primary Teacher Schools. Successful candidates had to obtain a confirmed paper proving their good behavior (hüsnühal kağıdı). This paper was given by the Council of Alderman (ihtiyar heyeti) and included information on the suitability of candidates' familial back ground and known or sensed undesirable tendencies or malignancies. Lastly, students were expected to bring a report on their health condition to determine if they had any disability to teach such as deafness, blindness, stammering, or etc. (Kuru & Uzun, 2008). These schools became teacher high school in 1973 and prepared students for different faculties in universities besides the teacher education faculties.

*Higher Teacher School*, established in İstanbul, should also be elucidated at this point as an example of secondary teacher education. The school educated secondary school teachers till 1956. In this model, candidates were selected from the literature

and science faculties after an examination. These students had free boarding education provided by the Ministry of Education and the education lasted four years. Kavcar (1982) claimed that valuable teachers were educated through this model in those years. Nevertheless, there were few numbers of applicants for these schools and they were closed in 1959. After the closure of previous Higher Teacher School, new model of *Higher Teacher School* was founded in Ankara. Students were chosen among the most successful students of primary teacher schools. Outstanding candidates, decided by the commission of teachers in primary school teachers, were called to this school by the Ministry of Education while they were expecting to work as a primary school teachers (Kavcar, 1982). Then, they entered High School Completion Exam and got high school diplomas after an intensified three-month study with qualified teachers. The ones passing this exam and the university exam were taken to Higher Teacher School to study for secondary teaching. The teaching-related courses were taken in these schools while the subject courses were taken from related faculties of the universities. In the last year of education, the teacher candidates were to complete a 20-hour practice teaching at schools, which were planned, systematic, and compulsory. This school was closed by the Ministry of Education in 1978 due to the change in primary teacher schools and political climate in Turkey (Kavcar, 1982; YÖK, 2007). Through this model, highly qualified teachers were trained as they were coming from primary teacher school in which their achievements were usually evaluated by teachers (Kavcar, 1982). Therefore, they had a high degree of preparedness for teaching. Moreover, the students coming from villages and low SES families had the opportunity to obtain a university degree and study in the capital city. On the other hand, as Eşme (2003, as cited in YÖK, 2007) asserts, together with the closure of Higher Teacher Schools, the gates of universities were also closed for village children and also Turkey lost a vital opportunity for educating qualified teachers.

These were some of the different teacher education models in the history of Turkish teacher education between 1920s to the first years of 1980s. However, several other ways –for not to call them as a “model” as they were not- were also used for the education of teachers (Erdem, 2011) when there were shortage of teachers; and some of these ways were directly recruiting the graduates of secondary schools to as

elementary teachers in 1950s, directly recruiting the graduates of high schools to as teachers in 1960s, training with letters, distance education through YAY-KUR (non-formal Higher Education Council), one-year teacher training for young villagers who were literate and completed their military service to teach in village schools, one-week intensified education, and short-term teaching certificate.

***Current Teacher Education in Turkey:*** On the 12<sup>th</sup> September 1980, Turkey faced with the military takeover and important decisions were taken on higher education and consequently on teacher education (Bilir, 2011). First of all, universities were held responsible for the higher education with law no 41 Decree Law in 1982. Therefore, teachers have been educated in higher education institutions since 1973 when teaching was defined as a specialized profession, namely being a teacher would require a formal preparation and specialization besides certain skills (Çakıroğlu & Çakıroğlu, 2003; Şişman, 2001; YÖK, 2007). In 1989, the length of teacher education for all teacher education institutions, including two-year education institutes training elementary level teachers, increased to at least four years with the decision of Higher Education Council. Since these years, Higher Education Council has taken several steps for the rejuvenation of teacher education. These restructuring efforts are the subjects of following parts.

Today, there are totally 72 education faculties under Higher Education Council (HEC) in Turkey together with the private ones and the Educational Sciences Faculty in Ankara University. Of these faculties, 64 of them are under state universities. Pre-school and elementary school teacher education lasts four years in faculties of education. The concurrent model of teacher education is used in which candidates have both subject matter and teaching courses together. The courses include subject matter knowledge and skills in the proportion of 50-60%, knowledge and skills on teaching profession in the proportion of 25-30% and general culture lessons with the proportion of 15-20%. Students commonly take teaching-related pedagogy courses, which are Methods of Teaching 1-2, Introduction to Educational Science, Educational Psychology, Curriculum Planning and Teaching, Measurement and Evaluation, Turkish Education System and School Management, Classroom Management, Guidance, Instructional Technologies and Materials Design, School

Experience, and Teaching Practice. Students mostly have teaching practices in the fourth year while it is given in the third year in a few of the teaching areas. These practices are carried out at cooperating schools under the supervision of cooperating teachers and instructors at faculties. However, the time of the teaching practice has always been changed over the years. Different from the elementary teacher education, most of the secondary school teaching (Secondary Science and Mathematics, and Social Areas Teaching) lasts five years. Teacher candidates get their subject courses from the relevant faculties in their universities and teaching courses from the faculties of education. The students are graduated with a non-thesis Master's degree after this period (Bilir, 2011; YÖK, 2007).

In addition, students are admitted to these teacher education programs based on their scores from the nation-wide university entrance exam. Only music, arts, and physical education and sports teacher education programs apply additional ability tests while selecting their students. However, it should also be noted here that the students who graduate from Teacher High Schools get additional scores when they choose a teaching department. Anatolian Teacher High Schools are one of the high schools in Turkey and they select their students through a nation-wide high school exam after the elementary school (now it is 12-year compulsory education). There are now more than 200 Anatolian Teacher High Schools all around Turkey and the main admission criterion to these high schools is the students' scores on High School Entrance Exam (SBS). In the curricula of these schools, following pedagogy courses are covered: Introduction to Teaching Profession, Teaching Methods and Techniques, History of Turkish Education, Educational Sociology, and Educational Psychology (MEB, 2009). The studies showed that quality education was offered to students in Anatolian High Schools and students were expected to develop positive attitudes towards teaching to select teaching departments in the university exam (Tican-Başaran, 2004; Tican-Başaran & Aksu, 2007). However, another study showed that the students did not choose the teaching profession as their initial choices when they made their free choices (Çubukçu, 1997). It is also pointed out through studies that the students generally came to these schools because of the extra points given in the university exam but not because of their desire to be a teacher (Kütük, 1992). For

that reason, the effectiveness of these high schools is also a contentious issue in Turkey.

On the other hand, there are also other options for the ones who want to be a teacher but did not graduate from faculties of education. In this case, another model used for preparation of teachers in Turkey is to obtain a teaching certificate through non-thesis Master's degree after the completion of Bachelor's degree in Science and Literature Faculties. Graduates/students apply to teaching certificate programs provided by most of the state or private universities against a certain charge. The program lasts one and a half year and applicants have the following courses including practice teaching (totally 28 credits) during this one-year time: Introduction to Educational Science, Developmental Psychology, Teaching and Learning Theories and Approaches, Instructional Planning and Teaching, Measurement and Evaluation, Classroom Management, Guidance, Methods of Teaching 1-2, Instructional Technologies and Materials Design, and Teaching Practice. After an intensive study, they get their teaching certificate. These programs were announced on 9<sup>th</sup> April 2012 to be abolished by the Higher Education Council (YÖK, 2012a). However, this announcement created confusion; and the students and deans of Science and Literature Faculties protested this abolishment ("Pedagogic Formation was Abolished", 2012; "A Formation Protest", 2012). On 5<sup>th</sup> June 2012, it was re-announced that the pedagogic formation would be continued till a new model was offered by the Teacher Education Study Group under Higher Education Council (YÖK, 2012b).

Another other option is the second-shift education provided in the evening in some of the Faculties of Education. The main difference between these programs and other 4 or 5 year programs is the candidates' lower score in the state university exam. There are also Open Education Teaching Programs for English Language and Pre-school Teacher Education. In this system, teacher candidates have two year formal education in the Open Education Faculties; then they complete their education through Distance Education.

No matter from which program they graduate, all teacher candidates are required to get a certain score from the state exam called KPSS (Exam for the Selection of Civil

Servants) to be recruited as a teacher. For that reason, these ways of entering teaching profession, pedagogic formation programs, second-shift evening programs, and Open Education are highly debatable alternatives for the preparation of teachers in Turkey. Especially, pedagogic formation programs are criticized in the educational arena due the compressed length of education, and, dependent on this, the low quality of education (Altan, 1998; Bilir, 2011; Kızılcıoğlu, 2006). Moreover, the courses taken in the non-thesis graduate degree for teaching certificate were also claimed inefficient and not suitable to prepare the applicants for the needed teaching skills. Being similar to the undergraduate courses, they are not found sufficient by educators for obtaining the degree of Master of Science (Azar, 2011). These problems stemming from these alternatives are given in more detailed way together with the other problems of teacher education in the following section after covering the current and crucial changes in the area of teacher education.

## **2.2. Changes and Challenges in Pre-Service Teacher Education**

For such an important issue as the education of teachers, it is inevitable to have both changes and challenges. In this part, the noteworthy changes and challenges discussed in literature are presented to have more comprehensive ideas on the education of teachers.

### **2.2.1. Changes in Teacher Education**

As acknowledged today, the world is changing speedily and many new trends are reshaping the societies in such a fast-changing global age. Together with the globalism and the developments in many phases of life, new skills and abilities are needed to survive. In other words, as explained below by Wilson (1998), the new age requires new skills:

...in the twenty-first century the world will not be run by those who possess mere information alone . . . We are drowning in information while starving for wisdom. The world henceforth will be run by the synthesizers, people able to put together the right information at the right time, think critically about it, and make important choices wisely. (p. 294)



In this age, teachers are expected to cope with the changing societal conditions, and parallel to this, changing educational needs and expectations. With this perspective, teachers, as major constituents of education system, are obliged to meet the changing needs of societies. Besides, it is also proposed that teacher professionalism is mostly developed and innovated through the teacher education (Furlong et al., 2000). Therefore, considering the increasing amount of information, quick-changing technological facilities, and interconnectedness and interdependence of the cultures, teacher education needs to be continually rejuvenated to have the expected impact on teachers so that they can educate future generations along with not only individual but also national and international needs (Ben-Peretz, 2001; Cailier & Riordan, 2009; Cochran-Smith, 2005; Goodings, Byram, & McPortland, 1982).

On the other hand, one of aims of teacher education is defined as to make prospective teachers deal with complexities of education. For these reasons, teacher education is also defined as *a nearly impossible endeavor*, because the aims of education alters constantly in this changing world and tasks of teachers are also indefinite and inexact (Britzman & Dipbo, 2000, p.33). This vagueness is naturally reflected on the education of teachers considering which skills and knowledge to present in schools of education. However, teacher education is not only affected from these changes and complexities but also from the economic impact of globalization and labor market on educational policies (Helsby, 1999, as cited in Britzman & Dipbo, 2000). Along with the needs of labor market and changing requirements of employment, curricula of schools are re-shaped and education of teachers inevitably has to wear another role to respond new demands of the society.

For all these reasons, teacher education should definitely be considered within the framework of changes in technology, economy, science, nature, environment, and human intelligence; and skills and knowledge to keep up with these changes should be integrated into curricula of teacher education. This picture defined above is explained by Şimsek and Yıldırım (2001) as following:

Nations are aware that the quality of education that can be offered to future generations very much depends on the quality of the teachers that are being formed to facilitate learning in a world characterized by change. (p.411)

With all these accounts, nations discuss the teacher education and the required teaching skills to be integrated in their programs from time to time. In the next section, these important discourses, discussions, and developments are presented on the renovation of teacher education.

#### **2.2.1.1. Global Discourses on Teacher Education**

Along with the changing society and changing ideas, characteristics, standards, or skills for the needed teachers and teacher education have been discussed by the nations and necessary changes have been proposed for the betterment of teacher education nationally or globally.

Primarily, the National Council for Accreditation of Teacher Education (NCATE), founded in 1954 in the USA, puts forwards: “Education reform must include the reform of teacher preparation....Reaching the nation’s education goals requires high standards for the teaching force.” (NCATE, 2008, p.3). Taking this notion into consideration, the council determined the standards for the teacher preparation institutions to direct the teacher education programs, courses, candidate success, and other related units. Based on the standards, the universities are visited and their conditions are evaluated to be accredited. The institutions responsible for the teacher education are to meet these standards to have the accreditation for their institution. Currently, 656 teacher education institutions in the USA are accredited by NCATE. The main standards are candidate content knowledge, skills, and professional dispositions; assessment system and unit evaluation; field experiences and clinical practice; diversity; faculty qualifications, performance, and development; and unit governance and resources. Under these standards, the teacher candidates should have a strong content knowledge, pedagogic knowledge and skills, and professional knowledge and skills besides the well-organized teaching practices at schools to enhance student learning (NCATE, 2008). Specifically, some of the skills, expected from the candidates with the help of the standards, are as following: having in-depth understanding of the content, presenting content in challenging and clear ways, using real-world contexts, integrating technology appropriately, understanding preconceptions of students, developing instructional strategies and technologies based on research and experience, connecting concepts to students’ prior experience,

applying the ideas to real-world issues, contributing to school improvements, assessing and evaluating students achievement, making adjustments to instruction based on students learning, collaborating with other colleagues, working with families and other communities, and creating supportive learning environments. Moreover, *Interstate New Teacher Assessment and Support Consortium Standards* (INTASC, 2011) determined to have an agreement on the needed and required teacher characteristics. Teacher education is expected educate candidates parallel with these skills and characteristics. These are mainly related to both professional and personal development of the teacher as a whole and they were set to meet the needs of the century. They were grouped under ten headings and covers knowledge about subject matter, child development and learning theory, instructional strategies, learning environment, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships. In addition, thinking skills, problem solving, working with diverse students, cross-disciplinary skills, communication and collaboration, and using technology are also the emphasized skills in the standards.

Supported by American Association of Colleges for Teacher Education (AACTE Supports, 2012), there is also a current movement of “The Educator Preparation Reform Act” in relation to the preparation of the teachers. The act aims to increase teaching quality at schools through restructuring the teacher education programs besides increasing the programs’ accountability for all institutions. Developing and using a pre-service teacher performance assessment is also mentioned among the aims to increase teacher quality and educational quality.

Another noteworthy report on restructuring the teacher education was prepared by National Commission on Teaching and America’s Future in 1996. The commission justified their act towards changing the teacher education at very beginning of the report by stating: “A caring, competent, and qualified teacher for every child is the most important ingredient in education reform” (National Commission on Teaching and America’s Future, 1996, p.1). In the report, the commission recommended certain points for re-creating the teacher preparation and providing future teachers’ professional development. These recommendations are 1) organizing teacher

education and professional development programs around standards for students and teachers, 2) developing extended, graduate-level teacher preparation programs that provide a yearlong internship in a professional development school, 3) creating and funding mentoring programs for beginning teachers, along with evaluation of teaching skills, and lastly 3) creating stable, high-quality sources of professional development

In the USA, nowadays another significant project is being undertaken on the 21<sup>st</sup> century skills, and teaching and learning (Partnership for 21st Century Skills, 2010). Founded in USA, the major aim of the organization is to make the education in United States cope with the demands of 21<sup>st</sup> century. It is advocated that the education should be combined with the core subjects with 21st century interdisciplinary themes and four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation). The 21st century interdisciplinary themes included global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. In this project, the professional development of the teachers is seen as one of the bases for 21<sup>st</sup> century education. It is stated by the organization that teachers in 21<sup>st</sup> century should possess certain skills, characteristics, and knowledge such as 1) integrating 21st century skills, tools and teaching strategies into their classroom practice; 2) balancing direct instruction with project-oriented teaching methods; 3) having a deeper understanding of subject matter to enhance problem-solving, critical thinking, and other 21st century skills; 4) developing their abilities to use various strategies to reach diverse students and create environments that support differentiated teaching and learning; 5) identifying students' particular learning styles, intelligences, strengths and weaknesses; and other skills (Partnership for 21st Century Skills, 2010). While these projects are undertaken to keep up with the new demands of the century, the teachers play a significant role as practitioners and providers of teaching at schools. Unless the technology puts the machines, computers, or the robots into the schools for educating new generations, the teachers are to be educated in schools of education and prepared for meeting the educational needs of the nations. When this is the situation, for such projects or organizations to be successful and reach their aims, the preparation period of the teachers before

starting the profession is better to involve these skills, to present developments and new demands, to provide enough practice at schools, or at least, to bring up the teachers with the skills for “professional development, self-development, learning how to learn, self-criticism, critical thinking, and research” so that they could find their own way.

Considering this aspect of teacher education mentioned above, the other projects on increasing the quality of teachers in the current century have been carried out by other nations as well. Apart from the USA, the European countries have also been discussing on increasing the quality of teachers and teacher education in European context. The Green Paper on Teacher Education in Europe (Buchberger, Campos, Kallos, & Stephenson, 2000) was published with the title of: “high quality teacher education for the high quality education and training.” The paper starts with the concepts “change” and “challenge” which are accosted by European countries. Then, it includes detailed information and discussion in relation to high quality teacher education for high quality education and training, remarks on the current state of teacher education in the European Union, the challenge of change - teacher education in rapidly changing contexts, scenarios for teacher education reform, and some proposals for concrete measures relevant to teacher education reform. As a summary of the paper, it is discussed that the societies are facing the challenges of change in many facets of life, and some of the major changes are articulated as: globalization, internationalization, European integration, mobility, increasing immigration, multiculturalism, racism, longer life expectancy, ageing population, social unrest and disenfranchisement, explosion of information, new information and communication technologies, new technologies, higher standards of living, a new poverty, pressures on world commodities and increase in leisure time (Buchberger, Campos, Kallos, & Stephenson, 2000). Most of these changes and developments are affecting all nations, including Turkey. When this is the situation, these changes occurring in society inevitably affect the teacher education in terms of its purpose, courses, structure, and other dimensions. Some other important points, parallel to the rationale of this study, are emphasized in the Green Paper. These points are: 1) the continuous professional development of the teachers should certainly be supported in teacher education; 2) prospective teachers have to not only possess “professional autonomy”

but also be “pro-active agents of change” with the pedagogical professionalism; 3) the teacher education is to be evaluated with regards to having coherent goals for education of teachers, providing powerful learning environment, developing collaborative problem solving ability, including research and development and providing the active involvement of the future teachers in it, creating partnerships with schools “for learning to teach by experience” (Buchberger, Campos, Kallos, & Stephenson, 2000).

Apart from the Green Paper on teacher education, the European Commission also points out the vital role of teachers for European Union to reach “the highest performing knowledge-driven economy” by revealing potentials of all students (European Commission, 2005, p.1). With this respect, the commission determined Common European Principles for Teacher Competences and Qualifications. One of most important principles was pointed out as “a well-qualified profession” which would be obtained through higher education. In this line, the teacher education in higher education was stated as being “multidisciplinary” including comprehensive subject knowledge and pedagogical knowledge, skills and competences for supporting and leading students, and a comprehension of social and cultural aspects of education. As seen, the commission stresses not only the academic and professional characteristics of teacher education but also social and cultural ones (European Commission, 2005). Parallel to this, European Trade Union Committee for Education (ETUCE, 2008) prepared a policy paper on “Teacher Education in Europe” focusing on the high quality teacher education for high quality education. In the report, one of the key issues concerning the preparation of teacher is educating all teachers with Master’s degree. The reason for this proposition is explained as:

The demands that teachers face today in terms of in-depth subject knowledge, advanced pedagogical skills, reflective practice and ability to adapt teaching to the needs of each individual as well as to the needs of the group of learners as a whole, require that teachers are highly educated and equipped with the ability to integrate knowledge and handle complexity at the level which characterizes studies at the Master’s level. (p. 8)

Another crucial proposition made in the report is about the teacher educators in higher education institutions and mentors. As a summary, it is suggested that the role and profile of teacher educators and mentors at schools should be given a special

importance, and their working conditions should be improved. Other than these the Commission of the European Communities (2007) prepared a report on improving the quality of teacher education; Eurydice (2006) published an extensive paper on quality assurance in teacher education in Europe.

More internationally, the Organization for Economic Co-operation and Development (OECD) accentuates the role of teachers for the development of nations and the importance of teacher preparation (OECD, 2011; McKenzie, Santiago, Sliwka, & Hiroyuki, 2005). The organization prepared a comprehensive report in which the developments and conditions of teacher workforce were analyzed from the international perspective including 25 OECD countries. In this analysis, there are also suggestions for the improvements of teacher education for the better preparation of teachers. Some of these are: developing a teacher profile involving teaching competencies and standards; increasing coherency among initial teacher education, induction, and professional development; enhancing the flexibility of initial teacher education through alternative routes, post-graduate studies, and consecutive programs; improving the admission criteria to teacher education, accrediting the programs of teacher education. In addition, it is also emphasized to strengthen content knowledge of teacher candidates and to relate content knowledge with reflective practice and research done on the job; to develop cooperation between teacher education institutions and schools for more on-the-job experience for teacher candidates; to relate the theoretical and academic studies with the teaching practices; and to train and support mentor teachers at schools for the practice teachings (OECD, 2011). In the very current report "Education at a Glance (2012)," the present conditions of teachers in different OECD countries are also discussed with necessary attributions to teacher education institutions and alternatives. The student selection, training period, and requirements for entering teaching profession are among the issues briefly presented based on the examples from different countries. This report can also be referred to get a general opinion about the current state of teacher education in different countries (OECD, 2012). Another current OECD report is also concerning the preparation of teachers to teach in 21<sup>st</sup> century (Schleicher, 2012). Here, the teaching and learning ways in 21<sup>st</sup> century classrooms are discussed such as inquiry based teaching and learning, incorporating assessment into teaching,

collaborative learning, using eclectic methods, and using advanced technology in classrooms. Then, these changes are claimed to have certain implications for the teacher competencies and preparation of teachers.

Apparently, it is very possible here to extend this part and present more documents, reports, meeting papers, and networks discussing changes in the teacher education and ways to improve the quality of teacher education. It is a truism to say these reports, projects, and papers on teacher education and teaching skills demonstrate that the nations are striving for keeping up with the changes through reconsidering their educational system and focusing upon the education of teachers. On the other hand, there have also been important developments in teacher education in Turkey with respect to preventing the existing problems and keeping up with the changes and international standards. From this point forth, reforms, developments, and changes in teacher education in Turkey should be discussed.

#### **2.2.1.2. Changes and Developments in Teacher Education in Turkey**

As in other countries, in Turkey as well, there is also an emphasis on bringing up the effective teachers through effective teacher education programs which responds to the needs of today's world (Senemoğlu, 2011). For that reason, politicians, educators, and educational researcher have been in constant struggles to reform or to restructure the teacher education for better and more quality preparation of teachers. These efforts are evaluated as being very necessary for the current century not only by Turkey but also by many countries in the world. Within this respect, in Turkey, there have been some major developments and restructuring efforts in relation to the teacher education. These changes and developments are stated to be done in parallel to the societal and political changes (Üstüner, 2004). However, it is also seen in the history of teacher education that many reform acts have mostly focused on primary school teacher education. In the following paragraphs, some of these crucial reforms, developments, changes, or discussions are given chronologically.

*In 1964*, the education faculty in Ankara University was founded. One of the aims of this faculty was to provide teaching certificate for those university students who wanted to become teachers in the future, to educate special education teachers and



educational experts such as school counselors (Mihçioğlu, 1989). After this year, education faculties under other universities such as Middle East Technical University, Hacettepe University, and Boğaziçi University were also established. Moreover, *in 1970s*, the length of three-year teacher education was increased to four years after the secondary education while to seven years after primary school (Okçabol, Akpınar, Caner, Erkin, Gök, & Ünlühisarcıklı, 2003). Then, *in 1973*, the Fundamental Law of National Education with No: 1739 was enacted by the Parliament. In this law, general and specific aims of Turkish National Education, its basic principles, the forms of education, and the levels of schooling were defined by MNE. This law has been important for the teacher education in Turkey, as it officially announced teaching as “a specialized profession” which requires a formal preparation including general culture, content area education, and pedagogic formation. It was also pointed out that teacher candidates must have a higher education to gain specialization regardless of level of education (Milli Eğitim Temel Kanunu, 1973, as cited in MEB, 2010b). *In 1982*, the duty of preparation of teachers is given to universities. Since this year, primary school teachers have been educated in faculties of education; and secondary school teachers have been educated in collaboration with other subject faculties. Two-year Education institutes were converted into two-year Higher Schools of Education and they were attached to universities (Şimşek & Yıldırım, 2001). In 1982, 11<sup>th</sup> National Education Convention was gathered. In this meeting, the Council took some important decisions in relation to the education of teachers. Some of these decisions were as following: selecting successful students having a tendency for teaching as teacher candidates and admitting them not only through university exam but also through an ability and tendency scales; giving special importance to teaching experience by enhancing practical aspect of teacher education programs, improving the conditions of teacher high schools; improving the physical environment of education faculties, including general culture courses such as general psychology, general sociology, and general biology besides the other general culture courses; and using concurrent model in the programs with 62.5% content area courses, 25% teaching courses, and 12.5% general culture courses; integrating eight pedagogy courses into the program which were Introduction to Education, Educational Sociology, Educational Psychology,

Psychology of Learning, Curriculum Development, Measurement and Evaluation, Teaching Principals and Methods, and Materials of Teaching; creating a strong and open-to-improvement “teacher education policy” which would not change based on the changing politic powers’ attitude (MEB, 1982). Lastly, in the National Education Convention, some critical suggestions were made for the improvement of the teacher education institutions:

In any institution educating teachers, there should be certainly a teaching atmosphere and ambiance. Otherwise, it becomes similar to growing a cherry tree in the vase. Today, if these teacher education institutions are scattered to universities one by one, they are crushed and they disappear. In this case, the ones, who graduate from the others faculties’ department and cannot find a job, will also be teachers with just a teaching certificate; and then teaching becomes no longer a profession. (MEB, 1982, p.204, as cited in Okçabol, et al, 2003)

These decisions and suggestions, today, still carry their importance for better teacher education in Turkey in terms of the content of the programs, student selection, multi-dimensional development of teacher candidates, and teaching certificate procedures.

In this year, after the convention, the Higher Education Council took the suggestions of the 11<sup>th</sup> Convention in relation to pedagogy into consideration and prepared a pedagogy program for education faculties (YÖK, 2007). The program included the following courses: Introduction to Education, Educational Sociology, Educational Psychology, Educational Principals and Methods, Measurement and Evaluation, Educational Technology, Guidance, Methods of Teaching, Educational Administration, and Teaching Practices. *In 1985*, Ministry of Education wrote a report to the Higher Education Council documenting the complaints about the pedagogy courses in teacher education and asked for the revision of the programs. Taking this offer into suggestion, the Higher Education Council made some changes in the program which were a) increasing pedagogy courses to 18-21 credits b) offering these courses in the third through eight semesters, c) putting one of the listed elective courses as an elective course into the program, and d) offering 8-week compulsory practice teaching. The offered elective courses were the Philosophy of Education, Curriculum Development, Educational Administration and Supervision, Vocational and Technical Education, Adult Education, Research Techniques,

Educational Planning, the Economy of Education, the History of Turkish Education, Education and Development, Educational Technology, Special Education, Materials of Education, Audio-Visual Materials and Techniques, Statistics, the Organization of Turkish Education, and Guidance (YÖK, 2007). *In 1989*, as also discussed in 12<sup>th</sup> National Education Convention, two-year higher schools of education were put under the Faculties of Education as Classroom teacher education department); moreover the length of education was increased from two to four years (YÖK, 2007. In this year, the Meeting of Teacher Education Advisory Committee was held and teacher education was discussed. In this meeting, the improvement of teacher high schools, scholarships for teacher candidates as stimulators, and selection of successful and talented students to the programs were also debated by the members (Okçabol, et al., 2003). After this year, the scholarship was given to students who succeeded in the exam and ranked teaching among their 10 choices in the university exam. Moreover, *in 1990*, a National Education Academy was established under Ministry of Education. Besides providing education to other personnel working at schools, one of their missions was to provide knowledge on teaching profession as stated by the MONE and coordinating with the teacher education institutions under Higher Education. Today, these duties including are belonging to the General Directorate of Teacher Education and Training (MEB, 2010c); they carry out in-service training of teachers besides working on teacher competencies and providing collaboration with teacher education institutions. Moreover, in 2009, the National Education Academy together with the Center of Development of Course Materials was also re-opened in Ankara in Hasanoğlu after the official offer of Prime Ministry again with the aim of aim of educating the teachers and other personnel working at schools in line with the changing conditions and scientific criteria (Başbakanlık, 2009). About this act of Ministry of Education, Okçabol et al. (2003) proposed that Ministry of National Education did not internalize the pedagogy given in universities even in those years. *In 1992*, Ministry of National Education mentioned the possible need for classroom teachers due to increasing the length of education from two years to four years and demanded pedagogic formation classes for the university graduates which would last 26 weeks with 21 credits (YÖK, 2007). After these years, Ministry of Education continued to discuss teacher education and making suggestions for its improvement

through conventions, meetings, and conferences such as World Conference on Teacher Education organized by MONE in 1996.

In **1994**, the “Development of National Education Project” was started with the help of financial credit provided by World Bank. One of the subsections of this project was “Pre-service Teacher Education” which was conducted with the collaboration of Ministry of Education and Higher Education Council. The project started as a three-year project but then it was extended to five year and finished in 1999. Improving the quality of teacher education for the teacher working at schools was the underlying consideration in the project. Some of the activities carried out in the context of this project provided a base for the prospective reform in teacher education in 1997 (Kavak, 2009; YÖK, 2007). These activities were concerning curriculum development, training instructors/academicians for education faculties, equipment/materials, the collaboration between the education faculties and practice schools, foundation of the *National Committee on Teacher Education in 1997*, and academic evaluation of the faculties of education *between 1998 and 2001* through *Accreditation and Standards* studies.

During these developments, in **1997**, the compulsory uninterrupted education was extended from five years to eight years in Turkey. The increasing need for more teachers also affected the teacher education. This situation was explained by Şimşek and Yıldırım (2001):

With the full promulgation of Basic Education Law in 1997, compulsory education was extended to eight years nationwide, adding further pressure on teacher training because of newly added classrooms in schools. This also became a source of pressure for universities to increase their capacity to train more primary school teachers. (p.416)

In the same year, the Higher Education Council arranged *a meeting with the deans of education faculties* and proposed works on the new program; and problematic situation of education faculties were discussed. In this meeting, the decision was also taken on the abolishment of undergraduate programs on educational sciences except for Educational Counseling and Guidance. It should be noticed that the changes and developments on pre-service teacher education in Turkey were mostly concerning structural changes such as the length of the education, the number of the courses, the

number of instructors, and the setting of the education. The skills and abilities that a teacher candidate should gain during this educational process to be able to teach at schools were not discussed much.

Similar to these changes, *the reform in 1997 on teacher education* also included structural changes as in other changes and developments as mentioned before. The Higher Education Council explained the major reason for reconstructing teacher education as the ineffectiveness of education faculties and the insufficiencies with regards to quality and quantity to respond to the needed teacher demands (YÖK, 1998). Four-year primary teacher education was preserved with concurrent model, however, the main changes were done about the secondary teacher education (3.5+1.5=5; 4+1.5=5 year-education and graduation with non-thesis Master's degree); teacher education provided to the graduates of the Faculties of Letters and Science with non-thesis Master's program (4 year education in subject faculties and 1.5 year non-thesis Master's program=5.5 year-consecutive model). The new teacher education system was summarized by Şimşek and Yıldırım (2001, p. 422) as 1) from loose to tight coupling or from differentiation to integration by gathering teaching areas under main departments, 2) from an emphasis on subject knowledge to an emphasis on pedagogy and professionalization (such as working of the curriculum development committees on the programs and emphasis on practice in pedagogy courses), 3) from four-year undergraduate courses to postgraduate programs (in some fields), 4) from provider-driven programs to partnership, and 5) from pure autonomy to national standards and accreditation. The reform also included the developments in terms of instructional materials, equipment, and fellowship training. The new curricula were implemented in 1998-1999 academic year for eight years; however, the implemented programs would be reconstructed in 2007 with changes in relation to the content and the ratio of the courses (Kılıç & Acat, 2007; YÖK, 2007).

Following the meeting of 58 deans and 137 academicians of Education Faculties to discuss the "Questions of Quality in Teacher Education" *in 2005* and the workshop on Curriculum Development in Education Faculties held by the Ministry of Education *in 2006*, the *restructuring works in 2006, 2007, and 2008* were done respectively. The new changes were made in relation to the programs and the non-thesis Master's

degree teacher education. The aim was explained as not to change the reform acts made in 1997-98 but to up-date it and recover its problematic aspects (YÖK, 2007). At first side, the implemented programs of pre-school and primary school teacher education were re-examined and these changes were made: revision of course lists, course credits and description of the courses in the program; providing more flexibility in the composition of the programs with 65-80% subject matter area courses, 25-30% pedagogy courses; giving freedom to education faculties to determine the 25% of their programs with elective courses (Kavak, 2009). Besides, the application of minor area was put aside; teacher candidates were given the opportunity to have practice teaching in villages, mixed-level classrooms, and boarding regional primary schools; increasing the percentage of general culture courses was emphasized; a general culture course named “community service” was added.

Introduction to Teaching Profession, Development and Learning, and Instructional Planning and Evaluation courses were excluded and replaced with Introduction to Education, Psychology of Education, Teaching Principals and Methods, Measurement and Evaluation, Turkish Education System and School Management. In 2007, new arrangements were made for the secondary teacher education programs: the consecutive model of 3.5-1.5 year with Master’s degree was changed to 5 year concurrent model for more integrity; the credits of practice teaching were decreased from 26 to 18 for the non-thesis Master’s degree teacher education program (YÖK, 2007). In 2008, the length of this non-thesis program was decreased from 1.5 years to 1 year; while the credits were 37 and 18 respectively for theory and practice, they were decreased to 26 for theory and 16 for practice. After these arrangements in non-thesis programs, it was also decided not to open new Secondary Teacher Education programs in Education faculties (Kavak, 2009).

Another important development is that the Ministry of Education published the general and specific *teacher competencies in 2008* which were also discussed in the frame of teacher education. The general competencies were presented under main titles as professional development, knowledge about students, the process of teaching and learning, monitoring and evaluating learning and development, relationships

among school-family and society relationships; and knowledge about curriculum and subject matter (MEB, 2008).

*In 2009*, some arrangements in Teacher Education were made. In some universities, courses in the secondary teacher education non-thesis Master's program were decided to be given in undergraduate program of subject faculties and other programs that Ministry of Education recruited (Kavak, 2009). *In 2010*, the **18<sup>th</sup> National Education Convention** was organized in Kızılcahamam; and in this council, the teacher education was again discussed by the authorities in Ministry of Education (MEB; 2010a). Some of the noteworthy suggestions were as following:

- Based on the 2023 vision, the coordination between Ministry of Education and Higher Education Council should be improved, the middle-term and long-term needs for teachers should be planned, and the teachers should be educated considering these needs.
- Apart from education, the general culture and subject courses besides the teaching courses should be developed in line with the aims in the faculties providing formation.
- Teacher education should be offered by higher education institutions; and **Teaching or Education University** should be founded.
- Teaching practices should last one year throughout the last year of education and should be done under the supervision of mentor teachers and faculty instructors.
- The National Committee of Teacher Education should be revitalized, strengthened, and revised in terms of the personnel, their duties, and responsibilities. Moreover, the committee should gain an autonomy taking decisions freely.
- Due to the discrepancies between the graduates of different universities, the works on accreditation and standards should be reconsidered.

*In 2012-2013 academic year*, the new school system which is 4+4+4 have been launched by the Ministry of Education. The 8-year uninterrupted compulsory education has been changed to interrupted 12-year education. In the new system, the

starting age for school has become 60 months and new programs have been implemented at schools (MEB, 2012). It is discussed that this change in the elementary schooling system will affect the preparation of the teachers and the skills they should gain throughout this education. For instance, currently, the Higher Education Council (2012b) has sent an official document to education faculties through which the views of the faculty staff are asked about adding courses on *doing projects* and *popular science* into the curricula of teacher education in faculties of education.

As covered above, there have been a number of restructuring or rearrangement attempts about the preparation of teacher besides the discussions and meetings. Nonetheless, the effectiveness and quality of teacher education provided is still highly debatable both in public and in the politic and academic environment. While Ok and Eret (2012) considered these reform acts within the question of sustainability and criticized the lack of sustainable acts, Bilir (2011) mentioned the lack of national policy for teacher education and also proposed collaboration among the main stakeholders of teacher education including Higher Education Council, Ministry of National Education and the State Planning Organization. Here, it should also be noted that skills and abilities to be acquired during teacher education have not been discussed among the policy makers or reform actors. The changes and developments have been mostly related to the structure of the teacher education. Although the time, the number, and the length pertaining to teacher education were discussed and altered constantly, it was not much brought into question whether these courses or practice teachings were equipping teacher candidates with the necessary abilities and skills to become professional in teaching. The results of these changes and the discussions are furthered in the following section, which points to the challenges and problems faced during the preparation of teacher candidates for teaching profession despite the changes, developments, and reforms.

### **2.2.2. Challenges in Teacher Education**

As covered above, the literature points out the changing face of the age and the need for the changing teacher education. On the other hand, teacher education is discussed much for not being effective to prepare the teachers for their profession and for not



responding to the needs of teachers and the era (Darling-Hammond, 2006a). For instance, about the issue, Arne Duncan, United States Secretary of Education, asserted in one of her speeches on teacher education in the USA: "...university-based teacher preparation programs need revolutionary change – not evolutionary tinkering" (U.S. Department of Education, 2009, p. 2). She also criticized many teacher education colleges for doing *a mediocre job* in terms of preparing teachers for facts of 21<sup>st</sup> century classes.

The existing teacher education programs were criticized for not keeping up with these changes to make the prospective teachers ready for the real classroom environment (Goodlad, 1990). Furthermore, one of major problems of the current teacher education programs is also stated as the lack of bridge between theory and the practice (Darling-Hammond, 2000; Hui & Grossman, 2008; Korthagen, 2001; Shuk & Berry, 2008). Although teacher candidates are furnished with the theoretical aspect of "being a teacher," a great majority of them experience a great difficulty to put what they learned during their pre-service education into the practice when they start their profession in a real school and classroom environment.

The studies in the literature also hold important evidences to support these claims, as they reveal the fact that there is a gap between the teacher education and the real teaching profession and the teachers could not practice what they learned during their education or they might have really hard times while adjusting to their new profession (Cole & Knowles, 1993; Veenman, 1984; Zeichner & Tabachnick, 1981). Moreover, some educators evaluate the challenges of teacher education from other perspectives. For example, Cochran-Smith (2000) noted that there is no common-ground on the needed teacher education components and summarizes this situation as following:

The teacher education profession finds itself responding to the charges against it as well as the complex demands placed upon it. Increasingly, there are competing positions in the discourse, and there is no clear consensus about what teachers need to know, who should provide education for teachers, how teachers should be certified and licensed, and what role university-based teacher preparation should play in school improvement. (p.163)

Parallel with this, Mason (1997) also mentioned the difficulty of preparation of the teacher candidates because of the challenges in teaching in the current school systems. Despite the challenges in society and in the educational systems, teacher education is regarded as responsible for the success of the students and the development of the nations. Ben-Peretz (2001) pointed out that the problems in schooling are charged to teachers and the inefficient preparation of those teachers, which also puts challenges for the education of teachers because of the different demands from it and lack of concise content. On the other hand, Musset (2010) stated that the challenges of teacher education differ from country to country despite the common problems, as the needs and demands differ from country to country. For that reason, he explained: “There is no magical —policy mix that can be applied in each and every situation” (p.3)

Considering this idea and the common problems of teacher education, it gains importance for all countries to conduct studies to analyze the current situation of their teacher education in terms of meeting the needs so that it would be easier and more scientific to reach a consensus on the required teacher education. In this respect, the problems of teacher education in Turkey are handled in this study; and the literature in relation to the challenges and problems are mentioned to comprehend the need for such a study.

Turkey, as being a developing country, has experienced certain vital problems in relation to teacher education and basing it on the individual and societal needs (Dülger, 1987; Gürşimşek, 1998). These problems have been presented by researchers, educators, or other stakeholder in the literature. To start with, it is necessary to mention the results of the study conducted by Higher Education Council with the education faculty deans and academicians. This study provided a good summary of the main problems of education faculties and, of course, pre-service teacher education in Turkey (YÖK, 2007). Despite the length of listed problems, only some of them are presented here as following: overlapping courses in the program, insufficiency of classes for practice-based education, inappropriate design of faculties for active learning and student-centered learning, lack of enough instructional materials, and academic quality of some of the instructors. These

problems constitute serious challenges before the teacher education institutions and the efforts to improve it.

Furthermore, Şimşek and Yıldırım (2001) discussed the problems in Turkish teacher education before the reforms in 1998 and 2007. Some of the problems are listed as disregard for the real needs of the schools, teacher shortage, duplication of efforts and lack of collaboration, lack of coordination between MONE and HEC, inadequate school experience, and degraded teacher certificates. After the reform in 1998, the vital problems of teacher education in Turkey were mentioned (Üstüner, 2004). Some of them were identified as the lack of enough professorate in education faculties, the lack of relationships between faculty and practice schools, lack of enough practice teachings and some others. It is indispensable to realize that some of the major problems continued after the reconstructive attempt in 1998.

When looking at the other studies, Çakıroğlu and Çakıroğlu (2003) presented their reflections on teacher education. In their article, they also put forward the major issues in relation to preparation of teachers in Turkey; and mentioned the problems related to lack of relevance of the faculty education with the real school environment. This is expressed as: “The pedagogical coursework in teacher education programs is, for the most part, far from acknowledging the realities of Turkish schools” (Çakıroğlu & Çakıroğlu, 2003, p. 260).

Moreover, Şahin and Özkılıç (2005) proposed that the integration of practices, skills, and courses into the teacher education programs were not enough, but they should also be combined and united with the real teaching practices to meet the needs for the required teacher characteristics in the rapidly changing society. Parallel to these, in 2005, the 58 deans and 137 academicians of Education Faculties discussed the “Questions of Quality in Teacher Education,” and the vital problems on teacher education were listed at the end of the meeting (Tekışık, 2009, p. 5) as 1) lack of quality of students taken to education faculties and surplus of students, 2) shortage of quality academicians, 3) quality of teacher education programs, 4) insufficiency of classes, laboratories, and libraries, 5) number of students for per instructor (170-200 students for an instructor), 6) workload of instructors (41-56 hours of lessons for a week), 7) lack of technology such as computers and the Internet access in education

faculties, 8) second-shift teacher education in 47 education faculties which are in the outlined conditions, and 9) recruitment of the graduates.

As different from these, Gödek (2004) also perceived the main challenge facing the teacher education as the lack of comprehensive survey of stakeholders before any changes and applications. He explained that while required changes were being made in teacher education, the ideas of neither teachers nor the other stakeholders were taken into consideration, so the changes failed or did not meet the needs. In the end, these attempts added to the existing problems and challenges in teacher education. In their more up-to-date paper, Ok and Eret (2012) claimed the problem of teacher education as the lack of sustainability in the reform acts and stated: “Short lived changes, reforms or acts hardly produce expected quality and even quantity outcomes” (p.13). The underlying reasons of this sustainability problem were summarized as lack of research, lack of cooperation, quality -quantity dilemma, assessment system, dilemma of mission, and discreet actions. Bilir (2011) also mentioned the number of decisions taken to improve the teacher education and the continuous problems of teacher education. She related the persisting problems with student selection to education faculties, increasing number of education faculties opened by the Higher Education Council, and parallel to this, increasing number of teacher candidates, and evening schools (second-shift education). She lastly declared the lack of state policy for teacher education as one of the main problems of teacher education in Turkey.

All these problems might prove that there is a need for reconstructive attempt based on the comprehensive scientific inquiry. With the help of needed research in relation to the pre-service teacher education, it can be analyzed whether these programs could prepare teacher candidates effectively for the required teaching skills and needs. Based on this point, this study was planned by the researcher, as the literature revealed the need to provide change in teacher education, to prevent the currently-occurring problems and to reshape it in accordance with the needs of the teachers and challenges of the current century.

### **2.3. Research on Pre-Service Teacher Education**

In this part, research in relation to the teacher candidates and preparation of teachers is displayed to provide a scientific background for the problem at hand. Following the teacher education research abroad, research in Turkey is presented.

#### **2.3.1. Research on Teacher Education Abroad**

There is a good amount of research on teacher candidates and preparation of teacher candidates in higher education institutions. In this part, presented studies generally focus on the assessment of teacher education programs and teacher preparation from the perspectives of teachers and teacher candidates in terms of preparing for the teaching profession with needed teaching skills. The studies were mostly conducted in the last ten years.

To start with, the studies conducted with teachers on their education were examined. As one of these, O'neal, Ringler, and Rodriquez (2008) investigated teachers' perceptions on their preparation for teaching for diverse learners. For their study, they selected an elementary school because of the number of students who spoke Spanish. In this school, the subject area teachers of 5<sup>th</sup> grades were randomly sent consent forms. Totally, 24 teachers (22 female and 2 male) accepted to participate in the study. Researchers used interview schedule as the main data collection instrument in the study and they interviewed the participants in focus groups. Qualitative data analysis was used for analyzing the data obtained from the interviews. The findings pointed out that the teacher education programs, no matter their year of graduation, did not prepare the teachers for teaching current diverse students, as seventy-five percent of the teacher stated that they did not feel prepared to teach students in classes. The researchers offered the Higher Education institutions to revise teacher education programs and to increase collaboration with school districts. Also, the curricula of the teacher education needed to be revised to reflect needs of students.

Moreover, Darling-Hammond (2006b) studied with 420 recent graduates of their seven teacher education programs and 551 other working teachers to evaluate the

feeling of graduates about the teaching preparation they received in their institutions. The participants were selected using a random sampling from the list provided by National Education Association in the USA. The study had a survey design and the researchers used a questionnaire, through which the graduates were asked about their demographic characteristics, the schools they worked, and how they had been prepared across thirty-six dimensions of teaching such as creating interdisciplinary curriculum, evaluating curriculum materials, using instructional strategies, and addressing special learning needs. She compared the graduates of seven teacher education programs with the working teachers in terms of preparedness. The descriptive statistics were used for the analysis of the data obtained from the questionnaire. The results showed that the recent graduates they studied with were prepared significantly better than other group on many teaching skills including developing curriculum, managing classroom, teaching diverse students, understanding how different students learn and so on. The graduates of the teacher education programs especially felt very well prepared in using instructional strategies to promote student learning. These graduates also felt better than the other randomly selected teachers in many teaching skills such as working with families and colleagues, supporting student learning, and conducting research.

Apart from these, Imbimbo and Silvernail (1999) conducted their study with 2956 new teachers and investigated how prepared they were after their teacher education. For the study, surveys were used by the researchers and they were sent by the New York City Board of Education to all of the teachers, had at most four-year experience and were included in the personnel list of the board. In the study, the researchers firstly determined the three important areas using the data that were explaining teachers' preparation level when they first start teaching. These areas were subject area knowledge and instructional strategies, proficiency in educational technology, effective classroom management. The results pointed out that the teachers stated a need for better preparation before coming to the classes as teachers, especially for educational technology and coping with new language learners. Furthermore, they did not feel ready to teach in a way that provided high achievement. Lastly, the teacher related their readiness mostly with effective classroom management, knowledge of content area and instructional strategies, and competency in using

educational technology. Using the data from this study, Darling-Hammond and Chung (2002) compared the teachers graduated from alternative teacher education programs. In the study, the results also showed that the teachers prepared through teacher education programs were significantly better prepared than the others having an alternative preparation or no preparation. In addition, the positive affect of teacher preparation on student achievement was also found in studies conducted with teachers (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). The researchers proposed that the effectiveness of the teachers is highly relevant to the preparation for teaching.

Besides the studies with teachers, the literature involved studies investigating teacher candidates' views on the quality of teacher education, which is also the main concern of this study. With this regard, as part of a dissertation study, Mehdinezhad (2008) conducted a repeated cross-sectional research to evaluate the teacher education programs based on the views of student teachers, graduates, and teachers in Finland. The researcher used two different questionnaires, which were a structured likert-scale and an open ended questionnaire. The sample was consisting of 675 senior students and graduates from the departments of Teacher Education at University of Turku and 257 teachers graduated from Turku University. The researcher used two data collection instrument, a questionnaire including teaching skills/activities to rate both effectiveness and importance on a five-point scale and another questionnaire with two open-ended questions. SPSS was utilized to analyze the data using standard deviations, Pearson Product Moment Correlation, t-test, ANOVA, Bonferroni post-hoc test, and Polynomial Contrast tests. The results indicated that most of the students and graduates believed in the quality, effectiveness, and importance of their teacher education program for preparing them to teaching. However, the ratings of participants on effectiveness of the programs differed significantly only based on gender. The female students and graduates rated the effectiveness significantly higher than the male participants. In terms of quality and importance of the programs, no significant differences were revealed. As contrary to the students and graduates, the qualitative data indicated that teachers generally criticized the programs for not meeting their needs in relation to practical aspects of everyday

events in classroom such as coping with difficulties in student learning, communicating with parents and other specialists, and managing classroom.

Similar to the study mentioned above, Hudson and Hudson (2007) surveyed eighty-seven last year teacher candidates selected from an art education unit in an Australian university to explore their perceptions of their program to prepare them for the teaching art. A survey instrument having 39 items on different teaching skills with five-point scale was used as a data collection instrument. Descriptive statistics were used to analyze the data. Percentages and mean scores indicated that the last-year pre-service teachers were in general ready to teach at schools as a teacher. However, more than ten percent of teacher candidates indicated they could not agree or strongly agree that they could provide 20 of the 39 teaching practices (skills) in the curriculum and 20% stated this lack of preparedness for 7 of the 39 teaching skills such as providing opportunities for students to use various media, techniques, and tools in relation to investigating the subject matter. The researchers concluded that higher education institutions should be more *proactive* in terms of pre-service teachers' preparedness for teaching.

Moreover, Hobson (2002) collected both qualitative and quantitative data from student teachers to investigate their perceptions and assessment of the mentoring experiences as part of their practice teachings in teacher education. The sample included 16 student teachers for interviews and 224 student teachers for questionnaires. The participants were selected from four different training courses in England based on their proximity to the researcher due to the financial limitations as expressed by the researcher. Interview schedule and self-complete questionnaires were used as data collection instruments. The results of the study proved that while teacher candidates found the mentoring in teaching practices useful, they criticized the mentor teachers at school for not always providing opportunities for teaching.

Williams and Alawiye (2001) also examined the student teachers perceptions of their preparation program. The sample involved a cluster of teacher candidates from Seattle and Federal Way Centers and the survey instrument was used as the data collection instrument. Totally thirty-three student teachers responded 24 items on the adequacy of their program for preparing them for teaching. The researchers found



that the teacher education program was averagely adequate but needed *programmatic improvements* in terms of preparing them for the teaching profession. However, there were some strengths and weaknesses of the education they received. While some of the identified strengths were care about students, knowledgeable professorate, and well-preparedness of the program, the weaknesses were stated as inconsistent classes, cooperating teachers, teaching practice's being in the last semester, computer lessons, student/supervisor ratio, and class availability. Besides the mentor teachers, the literature also points out the resistance of teacher candidates to teaching practices due to the incompatibility of practices with their beliefs (Wideen, Mayer-Smith, & Moon, 1998). However, the effectiveness of teacher preparation combined with practice was found to affect the teacher effectiveness especially in the first year of teaching (Body, Grossman, Lankford, Loeb, & Wyckoff, 2009).

In the literature, the review studies also exist in relation to the teacher education. One of the important review studies was done by Kagan in 1992. The researcher attempted to create a teacher education model for the professional development of the teacher candidates and beginning teachers by determining the common themes in the reviewed studies. He reviewed totally 40 teacher education studies published between 1987 and 1991. He found at the end of his study that the model he formed fitted the developmental models presented by Fuller & Bown and Berliner (1975 & 1988; as cited in Kagan, 1992). Moreover, it was also concluded that pre-service and first-year teaching created a single stage of development in which candidates gain the knowledge of students, use this knowledge to form their self-image as teachers, and develop routines combining classroom management and instruction. However, Kagan (1992) found that pre-service programs did not address these in a sufficient way.

Furthermore, Floden and Meniketti (2005) made another extensive review of literature on the impact of the coursework taken during the pre-service education. In their review, they used electronic databases and major education journals. The following areas were questioned in the review: The impact of subject matter courses in the content area the prospective teacher plans to teach, the impact of other arts and sciences coursework, such as courses taken to fulfill general education requirements,

and the impact of coursework in the foundations of education (p. 265). At the end of their review, they concluded that there is a little empirical evidence on the impact of coursework taken during pre-service education on teachers' knowledge. However, they found a positive relationship only between the mathematics teachers' pre-service preparation and students' mathematics learning.

Similar to the review above, Clift and Brady (2005) reviewed the refereed journals from 1995 to 2001 to examine the research on methods courses and field experiences in teacher education. The researcher noted that the studies mostly pointed out the gap between the method courses and field experiences and prospective teachers' beliefs about teaching. While some of the candidates did not change their ideas and practices about teaching after taking these courses, some of them were affected from these courses and changed their beliefs accordingly. In relation to the practices at schools and interactions with students in the context of curricula, the research revealed that these experiences contributed to the change in teacher candidates' ideas about students, school, and teaching. They became more conscious about their strengths and weakness in such environments. Moreover, the researchers concluded based on the review that these courses have a certain impact on prospective teachers' thoughts about teaching in both positive and negative way based on their prior views and practices, coursework, views of the curriculum, students, and pedagogy. Besides method courses and field experiences, pedagogical aspect of teacher education was also studied in the literature. Using portfolio, cases, video materials, laboratories, and other instructional techniques and materials were generally found to contribute to prospective teachers' education (Grossman, 2005).

On the other hand, there are studies examining the preparation of teacher candidates for the communication with parents (Dotger, 2010; Epstein & Sanders, 2006; Walker & Dotger, 2012). In these studies, it was revealed that if the pedagogical studies of teacher candidates involve more dispositions and activities on parent-teacher relationship, they are better prepared in terms of communicating with parents. For that reason, the researchers offered the use of specific activities such as simulated parent-teacher conferences during the pre-service teacher education to make the teacher candidates more aware and sensitive towards the issue. Lastly, the profiles

and personal beliefs of the teacher candidates were also studied by the educational researchers as they were found to affect the attainability of teacher education programs by the teacher candidates (Akyeampong & Stephens, 2002; Coultas & Lewin, 2002; Korthagen & Kessel, 1999).

As covered above, the studies on teacher education generally reveal the strengths and weaknesses of teacher preparation. The implications of these studies contribute to the development of teacher preparation and improvement of professional skills. More importantly, these studies and their findings suggest that there is still a need for a continuing research on assessing the effect of teacher education on teacher preparation. It should also be noted here that these studies were mostly conducted on one or few components of teacher education, and there is a limited number of studies taking teacher education as a whole with all its components.

### **2.3.2. Research on Teacher Education in Turkey**

In Turkey, the issue of teacher education was also highly-researched by the educational researchers and policy makers. In line with the aim of this study, the studies presented here concentrates on the characteristics of teacher candidates and the evaluation/assessment of teacher education programs and institutions.

To start with, the Higher Education Council conducted a comprehensive study on the state of education faculties in Turkey in 2006. In the study, the views of 50 education faculty deans and 1239 academicians were surveyed in relation to student profile, educational effectiveness, and restructuring process (YÖK, 2006). The results were grouped under main headings which are teaching staff and students, programs, areas of expertise, instructional materials, physical infrastructure, research and publications, infrastructure of knowledge technology, organization and administration, and follow-up of the graduates. Being a comprehensive study and including the deans and academicians in the field, the study ascertained noteworthy results about the conditions of teacher education in Turkey and main problems. For that reason, it could be necessary to highlight some of them:

- Most of the academicians think that the teacher candidates are not at the level of adapting to European Union because of the insufficient foreign language education in faculties, lack of competence in using technology, and some personal prejudices.
- More than 61% of the instructors in the faculties have at least 21 hours of lessons.
- More than half of the participants find the teacher education program appropriate in terms of content, objectives, measurement and evaluation, teaching-learning processes, length, and scope. However, most of them also think that the program do not respond developing affective objectives.
- The most of the academicians believe that there is not a complete quality teacher education as needed.
- There are courses overlapping in terms of objectives and content.
- Of all, 70% find the classes insufficient; and 58% mention that lessons in the faculties support theory-based education instead of practice-based education. Also, the faculties are not designed physically for active learning and students-centered learning as stated by the most of the participants.
- Among the academicians, 61% cannot use the Internet and computer.
- Most of the participants do not have an international publication.

Besides these, lack of enough instructional materials, lack of cooperation and communication, lack of standards for quality teacher education, unsuitability of the faculties for accreditation, and lack of follow-up programs for the graduates were also among the problems stated by the deans and academicians at the end of the study. This study carries an importance for the present and future of the teacher education in Turkey, as it points out the views of the faculty deans and teacher educators comprehensively.

Parallel to the study of Higher Education Council, in 2005, a group of researchers from Ankara University conducted a study on the analysis of the current state of education faculties (AÜ, 2005). Totally 68 deans from different education faculties were surveyed on the conditions of education faculties to educate the future teachers. Similar findings were revealed in this study as well. Some of the problems were

described as discrepancies among the faculties with respect to number of academicians, overburden of academicians, lack of enough number of instructors and insufficient physical conditions in some faculties, and problems with using technology effectively.

At this point, another study conducted with the faculty deans focuses on the use of information and communication technologies (ICT) in teacher education colleges (Göktaş, Yıldırım, & Yıldırım, 2008). The researchers surveyed 51 education faculty deans at public and private universities in Turkey using a questionnaire as data collection instrument. The data were analyzed through descriptive statistics. The study showed the lack of training for information and communication technologies for using the technology appropriately as part of teacher education. It was also found that not only faculty staff but also teacher candidates had problems of accessing ICT and faculties did not contain enough technological materials and software. There are also problems with using the laboratories in the faculties. At the end of the study, the researchers offer a detailed planning for the integration of technology into the teacher education programs and for the training of both students and the instructors. The study brings forth the important results for the preparation of teacher candidates with the required skills of the age. Living in the technology age, the teachers must certainly have skills of making the technology part of their classes and instruction, and the best time for this education is during the pre-service education years before starting the profession. The studies mentioned up to this point mainly aimed to reveal the conditions of teacher education institutions based on the views of the deans and academicians. These studies carry vitality for to answer the question of “what to do to prepare the teacher candidates with required skills” and they take the issue from the perspective of educators.

The teacher education was also evaluated by the educational researchers in terms of its effectiveness. One of them, Senemoğlu (2011) examined the views of teacher candidates, faculty staff, and recently-graduated teachers about the effectiveness of the teacher education program. The study had a mixed-method design and four different colleges of education having initial primary education departments were selected as for the sample of the study. The data were collected from 145 student

teachers, 81 faculty members from 4 education faculties, and 89 graduates from 38 education faculties using both questionnaire and interviews. The qualitative data were analyzed through an inductive coding approach while the quantitative data were analyzed using frequencies, means, Kruskal-Wallis, and Hollander Wolfe tests. The findings showed that all groups of participants generally had close views in terms of how well students are prepared as a primary teacher. Teacher candidates felt that they were well prepared in the given competencies and their perceptions were higher than the other groups. Moreover, it was also found out in the study that all aspects of the program helped the participants prepare for their future profession. Lastly, the qualitative data showed some deficiencies in relation to teaching practice and allocation of much time to theoretical subject courses compared to teaching-related courses (methods on how to teach). The researcher suggested giving more importance to teaching practice in teacher education but it should be enhanced by professional studies. This study can be considered as very parallel to this study in terms of its aims and design and provide a good background for this study. However, its limitation in terms of having a narrow sample should be kept in mind while evaluating the results.

Although Senemoğlu (2011) mentioned the teaching practice as “the heart of teacher education” (p. 44), the issue of practice teaching and teaching experiences during the teacher education is one of the most controversial issues in the context of teacher education. For that reason, it would be appropriate here to present the studies on the practical aspect of the teacher education programs. The studies generally touch on the effectiveness and effects of the practice teachings offered during the pre-service teacher education (Atay, 2007; Çetin, 2005). Teaching experiences are important for teacher candidates to face with the real context of teaching profession, but there are certain inefficiencies in relation to the physical conditions of schools, lack of coordination, and negligence of the procedures and responsibilities (Çetin, 2005). The research suggests giving more importance to this practical aspect of teacher education to make the teacher candidates gain more insight, skills, and knowledge about their future professions through communication with mentors, students, and school personnel, and teaching-related tasks in real environment (Atay, 2007).

In relation to the practice teaching, Ok (2005) also scrutinized the student teachers' experiences and expectations by specifically focusing on the identification of the differences in terms of gender and the number of practices. He collected data from 230 fourth grade teacher candidates of English language teaching departments through a questionnaire from six different universities in five different regions of Turkey. The results of his study showed that the candidates had high expectations from the practices; however, they claimed that they did not take enough information and guidance about some of the instructional tasks during these practices such as measurement and evaluation, lesson planning, and classroom activities. The students also expressed problems in relation to cooperating teachers at school. Moreover, it was also revealed that while gender and type of practice school affected the experiences of the teacher candidates in favor of females; the number of attendance to the practice teaching affected neither their experiences nor their expectations. This latter result was interpreted by the researcher as the issue of quantity and quality of practice teaching as part of teacher education. Together with the results of other studies on practical aspect of teacher education, these results lead us to reconsider the effects and effectiveness of the practice teaching course in the programs and practice schools.

As important as these studies, the Turkish literature also involves studies which focus on the question of "who are the teacher candidates," which also affects the preparation of the teacher candidates and the quality of the teacher education. For that reason, the background characteristics and personal beliefs of the teacher candidates are studied in the literature as they are found to affect the effectiveness of the teacher education programs. Of the most comprehensive and up-to-date studies of this kind is the nation-wide study conducted with 18.266 first-grade prospective teachers from 51 faculties of education in Turkey (Aksu, Demir, Daloğlu, Yıldırım, & Kiraz; 2010; Aksu et al., 2008). As an instrument, a three-section questionnaire was used and the data obtained from this questionnaire were analyzed using descriptive statistics and chi-square analyses. The results disclosed that student teacher generally come from low SES families; 51% of them choose teaching as they wanted to be a teacher, 87% of them plan working as a teacher after graduation, they generally have traditional beliefs and values, and they have not constructed their

beliefs about pedagogy yet. In addition, it was also found that 31% of teacher candidates do not read newspapers generally or at all; 73% of them believe that religion supply answers for spiritual needs.

Moreover, Ok and Önkol (2007) also studied the characteristics of the teacher candidates selected from the six higher education institutions located in different regions of Turkey. Totally, 1013 freshman student teachers participated from three programs, which were English teaching, elementary mathematics teaching and elementary science teaching. The researchers administered a 30-item questionnaire with five open-ended questions and analyzed the data using descriptive statistics. The open-ended questions were analyzed using qualitative data analysis procedures. Their study produced similar results with Aksu and her colleagues (2010). The students had a desire to be a teacher, they came from low-income families, and they did not take place in social activities regularly. However, they had a high motivation for becoming teachers. The results of these studies could be examined in more detailed way by the educators, as they could provide empirical answers for the problems of teacher education and the ways to improve it especially in terms of student selection procedures in teacher education.

As comprehensive as the study of Aksu et al. (2010), Okçabol and his colleagues (2003) researched the issue of teacher education from different perspectives including the profiles, educational and professional beliefs of teacher candidates and teachers, the effectiveness of the program and courses, and the status of the education faculties. They selected the sample through clustered random sampling and they collected data through questionnaire. They surveyed 1300 high school students, 2139 working teachers, 1250 teacher candidates, and 630 academicians. It is necessary to list some of the striking results of this nation-wide study:

- 57% of the teacher candidates, 64% of the teachers, and 73% of the instructors have a teacher in their family,
- 48% of the teacher candidates find the teaching as a suitable profession for themselves.



- Only 61% of the teachers and 51.3% of faculty instructors were graduated from teacher education institutions including education faculties, education institutes, and two-year education schools.
- Only 32% of the faculty instructors have 1 to 5 international publications.
- The candidates chose teaching because of their desire (23.7%), its appropriateness for them (13.6), their scores in university exam (8%), and the guarantee to find a job (7.6%).
- There are some significant differences among the views of teachers, teacher candidates, and faculty in relation to evaluating the teacher education institutions.
- Related to the views of participants on the student selection for teacher education, 57% of the teachers, 49% of the teacher candidates, and 63% of the faculty offered using special ability exam. Moreover, 28% of the teachers, 32% of the teacher candidates, and 52% of the faculty suggested interviews besides the ability exam.
- Of the participants, 41.2% of the teachers, 58.1 % of the teacher candidates, and 59.6% of the faculty found the education faculties suitable to conduct teacher education. As second choice, all groups chose the teacher university.
- In relation to attitude towards teaching, 32% of the faculty and 31% of the teachers stated that “teaching is an inborn ability” and these frequencies are lower for teacher candidates (25%). Surprisingly, 18% of the faculty and 20% of the teachers do not believe that “teaching ability can be developed through a good education.”

Although the results of this study are too many to display here, the presented results could give an idea in relation to the status of the teacher education besides the general views in relation to the different components of teacher preparation.

Apart from these studies presented in detail, there are studies conducted with the teacher candidates on the investigation of the characteristics and expectations of student teachers (Ekiz, 2006); the views on pedagogical and field knowledge courses and willingness to teach (Beşoluk & Horzum, 2011); the views on different teacher education models (Ekiz & Yiğit, 2006; Şahin, Turan, & Toprak, 2010); sociological

profiles of primary school teacher candidates (Arslan, 2007); attitudes of the teacher candidates towards teaching and their self-efficacy (Açıslı & Kolomuç, 2012; Çapa & Çil, 2000; Çapri & Çelikkaleli, 2008; Demirtaş, Cömert, & Özer, 2011; Doğan & Çoban, 2008; Sözer, 1996); environmental literacy of pre-service teachers to develop teacher education programs (Tuncer, Tekkaya, Sungur, Cakiroglu, Ertepinar, & Kaplowitz, 2009); comparison of teacher candidates' teaching efficacy in USA and in Turkey (Çakiroğlu, 2008); readiness for teaching profession (Mehmetlioğlu, 2010).

As can be seen above, the literature involves a good deal of research and many resources in relation to the teacher education. There are also studies which assess the teacher education institutions and programs with regards to preparing the teacher candidates for the profession. However, the sample and context of the studies specifically concentrating on the assessment of the teacher education is observed to be limited in number and in diversity in the literature.

#### **2.4. Summary of the Literature Review**

Considering the importance of teachers for the quality of education for societies, the quality of teacher education also gains vitality as much as other educational concerns. For that reason, the review of literature started with the general discussion on the importance of teachers and teacher education. The role of teacher education was also mentioned as being very important factors of the effective teacher preparation. Although the literature does not have much empirical research on the direct effect of teacher education on student achievement and learning, it is discussed by many educators that the preparation process makes the teacher candidates gain important professional and personal skills besides the experiences and insight for teaching before entering the classes. However, this preparation period is also debatable as there are many routes offered by various institutions for the ones who want to be a teacher. These routes are discussed in the literature as teacher education alternatives and models. As part of this study, the review also involved the brief description of these models from different countries including some of the notable models used in Turkey at present and throughout the history of teacher education. During the discussion of the models, the changes and developments in the structure

or model of teacher education in Turkey was also covered and this also presented teacher education starting from the foundation of Republic in 1923 to the current date. As it is important to present current discourses on teacher education, some of the important standards, decisions, meetings, and papers were put forward including NCATE, INSTASC, Green Paper, and European Commission. In these papers, the required teaching skills, professional characteristics, and institutional standards were considered as part of the teacher education. These skills and characteristics also constituted the important part of this study and they helped while constructing the scale used in the study. Moreover, after the mention of changes and developments in Turkey and other countries, the challenges and problems of teacher education was presented in the review. The review ended with the presentation of research studies conducted in abroad and in Turkey. The review helped the researcher justify the place of the study in terms of its significance and methodology. Lastly, the reviewed studies have justified that any educational undertaking within the context of its program and structure is unavoidably subject to assessment by its very nature as in this study.

## **CHAPTER III**

### **METHOD**

This chapter presents the method used in the study. It includes the information in relation to the overall design of the study, research questions, population and sample, data collection instruments, data collection procedures, data analysis, and the limitations of the study.

#### **3.1. Overall Design of the Study**

The aim of this study was to assess the pre-service teacher education in Turkey in terms of preparing teacher candidates (TCs) for teaching profession based on the views of the senior class teacher candidates. In line with this aim, the study utilized a survey design, as the information was collected about a target population from a representative sample (Krathwohl, 1998). Moreover, the researcher, in a survey design, conducts a survey or interviews to the selected sample to get their views and describe certain characteristics (Creswell, 2012; Fraenkel, Wallen, & Hyun, 2012). In the current study, a questionnaire and an interview schedule were used by the researcher to collect the views of the participants on the pre-service teacher education in Turkey. To examine the pre-service teacher education, Teacher Education Assessment Questionnaire (TEAQ) was prepared. In addition to the questionnaire; the interview schedule was also used to support the quantitative data with the in-depth information obtained from the participants. The interview form was prepared parallel with the TEAQ. During this process, the approval of the Human Subjects and Ethics Committee at METU and the permissions from the universities and departments were obtained to be able to administer the data collection instruments. The researcher also applied to the Scientific Research Project Coordinator at METU to get a financial support for the expenses of the study. The data collection instruments were administered to 1856 senior class teacher candidates in the seven teaching departments of the seven education faculties in seven different universities in Turkey. Moreover, 43 teacher candidates were interviewed. Overall design of the study is presented in Figure 3.1.

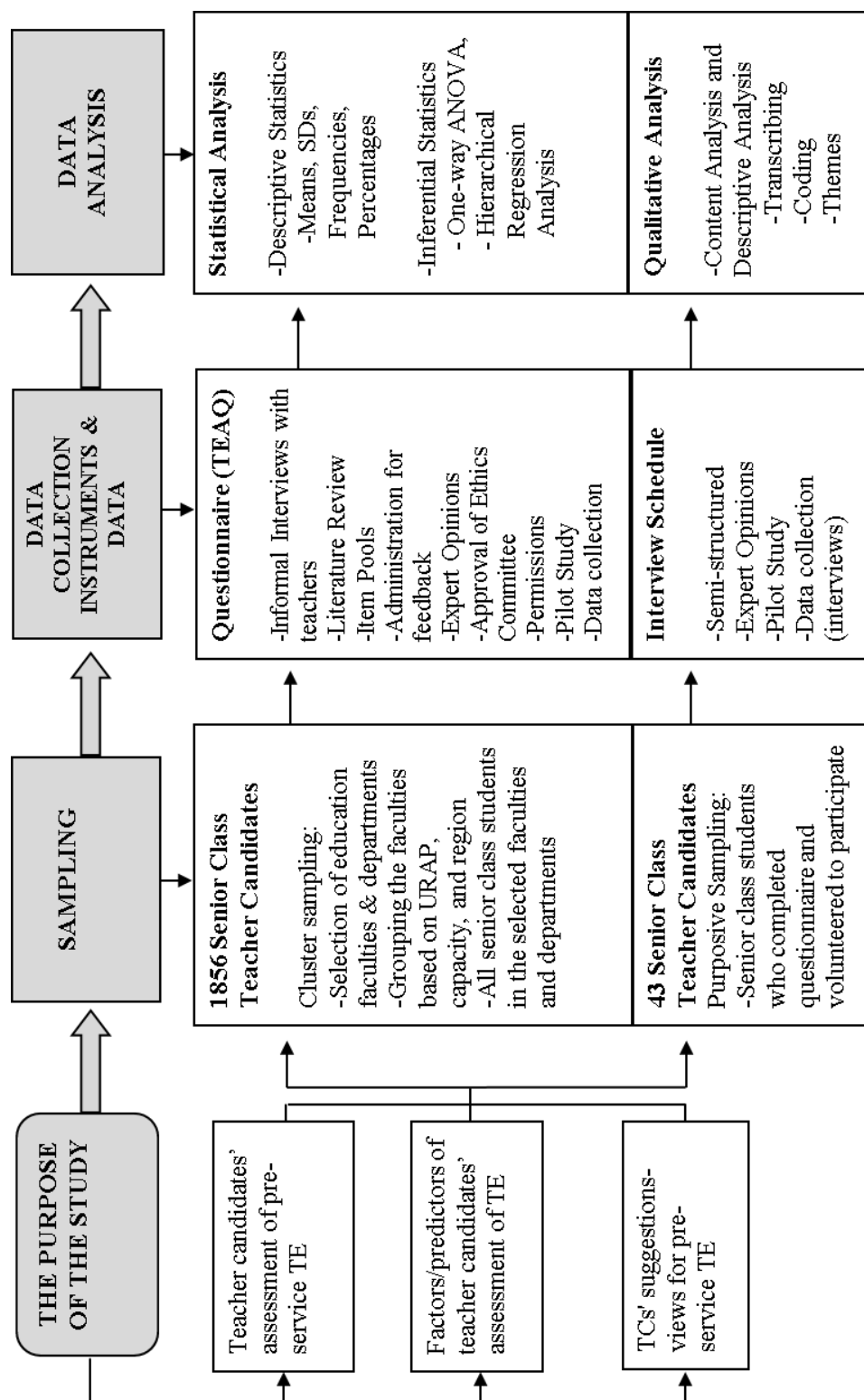


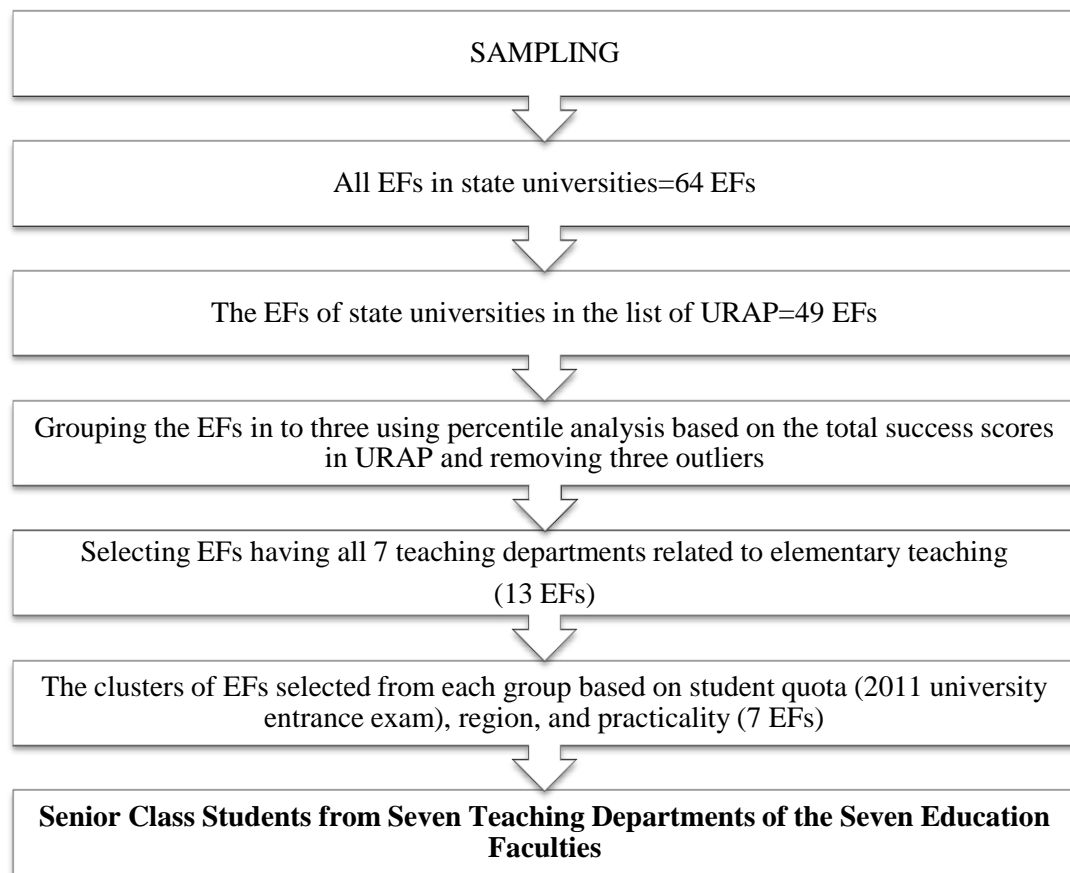
Figure 3.1 Overall Design of the Study

### **3.2. Research Questions**

1. How do senior class teacher candidates assess the pre-service teacher education in Turkey with regards to
  - a) preparing for the teaching skills?
  - b) preparing for the 21<sup>st</sup> century skills?
  - c) faculty/program aspects?
2. What are the factors/predictors of the teacher candidates' assessment of the pre-service teacher education in Turkey in terms of preparing for teaching?
  - a) Does the teacher candidates' assessment of the pre-service teacher education in terms of preparing for teaching differ based on their teaching areas?
  - b) How do three groups of variables (demographic characteristics, orientation towards teaching, and faculty/program aspects) predict the teacher candidates' assessment of the pre-service teacher education in Turkey in terms of preparing for teaching?
3. What are the teacher candidates' views-suggestions for patterns and ways of more effective pre-service teacher education in relation to
  - a) student admission?
  - b) general structure/model?
  - c) faculty/program aspects?

### **3.3. Population and Sample**

Target population of the study was all senior class teacher candidates currently enrolled in the elementary teaching departments of the education faculties of the state universities in Turkey. As the whole population would not be reached by the researcher within the limits of this research, the sample was selected from this population following the steps described in Figure 3.2.



*Figure 3.2 Steps of the Sampling Procedure*

Cluster sampling method was used for the selection of the sample. Using this method, approximately 2000 senior teacher candidates were reached for data collection; however, after cleaning and removing the problematic questionnaires, the sample of the study comprised 1856 senior class teacher candidates from the selected colleges of education. For interviews, the sample was selected among the participants of questionnaire using purposive sampling method, and totally 43 teacher candidates were interviewed by the researcher.

### **3.3.1. Sampling**

In cluster sampling, a group or clusters of subjects are selected rather than individuals and then all individuals in those clusters are reached (Fraenkel, Wallen, & Hyun, 2012). For the participants of questionnaire, clusters of subjects were determined based on certain rationale. At the start, selecting only senior class teacher

candidates had some grounds behind. Senior class students were closer to graduation; they took all courses and were about to complete their teaching practice. Therefore, they were thought to have more chance and insight to evaluate their education and faculty. There was also a rationale behind selecting teaching programs related to elementary teaching. First of all, elementary education curricula were subjected to some changes in 2005. Since then, there has been more interest in the preparation of the teachers who will teach at elementary level. Teaching skills and characteristics of teachers have been reconsidered recently (TED, 2009). Also, teaching skills are more focused in elementary education, whereas the content-area knowledge in secondary education. The departments from which the sample selected were Classroom Teaching (CT), Elementary Mathematics Education (EME), Elementary Science Education (ESE), Computer Education and Instructional Technologies (CEIT), English Language Teaching (ELT), Turkish Language Teaching (TLT), and Social Studies Teaching (SST) departments. The departments requiring art-related skills such as arts and graphics and music teaching were excluded as they have different criteria for admitting students.

The clusters of sample were determined with respect to the rationale and criteria described. Firstly, there were totally 64 EFs in state universities. It was decided to divide them into three categories using percentile analysis based on success rank. For more scientific and comprehensive success ranking, URAP (University Ranking by Academic Success) was taken as the basis. URAP is a research laboratory founded in 2009 in Middle East Technical University in the body of Informatics Institute. Its aim is to develop scientific methods to evaluate the academic success of the higher education institutions in Turkey and to share the results with the public opinion (URAP, n.d). As explained, the total success scores are calculated through certain indicators which are number of articles, citation, total document, journal impact total, journal citation impact total, and international collaboration. For this study, the EFs of the universities in 2011 ranking of the Turkish universities were considered. Among the 64 EFs, 49 of them were in the list. Before dividing these 49 EFs into groups, the normality of the distribution of the scores was checked through the box plot to see the outliers which may affect the distribution of the scores for the three groups. There were three EFs detected as outliers and affecting the normality of the



scores. The total scores of the omitted universities were successively 74, 72, and 69. Then, all EFs were divided into three groups using a percentile analysis with SPSS. The first group included scores ranging from 315 to 303 (0-33.33%), the second from 302 to 244 (33.33-66.66%), and the third from 242 to 163 (66.66% and above). Then, the EFs having all seven elementary teaching departments were determined and only 13 EFs left. From these 13 education faculties, seven of them were selected as clusters for the study considering success group, region, student quota, and practicality. There were three education faculties from the first group, two from the second, and two from the third. These are the education faculties of Gazi, Dokuz Eylül, Selçuk (it is renamed as Necmettin Erbakan University now), Uludağ, İnönü, Sakarya, and Abant İzzet Baysal universities. All of the senior class teacher candidates in the selected departments of these EFs were reached as the participants of this study. The selected education faculties varied in terms of the region. Only the South East Anatolian was not included in the sample, as there was no university having all seven teaching departments. Furthermore, approximate student capacities of selected faculties were higher than the others not included in the study. In other cases, the region was taken as the basis. As the last consideration, the practicality to reach these institutions was also thought by the researcher. As a result, nearly 2000 teacher candidates participated in the study, but the responds of 1856 teacher candidates were used, so they formed the sample. Table 3.1 below summarizes sample size based on the university and department.

Table 3.1

*Sample Size based on University and Department*

	CT	SST	EME	ELT	ESE	CEIT	TLT	Missing	TOTAL
9 Eylül	27	59	64	37	18	19	87	1	312
Selçuk	57	36	19	48	15	8	14	1	198
Gazi	55	46	38	112	29	26	46	-	352
Sakarya	45	28	41	0	33	0	29	-	176
İnönü	47	36	47	21	29	22	24	2	228
Uludağ	53	19	36	38	38	68	60	1	313
AİBU	37	20	33	35	41	46	49	1	262
Missing	6	3	1	2	1	-	1		
TOTAL	327	247	279	293	204	189	310		1856*

\*Including 15 missing values for universities; 7 missing values for departments

For the interviews, purposive sampling method was used to select the participants. Explained by Marshall (1996), the purposive sampling allows the researcher to choose the “most productive sample to answer the research question” (p. 523). In the study, the participants were selected from the senior class teacher candidates. Moreover, from each institution and department, the students being information-rich and accepting to participate in the interview voluntarily were invited to the study. Gender and instructors’ suggestions were also considered during selection. Totally, 43 senior class teacher candidates were interviewed from all departments in the study. The number of all interviewees is presented below in Table 3.2 based on the university and department.

Table 3.2

*Number of the Interviewees based on University and Department*

	CT	SST	EME	ELT	ESE	CEIT	TLT	TOTAL
9 Eylül	2	1	2	-	-	2	1	8
Selçuk*	-	2	1	1	1	-	1	6
Gazi	3	1	-	1	-	2	-	7
Sakarya	-	-	2	1	-	2	-	5
İnönü	-	-	1	2	2	-	2	7
Uludağ	1	-	-	-	2	-	1	4
AİBU	1	2	-	1	1	1	-	6
TOTAL	7	6	6	6	6	7	5	43

\*Now it is renamed firstly as Konya University and then Necmettin Erbakan University.

### 3.3.2. Characteristics of the Sample

The participants of this study were totally 1856 senior class teacher candidates from the seven education faculties of the state universities in Turkey. Of them, 1686 were fourth-grade; 136 were third-grade who were also about to complete their education; and 34 did not state their grade level. These third grade students were also included in the study on the condition that they took their courses beforehand, were about to complete their teacher education. Some of the characteristics of the participants are given in Table 3.3 below.

Table 3.3

*Characteristics of the Questionnaire Respondents (N=1856)*

	<i>f</i>	<i>%</i>
<b>Gender</b>		
Female	1184	63.9
Male	669	36.1
<b>Type of High School</b>		
General High School	485	26.2
Anatolian High School	326	17.6
Anatolian Teacher High School	548	29.6
Science High School	8	0.4
Technical and Vocational High School	66	3.6
Anatolian Technical and Vocational HS	80	4.3
Super High School (Foreign Language-Weighted HS)	288	15.5
Other High Schools	52	2.8
<b>The Region They Come from</b>		
Central Anatolia	383	20.8
East Anatolia	213	11.6
Aegean	287	15.6
Black Sea	242	13.2
Marmara	346	18.8
Mediterranean	241	13.1
Southeastern Anatolia	128	7.0

Of the participants, 63.9 % were female and 36.1 % were male. Most of the students were at the age of 22 ( $n=766$ , 41.5%) and 23 ( $n=451$ , 24.4 %). They mostly came from Anatolian Teacher high school ( $n=548$ , 29.6 %), general high school ( $n=485$ , 26.2 %), Anatolian high school ( $n= 326$ , 17.6 %), and Super high school ( $n=288$ , 15.5 %). Before the university, the teacher candidates lived in different regions of Turkey including Central Anatolia ( $n= 383$ , 20.8 %), Marmara ( $n=346$ , 18.8%), and all other regions as seen in Table 3.3 above. Moreover, the teacher candidates generally accommodated in towns ( $n= 608$ , 32.8%), metropolitans ( $n=555$ , 29.9%), and cities ( $n=504$ , 27.2%). However, there were also a group of students coming from villages ( $n=182$ , 9.8%). Most of their mothers were housewives ( $n=1537$ , 83.2%) and their education levels were generally primary education ( $n=1045$ , 56.4). Of them, 12.9 % ( $n=239$ ) never had a schooling and very few of them completed university education ( $n=81$ , 4.4%) and obtained graduate degree ( $n=4$ , 0.2 %).

Similar to mother education level, most of the fathers had only primary education ( $n=656$ , 35.6 %). In addition, 23.8 % of them ( $n=440$ ) completed high school and 14.3 % ( $n= 264$ ) had university education. There were only 21 fathers (1.1 %) who received graduate education.

Table 3.4

*Family Background of the Participants (N=1856)*

	Mother		Father	
	<i>f</i>	%	<i>f</i>	%
<b>Level of Education</b>				
No schooling	239	12.9	61	3.3
Primary school	1045	56.4	659	35.6
Middle school	188	10.2	262	14.1
High school	257	13.9	440	23.8
Two-year higher education	38	2.1	145	7.8
University	81	4.4	264	14.3
Graduate degree	4	0.2	21	1.1
<b>Work Status</b>				
Working regularly	173	9.4	980	54.1
Retired	116	6.3	712	39.3
Unemployed	21	1.1	118	6.6
Housewife/No job	1537	83.2	-	-

Of all participants, only 26.6 % ( $n= 490$ ) had a teacher in their core family. However, 73.4 % of them did not have a teacher in their family ( $n= 1353$ ). Lastly, the Cumulative Grade Point Average (CGPA) of the participants in that academic semester ranged mostly between 2.00 and 2.99 ( $n=1085$ , 58.5 %) and between 3.00 and 3.49 ( $n=652$ , 35.1 %). There were only 98 teacher candidates having CGPA between 3.50 and above and 17 teacher candidates below 1.99.

Among the participants who responded to the questionnaire, 43 of them were interviewed by the researcher. They were all senior class students. The institutions and department of these students were presented in Table 3.2. In relation to gender, there were 24 female and 19 male teacher candidates as seen in Table 3.5. Majority of them had their high school education in Anatolian Teacher High Schools ( $n= 16$ ,

37.2 %) and general high schools ( $n= 12$ , 27.9 %). There were few students having education in other types of high schools. They lived in 27 different cities of Turkey located in seven different geographical regions. Most of them were from East Anatolia ( $n=9$ , 20.9%) and Aegean ( $n=7$ , 16.3). The information is summarized in Table 3.5 below.

Table 3.5

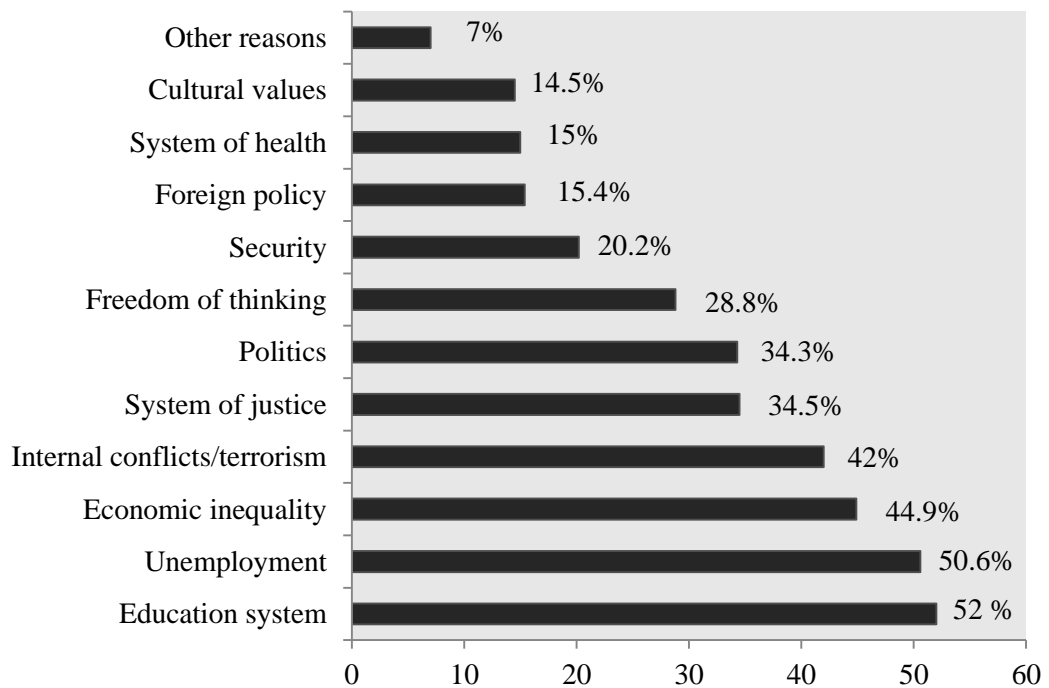
*Characteristics of the Interviewees (N=43)*

	<i>f</i>	<i>%</i>
<b>Gender</b>		
Female	24	55.8
Male	19	44.2
<b>Type of High School</b>		
General High School	12	27.9
Anatolian High School	4	9.3
Anatolian Teacher High School	16	37.2
Science High School	1	2.3
Technical and Vocational High School	2	4.7
Super High School	8	18.6
<b>The Region</b>		
Central Anatolia	4	9.3
East Anatolia	9	20.9
Aegean	7	16.3
Black Sea	5	11.6
Marmara	5	11.6
Mediterranean	8	18.6
Southeastern Anatolia	5	11.6

Their age ranged from 21 to 28, however, most of the interviewees were at the ages of 22 (48.8 %) and 23 (25.6 %). Lastly, the CGPA of the interviewees changed from 2.15 to 3.58 with four students between 2.00-2.49, 16 students between 2.50-2.99, 21 students between 3.00-3.49, and there was only one student above 3.50.

The general interests/hobbies of teacher candidates in their daily lives were also asked and they were allowed to select more than one option. As the results showed, most of the teacher candidates ( $n= 1172$ , 63.1 %) were interested in following daily news while science and technical was the least mentioned interest of the teacher

candidates ( $n= 306$ , 19.4 %). The teacher candidates were also interested in music ( $n=843$ , 45.4%), technology and computers ( $n=746$ , 40.2%), sports ( $n=582$ , 31.4%), nature/environment ( $n=580$ , 31.3%), literature ( $n=510$ , 27.5 %), and politics ( $n=431$ , 23.2%). Lastly, to get a general idea about the satisfaction level of teacher candidates, they were asked if they were satisfied with the current conditions of Turkey. The results pointed out that majority of the teacher candidates ( $n= 1278$ , 69.3 %) were not satisfied with the current conditions while only 16.2 % of them ( $n= 298$ ) were satisfied. Moreover, 14.6 % of the teacher candidates ( $n= 269$ ) specified that they were not sure whether they were satisfied or not with the current conditions of Turkey. As the further question, the reasons why they were not satisfied with the current conditions were asked to the ones who were not satisfied. Figure 3.3 below displays these reasons.



*Figure 3.3 Reasons of Dissatisfaction from the Current Conditions in Turkey*

### **3.4. Data Collection Instruments**

In the study, the data were collected through Teacher Education Assessment Questionnaire (TEAQ) and a semi-structured interview schedule prepared by the researcher in line with the purpose of the study.

### 3.4.1. Teacher Education Assessment Questionnaire (TEAQ)

The main data collection instrument of the study was the Teacher Education Assessment Questionnaire (see Appendix B). The questionnaire had totally seven parts. The steps followed for the development of the questionnaire are displayed in Figure 3.4.

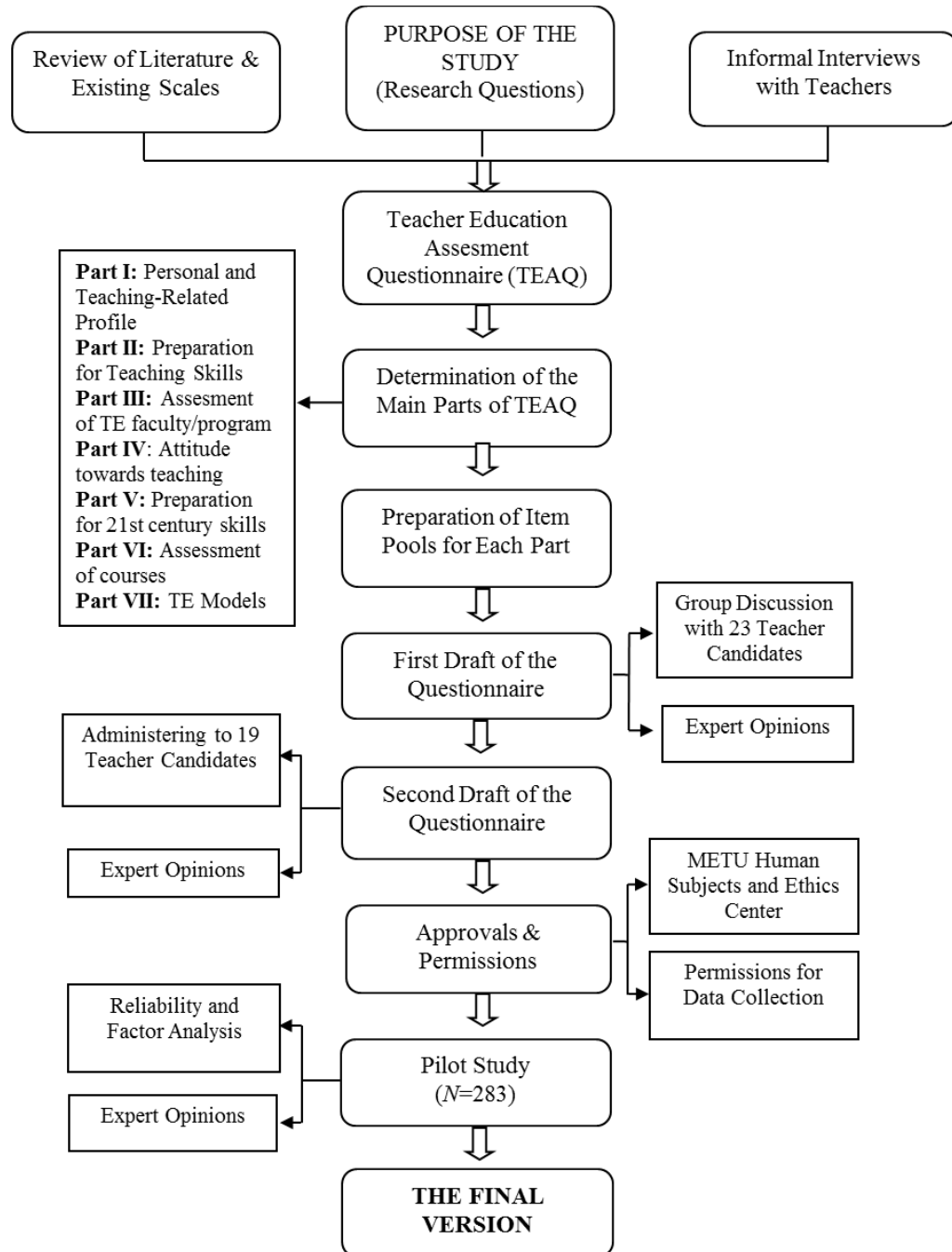


Figure 3.4 Development of TEAQ

The first part (Part I) included 32 items on personal and teaching-related characteristics of teacher candidates. The scale of measurement for all of the variables in this part was either categorical or ordinal. The variables in relation to personal characteristics were gender, age, region they lived, the place they accommodated before, type of high school, mother and father education, mother and father work status, university, grade level, department, CGPA, having a teacher in family, satisfaction with the conditions in Turkey, reasons of dissatisfaction, and personal interests/hobbies. The teaching-related characteristics included planning graduate degree on education/teaching, preference rank of their department in university exam, desire to choose teaching again /satisfaction with teaching, reasons for choosing teaching, teaching plan after graduation, worries about teaching, desired work place, working as a teacher, readiness for teaching, success of their education, success of teacher education in terms of satisfying 21<sup>st</sup> century needs, following academic publications on teaching, and membership to an educational club/association.

Part II included 47 items in relation to teaching skills to identify the adequateness of the teacher education program in terms of preparing for these skills. The participants were expected to rate each item on a 5-point scale ranging from “very inadequate (1)” to “very adequate (5).” There were five categories of teaching skills which were education and instruction (18 items), measurement and evaluation (4 items), planning/program (5 items), communication and collaboration (7 items), personal and professional development (4 items), and other skills (9 items). Some of the sample items are “using various teaching methods and techniques,” “giving regular feedback to students,” “planning lessons regarding individual differences,” “relationship with school management,” “making self-reflection/evaluation,” and “guiding students based on their developmental needs.”

The next part (Part III) was built around the idea of assessment of aspects of TE faculty/program and included totally 28 items to be rated on a 5-point scale ranging from “very inadequate (1)” to “very adequate (5).” It was categorized based on factor analysis, literature review, and personal judgment. The dimensions were faculty environment (4 items), curricula and courses (10 items), teaching practice (5 items),



teaching/faculty staff (5 items), and others (3 items). The sample items in relation to each dimension are respectively “providing social environment,” “adding enough practice opportunities,” “teaching/working opportunities in practice schools,” and “competence of teaching staff in their area.”

The attitude scale (Part IV), which was developed to measure the attitudes of the participants towards teaching, had one dimension including 10 items. The participants were expected to reflect their opinions in relation to their attitude towards teaching on a 5-point scale ranging from “completely agree” to “completely disagree.” The sample attitude items are “I always dream of being a teacher,” “I like teaching to children/people,” “I am impatient to teach,” and “I would teach in every condition.”

Part V involved 14 items on 21<sup>st</sup> century skills; and participants were asked to evaluate their teacher education in terms of preparing them for the 21<sup>st</sup> century skills on a scale changing from “very inadequate (1)” to “very adequate (5).” Some of the skills were communication skills, research skills, working with different groups, problem solving, scientific thinking, and using new technologies.

Part VI was on courses with 13 items and had all of the teaching-related courses one by one besides the general culture and content area courses as a whole. The teacher candidates were asked to evaluate the courses on a 5-point scale ranging from “very inadequate (1)” to “very adequate (5).” This part comprised courses such as Introduction to Education, Classroom Management, Teaching Practice, Measurement and Evaluation, and Guidance.

The last part (Part VII) included only one question with 5 options asking about the alternative teacher education structure/model. Five different models/structures of teacher education were presented and teacher candidates were asked to choose the one that would prepare them as future teachers in the best way.

#### **3.4.1.1. Preparation of Item Pools**

In the first step, extensive review of literature was done to reveal how pre-service teacher education was studied previously. The researcher performed extensive

reading on teacher education in the national and international level. For the assessment of the pre-service teacher education, related articles, reports, existing instruments, and studies were used while constructing the item pools for the questionnaire. The main sources used for Part II and Part III of the questionnaire were as following: the characteristics/skills/competencies described by the Higher Education Council in Turkey (YÖK, 2007); the general competencies and skills for teaching profession described by the Ministry of National Education (MEB, 2008); the study conducted by Turkish Education Association on “Teacher Competencies” (TED, 2009); the teaching skills described by NCATE (2008); the needed and required teacher characteristics described by INTASC (2011); the Green Paper on “Teacher Education in Europe” (Buchberger, Campos, Kallos, & Stephenson, 2000); the “Common European Principles for Teacher Competences and Qualifications” prepared by the European Commission (2005); “OPA Preservice Teacher Survey” and “Beginning Teacher Survey” by Linda Valli and her colleagues (2001); the readiness scale on pre-service teacher education (Mehmetlioğlu, 2010); Belcheir’s Readiness Scale (1998) prepared to assess the readiness of the teachers; “The Perceptions of Preparedness Scale” used by Darling-Hammond in the study to measure the preparedness of the recent graduates of teaching programs (Darling-Hammond, 2006); Pre-service teacher education survey (Çakıroğlu, Çapa-Aydın, Çakıroğlu, & İşler, 2009); the follow-up questionnaire for the teacher education students to evaluate the effectiveness of the teacher education program (Mehdinezhad, 2008); and lastly teacher education research conducted by Okçabol and his colleagues (2003).

For the preparation of the Part IV attitude towards teaching scale, the reviewed scales included the attitude scales prepared by Aşkar and Erden (1987), Çapa and Çil (2000), Üstüner (2006), Çetin (2006) and Erkuş, Sanli, Bagli, and Güven (2000). All items in relation to attitude towards teaching were carefully examined while preparing the attitude scale for this study. Lastly, for the 21<sup>st</sup> century skills part (Part V), some of the reviewed sources included the 21<sup>st</sup> century skills defined in the project by the Partnership for 21st Century Skills (2010) and the book by Trilling and Fadel on 21<sup>st</sup> century learning (2009). The Report by the National Institute of Education in Singapore about the teacher education model for the 21st Century (NIE,

2009) was also helpful to identify the 21st century skills in teacher education field. The courses in the Part VI were taken from the latest curricula of TE available at Higher Education Council in Turkey.

Apart from these literature sources, informal interviews conducted with 15 teachers provided good clues for generating items and determining the categories of the TEAQ. The teachers were selected from different regions of Turkey and from different teaching areas. The teachers had various years of experiences changing from 2 years to 19 years. They were asked about the main problems and suggestions in relation to the pre-service teacher education they had in faculties of education. They suggested some needed teaching skills to be gained before becoming a teacher and the aspects of TE program/faculty which should be developed. Some of the suggested (important but not gained properly) teaching skills were “establishing discipline in the classroom,” “working with students who needed special education,” and “carrying out some official tasks.” They also criticized the social environment, lack of enough practice opportunities and authentic teaching environment, lack of guidance by teaching staff in relation to the aspects of TE.

Following the preparation of item pools for each part, the first draft of the questionnaire was developed. This version was administered to 23 teacher candidates to obtain feedback about the clarity of the items and needed time for responds. A group discussion was held to get their reflections on the questionnaire and their suggestions to add or to remove any item. The session provided evidence for face validity in relation to the wording, grammar and spelling mistakes, appearance, and the understandability before getting the expert opinions.

#### **3.4.1.2. Expert Opinions**

The questionnaire was revised upon the suggestions obtained from the teacher candidates and the supervisors; then it was given to experts to be reviewed and to get feedback on the face and content validity. The experts were 6 academicians from educational sciences department and elementary education department; 4 research assistants from educational sciences department; and 5 teachers from different elementary schools. All of the experts were requested to examine the format, content,

appearance, and appropriateness of the items besides their further suggestions and opinions. The academicians mostly evaluated the meanings, content, and structural characteristics of the items and the teachers generally pointed out the problems in relation to the understandability of the items and practicality of administering, and the length of the questionnaire. Both academicians and the teachers suggested some grammatical corrections and pointed out spelling mistakes; they also suggested adding, removing, or combining items. Furthermore, they mentioned repetitions of some of the items or double-statements. The feedback received from experts was valuable for ensuring face and content validity of the questionnaire.

After the expert opinions, necessary changes and the revisions were made and the second version/draft of the questionnaire together with the interview form was also sent to the Human Subjects and Ethics Committee at METU for the ethical appropriateness of the items and the questionnaire as a whole. The questionnaire was approved by the committee (see Appendix A).

#### **3.4.1.3. Pilot Study of TEAQ**

For the pilot study, the questionnaire was administered to the senior class teacher education students enrolled to the different teaching department of Middle East Technical University and the Başkent University in Ankara. There were totally 282 teacher candidates participating in the pilot study. The data obtained from the pilot testing in relation to “Part II: Teaching Skills” “Part III: Aspects of Faculty/Program” and “Part IV: Attitude towards Teaching” were subjected to factor and reliability analysis to detect the underlying dimensions and internal consistency of the items. For the Part II: Teaching Skills, the factor analysis results were mainly used to include and exclude the items, and group the items for the face validity of the questionnaire, as this part was taken as one dimension for the latter analysis. However, for the Part III: Aspects of faculty/program, the researcher utilized the results to determine the components, as each component was analyzed as a separate variable for the planned analyses.

In this respect, the exploratory factor analysis was used, as the researcher has no prior evidence about the underlying pattern and the factor structure of the

questionnaire (Hair, Anderson, Tatham, & Black, 2006; Preacher & MacCallum, 2003). Before the factor analysis, the normality and the sample size were considered to see whether there were any concerns. In terms of normality of the first part, there were three items exceeding the +3 and -3 values of skewness and kurtosis (12, 14, and 15), which violated the rule of thumb for normality (Field, 2009). Moreover, according to the criterion of " $N/p \geq 3$ " for the sample size (Cattell, 1978, as cited in MacCallum, Widaman, Zhang, & Hong, 1999),  $282/57=5$  did not violate the minimum required number of participants to conduct the factor analysis. For the second part, two items (12, 30) did not show normality, but sample size  $282/34=8.3$  met the criterion. The all items of the attitude scale showed normality with skewness and kurtosis values between +3 and -3, and sample size  $282/10=28.2$  was enough to conduct factor analysis.

Later, the assumptions separately for each part (Part II and III) were checked to see the suitability of the analysis. Most of the coefficients in the correlational matrix were .30 and above. The Kaiser-Meyer-Olkin value was .95 for Part II and .92 for Part III, and .94 for the attitude scale (Part IV), so they were greater than .60 as recommended (Kaiser, 1974). Lastly, for all parts, the Barlett's Test of Sphericity was statistically significant ( $p<.05$ ), which pointed out the factorability (Barlett, 1954). As the criteria to set the number of factors for rotation, priori hypothesis, the scree test, and the eigen-value-greater-than-one were used. The last decision was made by the researcher by considering the interpretability of the factor structure.

For the first part, the three items (12, 14, and 15) deviated from normality and had low communalities (.32, .17, and .10). They also lowered the reliability of the whole scale. The researcher examined these items and discovered that there were also problems related to understandability of these items and there existed similar items. Therefore, they were not included in the analysis. The Maximum Likelihood analysis as a Common Factor Analysis was used, as it does not involve error variance and unique variance to the analysis but it looks for communalities with common and shared variance (Hair et al., 2006). In this case, the analysis showed the existence of four different factors with eigenvalues greater than 1, and they explained 56.64 % of the total variance. The four-factor-rotated solution with oblique rotation, which does

not limit the factors to be correlated, explained the 53.1% of the total variance. For that reason, four dimensions were considered for the Part II. For the reliability analysis of each dimension, Cronbach Alpha values were calculated; and they were found to be above .96, .88 (if 39<sup>th</sup> item is deleted .90), .87 (if 57<sup>th</sup> item is deleted .89), and .92. However, two items (39 and 57), decreasing the reliability of factors, were handled after getting the expert opinions as well.

For Part III related to program/faculty characteristics, the two items (12 and 30) deviated from the normality and had low communalities (.23 and .21). They also lowered the reliability as revealed in the latter analysis. These items were not included in the factor analysis, as there also had problems in terms of understandability. There were other items corresponding to the similar meaning. The analysis pointed out the existence of five different factors explaining 60 % of the total variance. The five-factor-rotated solution with oblique rotation explained the 53.1% of the total variance. For that reason, five dimensions were considered for Part III. For the reliability of dimensions, Cronbach Alpha values were found. As there were five dimensions, the Cronbach Alpha values were .90, .80, .85, .86, and .75 respectively, which also showed internal consistency for Part III.

The results of the factor analysis showed that there were items which did not load under any factor, deviated from normality, and lowered the reliability. They had problems in relation to meaning and clarity for the participants. For instance, in Part II (teaching skills), the items which were problematic were: working with students who need special education, preparing learning environment based on the individual differences, and developing the problem solving skills of the students. For the second part, the items not loading under any factor were “the quality of the teachers in the practice schools” and “the opportunities provided for learning by doing.” The researcher re-evaluated the items with experts for the last version before the main application and they were either removed or replaced.

In relation to the attitude scale, the factor analysis pointed out the existence of only one factors with eigenvalue greater than 1 as consistent with the previous findings (Aşkar & Erden, 1987, Çapa & Çil, 2000), and it explained 64.87 % of the total variance. The Cronbach Alpha was found to be .94 indicating high internal

consistency of the scale. The scale was not changed for the main study. For following parts related to the 21<sup>st</sup> century skills and courses, the factor analyses were not conducted, as they were not prepared as to have underlying dimensions. However, the reliability statistics were calculated to see their internal consistency. The Cronbach Alpha values were .95 and .85 respectively.

During the pilot testing, the researcher noted the important experiences on data collection. The length of application in each class was recorded besides the reactions and suggestions of the students to the questionnaire and the whole study. In some classes, some of the students did not have any pencils to fill in the questionnaire and the researcher noted down to bring a few pencils for the data collection. Some students criticized the font size of the questionnaire being small to see clearly. This problem was prevented by using optic forms for the final version. Some of the students also criticized the length of the “Part II: Teaching Skills” and the lack of categorization, and they explained that categories would make them choose the best choice more easily instead of seeing all items one after another. These suggestions were also evaluated for the preparation of the final version of the questionnaire and to increase the face validity of the questionnaire. After collecting the data, to see if the items were correctly answered or there were some questions or items misunderstood by the participants, the completed questionnaires were entered to the SPSS and they were examined by the researcher one by one. After this process, it was seen that there were parts that needed revision. To give an example, some of the questions in the demographic part included only “yes” and “no” options, however, a few of the participants wrote the option of “not sure” on the questionnaire. This option was included to related questions. Moreover, when the students were asked about the term that they were currently in, some of the participants wrote the year. This question was asked by putting options to choose on the questionnaire. In another question related to “the place they would like to teach,” some of the participants chose more than one option even though they were asked to choose only one. The warning “please choose only one option” was highlighted. In relation to the job of the mothers and fathers, the descriptive analysis also showed that there were several jobs written by the participants. These jobs were omitted and changed as working status in the final version.

After the pilot study and taking expert opinions on these results, all parts of the questionnaire was reconsidered and reevaluated together with the supervisors, so the necessary revisions and reductions were made to better the quality of the questions and to increase the quality of the questionnaire for the main study.

Finally, the members of Thesis Committee were consulted to obtain their views on the finalized version. With their suggestions, the latest version for the main study was ready and this last version was printed as an optic form (see Appendix B).

#### **3.4.1.4. Validity and Reliability of TEAQ**

The validity is described as the “accuracy of the inferences, interpretations, and actions made on the basis of test scores” (Johnson & Christensen, 2012, p.143). If an instrument measures accurately what it aims to measure, then it is possible to mention the validity of the instrument. Besides, the validity is the issue of “degree” instead of “point,” as there would be no instrument or research being one hundred percent valid; therefore, it is the purpose of the researcher to maximize the validity following some substantial steps and providing evidences (Cohen, Manion, & Morrison, 2007). There are various types of validity that the researcher should consider; and three of them are face, content, and construct validity frequently used by the researchers. In the present study, these three evidences of validity were taken into consideration while preparing the questionnaire.

First of all, the *content validity* is related to the adequacy, relevance, and comprehensiveness of the content of the instrument while the *face validity* is concerned with the format such as clarity of the directions and printing, appropriateness of the language, or the size of the type (Fraenkel, Wallen, & Huyn, 2012). All of the steps described for the development of the questionnaire were used to increase the face and content validity of the questionnaire. To summarize, the researcher used item pools, expert opinions, discussions with small groups, and pilot testing, printing the questionnaire as optic forms. The items pools were prepared for every part of the questionnaire using the related literature and the existing scales. This helped the researcher add necessary items to the content of the questionnaire. Moreover, the 15 experts provided valuable feedback for both the content and the



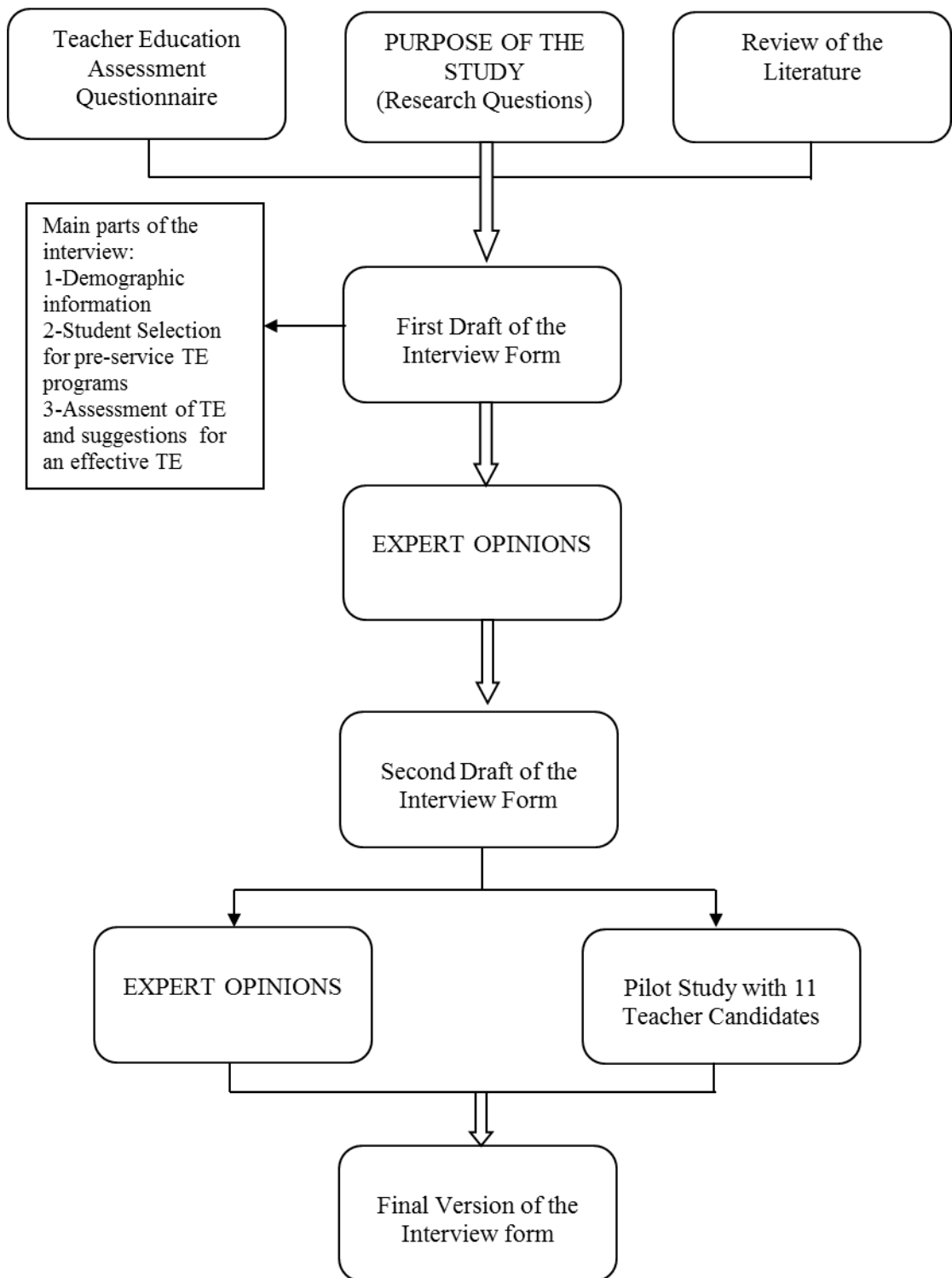
format of the questionnaire including the items to be excluded, included, or revised. The changes and reorganization were also made in relation to wording, directions, appearance, spelling and grammar based on the expert opinions. Besides, small group discussions were held with the teacher candidates to ask about the content and format of the questionnaire. As they are the target population for the study, it was also very helpful to have their suggestions and ideas on the content coverage, the understandability of the wording, and the appearance of the questionnaire to increase the content and the face validity of the questionnaire. During the pilot study, the participants were also asked about their opinions about the content and format after they completed filling the questionnaire. They expressed their criticism especially on the length and font size of the questionnaire. Some students noted down their suggestions for the items to be included at the very end of the questionnaire. The optic forms were also used to increase the face validity of the questionnaire, as it demonstrated more professional and arranged appearance.

Pilot study also helped the researcher to check for the *construct validity* and the *reliability* of the questionnaire before the final version. The results were given under the “pilot testing” part. After collecting the data with the final version of the TEAQ, the factor and reliability analyses were also conducted by the researcher with the main data. They were presented in the result chapter.

### **3.4.2. Interview Schedule**

The interview schedule was developed for collecting more detailed and comprehensive views of participants (see Appendix C). The first draft was developed by the researcher parallel with the TEAQ. Other steps included getting expert opinions, preparing second draft, getting approvals and permissions, and pilot testing. These steps are presented below in Figure 3.5.

As seen in the figure, the interview schedule included three main parts. In the first part, ten open-ended questions in relation to personal information were included. These variables were gender, age, place of birth, high school, university, department, CGPA, work plan, reasons of choosing teaching department, and satisfaction with choosing teaching.



*Figure 3.5 Development of the Interview Schedule*

In the second part, there were three questions asking about the student selection such as “What are the positive and negative aspects of the current student selection to the education faculties?” or “What could be the alternative way of student selection for teaching?” Several probes were included under the questions for further information. This part referred to the third research question of the study, aiming to propose alternatives for TE. Similarly, in the questionnaire, there were items asking about the alternative way of student selection (Part I) and teacher education model (Part VII).

Part III was prepared for gathering further information on the assessment of teacher education in terms of teaching skills and assessment of aspects of their teacher education program/faculty. There were totally nine questions in this part together with their probes. This part was associated with the Part II, Part III, Part V, and Part VI of the questionnaire. First of all, the questions on the readiness for certain teaching skills were asked through the following questions: “What are the teaching skills that you’re prepared the best in your institution?” and “What are the teaching skills that you’re underprepared?” During the interviews, these questions were re-asked as “For which skills, do you feel ready or not ready?” There were also questions that required interviewees to evaluate the aspects of teacher education faculty/program and suggest certain alternatives for the main problems. The 21<sup>st</sup> century skills were also included here as: “What are the 21<sup>st</sup> century skills that you are not given effectively during your teacher education?” and “What about the skills that have utmost importance for teacher education programs? Lastly, the alternative model/structure for teacher education was asked including its reasons. This part was used for answering first and third research questions of the study.

#### **3.4.2.1. Pilot Study of the Interview Schedule**

There were totally eleven senior class teacher candidates taking part in the pilot study of the interview form. The students were selected using purposive sampling from the education faculty at Middle East Technical University. The researcher contacted with the information-rich students who could provide detailed information for the questions. The instructors were also consulted to reach some of these students. They were selected from various departments by also considering gender.

Totally, 11 fourth grade teacher candidates were interviewed from different teacher education departments. After each interview, the experiences during the interview and the length of each interview were recorded together with the questions which were not clearly understood by the participants. The participants were also asked about the quality of the questions after the interview besides their suggestions for the improvement of the interview schedule. After the interviews, the data were analyzed using content analysis to see the common results and to check if further questions could be asked or if the questions needed to be revised. The transcriptions of the interviews were crosschecked by another researcher while coding.

After the pilot study, the Thesis Committee also examined the interview schedule and it was revised considering its structure, understandability, total time to conduct, and length of questions. Some important changes were made in the form. First of all, the part for demographic information was taken to the very beginning of the interview form from the end. In some cases, the interviewees forgot to fill in this part and the researcher also forgot to remind, as it was put at the very last page of the form. Secondly, the close-ended question on how they would evaluate the teacher education was removed with the suggestions, as the interviewees claimed that they already did this assessment throughout the interview. Moreover, first question on student selection was revised, as it was asking about the assessment of the two things at the same time. The participants, in some cases, answered only one part of the question and skipped the other, so the question was divided into two parts.

#### **3.4.2.2. Trustworthiness**

As Seale (1999) claims, “the trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability” (p.266), for that reasons the validity and the reliability of the interview were also handled meticulously. While validity is the reflection of the research issue in an objective way and as it is (Kirk & Miiler, 1986, as cited in Yıldırım & Şimşek, 2006), reliability is briefly defined as the dependability and consistency of data (Golafshani, 2003). To ensure the trustworthiness of the research, the researcher used the following strategies: 1) spent some time with the interviewees to relax them; 2) avoided inferences and personal reflections during interviews; 3) gave enough time to the interviewee to express

themselves during the interview; 4) recorded the interviews or noted down the interviews carefully; 5) fully wrote what she hears while transcribing; 6) asked another researcher read the transcriptions.

In addition, after the completion of transcribing, the inter-coder reliability/agreement was also checked. As defined by Kurasaki (2000), inter-coder reliability is a “measure of agreement among multiple coders for how they apply codes to text data (p.179)” and it is used to validate qualitative data. With this aim, the two of the interviews were randomly selected and their transcriptions were given to six different researchers. They were asked to create codes and themes from the given transcriptions. After they were collected the codes and themes of all researchers were compared to check their consistency. It was observed that the codes and themes showed high parallelism and similarity across the coders.

As the next step, the researcher shared all codes and themes created from 43 interviews with the supervisor to control their propriety and to check if high-inference and reflections existed. While writing the results of the study, quotations were used to verify the emerged codes and themes. Lastly, all procedures and the process of the study -especially data collection instrument, data collection procedures, and data analysis- were explained in a very detailed way.

### **3.5. Data Collection Procedures**

After the determination of the sample and completion of the data collection instrument, permission request letters were sent to each university and department to be able to administer the questionnaire and conduct interviews in the specified seven departments of the seven education faculties. During this period, Scientific Research Coordinator at METU was also applied to provide a financial support for the study. After getting the permission letters, the researcher contacted with the relevant faculty staff of the relevant department in the selected universities to arrange an appointment for data collection. The universities were visited between the specified dates and in the following order given in Table 3.6.

Table 3.6

*Data Collection Schedule*

<b>Date</b>	<b>City</b>	<b>University</b>
02.04.2012-06.04.2012	Bolu	Abant İzzet Baysal University
09.04.2012-13.04.2012	Bursa	Uludağ University
16.04.2012-20.04.2012	Sakarya	Sakarya University
07.05.2012-11.05.2012	Malatya	İnönü University
14.05.2012-18.05.2012	İzmir	Dokuz Eylül University
21.05.2012-25.05.2012	Konya	Selçuk University

The researcher prepared a detailed data collection program, which displayed the weekly schedule of the fourth-grade courses of the seven departments in each faculty. The program showed the courses, name and contact information of the instructors, and course hours for each day. The appointments were taken using this program and the visits to classes were done following the course hours in the program. Before university visit, based on the approximate student numbers in each class in each university, the optic forms were counted and put into files on which the name of the department, university, and the number of questionnaires were written. On the appointed time and date, the classes were visited by the researcher herself to conduct the questionnaire. Before administering the questionnaire, the researcher introduced herself and the aim of the study. Then, teacher candidates were given “informed consent form” which gave information on the study and asked for their voluntary participation (see Appendix D). If there were students who were not voluntary for participating in the study, they were not given a questionnaire. In some situations, the students started filling out the form but they did not want to complete it. Their forms were taken and excluded from the study. During data collection, the students asked for further explanation for some questions, the researcher clarified the questions or items in such cases. In most of the classes, the researcher herself was present and collected the data. To prevent any data loss, the questionnaires were directly collected from the students as soon as they completed filling. The completed questionnaires were put into their files by the researcher. The presence of the researcher also helped students ask their questions or any unclear parts. Moreover, the students were provided a pencil by the researcher if needed, as the optic form

required the use of only pencils. In case, the researcher gave an eraser and a pencil sharpener to students. For not to interfere students during filling out the questionnaire, any notes or reminders were written on the boards using a board marker or a piece of chalk. In few classes, the instructors themselves wanted to conduct the questionnaire by themselves. In such cases, they were informed with a detailed written document on how to conduct the questionnaire and what to explain to students before data collection. In each day of data collection, the completed questionnaires were examined by the researcher. If a questionnaire was filled out with a pen or if it was mostly uncompleted, it was removed. The total numbers of questionnaire belonging to each class were counted and this number was noted down on the file. When the visit in one university finished, which took approximately one week, the questionnaires were divided into seven groups based on the department/program. They were put into files and the total numbers were written on the file. The same procedures of data collection were followed for each visit.

For the interviews, in each class, at the beginning or end of questionnaire administration, the students were asked if they wanted to take part voluntarily in the interviews on the assessment of their education to provide more detailed and comprehensive data. Students who were voluntary for interviewing were selected. If there were more than two students being voluntary, then two of them were selected randomly. However, appropriate for the purposive sampling, the gender of the students was also a criterion while selecting the interviewees. In some cases, instructors of the classes were requested to suggest students who could provide rich and in-depth information for the study.

After selecting the participants, the students were either taken to interview right after the administration of the questionnaire or they were given an appointment for a later time. The interviews were mostly conducted in an available class in the faculty. The silence and the existence of other students were taken into consideration while selecting the classes. In a few cases, the instructors provided their offices for interviews and the interviews were conducted in the offices on condition that the instructor was not present during interview. Only few students were interviewed in the canteen or in the garden because of the lack of any available place in the faculty.

In such cases, the most silent places were preferred for the comfort of the interviewees. The interviews were recorded using a sound recorder which was specifically designed for interviews and provided a quality recording for transcribing. Before each interview, the researcher chatted with the teacher candidates on their current workload or their education. During the interviews, a warning was attached to the door of the class to prevent any possible interference by other students. If the interviews were interfered, the sound recorder was paused and then it was re-started after providing the suitable environment again. Interviews lasted approximately between 20 minutes and 60 minutes. At the end of each day of data collection, the interviews were transferred to the computer from the sound recorder and they were labeled and organized under relevant folder on the computer. The title of each interview included abbreviation referring to the university, department, and gender of the interviewees (e.g. 23\_Inonu\_CEIT\_F).

### **3.6. Data Analysis Procedures**

After the collection of the data, the questionnaires were re-controlled and cleaned to omit the problematic ones. Then, they were entered to the SPSS using the optic reader and the researcher labeled the variables and cleaned the data. The saved interviews were also re-organized for data analysis and each interview was transcribed by the researcher herself. So, both quantitative and qualitative data were ready to analyze.

The quantitative data obtained through TEAQ were analyzed using SPSS 20. Both descriptive and inferential statistics were used in relation to the research questions. First of all, the data were screened and checked for missing values. Missing Value Analysis (MVA) was performed using SPSS to see if there were missing value exceeding 5% and if there was a pattern for the missing values. After the MVA, factor analyses were conducted for both pilot data and the main data. Maximum Likelihood and Principal Component analyses were used. For the assumptions of factor analyses, the skewness and kurtosis values, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy test, and Barlett's Test of Sphericity were used besides the boxplots and histograms. For the internal consistency of the



questionnaire, Cronbach's Alpha values were calculated. Table 3.7 displays the type of data and data analyses conducted to answer the research questions of the study.

Table 3.7

*Type of Data and Analyses Corresponding to the Research Questions*

Research Questions	Type of Data	Data Analysis
1- Assessment of the pre-service teacher education with regards to:	Quantitative Data	Descriptive Statistics: Means, SDs, Frequencies and Percentages
a. preparing for the teaching skills	Qualitative Data	Content Analysis: Themes and Codes
b. preparing for the 21 <sup>st</sup> century skills		
c. faculty/program aspects		
2- Factors/predictors affecting the teacher candidates' assessment of the pre-service teacher education	Quantitative Data	Inferential Statistics: - One-way ANOVA - Hierarchical Regression Analysis
3- Views-suggestions for more effective pre-service teacher education in relation to	Quantitative Data	Descriptive Statistics: Means, SDs, Frequencies and Percentages
a. student admission	Qualitative Data	Content Analysis: Themes and Codes
b. general structure		
c. faculty/program aspects		

To display personal and teaching-related characteristics of teacher candidates, descriptive statistics were used. The descriptive analysis included frequencies and percentages. For the first research question in relation to the assessment of teacher education in terms of preparing for teaching, again descriptive statistics were used. Firstly, the composite mean scores were calculated for the relevant part of the Part II, Part III, Part IV, Part V, and Part VI. Then, the means, standard deviations were calculated to present the results pertaining to the first research question. The second research question aimed to identify the factors affecting the teacher candidates' assessment of teacher education. The effect of teaching area was investigated using one-way ANOVAs. The dependent variable was the mean of assessment of TE and the independent variable was teaching area (department). The alpha value was set as

.05 at the beginning of the analyses, and then it was numerically lowered to .025. For the assumptions of one-way ANOVA, Levene's test and the normality checks were used. The means and standard deviations were also used to describe the groups and compare their results. For the second research question, to examine the effects of groups of variables on assessment, Hierarchical Regression Analysis was used. For the assumptions of regression analysis,  $r$  values, skewness-kurtosis values, histogram, and normal probability plot, scatter plot, Durbin-Watson coefficient test, VIF values, and Cook's Distance values were used. Last of all, the third research question was also answered using descriptive statistics and qualitative data.

The analysis of the qualitative data obtained through interviews was done using the content analysis procedures. As Patton describes: "The content analysis involves identifying coherent and important examples, themes, and patterns in the data" (1987, p. 149). Moreover, the content analysis is used to gather the similar data around the certain concepts and themes; and organizing and interpreting these in a way that readers understand (Bogdan & Biklen, 2007; Yıldırım & Şimşek, 2006).

First of all, each interview saved on the computer was named using the abbreviations in relation to the university, department, and the gender of the interviewee such as "1\_AIBU\_CT\_M" or "23\_Inonu\_CEIT\_F." Then, interviews were transcribed by the researcher word by word using software (Express Scribe) on a word document. Before transcribing, the researcher prepared a table with columns and rows on the word document on the interviews. The first thing was to transfer the personal information on each interview to this document. The document had two columns. The first column was used for the transcriptions and the second column was used for writing the generated codes and themes. A snapshot of the document is presented in Figure 3.6.

TRANSCRIPTION AND CODING OF THE INTERVIEW\_ TC15

TRANSCRIPTIONS_ TC15		CODING_ TC15
<b>DEMOGRAPHIC INFORMATION</b>		
Gender:	Male	Male
Age:	22	22
Birthplace:	Afyon/İç Anadolu	Afyon/İç Anadolu
Highschool:	Anatolian Teacher HS	Anatolian Teacher HS
University:	Gazi Uni.	Gazi Uni.
Department:	ESE	ESE
CGPA:	2,70	2,70
Chance again?	Not sure	Not sure
The reason for teaching?	University examscore	University examscore
After-graduate plan:	Teaching	Teaching
<b>SELECTION OF THE CANDIDATES</b>		<b>SELECTION OF THE CANDIDATES</b>
<p>1- Bildiğiniz gibi şu anda Türkiye'de öğretmen adayları üniversite sınavında aldıkları puanlara göre eğitim fakültelerine yerleştirilmektedir. Bu sistemin olumlu ve olumsuz yanları üzerine düşünceleriniz nelerdir?</p> <p>Şimdi hocam aslında çok geçerli bir sistem değil ama Türkiye şartlarını da göz önünde bulundurursak eğer sınava giren milyonlarca insan oluyor yani. Bu kadar öğrenciyle yüz yüze görüşüp de eğitim fakültesine öğrenci almak kolay bir şey değil. Bu belki yapılabilecek işe yarayacak sistem. Öbür türlü mesela yüz yüze olduğu zaman işin içine torpil faktörü de girebilir. Başka şeyler de girebilir. Elemek kolay olmaz, yani adil bir şey de ortaya konamayabilir. Adaletli de kurulamaz olabilir. Çözüm için baktığımızda...</p>		<p><b>Selection of Students</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>-appropriate and eliminative for Turkey</li> <li>-millions of stds</li> <li>-more practical</li> <li>-provides objectivity and backing up</li> <li>-provides equity for all</li> </ul> <p><b>Negative</b></p>

Figure 3.6 A Snapshot of the Document for Content Analysis

During transcribing, the researcher highlighted the noteworthy quotations to be used later while presenting the results. Also, the transcription of each interview by the researcher herself helped the researcher to revise and remember the content of the interviews and some of the repeated common themes and codes were formed in the mind of researcher.

After each interview was transcribed, the general themes based on the research questions and initial coding of the five researchers (used for inter-coder reliability), the themes were generated as following:

- 1- Student Selection
  - a. Existing selection system
    - i. Positive Aspects
    - ii. Negative Aspects
  - b. Anatolian Teacher High School
    - i. Positive Aspects
    - ii. Negative Aspects

- c. Suggested selection system
- 2- Adequateness of TE in terms of
  - a. Preparation for Teaching Skills
    - i. Adequately prepared
    - ii. Inadequately prepared
  - b. Preparation for 21<sup>st</sup> century skills
- 3- Assessment of Aspects of Faculty/Program
  - a. Faculty Environment
  - b. Curricula & Courses
  - c. Practice Teaching
  - d. Instructors/the faculty
- 4- Re-designing/Alternative Ways for TE
  - a. MODEL of TE
  - b. Faculty Environment
  - c. Curricula & Courses
  - d. Practice Teaching
  - e. Instructors/the faculty

As the next step, these themes were copied to the relevant spaces in the columns on the right blank side of the document. Under each of the themes and sub-themes, the codes were created from the transcriptions. The themes and codes which were irrelevant to the aim of this study were also noted down separately. While creating the codes, generally phrases were used. For instance, in relation to the assessment of the current student selection, some of the codes were “eliminative,” “not selective for TCs,” or “providing objectivity.” For the assessment of the teaching practice, the sample codes were “lack of coordination with schools” and “negative attitude of teachers.” During the process of coding, the phrases used for the codes were changed from time to time when better phrase was found. The phrases or words were preferred to be short but explanatory. The notable quotations were copied to another word document under relevant themes and sub-themes.

When the coding was completed, six different documents were created under the heading of research questions and the relevant themes and codes were transferred

under the relevant research questions. The document was title with abbreviations as 1\_Skills, 2\_Aspects, 3\_ReAspects, 3\_TCSelect, and 3\_Alternative. A snapshot of one of this document is given in Figure 3.7 below.

2- Effectiveness of TE in terms of Aspects of Faculty/Program

	Curricula and Courses	Teaching Practice	Teaching Staff	Faculty Environment
1.	-not enough content area knowledge -not constructivist techniques -traditional methods and memorization -passive students -teacher-centered	-after taking education courses --very late, no concurrent with theory, difficult to connect	-some are not adequate -very old-65-70 -lack of educational technology use -no respect from students	
2.	-only theoretical knowledge, -lack of practice -lack of authentic environment	-time of practice -last year is very late -for overcoming stress, excitement -practice schools -not wanted: crowdedness -negative attitudes and behaviors of mentor teachers at schools	-well-equipped and competent -give us responsibility of teaching -having teaching experience at schools -trust in us -expect everything from us -passive	
3.	-using just one assessment way=exams -leads to no attendance to lessons but passing courses -unnecessary elective courses -the same content with must courses	-problems at practice schools -negative attitude of school principals	-instructors' admitting unnecessary projects in lessons	
4.	-useful subjects but not enough practice	-late=fourth grade -having other concerns	-guiding us for further sources and readings -but no follow-up and control	-no interest in research -just entering exams getting grades
5.	-theory-based -learning new techniques and methods -but not learning how to use - <b>not enough elective courses</b> - just history course	-mostly observation very little practice -observing one teacher -not enough just last year -for managing class and knowing students -profile of managers at schools		

Figure 3.7 A Snapshot of the Document for Codes

As the last step, for each theme, the common codes were noted down on a paper and the similar codes were combined or renamed. Then, each of the interviews was scanned and the number of the interviewee was written under relevant codes as following way:

RQ1= Preparation for Teaching Skills (Adequately prepared)

Using different/new technologies: TC4, TC9, TC16, TC19, TC21,...

Relationship with students: TC6, TC7, TC11, TC12, TC15...

RQ1= Preparation for Teaching Skills (inadequately prepared).

Using teaching methods and techniques: TC12, TC29

Content-area knowledge: TC1, TC2, TC18, TC23, TC30, TC35...

In this way, the institution and gender of the interviewees were followed when needed, as each of the number referred to the previously titled interviews.

### **3.7. Limitations of the Study**

In this part, limitations of the study are described. Under the limitations, external validity and internal validity threats are examined and the ways to control these threats are described.

#### **3.7.1. External Validity Threats**

In order to increase the external validity, defined as the extent to which the results of a study can be generalized (Fraenkel, Wallen, & Hyun, 2012), the researcher selected the large sample ( $N=1856$ ) from seven teaching department in seven universities located in different regions of Turkey. The study is a nation-wide study and the results could be generalized to the senior class teacher candidates enrolled in 2011-2012 academic year to state universities in Turkey.

#### **3.7.2. Internal Validity Threats**

Subject characteristics, loss of subject, location, data collection tools, and data collector characteristics are considered as being internal validity threats for the study. Firstly, individuals and groups might differ in an unintended way, and this threat was prevented by detailed and careful sample selection method. The participants of the questionnaire and the interviews were selected considering their gender, the department, and the region of the university. Secondly, some of the subjects did not appear in the day of data collection or they might not accept participating, and this threat was prevented by visiting the classes during the lessons when they have their instructors. The presence of the instructors and the detailed explanation of the study by the researcher controlled this threat. Some of the classes were revisited not to lose other subjects who were not available during data collection. Moreover, location might create some unwanted differences in subjects' views. This threat was prevented by the researcher by administering the questionnaire in the classroom environment to which they were accustomed. The interviews were also conducted in available classrooms and the researcher provided the silence of the environment and comfort of the interviewees. Another threat for the internal validity might be the limitations stemming from the data collection tools, the questionnaire and the

interview schedule. Participants of the study might not perceive the same concepts or ideas from the items in the data collection tools. However, using two different data collection tools helped to control the consistency of findings. Besides, while preparing the data collection tools, group interviews, one-to-one interviews, and pilot study were performed to check for the understandability and clarity of the items. Lastly, data collector characteristics might differ and this might create unintended differences, and this threat was controlled by collection of data by the researcher herself. In few cases when the instructors administered the questionnaires, the data collectors were informed about the data collection through a detailed written document on the data collection procedures and announcement for participants.

## **CH APTER IV**

### **RESULTS**

This chapter presents the results obtained in the study. It starts with presenting the psychometric characteristics of the questionnaire and missing value analyses. Then, the characteristics of the participants are described to provide information about the profile of the teacher candidates. As the next step, the results pertaining to each research question are displayed respectively. After each research question, both quantitative and qualitative results are summarized. Lastly, the researcher provides a brief summary of all results at the end of the chapter.

#### **4.1. Missing Value Analysis and Psychometric Characteristics of the Questionnaire (TEAQ)**

Under this title, the results in relation to the missing value analysis of the questionnaire are presented. As the next step, validity and reliability checks of the related parts of TEAQ are given. It should be noted that these analyses were performed using the responses of 1856 participants.

##### **4.1.1. Missing Value Analysis (MVA)**

After the data were cleaned and labeled, Missing Value Analysis (MVA) was done to see the frequencies and percentages of the missing values. The results showed that none of the items had missing values above 5%, in which case missing values were considered as being at random (IBM, 2011). Considering missing data, Tabachnick and Fidell (2012) also state: “If only a few data points, say, 5% or less, are missing in a random pattern from a large data set, the problems are less serious and almost any procedure for handling missing values yields similar results” (p.63). For that reason, as the missing values did not exceed 5% for each item related to Part II: teaching skills and Part III: aspects of the faculty/program, the method of case-wise deletion was preferred by the researcher to handle the data for the inferential analysis in the study.

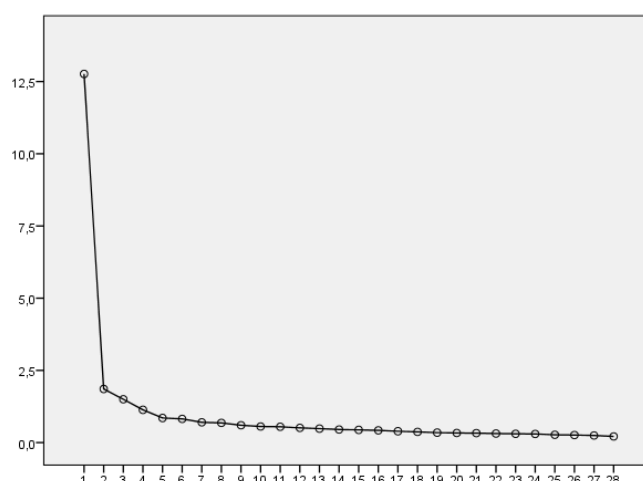


#### 4.1.2. Validity and Reliability Analyses of TEAQ

The questionnaire of the study, TEAQ, was prepared by the researcher to examine teacher candidates' views on the pre-service teacher education in terms of preparing them for teaching. The questionnaire had seven different parts. For the main parts of the questionnaire, Part II and Part III, validity and reliability analyses of TEAQ was done using the data obtained from the pilot data. As the factors of Part III was used for further analyses in the study, the construct validity of Part III was checked in this part using the main data obtained from 1856 participants. Construct validity is defined as "the nature of the psychological construct or characteristics being measured by the instrument" (Fraenkel, Wallen, & Huyn, 2012, p. 148). To confirm the underlying dimensions found in the first exploratory factor analysis conducted with pilot data, the principal component analysis, a type of factor analysis, was conducted for Part III, the aspects of TE faculty/program. The reason for conducting Principal Component Analysis (PCA) is as following: 1) The researcher conducted an exploratory factor analysis beforehand and knew about the factor structure of Part III, 2) The researcher aims to test the prior idea about the underlying structure, 3) PCA uses both shared and unique variance (Costello & Osborne, 2005), and 4) PCA does not model error variance (Preacher & MacCallum, 2003).

Before the Principal Component Analysis, first of all, normality and sample size were checked to see the suitability of using this analysis. All of the items showed normality with the skewness and kurtosis values between +1 and -1 (Field, 2009). The histograms and box plot also showed normality and existence of no outlier. Moreover, the sample size  $1856/28=66.28$  was large enough based on the criteria given in the literature (MacCallum et al., 1999). The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy test (measuring distribution of values) resulted in .96 greater than .60 and acceptable; and Barlett's Test of Sphericity was significant indicating the normality ( $\chi^2(378) = 26062.31, p=.00$ ).

The analysis showed the existence of 4 factors with eigenvalues greater than 1 and they accounted for the 61.62 % of the total variance. The scree plot was also examined to confirm the underlying factors as seen in Figure 4.1. The scree plot showed the existence of four factors after the breaking point.



*Figure 4.1* Scree Plot of PCA

The PCA was performed using Oblique Rotation. As Tabachnick and Fidell (2012) proposes: “oblique rotations offer a continuous range of correlations between factors (p.638). After the rotation, as seen in Table 4.1, the components accounted for the 45.58 %, 6.63 %, 5.35 %, and 4.05 % of the variance in participants’ responses to the scale

Table 4.1

*Total Variance Explained by the Components of Part III*

Factors	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Factor 1	12.76	45.58	45.58	12.76	45.58	45.58
Factor 2	1.86	6.63	52.22	1.86	6.63	52.22
Factor 3	1.50	5.35	57.57	1.50	5.35	57.57
Factor 4	1.13	4.05	61.62	1.13	4.05	61.62

The factor loadings for the components were displayed in Table 4.2. Although five dimensions were revealed in the previous factor analysis with pilot data and the last three items as the fifth dimension were labeled as “others”, the Principal Component Analysis combined these three items with the fourth dimension, as they are both related to faculty staff as seen in Table 4.2. For that reason, in the latter analyses,

these were taken together as “the faculty/teaching staff” dimension; and four dimensions were decided for the Part III.

Principal Component Analysis (PCA) conducted for Part III in relation to faculty/program aspects confirmed the underlying structure mostly with minor differences. After this analysis, the two dimensions on teaching staff and faculty staff were analyzed together in the data analysis as the faculty staff. Only fifth, eleventh, and fifteenth items did not load in the previously-thought way. When these three items loading under different dimensions were examined, it was seen that the items could be interpreted by the participants in that way because of their closeness in meaning to that dimension produced by the PCA. In any way, they were retained under the related dimensions as they were considered previously.

Table 4.2

*Factor Loadings of Part III*

	Components			
	1	2	3	4
1. Physical environment		<b>.78</b>		
2. Study environment (library, lab..)		<b>.87</b>		
3. Social environment provided for students		<b>.77</b>		
4. Classroom size		<b>.75</b>		
5. Opportunity provided by the program to work with students at schools		<b>.47</b>		<b>-.21</b>
6. Sufficient content-area knowledge provided by the program				<b>-.67</b>
7. Reflection of the problems and realities of Turkish education				<b>-.77</b>
8. Developing teaching knowledge and skills				<b>-.73</b>
9. Being comprehensive enough to include all necessary knowledge and skills				<b>-.75</b>
10. Including enough number of teaching experience				<b>-.62</b>
11. Providing practice opportunities in different school environments				<b>-.42</b>
12. Reflection of the real school/classroom environment in courses				<b>-.54</b>
13. Including educational research in courses				<b>-.57</b>
14. Effective use of instructional technology in courses				<b>-.41</b>
15. The work environment provided for candidates in practice schools			<b>-.33</b>	
16. Opportunity to work with different teachers during practices			<b>-.55</b>	

Table 4.2 (continued).

	1	2	3	4
17. Providing different experiences during practices			<b>-.73</b>	
18. Opportunity to communicate with other stuff during practices			<b>-.73</b>	
19. Working with experienced teachers in teaching practices			<b>-.59</b>	
20. Number of the instructors	<b>.49</b>			
21. Instructors' communication with mentor teachers	<b>.67</b>			
22. Instructors' using appropriate teaching methods and techniques	<b>.64</b>			
23. Instructors' content area knowledge	<b>.73</b>			
24. Instructors' teaching knowledge and skills	<b>.72</b>			
25. Instructors' teaching experiences gained at schools	<b>.64</b>			
26. Communication/collaboration between faculty and practice schools	<b>.60</b>			
27. Guidance provided to be prepared for the profession	<b>.46</b>			
28. Positive attitude towards teaching in the faculty	<b>.56</b>			

Lastly, the correlations among the four factors are given in Table 4.3. As seen, there are certain relationships among the factors as expected. The correlations range between .36 and .41.

Table 4.3

*Correlations among the Factors of Part III*

Factors	1	2	3	4
1- Faculty staff/instructors	1	.41	-.36	-.55
2- Faculty Environment	.41	1	-.36	-.47
3-Teaching practice	-.36	-.36	1	.47
4- Program/Courses	-.55	-.47	.47	1

On the other hand, reliability of the questionnaire was also checked. In the literature, “reliability refers to the consistency or stability of a set of test scores” (Johnson & Christensen, 2012, p.138). When a scale is reliable, the same or similar results/scores are obtained every time it is administered. Reliability is determined empirically by calculating correlation coefficient, also called reliability coefficient. Cronbach’s alpha is one of the ways to examine the interrelatedness of the items. A popular rule of thumb is that the size of coefficient should be at least .70 or above (Johnson &

Christensen, 2012). In the study, using the data obtained from the main application of the questionnaire, the reliability analyses were re-calculated to check the internal consistency. While analyzing the reliability “The Scale If Item Deleted” option was also considered to make item-by-item reliability analysis and to detect the items which lower the internal consistency.

Part II of TEAQ, with 47 items on teaching skills, was taken as one-dimensional, so the Cronbach Alpha value was not calculated for this part. For Part III of TEAQ related to aspects of TE faculty/program, the Cronbach Alpha values were .90, .80, .88, and .91 respectively for each dimension. It was also seen that all items supported the internal consistency for each dimension. Moreover, Part IV, which was an attitude scale with 10 items, had also high internal consistency with .95 Cronbach Alpha value. The item-by-item reliability check showed the existence of no items lowering the reliability. Moreover, the scales related to 21<sup>st</sup> century skills (Part V) and courses (Part VI) had respectively Cronbach Values of .95 and .89; and none of the items lowered the internal consistency. The Cronbach Alpha values and the item-by-item reliability analyses showed that all parts of the questionnaire have high internal consistency.

## **4.2. Profile of Participants**

The study involved 1856 senior class teacher candidates as the participants, whose general demographic characteristics were given in the method chapter. In this part, mostly personal and teaching-related characteristics are displayed to provide detailed information on the profile of the participants. Firstly, the results of survey were presented, and then the interview results were given.

### **4.2.1. Profile of Survey Respondents-TCs**

The information presented in this part included preference rank of the teaching department, reasons for studying teaching, satisfaction with choosing teaching, teaching experience in an institution, professional and academic development, readiness for teaching, professional plan, desired teaching place, planning for

graduate study, major concerns about teaching profession, attitude towards teaching, and general views about teacher education in Turkey and perceived problems.

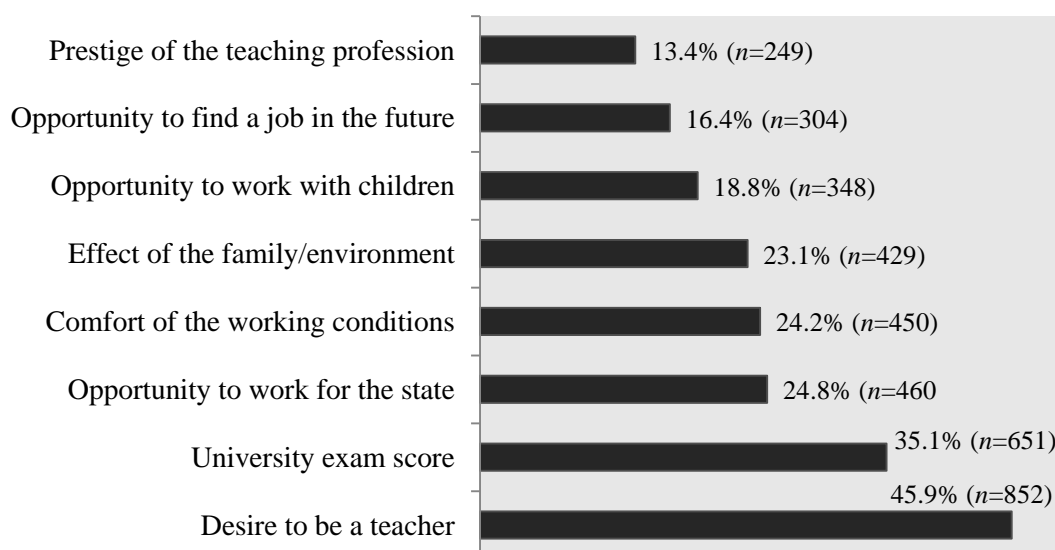
First of all, the teacher candidates were asked about their preference rank order of their department, as students have the chance to make 30 choices for selecting departments they want to study as after the nation-wide university entrance exam (LYS) in Turkey. The results showed that most of them ranked their department in their first five choices ( $n=1305$ , 70.7%). The results are displayed in Table 4.4.

Table 4.4

*Preference Rank of Teaching Department*

	<i>f</i>	<i>%</i>
Between 1 and 5	1305	70.7
Between 6 and 10	258	14
Between 11 and 15	198	10.7
16 and above	84	4.6

The teacher candidates were also asked why they preferred to study teaching in the university. The participants had the chance to select more than one option in this item. The results are presented below in Figure 4.2.



*Figure 4.2 Reasons for Preferring Teaching*

Figure 4.2 shows that the main reason for preferring teaching is the desire for teaching (45.9%), university entrance exam scores (35.1%), and opportunity to work for the state (24.8%). The least stated reason was the prestige of teaching (13.4%).

Moreover, to evaluate the general satisfaction of the teacher candidates from choosing teaching, they were asked whether they would choose teaching-related department if they had one more chance. The results showed that 45% of the teacher candidates ( $n = 833$ ) would do so again; however, 34.9% of them ( $n = 647$ ) would not choose teaching again, and 20.1 % of the teacher candidates ( $n = 373$ ) were not sure about it. The ones who would say “no,” it was asked which faculty they would choose if they would not choose teaching to understand their initial desire for future profession. Of all teacher candidates, 41.2% ( $n = 765$ ) answered this question. There were more teacher candidates answering this question than the number of teacher candidates who were not satisfied with their departments. This may be because there were some teacher candidates who desired to study in another faculty despite they were satisfied with choosing teaching area. The mostly preferred faculties stated by these teacher candidates are law (18.8%), engineering (14.6%), medicine (9.9%), communication (8.8%), architecture (6.5%), dentistry (6%), fine arts (5.9%), economics and administrative sciences (5%), and other faculties (24.4%).

Only 17.3% of the teacher candidates had a teaching experience in an institution ( $n = 322$ ). Also, 60.4% of the teacher candidates ( $n = 1112$ ) did not follow any academic publication about teaching profession while 39.6% ( $n = 728$ ) answered this question positively. In addition, only 17% of all teacher candidates ( $n = 313$ ) were members of any educational organization or club; but the remaining 83% ( $n = 1528$ ) were not a member of an educational organization or club.

In relation to readiness for teaching, 67.2% ( $n = 1243$ ) stated being ready for teaching profession, 13.1% reported not being prepared ( $n = 243$ ), and 19.6% were not sure whether they were ready for teaching or not ( $n = 363$ ). The teacher candidates mostly planned to work as a teacher after graduation from the university (80.3%,  $n = 1475$ ). However, 11.2% ( $n = 206$ ) of the teacher candidates were not sure about what to do after graduation; and 8.5% ( $n = 157$ ) who did not plan to work as a teacher in the future. When the place they would like to work as a teacher was

asked, it was revealed that they would like work mostly in metropolitans ( $n = 527$ , 28.9%), cities ( $n = 465$ , 25.5%), and towns ( $n = 342$ , 18.8%). Of all, 22% stated they would work anywhere in Turkey ( $n = 408$ ). However, only 4.4 % of the teacher candidates would like to work in villages ( $n = 80$ ). Of all teacher candidates, 37.4% ( $n = 693$ ) of them have a plan for having a graduate degree on teaching/education. While 34.8% ( $n = 644$ ) are not sure about it, 27.8% ( $n = 514$ ) do not plan to have a graduate education on teaching.

Figure 4.3 displays the concerns of teacher candidates with regards to teaching profession when they started to work. The participants had the chance to choose more than one option in this item.

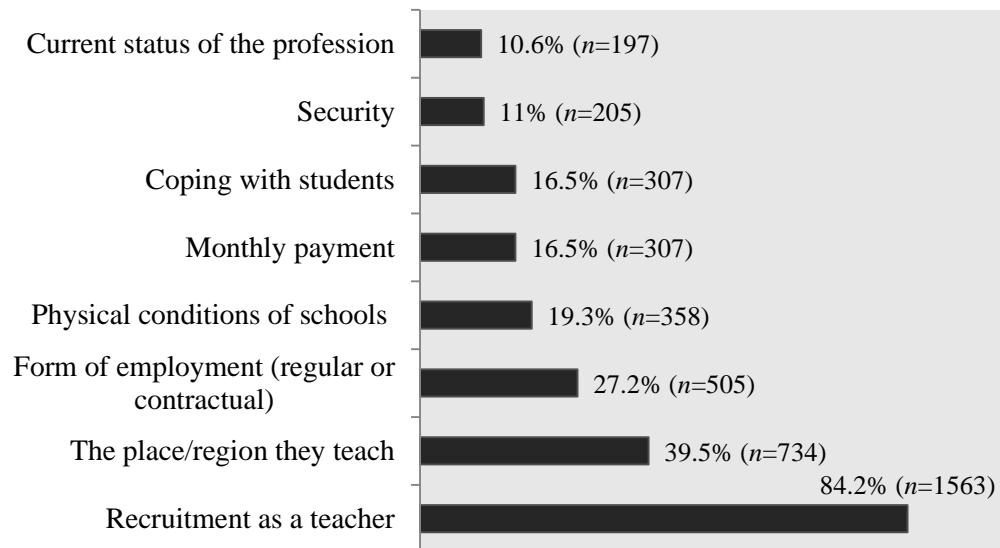


Figure 4.3 Concerns about Teaching Profession

As can be seen above, most of the teacher candidates worried about whether they would be recruited as a teacher or not, and the form of employment, working regular or contractual. Security and current status of teaching profession were the worries stated by the least number of participants. Other worries are presented in Figure 4.3.

In relation to teaching profession, the attitude of the teacher candidates towards teaching was examined. The teacher candidates were asked to rank their views on 10 items as seen in Table 4.5 on a five-point scale, as *completely disagree* and *disagree* (1), *neither disagree nor agree* (2), *agree* and *completely agree* (3).



Table 4.5

*Teacher Candidates' Attitude towards Teaching*

	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. I like teaching profession.	1810	4.06	1.01	8.2	13.7	78.1
2. I have always dreamed of being a teacher.	1813	3.23	1.27	29.3	28.2	42.4
3. Teaching is an enjoyable profession.	1809	3.79	1.05	11.5	20.6	67.9
4. Teaching is the most suitable profession for me.	1810	3.48	1.25	21.7	25.2	53.1
5. I like teaching new things to children.	1807	4.09	1.00	7.7	13.2	79.1
6. I would choose teaching again if I had a chance again.	1804	3.28	1.38	28.4	24.7	46.9
7. I want to teach as soon as possible.	1812	3.61	1.27	19.7	20.8	59.5
8. I regard teaching as suitable for me.	1805	3.92	1.10	11.3	15.2	73.5
9. I want to teach under any condition.	1808	3.29	1.29	26.5	27.8	45.7
10. I like the idea of being a teacher.	1815	3.69	1.19	16.2	18.4	65.4

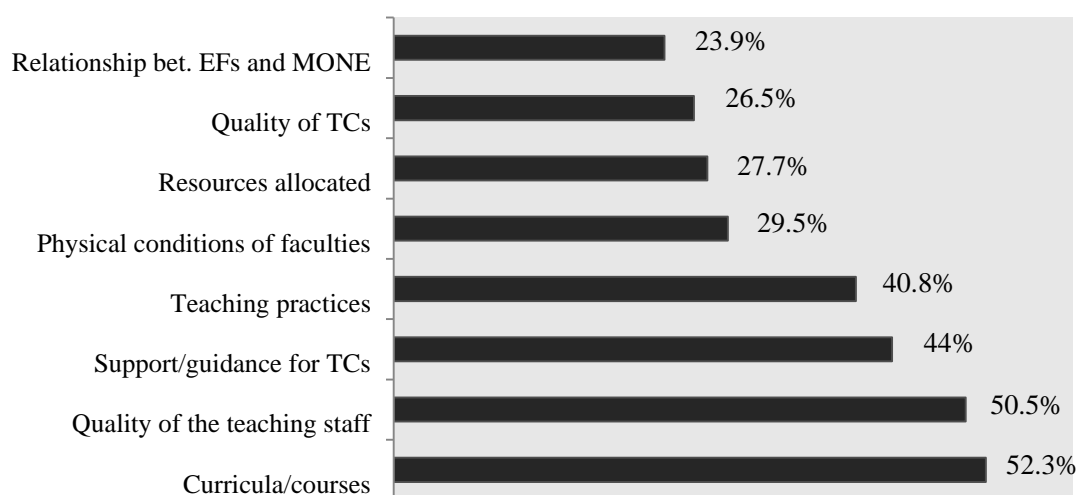
\*1) Total percentage of "Completely disagree" and "Disagree," 2) "Neither Disagree nor Agree,"

3) Total percentage of "Agree" and "Completely agree"

Generally, the attitude of the teacher candidates was found to be positive ( $M = 3.64$ ,  $SD = .98$ ). When the items were separately examined, it was seen that the teacher candidates mostly liked teaching new things to children ( $M = 4.09$ ,  $SD = 1.00$ ), liked teaching profession itself ( $M = 4.06$ ,  $SD = 1.01$ ), and regarded teaching as suitable for themselves ( $M = 3.92$ ,  $SD = 1.10$ ). The items with the least mean value were about always dreaming of being a teacher ( $M = 3.23$ ,  $SD = 1.27$ ), choosing teaching again ( $M = 3.28$ ,  $SD = 1.38$ ), and teaching under any conditions ( $M = 3.29$ ,  $SD = 1.29$ ).

As the last part of profile of teacher candidates, general views on the quality of their education were asked to the teacher candidates. In relation to this question, 49.4% of teacher candidates ( $n = 908$ ) reported that the current teacher education system was unsuccessful in preparing them for teaching profession. While 25.6% ( $n = 470$ ) were not sure about it, 25% ( $n = 460$ ) indicated that teacher education was successful in preparing the teacher candidates. Moreover, 60.7 % of the teacher candidates ( $n = 1116$ ) pointed out that the current teacher education in Turkey did not respond to the needs of 21<sup>st</sup> century. However, 16.3% ( $n = 300$ ) reported it responded the needs of 21<sup>st</sup> century and 23% ( $n = 424$ ) were not sure about it.

Moreover, the teacher candidates were asked about how they perceive the main reasons of the problems of teacher education. They were allowed to choose more than one option among the given issues. Figure 4.4 displays these problems.



*Figure 4.4 Problems of Teacher Education*

The results showed more than half of teacher candidates regarded the curricula and courses ( $n = 970$ , 52.3%) and quality of the teaching staff as the reasons of the general problems of current teacher education provided in education faculties. Support/guidance for teacher candidates ( $n = 816$ , 44%) and teaching practices ( $n = 757$ , 40.8%) also had high percentages as the reasons of the problems. The problems were further investigated as part of research questions.

#### **4.2.2. Profile of Interviewees-TCs**

The information on the profile of interviewees included satisfaction with choosing teaching, reasons for studying teaching, and professional plan for the future. In relation to the satisfaction with choosing the teaching, of all interviewees ( $N = 43$ ), 15 of the teacher candidates stated they would choose teaching again if they had another chance again while 25 of them stated they would choose another department other than teaching. There are 3 teacher candidates who were not sure about choosing teaching again or not. When they were asked about the professions they always desired to study, the professions included psychological counseling, law,

engineering, physical therapy and rehabilitation, communication, dentistry, and other professions such as archeology, pharmacy, political sciences, and psychology. The interviewees were also asked about the reasons for choosing teaching profession as their future profession. Their answers also showed variation and included love/desire for teaching ( $n = 17$ ), having a lower score from the university exam than expected ( $n = 12$ ), the effect of the family/environment ( $n = 12$ ), appropriateness of teaching profession for the personality/character ( $n = 6$ ), the opportunity to find a job ( $n = 4$ ), the effect of studying in Anatolian Teacher High School ( $n = 3$ ), opportunity to work for the state ( $n = 1$ ), comfort of working conditions in the future ( $n = 1$ ), economic reasons ( $n = 1$ ), simplicity of the courses in teaching department ( $n = 1$ ), and love for children ( $n = 1$ ). Reasons stated by the most and the least number of teacher candidates were similar to the quantitative results, which were the desire for teaching and the prestige of the teaching profession respectively. In relation to planning to teach, it was revealed that most of the participants ( $n = 36$ ), similar to survey results, planned to work as a teacher in the future.

### **4.3. Results in Relation to the Research Questions**

There were three main research questions in the study; and their results are presented separately. Firstly, the teacher candidates' assessment of the pre-service teacher education is presented. Pre-service teacher education is evaluated based on preparing teacher candidates for teaching skills, for 21<sup>st</sup> century skills, and aspects of TE. For the second research question, the factors affecting the teacher candidates' assessment are given; and this part ends with the results on alternative ways for pre-service teacher education as suggested by teacher candidates. The results are presented in two parts as quantitative and qualitative results.

#### **4.3.1. Assessment of Pre-service Teacher Education (TE) with Regards to Preparing for Teaching**

The first research question was how the senior class teacher candidates assessed the pre-service teacher education in terms of preparing them for teaching. The assessment comprised three sub-dimensions, the preparation for teaching skills, preparation for 21<sup>st</sup> century skills, and aspects of TE faculty/program.

#### 4.3.1.1. Quantitative Results on Assessment of Pre-service TE with Regards to Preparing for Teaching

For this research question, the quantitative data were analyzed using means and standard deviations for each item. The teacher candidates assessed the degree of preparation ranging from “very adequate (5)” to “very inadequate (1).”

##### 4.3.1.1.1. Preparing for Teaching Skills

Through the questionnaire, the teacher candidates were asked “how adequate the teacher education they have taken is in terms of preparing them for the specified teaching skills.” Seen in Table 4.7, teacher candidates assessed 47 teaching skills, presented in an ascending order. Means ranged between 2.26 and 3.37, but 23 of 47 skills were below the mean of 3.00, between the mean values of 2.26 and 2.99, which refers to interval between inadequate (2) and neither inadequate nor adequate (3).

Table 4.6

*Assessment of TE in Terms of Preparing for Teaching Skills*

Rank of Items	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. Teaching in different countries	1798	2.26	1.17	62.8	20.4	16.8
2. Participating in the European Union projects with students	1802	2.35	1.16	58.8	22.9	18.3
3. Planning extra-curricular activities with teaching purpose	1829	2.52	1.21	51.6	25.2	23.3
4. Planning courses considering individual differences	1825	2.57	1.18	50.0	25.9	24.1
5. Conducting/organizing parent meetings	1811	2.60	1.18	47.8	27.1	25.1
6. Determining students' individual learning needs	1815	2.65	1.16	45.9	29.4	24.7
7. Helping parents to support their children	1811	2.66	1.19	46.9	26.0	27.1
8. Carrying out administrative tasks/duties	1804	2.66	1.13	45.6	29.8	24.6
9. Communicating effectively with parents	1817	2.68	1.18	45.5	27.1	27.4
10. Evaluating appropriateness of instructional programs	1819	2.74	1.02	41.3	34.6	24.0
11. Working with special education students	1800	2.77	1.16	42.5	28.0	29.5
12. Cooperating with other experts in school	1797	2.80	1.16	41.5	28.2	30.3
13. Using alternative assessment tools	1825	2.81	1.18	42.2	26.6	31.2
14. Assessing and evaluating student success by preparing appropriate instruments	1826	2.82	1.15	39.6	29.5	30.9
15. Making changes in instruction based on student success	1829	2.83	1.07	39.6	31.8	28.6
16. Providing guidance appropriate for students' developmental levels	1812	2.86	1.09	38.1	30.9	31.0

Table 4.6 (continued)

Items	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
17. Using interdisciplinary teaching in class	1825	2.88	1.05	35.8	35.6	28.5
18. Cooperating with school administration	1809	2.88	1.10	37.6	31.6	30.8
19. Providing regular feedback to students	1825	2.96	1.15	35.6	27.3	37.1
20. Developing his/her own educational and instructional philosophy	1805	2.96	1.10	34.8	31.7	33.5
21. Motivating students for participation in lessons	1842	2.97	1.04	35.7	29.8	34.6
22. Using different teaching methods and strategies	1836	2.98	1.04	32.6	34.4	33.0
23. Reflecting thinking skills into in-class practices	1832	2.99	1.10	33.8	31.1	35.2
24. Developing students' intercultural communication skills	1813	3.00	1.08	32.7	31.9	35.5
25. Using the physical environment effectively in teaching	1830	3.01	1.06	32.3	32.3	35.3
26. Creating positive learning environment in the class	1836	3.04	1.05	30.9	32.6	36.4
27. Determining clear and understandable instructional goals	1828	3.05	1.07	30.7	31.9	37.4
28. Developing students' skills of asking questions and discussing	1831	3.07	1.08	29.9	31.3	38.7
29. Creating environmental awareness in students	1809	3.07	1.15	31.1	29.3	39.6
30. Using curriculum and resources appropriately for teaching	1829	3.09	1.02	27.9	34.5	37.6
31. Developing intercultural respect and understanding	1805	3.09	1.13	29.8	30.8	39.4
32. Understanding students' developments (physical, emotional, and mental)	1809	3.10	1.09	29.5	29.9	40.6
33. Communicating with colleagues effectively	1818	3.12	1.08	28.4	30.5	41.0
34. Having comprehensive knowledge for teaching	1812	3.15	1.07	27.3	32.7	40.0
35. Relating lessons with the daily life	1835	3.16	1.10	28.0	28.6	43.4
36. Having the knowledge of ethics in education	1821	3.18	1.06	26.5	30.3	43.2
37. Continuing the professional development	1816	3.19	1.07	26.0	31.0	43.0
38. Using time efficiently during teaching-learning process	1835	3.22	0.98	23.4	33.3	43.3
39. Making self-evaluation about teaching	1819	3.22	1.06	25.5	31.3	43.2
40. Giving assignments/responsibilities appropriate for the students level	1836	3.24	1.07	25.2	27.6	47.2
41. Using body language effectively in teaching	1802	3.24	1.07	24.3	31.2	44.5
42. Communicating with students effectively	1820	3.24	1.11	25.3	27.9	46.8
43. Making use of computer and technological tools for instruction	1833	3.27	1.16	25.8	25.7	48.6
44. Making use of curriculum at hand while planning lessons	1804	3.32	1.01	20.1	31.2	48.8
45. Using voice effectively in class	1825	3.35	1.06	21.3	28.5	50.2
46. Providing order and discipline in class	1824	3.36	1.00	20.1	28.5	51.4
47. Using Turkish correctly and effectively	1829	3.37	1.06	20.7	27.4	51.8

\*1) Total percentage of "Very Inadequate" and "Inadequate," 2) "Neither Inadequate not adequate,"

3) Total percentage of "Adequate" and "Very adequate"

According to the results, the teacher candidates tended to assess teacher education as being inadequate in terms of preparing teacher candidates for the following teaching skills: teaching in different countries ( $M = 2.26$ ,  $SD = 1.17$ ), participating in the European Union projects with students ( $M = 2.35$ ,  $SD = 1.16$ ), planning extra-curricular activities for teaching ( $M = 2.52$ ,  $SD = 1.21$ ), planning courses considering individual differences ( $M = 2.57$ ,  $SD = 1.18$ ), conducting/organizing parent meetings ( $M = 2.60$ ,  $SD = 1.18$ ), determining students' individual learning needs ( $M = 2.65$ ,  $SD = 1.16$ ), carrying out administrative tasks/duties ( $M = 2.66$ ,  $SD = 1.13$ ), helping parents to support their children ( $M = 2.66$ ,  $SD = 1.19$ ), communicating with parents effectively ( $M = 2.68$ ,  $SD = 1.18$ ), evaluating the appropriateness of instructional programs ( $M = 2.74$ ,  $SD = 1.02$ ), working with students who need special education ( $M = 2.77$ ,  $SD = 1.16$ ), cooperating with other experts in the school ( $M = 2.80$ ,  $SD = 1.16$ ), and using alternative assessment tools ( $M = 2.81$ ,  $SD = 1.18$ ).

Some of the teaching skills with mean values close to adequate were using Turkish correctly and effectively ( $M = 3.37$ ,  $SD = 1.06$ ), providing order and discipline ( $M = 3.36$ ,  $SD = 1.00$ ), using voice effectively ( $M = 3.35$ ,  $SD = 1.06$ ), using curriculum while planning lessons ( $M = 3.32$ ,  $SD = 1.01$ ) and using time efficiently in lessons ( $M = 3.22$ ,  $SD = 0.98$ ), using computer and technological tools for instruction ( $M = 3.27$ ,  $SD = 1.16$ ), giving responsibilities appropriate for students' level ( $M = 3.24$ ,  $SD = 1.07$ ), using body language effectively in teaching ( $M = 3.24$ ,  $SD = 1.07$ ), communicating with students effectively ( $M = 3.24$ ,  $SD = 1.11$ ) and understanding their developmental levels ( $M = 3.10$ ,  $SD = 1.09$ ), continuing professional development ( $M = 3.19$ ,  $SD = 1.07$ ) and making self-evaluation ( $M = 3.22$ ,  $SD = 1.06$ ), and having comprehensive knowledge for teaching ( $M = 3.15$ ,  $SD = 1.07$ ). As seen from Table 4.6, the mean values did not exceed 3.37.

#### **4.3.1.1.2. Preparing for 21<sup>st</sup> Century Skills**

The second sub-question was how the teacher candidates evaluated the teacher education in terms of preparing them for the 21<sup>st</sup> century skills. As shown in Table 4.7 in ascending manner, the teacher candidates tended to evaluate preparation for 21<sup>st</sup> century skills as neither inadequate nor adequate or close to adequate (means ranged between 2.74 and 3.13).

Table 4.7

*Assessment of TE in terms of Preparing for 21<sup>st</sup> Century Skills*

Items	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. Media literacy	1799	2.74	1.11	42.9	31.2	26.0
2. Universal thinking skills	1798	2.84	1.07	39.0	31.9	29.0
3. Scientific thinking	1800	2.86	1.06	37.7	33.1	29.2
4. Research skills	1807	2.93	1.08	35.7	32.9	31.4
5. Using new technologies effectively	1798	2.99	1.14	34.2	30.4	35.4
6. Openness to Intercultural Communication	1796	2.99	1.13	34.1	30.2	35.7
7. Thinking skills (creative and critical)	1792	3.01	1.12	32.8	30.9	36.3
8. Ability to apply innovations	1799	3.01	1.10	32.8	31.2	36.0
9. Flexibility and adaptation Skills	1801	3.02	1.05	30.1	34.0	35.9
10. Problem solving skills	1798	3.02	1.05	31.4	33.4	35.2
11. Communication and cooperation skills	1800	3.04	1.02	29.9	32.9	37.2
12. Working with different groups	1799	3.05	1.13	31.7	31.0	37.3
13. Lifelong learning skills	1798	3.06	1.11	31.6	29.9	38.4
14. Sensitivity towards nature and environment	1801	3.13	1.09	29.4	29.4	41.2

\*1) Total percentage of “Very Inadequate” and “Inadequate,” 2) “Neither Inadequate not adequate,”

3) Total percentage of “Adequate” and “Very adequate”

The skills with the lowest mean values were media literacy ( $M = 2.74$ ,  $SD = 1.11$ ), universal thinking skills ( $M = 2.84$ ,  $SD = 1.07$ ), scientific thinking ( $M = 2.86$ ,  $SD = 1.06$ ), research skills ( $M = 2.93$ ,  $SD = 1.08$ ), using new technologies effectively ( $M = 2.99$ ,  $SD = 1.14$ ), and openness to intercultural communication ( $M = 2.99$ ,  $SD = 1.13$ ). On the other hand, some of the 21<sup>st</sup> century skills with the highest mean values were sensitivity towards nature and environment ( $M = 3.13$ ,  $SD = 1.09$ ), lifelong learning skills ( $M = 3.06$ ,  $SD = 1.11$ ), working with different groups ( $M = 3.05$ ,  $SD = 1.13$ ), communication and cooperation skills ( $M = 3.04$ ,  $SD = 1.02$ ), and flexibility and adaptation skills ( $M = 3.02$ ,  $SD = 1.05$ ).

#### 4.3.1.1.3. Aspects of Faculty/Program

The teacher candidates’ assessment of aspects of faculty/program of teacher education in terms of preparing for teaching was the third sub-question belonging to the first research question. The faculty and program of teacher education had four sub dimensions which were faculty environment, curricula and courses, teaching practice, and teaching staff. As seen in Table 4.8, the teacher candidates generally

tended to evaluate aspects of the TE as not much adequate ( $M = 2.74$ ,  $SD = 0.73$ ); and the mean values for each aspect were between inadequate (2) and neither inadequate nor adequate (3). In addition, among all aspects, they evaluated the teaching practice component as less effective than the others ( $M = 2.48$ ,  $SD = 0.81$ ). They regarded both physical environment ( $M = 2.85$ ,  $SD = 0.93$ ) and the faculty staff/instructors ( $M = 2.85$ ,  $SD = 0.81$ ) as having similar effects in terms of preparing them for the teaching profession. Moreover, they were mostly undecided about adequacy of aspects of teacher education.

Table 4.8

*Descriptive Statistics on the Aspects of Faculty/Program*

	<i>M</i>	<i>SD</i>
Faculty Environment	2.85	0.93
Curricula and Courses	2.73	0.81
Teaching Practice	2.48	0.86
Teaching Staff	2.85	0.81

Each aspect of the faculty and program of the TE were evaluated separately as well to get detailed perceptions of the teacher candidates.

#### 4.3.1.1.3.1. Faculty Environment

The teacher candidates tended to assess faculty environment as close to inadequate or neither inadequate nor adequate with the general mean value below midpoint ( $M = 2.85$ ,  $SD = .93$ ). The descriptive statistics can be seen in Table 4.9 below.

Table 4.9

*Descriptive Statistics on Faculty Environment*

Items	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. Social environment provided for students	1816	2.57	1.14	48.7	28.3	23.0
2. Physical environment	1819	2.74	1.14	43.3	27.2	29.6
3. Classroom size	1786	3.04	1.21	34.2	22.0	43.8
4. Study environment	1817	3.05	1.18	33.8	25.3	40.8

\*1) Total percentage of "Very Inadequate" and "Inadequate," 2) "Neither Inadequate nor adequate,"

3) Total percentage of "Adequate" and "Very adequate"



The teacher candidates assessed the social environment of the faculties provided for themselves as being inadequate with the lowest mean value ( $M = 2.57$ ,  $SD = 1.14$ ). Only 23% found it adequate. Another aspect evaluated as being inadequate was the physical environment of the education faculties ( $M = 2.74$ ,  $SD = 1.14$ ). The study environment ( $M = 3.05$ ,  $SD = 1.18$ ) and the classroom size of the faculties ( $M = 3.04$ ,  $SD = 1.21$ ) were evaluated more adequate than the other two aspects.

#### 4.3.1.1.3.2. Curricula and Courses

The curricula and the courses were generally regarded as less adequate than the faculty environment and the faculty staff ( $M = 2.73$ ,  $SD = 0.81$ ) in terms of preparing teacher candidates for teaching (see Table 4.8). The mean values for all items ranged between 2.24 and 2.98 as seen in Table 4.10 in an ascending manner. Among the characteristics belonging to TE curricula and courses, the reflection of the problems and realities of Turkish education ( $M = 2.98$ ,  $SD = 1.08$ ) had the highest mean value of all others.

Table 4.10

#### *Descriptive Statistics on Curricula and Courses*

Items	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. Providing practice opportunities in different school environments (village, integrated)	1807	2.24	1.14	65.5	18.4	16.1
2. Reflection of the real school/classroom environment in courses	1813	2.42	1.09	56.4	25.0	18.6
3. Including educational research in courses	1813	2.71	1.12	45.1	28.5	26.4
4. Including enough number of teaching experience (observation, practice)	1814	2.73	1.13	44.4	28.7	26.9
5. Opportunity provided by the program to work with students at schools	1816	2.75	1.05	41.2	32.4	26.4
6. Developing teaching knowledge and skills	1815	2.84	1.10	38.6	31.4	30.0
7. Being comprehensive enough to include all necessary knowledge and skills	1818	2.84	1.04	37.8	34.2	27.9
8. Sufficient content-area knowledge provided by the program	1815	2.85	1.12	38.9	30.9	30.2
9. Effective use of instructional technology in courses	1812	2.90	1.11	35.3	32.8	31.9
10. Reflection of the problems and realities of Turkish education	1813	2.98	1.08	33.1	33.9	33.0

\*1) Total percentage of “Very Inadequate” and “Inadequate,” 2) “Neither Inadequate not adequate,”

3) Total percentage of “Adequate” and “Very adequate”

Furthermore, the teacher candidates evaluated program's offering practice opportunities in different school environments as inadequate and this item had the lowest mean among all other dimensions ( $M = 2.24$ ,  $SD = 1.14$ ). Similarly, participants reported the reflection of real school or classroom environment in courses was inadequate ( $M = 2.42$ ,  $SD = 1.09$ ). Other dimensions evaluated as being not "adequate" or "neither adequate nor inadequate" were inclusion of educational research into courses ( $M = 2.71$ ,  $SD = 1.12$ ), amount of teaching experience provided by the program ( $M = 2.73$ ,  $SD = 1.13$ ), and the opportunity provided to work with children at school ( $M = 2.75$ ,  $SD = 1.05$ ), developing teaching knowledge and skills ( $M = 2.84$ ,  $SD = 1.10$ ), being comprehensive enough to include all necessary knowledge and skills ( $M = 2.84$ ,  $SD = 1.04$ ), developing teaching knowledge and skills ( $M = 2.84$ ,  $SD = 1.10$ ), sufficient content area knowledge provided ( $M = 2.85$ ,  $SD = 1.12$ ), use of instructional technology in courses ( $M = 2.90$ ,  $SD = 1.11$ ).

To get further information on courses, the adequateness of courses was also rated by the teacher candidates separately. The mean values ranged between 2.79 and 3.30. The results are exhibited in the Table 4.11 in an ascending manner.

Table 4.11

*Descriptive Statistics on Courses*

Items	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. General Culture courses	1788	2.79	1.19	40.4	28.9	30.6
2. Introduction to Educational Science	1797	2.89	1.11	37.7	29.1	33.2
3. Curriculum Planning and Teaching	1797	3.00	1.16	33.9	27.7	38.4
4. Content Area Courses	1799	3.01	1.13	34.6	26.7	38.7
5. Methods of Teaching	1799	3.05	1.12	31.4	31.2	37.4
6. Turkish Education System and School Management	1782	3.05	1.18	30.9	30.3	38.8
7. Guidance	1769	3.08	1.21	31.5	27.1	41.4
8. Educational Psychology	1803	3.09	1.12	31.2	27.8	41.0
9. Measurement and Evaluation	1803	3.11	1.19	30.2	27.1	42.8
10. Classroom Management	1782	3.22	1.17	27.2	26.3	46.5
11. Instructional Technologies and Materials Design	1783	3.23	1.22	28.1	23.3	48.6
12. Teaching Practice	1748	3.30	1.20	24.4	27.9	47.7
13. School Experience	1747	3.30	1.17	25.3	26.7	47.9

\*1) Total percentage of "Very Inadequate" and "Inadequate," 2) "Neither Inadequate nor adequate,"

3) Total percentage of "Adequate" and "Very adequate"

The teacher candidates assessed Teaching Practice ( $M = 3.30$ ,  $SD = 1.20$ ) and School Experience ( $M = 3.30$ ,  $SD = 1.17$ ) courses as equally more adequate than all other courses in the program in terms of preparing them for the teaching profession. Nevertheless, the Introduction to Educational Science ( $M = 2.89$ ,  $SD = 1.11$ ) and the general culture courses ( $M = 2.79$ ,  $SD = 1.19$ ) were regarded as being inadequate by the majority of the students.

#### 4.3.1.1.3.3. Teaching Practice

As part of the assessment of teacher education, the teaching practice was also examined. Among all aspects of TE, teaching practice was assessed by the teacher candidates as the least adequate aspect of the faculty/program ( $M = 2.48$ ,  $SD = 0.86$ ). The mean values for all items ranged between 2.26 and 2.66 as seen in Table 4.12 in an ascending manner.

Table 4.12

#### *Descriptive Statistics on Teaching Practice*

Items	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. Providing variety of experiences (e.g. exam preparation, parent meetings)	1818	2.26	1.04	64.4	22.4	13.2
2. Opportunity to communicate with other staff	1819	2.33	1.04	61.3	23.8	14.9
3. Opportunity to work with different teachers during practices	1814	2.54	1.06	52.3	26.8	20.8
4. Working with experienced teachers in teaching practices	1809	2.59	1.12	49.8	27.2	23.1
5. Work environment provided for candidates in practice schools	1817	2.66	1.03	46.3	31.6	22

\*1) Total percentage of "Very Inadequate" and "Inadequate," 2) "Neither Inadequate not adequate,"

3) Total percentage of "Adequate" and "Very adequate"

The detailed examination of the results revealed that the teacher candidates mostly considered that the faculty/program was the most inadequate in terms of providing different experiences during teaching practices at practice schools such as exam preparation and parent meetings ( $M = 2.26$ ,  $SD = 1.04$ ). Furthermore, most of the teacher candidates assessed teaching practices as being inadequate with respect to providing opportunity to communicate with other staff such as school principal or counselor in the practice school ( $M = 2.33$ ,  $SD = 1.04$ ), opportunity to work with different teachers during practices ( $M = 2.54$ ,  $SD = 1.06$ ), working with experienced

teachers in teaching practices ( $M = 2.59$ ,  $SD = 1.12$ ), and lastly work environment provided for candidates in practice schools ( $M = 2.66$ ,  $SD = 1.03$ ).

#### 4.3.1.1.3.4. Teaching Staff

The last dimension of the teacher education to be assessed was teaching staff in education faculties. Despite having a low mean value, teaching staff ( $M = 2.85$ ,  $SD = 0.81$ ) was evaluated better than curricula and courses and the teaching practice similarly to faculty environment. The mean values ranged between 2.47 and 3.18. The descriptive results in an ascending manner are displayed in Table 4.13.

Table 4.13

#### *Descriptive Statistics on Teaching Staff*

	<i>N</i>	<i>M</i>	<i>SD</i>	1*	2*	3*
1. Guidance provided to be prepared for the profession	1808	2.47	1.06	54.4	28.3	17.4
2. Communication/collaboration between faculty and practice schools	1803	2.67	1.00	45.1	32.7	22.2
3. Instructors' using appropriate teaching methods and techniques	1810	2.77	1.09	39.5	33.9	26.6
4. Instructors' communication with mentor teachers	1805	2.78	1.10	41.8	28.9	29.3
5. Instructors' teaching experiences gained at schools	1799	2.87	1.02	34.9	37.6	27.5
6. Positive attitude towards teaching in the faculty	1814	2.93	1.11	35.0	30.8	34.2
7. Number of the instructors	1807	2.94	1.16	38.2	24.3	37.5
8. Instructors' teaching knowledge and skills	1815	3.05	1.13	29.8	31.9	38.3
9. Instructors' content area knowledge	1771	3.18	1.12	26.6	28.0	45.5

\*1) Total percentage of "Very Inadequate" and "Inadequate," 2) "Neither Inadequate not adequate,"

3) Total percentage of "Adequate" and "Very adequate"

In relation to the teaching staff, the majority of the teacher candidates tended to evaluate the teaching staff as inadequate for providing guidance related to teaching profession ( $M = 2.47$ ,  $SD = 1.06$ ). Only 17.4% of all teacher candidates regarded it as adequate. In addition, the teaching staff was mostly found as inadequate with respect to communicating and collaborating with practice schools ( $M = 2.67$ ,  $SD = 1.00$ ) and mentor teachers ( $M = 2.78$ ,  $SD = 1.10$ ), using appropriate teaching methods and techniques ( $M = 2.77$ ,  $SD = 1.09$ ), having teaching experiences at schools ( $M = 2.87$ ,  $SD = 1.02$ ), having positive attitude towards teaching ( $M = 2.93$ ,  $SD = 1.11$ ).

Besides, the majority of the teacher candidates evaluated as being more adequate in their content area knowledge ( $M = 3.18$ ,  $SD = 1.12$ ) and teaching knowledge and skills ( $M = 3.05$ ,  $SD = 1.13$ ).

#### **4.3.1.2. Qualitative Results on Assessment of Pre-service TE with Regards to Preparing for Teaching**

The answer of the first research question was also examined through the interviews, which were conducted with teacher candidates from seven different education faculties. The results of interviews in relation to the assessment of the teacher education in terms of preparing teacher candidates for teaching were presented in this section under the relevant sub-questions.

##### **4.3.1.2.1. Preparing for Teaching Skills**

Interview results showed that most of the teacher candidates stated being more prepared for understanding and communicating with students and their personal needs ( $n = 30$ ). About this, one of the teacher candidates stated: “I already know about situations in relation to students very well, as we are extensively furnished with individual differences along four years” (TC33). The teacher candidates also mentioned being adequately prepared for having enough content-area knowledge ( $n = 15$ ), preparing and using various instructional methods and techniques such as drama, brainstorming, and group works ( $n = 15$ ), having classroom management skills ( $n = 15$ ), and having motivation and enthusiasm for teaching ( $n = 12$ ). Moreover, 9 of the teacher candidates stated that they felt more prepared for using new or various technologies during instruction such as using smart board, projectors, or software. In relation to technology use, a teacher candidate asserted: “The teacher at schools cannot turn on even a projector...however; we are making PowerPoint presentation using projectors every week” (TC10). Apart from these, conducting teaching or instructing effectively was reported by 7 teacher candidates among 43 of them. Teacher candidates ( $n = 5$ ) also mentioned being prepared for the use of various materials in lessons and use of new approaches and programs. With respect to using new programs, one of the teacher candidates claimed:

...the first thing that comes to my mind when I think is that we have recently experienced changes in the school curricula, and we are educated here based on the foundations and requirements of this program, however most of the already-working teacher did not have such education. Therefore, I feel more competent to apply the new program when I compared myself with other colleagues. (TC20)

Lastly, four of the teacher candidates stated that they were prepared enough for professional development and following developments and researching innovations in relation instruction.

On the other hand, almost all of the teacher candidates ( $n = 40$ ) mentioned not getting enough knowledge and skills to be able to work under different conditions such as villages, mixed-level classes, boarding elementary schools, inadequate physical conditions, in the East part of Turkey, with students and families speaking different languages and having different cultures). One teacher candidates stated:

As if all of the schools in Turkey were like the schools in this city, as if they all had projectors, as if the transportations were easily done, as if there were no winter or snow, as if there were an air conditioner in each class... As if all students were thoughtful...(but) there are students going to the schools, but they do not know any Turkish. This should also be taught.... there are cities or towns in which the teachers are exposed to violence by the families. We are told nothing in relation to these. In fact, we did not cover anything even in relation to relationship with parents in general. We were not told about how to behave to parents or how to communicate with them. As if everything would be ready (when we graduated) and we would teach in that way. (TC9)

Furthermore, by almost all interviewees ( $n = 39$ ), teacher education was also evaluated as being inadequate in terms of preparing teacher candidates for teaching in classes with students who need special education (such as retarded, dyslexic, hyperactive children or wunderkinds) and for inclusion. One of the teacher candidates criticized the course they took in relation to inclusive education:

In inclusive education lesson, the instructor shared the topics from the book and we are reading them going to the board. The lesson passes in this way. So, I cannot say I took the education of this and such situations are making me anxious. (TC13)

Another one claimed: "About this, I have deficiencies. At least, there would be a trip (to such schools) so that we could see in a way" (TC4). However, most of these teacher candidates also mentioned that the Special Education course at least helped

them gain awareness and theoretical knowledge about such students. In addition to these, 24 of the teacher candidates stated that they did not feel adequately prepared for classroom management such as providing discipline and order in the classroom, dealing with problematic students, managing time, and using board. A teacher candidate explained the issue as following: “If I have problematic students who are unmanageable, then I do not know what I will do and how I will behave. Should I be very strict or try to understand him/her. I cannot decide what to do” (TC28). The other areas not given adequately as asserted by some interviewees were on relationship/communication with parents ( $n = 12$ ), knowledge and experience on official tasks, regulations, and rights ( $n = 11$ ), enough content area knowledge ( $n = 10$ ), relationship with school management ( $n = 10$ ), teaching in different conditions such as in the rural areas, the East part of Turkey, or physically inadequate schools ( $n = 10$ ), and instructing ( $n = 6$ ). Three of the teacher candidates also stated that they did not have an adequate education to communicate with colleagues.

#### **4.3.1.2.2. Preparing for 21<sup>st</sup> Century Skills**

Through the interviews, the teacher candidates were asked about the adequateness of teacher education in terms of preparation for the 21<sup>st</sup> century skills. The results showed that majority of the interviewees ( $n = 30$ ) claimed that they were not adequately prepared for media literacy. One of the teacher candidates criticized this as following:

We did not get most of these skills here except for thinking skills...For instance, media literacy... Turkish language teachers were giving this skill as a lesson in elementary level, but I have no education in relation to media literacy. If they put this lesson in front of me, will I learn this by reading? (TC10)

Besides, half of them mentioned universal thinking skills ( $n = 22$ ), research skills ( $n = 20$ ), openness to intercultural communication ( $n = 20$ ), and communication skills ( $n = 20$ ) as not adequately given as part of their education. Working with different groups was also mentioned by 17 interviewees. In relation these, a teacher candidate said:

Actually, openness to intercultural communication is very important for us. You know that there are different cultures in the East (of Turkey). However, about these, there isn't anything enough included in our education... But,

certainly there must be such education in Turkey, where there are different ethnic groups. (TC16)

Another teacher candidate mentioned communication skills and thinking skills and criticized instructors in relation to these:

Here, I don't think the education makes us gain communication skills. We are just listeners, because instructors always speak. So, only their communication skills develop and our skills are lost. Thinking skills and communication skills are very inadequate. If teachers cannot express themselves properly, then how will they teach? We were going to the board and only reading texts in the communication lesson. This is not a communication skill! This is reading a text! (TC33)

The other 21<sup>st</sup> century skills that were not adequately gained were using new technologies effectively ( $n = 16$ ). One of the interviewees (TC38) mentioned the presence of smart board in faculty, but they never used it, or they never turned on a projector and never used a photocopy machine in their education. Another teacher candidate (TC11) reminded current application of using smart boards and tablets at schools, but claimed they were not prepared for these applications. Other skills which were inadequately offered were also mentioned by a few teacher candidates such as scientific thinking ( $n = 15$ ), creative and critical thinking ( $n = 15$ ), lifelong learning ( $n = 15$ ), flexibility and adaptation ( $n = 13$ ), sensitivity towards nature ( $n = 13$ ), ability to apply innovations ( $n = 12$ ), and lastly problem solving ( $n = 10$ ).

#### **4.3.1.2.3. Aspects of Faculty/Program**

The aspects of teacher education faculty and program were also evaluated by the teacher candidates through the interviews. They were asked about the main problem of the aspects of teacher education they had in relation to preparing them for teaching profession. The results were presented respectively as faculty environment, curricula and courses, teaching practice, and teaching staff in the faculty of education.

##### **4.3.1.2.3.1. Faculty Environment**

The faculty environment was evaluated in terms of problems by 14 teacher interviewees out of 43. The others did not report any problems about faculty environment with respect to preparing them for teaching. The main problem was



reported by 9 interviewees as inadequateness of the physical facilities and conditions of faculties such as lack of technological tools, use of outdated technologies, small size of library building, and lack of enough resources in library. About physical inadequateness, one of the teacher candidates claimed:

...in some universities especially with Medicine faculty, I think Education faculties are step-children. For instance, this faculty is physically very inadequate. We cannot find classes for doing our lessons, we cannot find place to sit in cafes. You have to go to the library very early in the morning and put your bag. And you cannot find publications you want. (TC14)

Similarly, another teacher candidate from another education faculty affirmed: “Our environment is not adequate. We will be English teachers, but we don’t have a listening class, laboratories, or sound system. We just have a projector” (TC26). Other two teacher candidates (TC28 and TC41) from different education faculties also mentioned the lack of technological materials in the faculty and they just had a projector. He claimed that this was not enough for the 21<sup>st</sup> century age. Lastly, a teacher candidate claimed: “We had a lesson on teaching by using technology, but there were no technology included” (TC41).

The lack of enough social facilities and socialization opportunities was reported as a problem of faculty environment affecting the quality of their preparation ( $n = 6$ ). The interviewees mentioned that the faculty environment did not foster their social development as teacher candidates and the social activities were not announced. The other reported problems were lack of democratic environment (no expression of ideas freely) ( $n = 3$ ), de-motivating (negative) environment for teaching ( $n = 3$ ), and lack of enough number of specialized area instructors ( $n = 3$ ). On the last problem, one of the interviews said:

Now, we are taking the Inclusive Education and Teaching in Mixed-Level Classes courses this term. And we took from the same instructors the following lessons: Guidance, Measurement and Evaluation, or Educational Philosophy. We took all our courses from the same instructors. I really don’t know in which area these instructors had their graduate degree or in which area they developed themselves, and on what bases they are offering these lessons. In my opinion, the lessons are opened and, because of lack of instructors, these instructors are offering them. (TC13)

As a summary, the problems on faculty environment were mostly related to the physical deficiencies, lack of social environment, lack of a democratic environment in the faculty and lessons, and lack of specialized area instructors.

#### **4.3.1.2.3.2. Curricula and Courses**

Curricula and courses were reported by almost all teacher candidates ( $n=38$ ) as having problems deterring the adequateness/quality of their education. The main problematic areas reported by the majority were theory-based lessons/lack of enough practice component in curricula ( $n = 17$ ). A teacher candidate expressed: “We don’t have any opportunities for practices in lessons” (TC22), and another claimed: “We only have theories but there is a lack of practicing. This is the most important problem” (TC2). Another one suggested using micro-teaching effectively in lessons (TC29).

Moreover, there were some lessons stated as lacking in the curricula such as more teaching method courses, research skills, curriculum development, and speaking and communication ( $n = 15$ ). However, some of the lessons were reported as being unnecessary due to being too advanced/theoretical or very simple ( $n = 9$ ) such as pure mathematics, differentials, or basic Turkish or English grammar lessons. The other most criticized dimension ( $n = 11$ ) was inappropriate/ineffective delivery (implementation) of lessons in curricula such as applying traditional, teacher-centered, and one-type methods and techniques besides using memorization, and making students inactive. In this respect, one of the teacher candidates stated:

The methods and techniques used in our education are not constructivist. We are still having lessons based on old way, memorization. Indeed, we are still passive and the lessons are always teacher-centered. Instructor teaches and we listen. (TC1)

Lack of authentic environment in lessons was another issue hindering the education of teacher candidates ( $n = 5$ ). They mostly criticized that the teaching-learning environment was not reflecting real school/classroom environment. The teacher candidates also talked about the inappropriate application of measurement and evaluation ( $n = 5$ ). Under this problem, the following issues were mentioned: using subjective and unfair assessment, using memorization-based assessment tools such as

asking definitions of concepts. One interviewee pointed out that they did not believe in the exams, because they were all made as formality (TC17). In relation to this, another one claimed that there were students who only came to midterms and final exams and passed the courses, as questions were the same or only exams were used as evaluation criteria (TC3). Apart from these, two teacher candidates mentioned the existence of overlapping courses.

Lastly, four of the interviewees indicated that the courses in the programs and the general structure of the program was generally appropriate for teacher education, however, they expressed the problems were pertaining to the lack of practice or quality of instructors, but not the teacher education program itself. “There are deficiencies related to the courses. Actually, this is again about lack of quality of teaching staff. If the instructor is qualified, then the courses are effective” (TC31). Another claimed that all lessons were useful on condition that qualified instructors offered them (TC14). Lastly, another one said that the content of curricula was adequate and its structure was appropriate for teacher education, but the problem about these courses was lack of enough practice (TC20).

#### **4.3.1.2.3.3. Teaching Practice**

Totally, 37 teacher candidates out of 43 criticized teaching practices as being problematic during their education. The problems can be listed as following based on their frequency: lack of teaching practice with different teachers, grade levels, and students in different types of schools ( $n = 21$ ), inappropriate semester for practice teachings in the curricula/last year ( $n = 16$ ), problems with practice schools ( $n = 16$ ), lack of enough practice teaching throughout teacher education ( $n=14$ ), lack of guidance/evaluation of performance ( $n = 8$ ), negative attitude of teacher candidates towards practice teaching ( $n = 6$ ), outdated/unnecessary tasks of teaching practice course ( $n = 4$ ), and lastly student teacher-mentor teacher ratio (many students for one mentor). Under the problems pertaining to practice schools, teacher candidates mentioned negative attitude of school staff -teachers and school management- ( $n = 13$ ), lack of systematic selection of schools ( $n = 6$ ), lack of quality/competence of mentor teachers ( $n = 5$ ), overloaded work given to teacher candidates ( $n = 5$ ), and poor physical conditions of schools ( $n = 3$ ).

With regards to lack of practice in different contexts and no systematic selection of schools without considering prior experiences of teacher candidates, they claimed that they went the same schools, same teachers, or same grades; and they had no chance to have different experiences. A teacher candidate raised the issue as following:

My practice school was the same in the first and second term. We told about it (to instructors) but they said “it is the coincidence.” We wanted to see different conditions. However, they do not consider things from the perspective of students; they are probably selecting schools by lots. However, firstly needs and background of students should be examined.... As they do not regard our development, we did not see different conditions. (TC39)

Another teacher candidate expressed this and criticized the content of teaching practices in this way:

I have seen the same teacher during the whole semester. In all of them, the same observation, as the teacher is always doing the same things. Indeed, I am lucky, as the teacher is at least doing something... When I ask my friends what they are doing during practice teachings, they tell me that their teacher is letting them to solve questions (for KPSS). Is this a practice? Is this an observation? Nothing happened, there is no use. We are wasting our time. It is illogical. (TC5)

Apart from this, the time of teaching practice was reported as a problem, and a teacher candidate criticized this in terms of its being only in the 4<sup>th</sup> grade, lack of teaching, and attitude of mentor teacher in this way:

We only have practice teaching in the last grade; and ninety percent of this is observation. Moreover, my mentor teacher asked me: “Aren’t you preparing for the exam (KPSS)? I should honestly say to you that you cannot learn anything by observing me”. (TC5)

Another teacher candidate asserted about teaching practice:

We are having education from first grade to fourth grade, but we don’t know why we are having this education, what we will face with, about which things we should be careful. Besides, in the 4<sup>th</sup> grade, there are graduation issues, KPSS, or job applications, so the practice teaching is not our major concern. We don’t want to go to schools. Actually, we are curious and excited about teaching practice in the second or third grades, but in the fourth grade, we say: “I wish we did not have this (practice teaching) and how we will allocate time for this”. (TC23)

About the quality of teachers in the practice schools, one teacher candidates stated: “We aren’t learning who a teacher should be; but how a teacher should not be. Teachers are so bad” (TC31). Moreover, in relation to attitude of teachers and principal of practice schools, a teacher candidate pointed out:

When we go to schools and meet school principals, they are telling us not to come. They say: “The school is very crowded, do not come!”...but, this is the protocol between the Higher Education Council and Ministry of Education, how can they tell us that?...We’re actually facing with very interesting things during practice teaching. They hate us, because we are coming for practice. There are teachers humiliating us in front of students. Instead of motivation, they tell us “go and sit down at the backside of classroom!” But, they can introduce us to students as new teachers. (TC2)

About the same issue, a teacher candidates from another university also told similar things about practice teaching: “Some of the teachers tell us not to come” (TC22). Another teacher candidate (TC18) claimed that his mentor teacher was leaving all lessons to him despite he knew nothing about teaching. He also mentioned the teacher asking: “what is constructivist approach? There is no need for it. Teach traditionally, that’s enough.” Lastly, the tasks given to teacher candidates during practice teachings were criticized by teacher candidates as being outdated: “when we show the assignments that our instructors give us to our mentor teachers, they say that your instructors should update themselves” (TC43).

#### **4.3.1.2.3.4. Teaching Staff**

Teaching staff/professorate in the faculties of education was mentioned by totally 32 interviewees as the questionable aspect of teacher education program. Regarding this, mostly-cited problems focused on instructors’ using ineffective, traditional, or teacher-centered methods and techniques ( $n = 25$ ). Under this issue, instructors were also reported as using PPT presentations all the time, not lecturing but leaving lecturing to students, not allowing to discussions and not using technological materials in lessons, and using memorization but not constructivist or student-centered approaches. The other problems about teaching staff were declared as having negative attitude towards teaching and teacher candidates ( $n = 10$ ), not providing guidance, feedback, or follow-up on teaching ( $n = 9$ ), being incompetent in

their areas ( $n = 9$ ), being inactive/old/unwilling for teaching ( $n = 8$ ), not giving freedom of expression in lessons/being opposed to different ideas ( $n = 6$ ), not having systematic and objective ways of assessment and evaluation ( $n = 6$ ), not being open to personal development ( $n = 6$ ), not having teaching experience at schools ( $n = 5$ ), and not sharing their academic works or experiences in lessons ( $n = 5$ ). Upon some of these problems with respect to teaching staff, a teacher candidate stated:

It is expected from all students to be in the same color. Nobody can say “no” to anything. For that reason, I think that the instructors are the source of the problem. If instructors were good, then teacher candidates could be eliminated here. But, I claim that every student can pass courses without coming to any lessons, so they can graduate by passing courses. Because, instructors sometimes tells the same things and they tell only what is written in books. Or sometimes, only definitions are given. In this way, with definitions... There are meetings or congress in MONE, but I never see an instructor participating those. (TC7)

Instructors were also criticized for not lecturing and sharing their knowledge with students (TC29). Another teacher candidate talked about instructors’ ways of instructing by using memorization:

Our major problem is deficiencies of the instructors we have. They can’t be useful. The education is based on memorization. Very few instructors are making us discover knowledge or construct knowledge. Others have a parrot fashion. For instance, none of our instructors are a professor or an associate professor. If we ask the things that we’re made to memorize, I’m sure they will not do. (TC12)

Deficiencies of instructors were mentioned by another teacher candidate when he was asked about problems in relation to aspects of teacher education. The teacher candidates stated: “The first thing that comes to my mind is the deficiencies of teaching staff” (TC31). Then, the teacher candidate added:

They (instructors) tell us to conduct constructivist lessons. But they are not conducting constructivist lesson, they use lecturing. Even when instructors say to us: “Do not speak with the same tone of voice,”... they are using the same tone of voice. (TC31)

Among the main problems, the teacher candidates mentioned the attitude of instructors towards teaching and students. One of them said that the instructors did not have a concern for educating them but for their own academic career and salary; and added: “Therefore, without desire or enthusiasm, nothing happens” (TC3). The

teacher candidates also talked about their being indifferent to the needs and interests of teacher candidates:

Instructors are coming to lessons; they are lecturing; and leaving carelessly. They don't care whether students understand or not. They don't care whether they regard individual differences and needs of students. They come and tell us how to be a teacher, but they do not do what they teach. (TC15)

About instructors' use of measurement and evaluation, a teacher candidate (TC20) gave an example from an exam questions. The teacher candidate said that one of the instructors asked in the exam to teach a topic in 45 minutes, but did not give any information in relation to students' grade level or any other information.

Lastly, four of the teacher candidates mentioned "lack of standard quality among instructors." About this issue, one teacher candidate tells: "I have some instructors, and I really admire them. So, I want to go to that lesson and I want to talk to them. Because they give more than just theory" (TC43) and she added that there were some other instructors that they had problems in their lessons.

#### **4.3.1.3. Summary of the Results on Assessment of Pre-service TE (First Research Question)**

When quantitative and qualitative results were compared, it was seen that the results were in general consistent with each other. In relation to the skills that were not adequately offered by TE, quantitative and qualitative results pointed out communication and relationship with parents (parent meetings), knowledge about official tasks, regulation, and extracurricular activities, teaching students with special education needs, and communication with staff at school (principal, colleagues, or other experts). On the other hand, planning courses based individual needs and knowledge about individual learning needs, teaching in different countries, participating in EU projects, and using alternative assessment tools were the skills that resulted from the quantitative data in terms of inadequate preparation. Lastly, although classroom management was proposed as an effectively given skill by 1/3 of the interviewees and more than half of the questionnaire respondents, it was evaluated as inadequately gained by more than half of the interviewees. The results are presented in Table 4.14 below.

Table 4.14

*Summary of Results on Teaching Skills*

Quantitative Results ( $N = 1856$ )	Qualitative Results ( $N = 43$ )
<b>Inadequate/Neither Inadequate nor Adequate</b> <ul style="list-style-type: none"> <li>teaching in different countries (<math>M=2.26</math>, <math>SD=1.17</math>) and participating in EU projects (<math>M=2.35</math>, <math>SD=1.16</math>),</li> <li>conducting/organizing parent meetings (<math>M=2.60</math>, <math>SD=1.18</math>), helping parents to support their children (<math>M=2.66</math>, <math>SD=1.19</math>), communicating with parents effectively (<math>M=2.68</math>, <math>SD=1.18</math>),</li> <li>determining students' individual learning needs (<math>M=2.65</math>, <math>SD=1.16</math>), planning courses based on individual differences (<math>M=2.57</math>, <math>SD=1.18</math>),</li> <li>planning extra-curricular activities (<math>M=2.52</math>, <math>SD=1.21</math>) and carrying out administrative tasks/duties (<math>M=2.66</math>, <math>SD=1.13</math>),</li> <li>evaluation of instructional programs (<math>M=2.74</math>, <math>SD=1.02</math>),</li> <li>working with students who need special education (<math>M=2.77</math>, <math>SD=1.16</math>),</li> <li>cooperating with other experts in the school (<math>M=2.80</math>, <math>SD=1.16</math>),</li> </ul> <b>Relatively More Adequate</b> <ul style="list-style-type: none"> <li>using Turkish correctly and effectively (<math>M=3.37</math>, <math>SD=1.06</math>),</li> <li>providing order and discipline in class (<math>M=3.36</math>, <math>SD=1.00</math>),</li> <li>using voice (<math>M=3.35</math>, <math>SD=1.06</math>) and body language (<math>M=3.24</math>, <math>SD=1.07</math>)</li> <li>making use of curriculum to plan lessons (<math>M=3.32</math>, <math>SD=1.01</math>),</li> <li>using computer and technological tools for instruction (<math>M=3.27</math>, <math>SD=1.16</math>),</li> <li>giving responsibilities appropriate for students' level (<math>M=3.24</math>, <math>SD=1.07</math>),</li> <li>communicating with students effectively (<math>M=3.24</math>, <math>SD=1.11</math>)</li> <li>understanding students' developmental levels (<math>M=3.10</math>, <math>SD=1.09</math>),</li> <li>continuing professional development (<math>M=3.19</math>, <math>SD=1.07</math>),</li> <li>having comprehensive knowledge for teaching (<math>M=3.15</math>, <math>SD=1.07</math>)</li> </ul>	<b>Inadequate</b> <ul style="list-style-type: none"> <li>working under different conditions/places/schools (<math>n=40</math>),</li> <li>teaching in classes with students who need special education (<math>n=39</math>),</li> <li>classroom management (<math>n=24</math>),</li> <li>relationship /communication with parents (<math>n=12</math>),</li> <li>knowledge and experience on official tasks, regulations, and rights (<math>n=11</math>),</li> <li>having enough content area knowledge (<math>n=10</math>),</li> <li>relationship with school management (<math>n=10</math>),</li> <li>teaching in poor conditions, rural areas, the East, or physically inadequate schools (<math>n=10</math>),</li> <li>instructing effectively (<math>n=6</math>),</li> <li>communicating with colleagues (<math>n=3</math>).</li> </ul> <b>Relatively More Adequate</b> <ul style="list-style-type: none"> <li>understanding and communicating with students and their personal needs (<math>n=30</math>),</li> <li>having enough content-area knowledge (<math>n=15</math>),</li> <li>preparing and using various instructional methods and techniques (<math>n=15</math>),</li> <li>classroom management (<math>n=15</math>),</li> <li>having motivation and enthusiasm for teaching (<math>n=12</math>),</li> <li>using new or various technologies during instruction (<math>n=9</math>),</li> <li>conducting teaching effectively was stated (<math>n=7</math>)</li> <li>using various materials, new approaches, and programs (<math>n=5</math>)</li> <li>professional development, following developments, innovations (<math>n=4</math>)</li> </ul>



Similarly, content area knowledge was mentioned as in both categories. The teacher candidates mostly stated as being effectively prepared for understanding and communicating with students, but the quantitative results showed that they thought they were not well prepared for planning courses based on student needs and having enough knowledge about individual learning needs.

In relation to 21<sup>st</sup> century skills, both questionnaire and interview results revealed media literacy and universal thinking skills as being inadequately given during teacher education. Moreover, the teacher candidates mentioned openness to intercultural communication in both questionnaire and interviews as inadequately given in TE. The summary of results is presented in Table 4.15 below.

Table 4.15

*Summary of Results on 21<sup>st</sup> Century Skills*

Quantitative Results ( $N = 1856$ )	Qualitative Results ( $N = 43$ )
<b>Inadequate/Neither Inadequate nor Adequate</b> <ul style="list-style-type: none"> <li>media literacy (<math>M= 2.74</math>, <math>SD= 1.11</math>),</li> <li>universal thinking skills (<math>M= 2.84</math>, <math>SD= 1.07</math>),</li> <li>scientific thinking (<math>M=2.86</math>, <math>SD= 1.06</math>).</li> <li>research skills (<math>M=2.93</math>, <math>SD=1.08</math>),</li> <li>using new technologies effectively (<math>M=2.99</math>, <math>SD=1.14</math>),</li> <li>openness to intercultural communication (<math>M=2.99</math>, <math>SD=1.13</math>)</li> </ul>	<b>Inadequate</b> <ul style="list-style-type: none"> <li>media literacy (<math>n = 30</math>)</li> <li>universal thinking skills (<math>n = 22</math>),</li> <li>research skills (<math>n = 20</math>),</li> <li>openness to intercultural communication (<math>n = 20</math>),</li> <li>communication skills (<math>n = 20</math>)</li> <li>working with different groups (<math>n = 17</math>)</li> <li>using new technologies effectively (<math>n=16</math>)</li> </ul>
<b>Relatively More Adequate</b> <ul style="list-style-type: none"> <li>sensitivity towards nature and environment (<math>M=3.13</math>, <math>SD=1.09</math>),</li> <li>lifelong learning skills (<math>M=3.06</math>, <math>SD=1.11</math>),</li> <li>working with different groups (<math>M=3.05</math>, <math>SD=1.13</math>),</li> <li>communication and cooperation skills (<math>M=3.04</math>, <math>SD=1.02</math>),</li> <li>flexibility and adaptation skills (<math>M=3.02</math>, <math>SD=1.05</math>)</li> </ul>	<ul style="list-style-type: none"> <li>scientific thinking (<math>n= 15</math>),</li> <li>creative and critical thinking (<math>n= 15</math>),</li> <li>lifelong learning (<math>n = 15</math>),</li> <li>flexibility and adaptation (<math>n = 13</math>),</li> <li>sensitivity towards nature (<math>n = 13</math>),</li> <li>ability to apply innovations (<math>n = 12</math>),</li> <li>problem solving (<math>n = 10</math>)</li> </ul>

The teacher candidates also stated they were not prepared adequately for communication skills, scientific thinking, research skills, working with different groups, and using new technologies. Sensitivity towards nature and working with

different groups were evaluated as more adequate than other skills in both questionnaire and interviews. Along with interview results, communication skills and lifelong learning skills were the mostly reported skills that were not adequately provided in TE although they were evaluated better than other skills according to quantitative results.

The aspects of teacher education faculty/program were generally evaluated by the teacher candidates as either “inadequate” or “neither inadequate nor adequate” in terms of preparing for teaching. The summary of the results on faculty environment and curricula and courses can be seen in Table 4.16.

Table 4.16

*Summary of Results on Faculty Environment and Curricula/Courses*

Quantitative Results ( $N = 1856$ )	Qualitative Results ( $N = 43$ )
Faculty Environment ( $M = 2.85$ , $SD = .93$ )	
<b>Inadequate/Neither Adequate nor</b> <b>Adequate</b> <ul style="list-style-type: none"> <li>Social environment provided for students (<math>M = 2.57</math>, <math>SD = 1.14</math>),</li> <li>physical environment of the education faculties (<math>M = 2.74</math>, <math>SD = 1.14</math>)</li> </ul>	<b>Inadequate (<math>n = 14</math>)</b> <ul style="list-style-type: none"> <li>lack of physical facilities, technologies, poor conditions (<math>n = 9</math>)</li> <li>lack of enough social facilities and socialization opportunities (<math>n = 6</math>)</li> <li>lack of democratic environment (no expression of ideas freely) (<math>n = 3</math>),</li> </ul>
<b>Relatively More Adequate</b> <ul style="list-style-type: none"> <li>study environment (<math>M = 3.05</math>, <math>SD = 1.18</math>),</li> <li>classroom size (<math>M = 3.04</math>, <math>SD = 1.21</math>)</li> </ul>	<ul style="list-style-type: none"> <li>de-motivating (negative) environment for teaching (<math>n = 3</math>),</li> <li>lack of enough number of specialized area instructors (<math>n = 3</math>).</li> </ul>
Curricula and Courses ( $M = 2.73$ , $SD = 0.81$ )	
<b>Inadequate/Neither Adequate nor</b> <b>Adequate</b> <ul style="list-style-type: none"> <li>practice in different school environments (<math>M = 2.24</math>, <math>SD = 1.14</math>); and enough number of teaching experience (<math>M = 2.73</math>, <math>SD = 1.13</math>),</li> <li>reflection of school/class environment (<math>M = 2.42</math>, <math>SD = 1.09</math>)</li> <li>inclusion of educational research into courses (<math>M = 2.71</math>, <math>SD = 1.12</math>),</li> <li>developing teaching knowledge and skills (<math>M = 2.84</math>, <math>SD = 1.10</math>),</li> <li>sufficient content area knowledge (<math>M = 2.85</math>, <math>SD = 1.12</math>),</li> <li>effective use of instructional technology (<math>M = 2.90</math>, <math>SD = 1.11</math>).</li> </ul>	<b>Inadequate (<math>n = 38</math>)</b> <ul style="list-style-type: none"> <li>theory-based lessons/lack of enough practice component in curricula (<math>n = 17</math>)</li> <li>lack of necessary lessons (<math>n = 15</math>)</li> <li>too advanced/theoretical or very basic lessons (<math>n = 9</math>)</li> <li>inappropriate/ineffective delivery (implementation) of lessons (<math>n = 11</math>)</li> <li>lack of authentic learning environment in lessons (<math>n = 5</math>).</li> <li>inappropriate use of measurement and evaluation (<math>n = 5</math>)</li> </ul>

As seen from Table 4.16, faculty environment was evaluated as being more adequate than curricula and courses in teacher education with respect to preparing for teaching. The teacher candidates mostly criticized the theory-based lessons and lack of enough practice opportunities in the curricula and courses. The summary of the results on teaching practice and teaching staff are presented in Table 4.17.

Table 4.17

*Summary of Results on Teaching Practice and Teaching Staff*

Quantitative Results ( $N = 1856$ )	Qualitative Results ( $N = 43$ )
Teaching Practice ( $M = 2.48$ , $SD = 0.86$ )	
<b>Inadequate/Neither Adequate nor</b> <b>Adequate</b> <ul style="list-style-type: none"> <li>• having variety of experiences (<math>M=2.26</math>, <math>SD=1.04</math>) and working with various teachers (<math>M=2.54</math>, <math>SD=1.06</math>),</li> <li>• communicating with other staff (<math>M=2.33</math>, <math>SD=1.04</math>),</li> <li>• working with experienced teachers (<math>M=2.59</math>, <math>SD=1.12</math>),</li> <li>• work environment provided for candidates (<math>M=2.66</math>, <math>SD=1.03</math>)</li> </ul>	<b>Inadequate (<math>n=38</math>)</b> <ul style="list-style-type: none"> <li>• lack of variety in teaching practice (<math>n=21</math>) and enough practice (<math>n=14</math>),</li> <li>• inappropriate semester for practice teachings (<math>n=16</math>),</li> <li>• problems with practice schools, mentor teachers, school principal (<math>n=16</math>)</li> <li>• lack of guidance/evaluation of performance (<math>n=8</math>),</li> <li>• outdated/unnecessary tasks of teaching practice (<math>n=4</math>)</li> </ul>
Teaching Staff ( $M = 2.85$ , $SD = 0.81$ )	
<b>Inadequate/Neither Adequate nor</b> <b>Adequate</b> <ul style="list-style-type: none"> <li>• providing guidance on teaching (<math>M=2.47</math>, <math>SD=1.06</math>)</li> <li>• collaborating with practice schools (<math>M=2.67</math>, <math>SD=1.00</math>) and mentor teachers (<math>M=2.78</math>, <math>SD=1.10</math>),</li> <li>• using appropriate teaching methods and techniques (<math>M=2.77</math>, <math>SD=1.09</math>),</li> <li>• having teaching experiences at schools (<math>M=2.78</math>, <math>SD=1.02</math>),</li> <li>• having positive attitude towards teaching (<math>M=2.93</math>, <math>SD=1.11</math>).</li> </ul> <b>Relatively More Adequate</b> <ul style="list-style-type: none"> <li>• content area knowledge (<math>M=3.18</math>, <math>SD=1.12</math>), and teaching knowledge and skills (<math>M=3.05</math>, <math>SD=1.13</math>).</li> </ul>	<b>Inadequate (<math>n=32</math>)</b> <ul style="list-style-type: none"> <li>• using ineffective, traditional methods and techniques (<math>n=25</math>)</li> <li>• negative attitude towards teaching and teacher candidates (<math>n=10</math>),</li> <li>• not providing guidance, feedback, or follow-up on teaching (<math>n=9</math>),</li> <li>• incompetence in their areas (<math>n=9</math>),</li> <li>• not giving freedom of expression in lessons (<math>n=6</math>),</li> <li>• no systematic and objective ways of assessment and evaluation (<math>n=6</math>),</li> <li>• close to personal development (<math>n=6</math>),</li> <li>• no teaching experience (<math>n=5</math>),</li> <li>• not sharing academic works or experiences in lessons (<math>n=5</math>).</li> </ul>

To sum up, the most problematic aspects of TE faculty/program were pointed as teaching practice and curricula and courses aspects. However, there were some common problems in relation to teaching staff and faculty environment as revealed through both quantitative and qualitative findings.

#### **4.3.2. Factors/Predictors of Assessment of Pre-service Teacher Education**

In this part, the results in relation to the second research question of the study were given. The second research question was whether the teacher candidates' assessment of the pre-service teacher education in Turkey in terms of preparing for teaching differed based on various factors.

##### **4.3.2.1. Effect of Teaching Area on Assessment of TE**

The one-way analysis of variance (ANOVA) was conducted to examine if the assessment of the teacher candidates on the TE differed in terms of their departments. The area of teaching was the independent variable and it had seven categories, as the data were gathered from seven different teaching departments. Before conducting the analysis, the assumptions of one-way ANOVA were checked. The normality was satisfied, as the skewness and kurtosis values for all levels were around 0 changing between .51 and .00. Kolmogorov-Smirnov test for all was also found to be non-significant ( $p > .05$ ) which also showed normality.

Moreover, about the homogeneity of variance assumption, Levene's test suggested that the variance of the dependent variable across seven education faculties was significant, therefore the homogeneity of variances assumption was violated in the study ( $p = .05$ ). The violation of this assumption led to decreasing the alpha level to be more conservative from .05 to .025.

When the descriptive statistics were examined, they showed that the English language teacher candidates ( $M = 3.16$ ,  $SD = 0.82$ ) and the classroom teacher candidates ( $M = 3.15$ ,  $SD = 0.69$ ) had the highest assessment of teacher education they had in terms of preparing them while elementary Mathematics teacher candidates ( $M = 2.75$ ,  $SD = 0.63$ ) had the lowest assessment of their education as displayed in Table 4.18.

Table 4.18

*Assessment of TE based on Teaching Area/Department*

	<i>N</i>	<i>M</i>	<i>SD</i>
Classroom Teaching	325	3.15	0.69
Social Studies Teaching	247	2.92	0.68
Elementary Mathematics Teaching	278	2.75	0.63
English Language Teaching	292	3.16	0.82
Elementary Science Teaching	203	3.02	0.70
Computer Education and Instructional Technologies	185	2.92	0.73
Turkish Language Teaching	308	2.84	0.71

To see if the mean differences were significant, one-way ANOVA was conducted. As seen in Table 4.19 below, the results of the analysis suggested that the teaching area of the teacher candidates had a significant effect on their assessment of teacher education in terms of preparing them for the teaching profession,  $F(6, 1831) = 13.54$ ,  $p = .00$ ,  $\eta^2 = .04$ . The eta squared indicated a small effect according to Cohen's criteria (1988). It could be interpreted as 4% of the variance on the teacher candidates' assessment of teacher education could be explained by their teaching areas.

Table 4.19

*One-Way ANOVA for the Effect of Teaching Area*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	$\eta^2$
Between groups	41.12	6	6.85	13.54*	.04
Within groups	926.81	1831	.51		
Total	967.92	1837			

\* $p = .00$

As a conservative test, the Scheffe was utilized to determine the sources of the mean differences, and each of the post hoc tests were evaluated based on the alpha value .025. The results of post hoc analyses showed that English Language TCs ( $M = 3.16$ ,  $SD = 0.82$ ) evaluated their teacher education significantly better than Elementary

Mathematics TCs ( $M = 2.75$ ,  $SD = 0.63$ ), Turkish Language TCs ( $M = 2.84$ ,  $SD = 0.71$ ), and Social Studies TCs ( $M = 2.92$ ,  $SD = 0.68$ ). Similarly, Classroom TCs ( $M = 3.15$ ,  $SD = 0.69$ ) evaluated the teacher education significantly better than Elementary Mathematics TCs ( $M = 2.75$ ,  $SD = 0.63$ ), Turkish Language TCs ( $M = 2.84$ ,  $SD = 0.71$ ), and Social Studies TCs ( $M = 2.92$ ,  $SD = 0.68$ ). Lastly, Elementary Science TCs ( $M = 3.02$ ,  $SD = 0.70$ ) regarded teacher education significantly better than Elementary Mathematics TCs ( $M = 2.75$ ,  $SD = 0.63$ ).

#### 4.3.2.2. Predictors of Assessment of TE

To examine predictors of the teacher candidates' assessment of teacher education, Hierarchical Multiple Regression Analysis was conducted. In other words, the aim was to understand the effect of demographic characteristics, the effect of orientation towards teaching, and the effect of faculty/program on the teacher candidates' assessment of the current teacher education in terms of preparing them for teaching profession, so the hierarchical regression analysis was chosen for this purpose.

Before conducting the analysis, the assumptions of the regression analysis were checked to be able to continue with this analysis. First of all, normality was checked for all variables and Skewness and Kurtosis values were found to be between +1 and -1, which showed the normality (Tabachnick & Fidell, 2012). The normality of the errors was also checked to see whether the errors were distributed normally as expected. The Histogram and normal probability plot (P-P plot) of the residuals were observed to show normality as seen in Figure 4.5 and Figure 4.6.

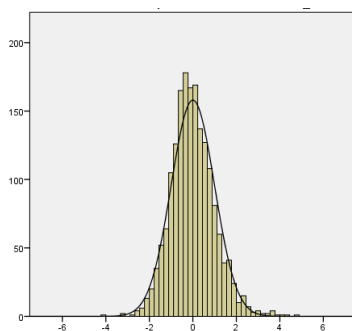


Figure 4.5 Histogram of Residuals

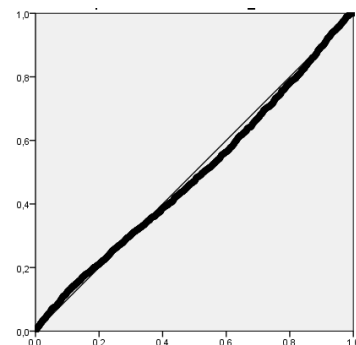
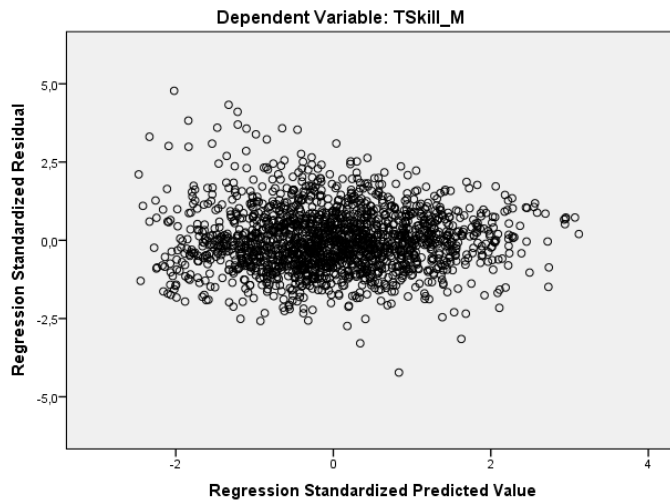


Figure 4.6 Normal P-P Plot of Residuals

Furthermore, the variance of errors, which refers to the assumption of Homoscedasticity, should be the same for all levels of the variables (Osborne & Waters, 2002). It was checked through the scatter plot of predicted value and residual and no pattern was observed, indicating the satisfaction of the assumption. The Figure 4.7 shows the scatter plot.



*Figure 4.7* Scatterplot for Homoscedasticity and Linearity Assumptions

Another assumption, which is Independent Errors, was controlled using the Durbin-Watson coefficient test for autocorrelation. The result of the test was found to be 1.96, and this value was between 1.5 and 2.5 as a rule of thumb, so the assumption of independence of observations was also satisfied (Field, 2009). As one of the important assumption of the regression analysis, Multicollinearity, which means the relationship between two or more variables, was checked. For the regression analysis, very high relationships exceeding .90 are not accepted between the predictors. The correlation matrix (see Appendix E) displayed no relationship above .90, as the highest correlation was .76. In addition, the VIF values did not exceed 4 and tolerance values were higher than .20. Scatter plot showed linearity, and there were no influential observations according to the leverage statistics and Cook's distance values. After satisfying all assumptions, the regression analysis was performed. The results of the Hierarchical Multiple Regression Analysis are presented in the Table 4.20.

Table 4.20

*Hierarchical Multiple Regression Analysis for Predicting TCs' Assessment of TE*

	<i>B</i>	<i>SE B</i>	$\beta$	<i>sr</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta F$
Model 1					.12	.02	9.23*
Gender	-.17	.04	-.11	-.11*			
High school	-.09	.04	-.06	-.05*			
Teaching experience	-.02	.05	-.01	-.01			
Model 2					.29	.09	22.78*
Plan for graduate study	-.02	.04	-.01	-.01			
Satisfaction with teaching area	-.06	.04	-.04	-.03			
Professional Plan	.07	.05	.04	.04			
Readiness	-.20	.04	-.13	-.12*			
Publications	-.14	.04	-.10	-.09*			
Attitude	.10	.02	.14	.10*			
Model 3					.76	.58	511.94*
Environment	-.04	.02	-.05	-.04*			
Curricula	.43	.03	.49	.26*			
Teaching practice	.09	.02	.10	.07*			
Teaching staff	.20	.02	.23	.14*			

\* $p < .05$ 

To start with, the first model was belonging to the teacher candidates' gender, high school and teaching experience. This model was examined to observe the effects of the variables on the teacher candidates' assessment of TE. The results showed that the model significantly predicted TCs' assessment of TE,  $F(3, 1772) = 9.22$ ,  $p = .00$ . For this model,  $R^2$  value was .02, which means that teacher candidates' gender, high school, and teaching experience accounted for only 2% of the variation in the assessment of the TE. When, the variables were examined separately, it was seen that gender's unique contribution to assessment of TE was significant,  $t(1772) = -4.79$ ,  $p = .00$ . Teacher candidates' high school types also affected the assessment significantly,  $t(1772) = -2.29$ ,  $p = .02$ . However, it was seen that having a teaching experience in an institution did not affect the assessment of TE significantly in the model,  $t(1772) = -.42$ ,  $p > .05$ . Moreover, in relation to gender, female teacher candidates ( $M = 3.03$ ,  $SD = .72$ ) evaluated TE as significantly more adequate than



the male teacher candidates ( $M = 2.86$ ,  $SD = .72$ ). Moreover, the TCs coming from Anatolian Teacher High School ( $M = 3.01$ ,  $SD = .80$ ) regarded teacher education as significantly more adequate than the TCs coming from other types of high schools ( $M = 2.94$ ,  $SD = .69$ ).

The second model including the variables in relation to orientation towards teaching significantly predicted the teacher candidates' assessment of TE,  $F(9, 1766) = 18.48$ ,  $p = .00$ . Orientation towards teaching together with the demographic variables accounted for the 9 % of the variation in the assessment of TE in terms of preparing teacher candidates for teaching ( $R^2 = .09$ ). The variation increased from 2% to 9% in this model. When, the variables were examined separately, it was seen that the unique contributions of the desire for following graduate study ( $t(1766) = -.53$ ,  $p > .05$ ), satisfaction with choosing teaching department ( $t(1766) = -1.47$ ,  $p > .05$ ), and professional future plan ( $t(1766) = -1.57$ ,  $p > .05$ ) were not significant for the teacher candidates' assessment of the TE. On the other hand, readiness for teaching ( $t(1766) = -5.25$ ,  $p = .00$ ), following the academic publications on teaching ( $t(1766) = -4.10$ ,  $p = .00$ ), and attitude towards teaching ( $t(1766) = 4.43$ ,  $p = .00$ ) contributed significantly to the teacher candidates' assessment of teacher education. In addition, the teacher candidates who felt ready for teaching ( $M = 3.06$ ,  $SD = .75$ ) evaluated the TE more adequately than the other teacher candidates ( $M = 2.77$ ,  $SD = .64$ ). Similarly, the teacher candidates who followed academic publication ( $M = 3.09$ ,  $SD = .76$ ) assessed the TE more adequately than the other teacher candidates ( $M = 2.88$ ,  $SD = .69$ ). Lastly, the positive relationship was found between the attitude towards teaching and the assessment of TE. The more positive attitude the teacher candidates had, the more effective they evaluated the teacher education in terms of preparing them for teaching profession. The results in relation to the second model indicated that it contributed more variability than the first model.

In the last model, the variables pertaining to the aspects of faculty/program were added to the model and this model also predicted the teacher candidates' assessment of TE significantly,  $F(13, 1762) = 185.12$ ,  $p = .00$ . In the last model,  $R^2$  value increased from .09 to .58, accounting for the 58% of the variation. When the variables were inspected one by one, it was seen that the unique contributions of

faculty environment ( $t(1762) = -2.36, p=.02$ ), curricula and courses ( $t(1762) = 16.99, p=.00$ ), practice teaching ( $t(1762) = 4.22, p=.00$ ), and teaching staff ( $t(1762) = 8.95, p=.00$ ) were all significant. For the third model, the curricula and courses explained the highest variation in the whole model (with also  $sr^2 = .07$ ). The second factor having the highest contribution to the model was the teaching staff with  $b$ -value = .20. Therefore, the curricula and courses and faculty/teaching staff were much more predictive than the other variables in the model.

#### **4.3.2.3. Summary of the Results on Factors/Predictors of Assessment of TE (Second Research Question)**

In relation to the effect of teaching area, it was found that the teaching area of the teacher candidates affected the views of the teacher candidates on the adequateness of the pre-service teacher education in terms of preparing them for teaching. The follow-up tests resulted in significant mean differences between groups. The teacher candidates from ELT and CT areas evaluated the pre-service teacher education more adequate in terms of preparing for teaching skills than the teacher candidates from EME, TLT, and SST departments. About the predictors of the assessment of pre-service TE, the Hierarchical Regression Analysis showed that curricula and courses, teaching practice, and teaching staff had positive relationship with the assessment of the TE, which meant that when the teacher candidates evaluated the effectiveness of these aspects higher, they also assessed the TE more effectively in terms of preparing for teaching. However, it was interesting that the faculty environment had a negative relationship, meaning that the more effective the teacher candidates assessed the environment of their faculties; the less effective they evaluated the TE in their faculties in terms of preparing for teaching. To sum up, the third model in relation to the adequateness of the aspects of TE program explained much of the variability in the teacher candidates' assessment of TE.

#### **4.3.3. Views/Suggestions for an Effective Pre-service Teacher Education**

As the third research question of the study, the views and suggestions of teacher candidates were examined related to more effective ways and patterns for student

admission to teaching, general TE model, and aspects of faculty and program. Both quantitative data and qualitative data were used to answer the research question.

#### **4.3.3.1. Quantitative Results on Views/Suggestions for an Effective TE**

The quantitative data obtained from the questionnaires in relation to views and suggestions of TCs on more effective student admission for teaching and structure/model of teacher education were analyzed using descriptive statistics.

##### **4.3.3.1.1. Student Admission**

In the study, the teacher candidates were asked about their suggestions for more effective way of admitting students to the faculties of education to be able prepare teacher candidates for teaching profession in more effective ways. The quantitative data showed that 73.9 % of the teacher candidates ( $n = 1226$ ) suggested using both university exam and ability exam as admission criteria for the teaching departments as seen in Table 4.21 below.

Table 4.21

*Suggestions for Student Admission to Teacher Education*

Options	<i>f</i>	%
1. Only university exam	148	8.9
2. University exam and ability exam	1226	73.9
3. Only ability exam	51	3.1
4. GCPA from high school and reference letter	81	4.9
5. Only high school GCPA	7	.4
6. Direct admission from ATHS	100	6
7. Other ways	46	2.8

When compared to this option, the frequencies and percentages of other alternatives were really low. Only 8.9% of teacher candidates ( $n=148$ ) suggested using only university exam while selecting teacher candidates. Direct admission from Anatolian Teacher High Schools was suggested by 6% of the participants.

##### **4.3.3.1.2. General Structure/Model of TE**

The teacher candidates were also asked about their suggestions for more effective teacher education structure/model. The teacher candidates were given totally five

different alternative ways of teacher education including the current model of TE used in Turkey. The results in relation to possible structure/model of TE are displayed in the Table 4.22.

Table 4.22

*Suggestions for Possible TE Model/Structure*

	<i>f</i>	<i>%</i>
1. No need for change	31	2.1
2. Completion of education faculty and master's degree on teaching	118	8
3. The same length, but continuous cooperation with practice schools	867	58.7
4. Content courses completion and study for teaching (3+2)	270	18.3
5. Teacher Training Institution after university education	164	11.1
6. Other alternatives	27	1.8

As seen in this table, the questionnaire results indicated that majority of the teacher candidates ( $n = 867$ , 58.7 %) were in favor of using the following model: “4 years training model should remain the same, however, each faculty should have a cooperating/practice schools. TE should be carried out through continuous cooperation and communication with partner schools. The practice teachings should be initiated in the first grade.”

Moreover, 18.3% of the teacher candidates ( $n = 270$ ) suggested: “Teacher candidates should complete their subject courses and general culture courses in first three years; and then they should complete their pedagogy courses through continuous practice at cooperating schools in the remaining two year (the model of 3+2).” Only 2.1% of all teacher candidates ( $n = 31$ ) thought the existing teacher education model should be retained.

#### **4.3.3.2. Qualitative Results on Views/Suggestions for an Effective TE**

As part of the last research question of the study, the teacher candidates were interviewed on alternatives for better/more effective teacher education. First of all, interviewees were asked to make their suggestions on student admission to teacher education, general structure/model of teacher education, and aspects of teacher education.

#### **4.3.3.2.1. Student Admission**

Before presenting suggestions for ways of student admission to teacher education, the teacher candidates were requested to evaluate the existing student admission system. As the existing admission criterion is mainly built upon nation-wide university entrance exam for students graduating from high schools, they evaluated the adequateness of this system. Being part of the system, Anatolian Teacher High Schools were also evaluated in terms of their effectiveness. First of all, almost all of the teacher candidates ( $n = 41$ ) evaluated current system of student admission to teacher education institutions as being inadequate in some points. The main reason for the inadequateness of using university entrance exam as a way of selecting students for education faculty were reported as “its inadequateness of assessing aptitude/attitude or primary skills for being a teacher candidate ( $n = 41$ ). Moreover, 5 of teacher candidates also mentioned its lack of quality in terms of measurement and evaluation and lack of validity and reliability. In addition, Anatolian Teacher High Schools were also evaluated as being ineffective for preparing students for teacher education institutions by most of the teacher candidates ( $n = 31$ ). The main reason for its ineffectiveness was related to profile of students/graduates ( $n = 21$ ). Students entering to these schools were said to lack desire and skills (aptitude) for being a teacher, and selecting these schools just because of their academic success and quality of education. By the teacher candidates, it was also explained that, after graduation, high achievers mostly selected other faculties but only the students getting lower scores from the exam selected teaching due to getting additional score that affects their placement to university programs. Moreover, students entering teaching departments were reported to have less academic success and less enthusiasm for teaching. They were also claimed to be more carefree and comfortable about studying ( $n = 6$ ). The other reasons for ineffectiveness of ATHSs were pointed out as not giving importance to education courses in these schools ( $n = 8$ ) and leading to inequality among high school graduates ( $n = 5$ ). On the other hand, 30 teacher candidates also claimed that the university entrance exam was objective, eliminative, and appropriate for the conditions and population of Turkey. The exam prevented backing up, provided equality, and assessed certain academic knowledge level and background from the points of views of teacher candidates. Furthermore,

about ATHSs, 20 teacher candidates found ATHSs as effective in some respects such as positive effects of education courses taken in these schools ( $n = 10$ ), quality of education and teachers ( $n = 8$ ), positive and encouraging atmosphere/attitude towards teaching ( $n = 6$ ), contribution of going to observation and practice, which was being applied in recent years ( $n = 4$ ).

After the evaluation of the existing system in terms of admission/selection of teacher candidates, the interviewees were asked about their suggestions on how students should be admitted to teacher education programs. For this question, 29 teacher candidates suggested retaining a nation-wide university entrance exam, but using other selection criteria together with the university exam score, which indicated academic success level. The most proposed way of student selection was “applying an ability exam,” which would assess both basic teaching skills and personal skills (such as communication) besides enthusiasm/desire to become a teacher ( $n=28$ ). One of the teacher candidates expressed the necessity of using another way of assessment besides university exam as following:

Even if a student gets high score, for example, he can be shy or timid. Namely, I think that it is necessary to see his/her other interests and attitudes. So, it is a necessity to assess some other knowledge and skills. (TC12)

Two of the teacher candidates suggesting ability exam besides university exam proposed using ability exams as used while selecting candidates to fine art faculties. One of them put forward using the same system as selecting students to conservatory, and claimed: “The most valuable profession of the society is teaching, however, we don’t pay the similar attention for selecting teacher candidates as we pay for selecting a violinist” (TC20). The other one said:

Besides university exam, there should be an ability exam while admitting students for education faculties exactly like selecting students for fine art faculties. There should be a similar system. You can be academically successful, but if you aren’t able to convey what you know to others. So, ability together with academic success...For example your self-confidence... (TC40)

According to another teacher candidate, after getting the scores from university exam, an education faculty should conduct its own exam as if selecting students to

graduate studies; and an ability exam should also be used. A teacher candidates being successful in all these steps should be admitted to teacher education (TC31).

Another alternative way was reported as a “total evaluation system,” which was explained as comprising information from students’ personal files starting from elementary school, teachers’ comments on students, results of psychological tests and vocational aptitude ( $n = 11$ ). This way of selecting students also included using systematic guidance for students starting earlier. For this alternative, a teacher candidate also mentioned no need for an exam and said:

Just after the education starts, together with guidance and according to a person’s characteristics, interests...also considering needs of the country, teacher candidates should be selected without an exam... More planned and programmed way. Starting with pre-school, interests are becoming apparent...A person should do a job which she/he likes, as it is the job to be done till the end of life. So, I favor using guidance based on interests... (TC42)

Additionally, 8 of the teacher candidates suggested conducting psychological tests to check whether a student had an appropriate psychology and personality to study teaching. A teacher candidate said: “I think a teacher candidate must be exposed to a psychological test,” and continued that a person could not be a teacher by just checking his/her exam score. Parallel to this claim, another teacher candidate stated:

Psychology of teacher candidates should be searched very well, because, a teacher with a psychological problems comes and deteriorates psychology of students, too. Even if he/she is very good at content knowledge, it means nothing. The knowledge is not enough. He/she should understand from students’ psychology as well. (TC23)

Conducting interviews as one of the admission criteria for teaching ( $n = 7$ ) was also among the suggested alternatives. For this, a teacher candidate suggested using interviews after assessing theoretical knowledge (TC20). The teacher candidate also suggested using micro-teaching besides and having interview committees in cities or universities to conduct interviews. About the issue, another teacher candidate also suggested using interviews and maintained:

As teaching is a social profession, it is wrong for me to admit teacher candidates just using exam scores on paper. There should be another phase,

for example, interviewing. It is very difficult to interview with so much people...but, for example, I have got a friend, and she/he is a stammerer (has a speech problem). She/he will graduate and get higher score than mine, and will be appointed as a teacher, because only her/his exam score (KPSS) will be checked. I think that these problems (speech problems) should also be controlled. (TC4)

Micro-teaching ( $n = 4$ ) were also among the suggested alternatives. One of the teacher candidates (TC39) said that teacher candidates should be taken to education faculties, however they should be eliminated after the first grade based on practical exam. Only three teacher candidates stated that students should directly be admitted to teaching programs from ATHSs.

#### **4.3.3.2.2. General Structure/Model of TE**

Most of interviewed teacher candidates suggested using the following structure/model as a better alternative for teacher education: The length of the education should remain the same, however, there should be cooperating/practice schools belonging to each education faculty. The education should be carried out through continuous cooperation and communication with these school ( $n = 31$ ).

Besides, nine of the teacher candidates offered to use 3+2 structure/model in which teacher candidates should complete their subject courses and general culture courses in three years; and then they should complete their pedagogy courses through continuous practice at cooperating schools in the other two year. Moreover, only 5 teacher candidates mentioned “Teacher Training Institution after university education” as a better alternative.

#### **4.3.3.2.3. Aspects of Faculty/Program**

The suggestions of the teacher candidates in relation to aspects of teacher education were sought with interviews. The teacher candidates were asked “who they would reorganize/redesign the aspects of current teacher education if they had a chance.” They were expected to explain their opinions on faculty environment, curricula and courses, teaching practice, and teaching staff.



#### **4.3.3.2.3.1. Faculty Environment**

About faculty environment of TE, only 9 teacher candidates made suggestions for redesigning. Of these teacher candidates three of them pointed out the need for more social activities and facilities in the faculty to be socialized as a future teacher. About this, one of the teacher candidates stated that there should be activities in the faculty to develop teacher candidates socially (TC10). Moreover, few of the teacher candidates suggested to have more teaching staff who specialized in an area ( $n = 2$ ), to redesign classes as an authentic teaching environment ( $n = 2$ ) and developing physical materials and sources ( $n = 2$ ). In relation to physical environment, one of the teacher candidates claimed to have classes in the faculty specifically designed for specific lessons such as social sciences class (TC13). Another teacher candidate said: “I would first of all renovate physical environment. (TC43)”

#### **4.3.3.2.3.2. Curricula and Courses**

On curricula and courses, 29 teacher candidates gave their opinions to redesign and develop this aspect of teacher education. Their suggestions mostly focused on adding more practice into the courses and creating more practice-based authentic environments for teacher candidates ( $n = 11$ ), integrating more useful courses into curricula such as speaking, communication, curriculum development, research skills, first aid, or child psychology ( $n = 9$ ), fostering the use of various methods and techniques in lessons such as project, real cases, drama, discussions, student-centered activities ( $n = 8$ ), decreasing the number of pure theoretical/advanced content courses ( $n = 6$ ), giving more focus on teaching and method courses and teaching skills ( $n = 6$ ), and adding more cooperation with schools and teachers such as inviting them to relevant courses or visiting them ( $n = 5$ ). About using discussions in lessons and cooperation with schools, a teacher candidate stated:

Now, we are taking a lesson on problems of elementary school and solutions. We discussed about what these problems and solutions were in the lesson. I think that this lesson is useful. I’ve learned things that I didn’t know before. For instance, I went and interviewed with school principal about the problems. There was an environment for discussions in this lesson. (TC19)

Other than discussions and school visit, using projects was mentioned by another teacher candidate as an effective way to be used in lessons during teacher education as well, and continued:

We had a project in the second grade, title: “I have got a friend in an elementary school.” We participated in this project. They gave us a child throughout a semester. My student was student of mobile education and had a mental retardation. I communicated with him and his family. This was a very different experience for me, however, I wanted to participate it. (TC39)

The teacher candidate above also reported that such projects should be an obligatory for all teacher candidates during their teacher education instead of leaving it to students’ own willingness. Another teacher candidate mentioned the effectiveness of integrating real cases and using such projects in lessons:

In the last grade, we had a lesson on Turkish education system...In that lesson, our instructor communicated with graduates who were appointed to villages. They were sending us photos about the conditions or they were telling us about the difficulties. And we were covering these things in the lessons...Moreover; there is the issue of attaining classroom teachers as school principal. We had works on this such as how to write an official letter, what kind of file I had to keep. We were doing these things hand in hand together with schools. For instance, we were photocopying important files or everything possible. This is very good to have as a lesson. But this is not the case for all lessons. (TC43)

As stated before, some of the teacher candidates suggested adding courses into the curricula. For instance, one of the teacher candidates proposed adding “a first-aid course” and she explained its necessity as: “If I have a child with epilepsy disease and had a crisis in the class, I don’t know what I would do, but if we had a first-aid lesson....” (TC10). About the same issue, another teacher candidate mentioned a course to gain research skills to be able to learn how to conduct research and find reliable resources as a teacher candidate so not to present “unreliable sources found in Google to students” in the future (TC31). Instead of adding courses, some teacher candidates recommended redesigning the content of some courses. One teacher candidate made a suggestion on integrating method and teaching lessons with practice so that they would make more benefit from these courses (TC25).

Moreover, the teacher candidates were asked about the most important 21<sup>st</sup> century skills which must be integrated into the teacher education curricula if redesigned.

Although nearly all of the teacher candidates stated that all skills were very important for teachers to be acquired during teacher education, they mentioned some of the skills to outweigh more than the others. The skill which was suggested by almost all of the teacher candidates was communication skills ( $n = 38$ ). They mostly agreed that teacher candidates had to learn communication skills and this skill should urgently be integrated into the curricula as a separate must course or as part of relevant courses and should be given based on practice. About this, a teacher candidate stated that these skills could not be given by lecturing, but by practicing (TC7). Another teacher candidate claimed:

All of them should be, but these skills should be distributed based the content of lessons. The skills such as communication and sensitivity towards nature should be given as separate lessons. (TC36)

Besides, one of the teacher candidates suggested using project method to teach these lessons (TC22). The teacher candidate pointed out this idea as: “Most of these should be given to us as projects.”

Other suggested skills were problem solving skills ( $n = 19$ ), lifelong learning skills ( $n = 18$ ), scientific thinking skills ( $n = 16$ ), flexibility and adaptation skills ( $n = 15$ ), research skills ( $n = 14$ ), openness to intercultural communication ( $n = 14$ ), creative and critical thinking ( $n = 14$ ), using new technologies effectively ( $n = 13$ ), working with different groups ( $n=12$ ), ability to apply innovations ( $n = 11$ ), media literacy ( $n = 10$ ), universal thinking skills ( $n = 10$ ), and sensitivity towards nature ( $n = 10$ ).

#### **4.3.3.2.3.3. Teaching Practice**

Most of the suggestions on redesigning teaching practice aspects were about time/place of teaching practice in the curricula. Totally 25 teacher candidates mentioned changing the time of teaching practice. Some of the interviewees suggested starting teaching practice at schools in the first grade ( $n=13$ ) while 12 teacher candidates recommended 2<sup>nd</sup> or 3<sup>rd</sup> grades to go to schools for practice. Also, these teacher candidates explained that they were busy with exams, job interviews, or graduation in the last grade, so having teaching practice earlier would also be useful in terms of paying more attention and having more enthusiasm for practice. Besides,

if redesigned, the teacher candidates mentioned the need of more allocation of time for practice teachings to be able to gain teaching skills and learn about school and classroom environment ( $n = 17$ ). As another idea, teacher candidates offered to use uninterrupted continuous practice at schools either after completing all courses or starting from 1<sup>st</sup> grade ( $n = 10$ ). Related to these issues, a teacher candidate recommended the following:

I would make teacher candidates go to practice school in the first year not as a duty, but with the aim of going and learning about school environment. Our practice is left to fourth grade. The first semester is observation, and then practice in the second semester. I think that this is very late...for instance, the first year in the second semester, they should go and see the environment and decide if they could do teaching. Then, after completing all area courses in the first two years, there should be teaching lessons all based on practice, because you are going on with people who decided to be a teacher. (TC39)

About the issue, another teacher candidate also claimed that going to schools in the first year may not be much beneficial in terms of gaining teaching skills, but it could motivate teacher candidates for the following years, as they would wear such costumes and behave and feel like a teacher (TC10).

Furthermore, the interviewees claimed that teaching practices should be carried out in a variety of environments and in different conditions with different student groups and mentor teachers ( $n = 10$ ). For that reason, selection of the practice schools should be done using a systematic way according to these teacher candidates.

Eight of teacher candidates recommended that there was a need for more cooperation and coordination with practice schools besides the need for more follow-up and guidance of teacher candidates before, during and after school visits. Reflection and feedback sessions to be done after each visit were regarded as an essential part of teaching practices.

Other suggestions for designing teaching practice were offering teaching practices together with method courses ( $n = 7$ ), making clear definitions of tasks used in practice teaching and using more up-to-date tasks ( $n = 3$ ), and sending less number of teacher candidates for each mentor teacher ( $n = 3$ ). Finally, two teacher candidates suggested giving teaching practice courses under the responsibility of instructors,

who would only deal with these courses and allocate enough time to teacher candidates. One of the teacher candidates stated this situation in the following way:

I would not give practices to every instructor. I would give them to the instructors who could do this job well. The only duty of this instructor would be practice teachings... She/he will stay in her/his room and students will be able to reach when they need. Because, attitudes of instructors are very different from each other. With one instructor, a student could pass practice course without even going to schools; with the other one, another student fails from the course as she/he didn't go to school just for one week. (TC12).

The suggestion of this teacher candidate as given above could also be covered under the suggestions related to teaching staff.

#### **4.3.3.2.3.4. Teaching Staff**

The main suggestion for teaching staff in teacher education institutions was to have teaching experience at schools before and sharing these experiences in lessons ( $n = 10$ ). In relation to sharing teaching experiences, a teacher candidate expressed the following:

We need instructors having teaching experience. However, some instructors are (talking about) just theory. Everybody pays attention and listens, if the things are about teaching memories. For instance, our instructor brought a retired teacher who graduated from a village institute. It was so much beautiful to listen to their experiences directly from them. As he speaks, you want to become a teacher. These types of things are really necessary to be encouraged for becoming a teacher.

The other issue about the staff was pointed out as instructors' having more positive attitude towards teacher candidates and offer more guidance and support for them ( $n = 8$ ). The teacher candidates also claimed that teaching staff should be competent in teaching skills ( $n = 6$ ), in their own subject areas ( $n = 4$ ), and in using instructional technology in lesson ( $n = 5$ ). Using various teaching and evaluation techniques and methods was also mentioned as an important characteristic of teaching staff to educate teacher candidates ( $n = 5$ ). In relation to using teaching methods and techniques, a teacher candidate explained:

I have got some instructors, and I really admire them. I want to go that lesson and I always want to talk to him/her. Because, they reflect us more than just

theory. They teach us “what I will do” more than theory. It is more permanent for us, as s/he teaches these as practice. (TC43)

Four teacher candidates reported that teaching staff should be role-model for being a teacher and have motivation for teaching ( $n = 4$ ). Lastly, it was noted that instructors should go on self-development and be furnished with 21<sup>st</sup> century skills ( $n = 3$ ).

#### 4.3.3.3. Summary of Results on Views/Suggestions for TE (Third Research Question)

Table 4.23 below summarizes the results in relation to the third research question of the study, views and suggestions for pre-service teacher education in terms of student admission, general structure/model, and aspects of faculty/program.

Table 4.23

##### *Summary of Results on Views/Suggestions for an Effective TE*

Quantitative Results	Qualitative Results
<b>Student Selection/Admission</b>	
Using university exam and an ability exam together ( $n = 1226$ , 73.9%)	University exam and ability/aptitude exam ( $n = 28$ ) assessing both basic teaching skills and personal skills besides enthusiasm/desire to become a teacher
<b>General Structure/Model</b>	
Length of TE should remain the same, however, there should be cooperating/practice schools belonging to each education faculty. TE should be carried out through continuous cooperation and communication with schools ( $n = 867$ , 58.7%).	Length of TE should remain the same, however, there should be cooperating/practice schools belonging to each education faculty. TE should be carried out through continuous cooperation and communication with schools ( $n = 31$ ).
<b>The Aspects of Faculty/Program (Interview Results)</b>	
<b>Faculty Environment</b>	
<ul style="list-style-type: none"> <li>the need for more social activities and facilities in the faculty (<math>n = 3</math>)</li> <li>more teaching staff who specialized in an area (<math>n = 2</math>),</li> <li>classes redesigned as authentic teaching environment (<math>n = 2</math>)</li> <li>developing physical materials and sources (<math>n = 2</math>)</li> </ul>	
<b>Curricula and Courses</b>	
<ul style="list-style-type: none"> <li>more practice and authentic environments in lessons (<math>n = 11</math>),</li> <li>integrating courses into curricula such as speaking, communication, curriculum development, research skills, first aid, or child psychology (<math>n = 9</math>),</li> <li>the use of various methods and techniques in lessons (<math>n = 8</math>),</li> <li>less number of pure theoretical/advanced content courses (<math>n = 6</math>),</li> </ul>	

Table 4.23 (continued).

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<ul style="list-style-type: none"> <li>• more focus on teaching and method courses and teaching skills (<math>n = 6</math>), and</li> <li>• more cooperation with schools or visiting them (<math>n = 5</math>).</li> </ul>
<b>21<sup>st</sup> century skills to be integrated into TE curricula</b>
<ul style="list-style-type: none"> <li>• communication skills (<math>n = 38</math>)</li> <li>• problem solving skills (<math>n = 19</math>)</li> <li>• lifelong learning skills (<math>n = 18</math>)</li> <li>• scientific thinking skills (<math>n = 16</math>)</li> <li>• flexibility and adaptation skills (<math>n = 15</math>)</li> </ul>
<b>Teaching Practice</b>
<ul style="list-style-type: none"> <li>• starting teaching practice at schools earlier (<math>n = 25</math>)</li> <li>• need of more allocation of time for practice teachings (<math>n = 17</math>).</li> <li>• uninterrupted continuous practice at schools (<math>n = 10</math>)</li> <li>• teaching practices in different conditions and using a systematic way of selection of schools (<math>n = 10</math>)</li> <li>• more cooperation and coordination with practice schools (<math>n = 8</math>)</li> <li>• more follow-up and guidance and reflections an part of teaching practices</li> <li>• teaching practices together with method courses (<math>n = 7</math>)</li> <li>• clear definitions of tasks used in practice teaching; using more up-to-date tasks (<math>n = 3</math>)</li> <li>• less number of teacher candidates for each mentor teacher (<math>n = 3</math>).</li> </ul>
<b>Teaching Staff</b>
<ul style="list-style-type: none"> <li>• having and sharing teaching experience (<math>n = 10</math>)</li> <li>• more positive attitude towards teacher candidates, more guidance and support for them (<math>n = 8</math>).</li> <li>• competence in teaching skills (<math>n = 6</math>) and in their own subject areas (<math>n = 4</math>), and in using instructional technology in lesson (<math>n = 5</math>).</li> <li>• using various teaching and evaluation techniques and methods (<math>n = 5</math>).</li> <li>• being role-model as a teacher and motivation for teaching (<math>n = 4</math>).</li> <li>• self-development and having 21<sup>st</sup> century skills (<math>n = 3</math>)</li> </ul>

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As seen in Table 4.23, as an alternative student admission to teacher education, the teacher candidates suggested using university entrance exam together with an ability/aptitude test according to the results obtained from data collection tools. In terms of an effective structure/model of TE, four year teacher education with continuous practice in practice schools (belonging to education faculties) was preferred as an option. Moreover, the teacher candidates mostly recommended redesigning curricula and courses, teaching practice, and teaching staff by adding courses and more practice into curricula, starting practice teachings earlier, having teaching staff with teaching experience.

#### **4.4. Overall Summary of the Results**

In this chapter, the results related to the research questions of the study were presented using both quantitative and qualitative data analyses. The quantitative data were analyzed using descriptive and inferential statistics; and qualitative data were analyzed using content analysis.

The first research question was how the teacher candidates evaluated pre-service teacher education in terms of preparing them for general teaching skills and 21<sup>st</sup> century skill besides evaluation of aspects of teacher education. The results showed that the teacher candidates evaluated TE relatively more adequate in terms of preparing them for using language, understanding and communicating with students, having enough content area knowledge, using technology and various methods and techniques in education, using voice and body language in class, and providing order in class. On the other hand, they evaluated TE as being less adequate (within the range of inadequate and neither inadequate nor adequate) in terms of preparing them for working under different conditions and in different countries, working with students who need special education, communicating with parents and school management, determining individual differences and planning lessons on these differences. TE was also evaluated as inadequate with respect to gaining media literacy, universal thinking skills, research skills, openness to intercultural communication, and using new technologies effectively. Furthermore, the aspects of TE were mainly evaluated as being inadequate. The main problems were reported as lack of social facilities and some physical facilities, lack of enough practice as part curricula, lack of some necessary courses, ineffective delivery of courses, lack of authentic environment for learning how to teach, lack of teaching practice in various conditions, problems with practice schools and mentor teachers, lack of guidance and follow-up provided by teaching staff, instructors' use of ineffective and traditional methods and techniques, negative attitude towards teaching candidates and teaching, lack of collaboration and cooperation with practice schools, instructors' not having teaching experiences or not sharing their experiences.

In the second research question, the factors and predictors affecting and explaining the teacher candidates' evaluation were inspected. Only quantitative data were used



to answer this question. The results revealed that teacher candidates' evaluation of teacher education differed significantly based on their departments/areas of teaching. The teacher candidates in ELT and CT department evaluated TE significantly more adequate than the teacher candidates in EME and TLT departments. In addition, the evaluation of teacher candidates in terms of the adequateness of teacher education was mostly related to the aspects of teacher education, especially the adequateness of curricula and courses and teaching staff. All aspects of teacher education together explained their evaluation much more than the unique contribution of each aspect. The gender, high school, readiness for teaching, attitude towards teaching, and following publications on teaching were also found as having certain relationship with the evaluation of teacher education by teacher candidates.

The last research question aimed to examine the views and suggestions of teacher candidates in relation to TE, including student admission/selection, general structure, and aspects of faculty/program. The results showed that most of the teacher candidates suggested using university entrance exam together with an ability/aptitude test as an alternative student admission to teacher education. For an effective structure/model of TE, the teacher candidates mostly preferred this option: Length of TE should remain the same, however, there should be cooperating/practice schools belonging to each education faculty. TE should be carried out through continuous cooperation and communication with schools. Moreover, the teacher candidates recommended adding some courses into TE curricula such as communication or speaking; putting more emphasis on communication skills, problem solving skills, and lifelong learning skills; offering school visit and teaching practices earlier in the curricula; following more systematic way for the selection of practice schools; offering teaching practice under different conditions; employing teaching staff who have teaching experience and motivation to share their experiences in lessons.

## **CHAPTER V**

### **DISCUSSION AND IMPLICATIONS**

This chapter presents discussions and implications related to the study. After providing a brief summary of the findings for each of the research questions, the results are discussed in line with the literature and previous research; and then, implications are presented for practical purposes and further research in relation to the pre-service teacher education in Turkey.

#### **5.1. Discussion of the Results**

The aim of the study was to evaluate the pre-service teacher education in Turkey in terms of preparing teacher candidates for teaching based on the views of the senior-class teacher candidates. At initial step, the teacher candidates evaluated TE in terms of preparing them for teaching skills and 21<sup>st</sup> century skills; and they evaluated the aspects of teacher education, which were faculty environment, curricula and courses, teaching practice, and teaching staff. Secondly, the factors and predictors affecting the teacher candidates' evaluation of TE were identified. As the last research question of the study, teacher candidates made suggestions for more effective TE in terms of preparing them for teaching. Using survey design, the perceptions of the teacher candidates on the pre-service teacher education were obtained through the Teacher Education Assessment Questionnaire (TEAQ) and semi-structured individual interviews. In the following part, the findings on the research questions are discussed thoroughly in the light of an existing literature after briefly presenting the some of the remarkable characteristics about the participants of this study.

First of all, the results showed that more than half of the teacher candidates were female and the teacher candidates mostly came from families with low SES and low educational level and majority of their mothers were housewives. The teacher candidates generally ranked their departments in their first five choices in the university entrance preferences. The main reasons for choosing teaching were identified as the desire for teaching, university exam score, and opportunity for working for the state. Interestingly, nearly half of the teacher candidates stated that

they would choose teaching area again if they had another chance. On the contrary, their attitude towards teaching was generally high; they liked teaching; and nearly they mostly planned to work as a teacher after graduation despite having worries about the profession such as recruitment and the place/region they would work. In addition, more than half of the teacher candidates did not follow academic publications on teaching. Last of all, the teacher candidates did not generally find teacher education in Turkey successful in preparing them; and most of them were not satisfied with the current conditions of Turkey; and they mostly blamed education system and unemployment as the source of their dissatisfaction. Some of these characteristics of teacher candidates were discussed in the related parts throughout the discussion of the results.

#### **5.1.1. Assessment of Pre-service Teacher Education (TE) with Regards to Preparing for Teaching**

As part of the first research question, teacher education was assessed primarily in terms of preparing teacher candidates for generic teaching skills besides 21<sup>st</sup> century skills, which are accepted as the needed skills in the field of teacher education. Under this part, several essential aspects of pre-service teacher education were also evaluated by the teacher candidates using both quantitative and qualitative data. The quantitative results were presented using descriptive statistics while qualitative data were subjected to content analysis.

To begin with, teachers are expected to gain certain professional skills during teacher education (Cruickshank, Jenkins, & Metcalf, 2009), for they are charged of students' learning and achievement (Darling-Hammond, 2006b). In the current study, the teacher candidates were asked whether they were prepared adequately by their teacher education for the defined teaching skills. Generally speaking, the quantitative and qualitative data revealed that pre-service teacher education was evaluated as being not adequate as expected about preparing for teaching skills. For the given teaching skills, five-point scale ranging from very inadequate to very adequate was used; and the mean values ranked from 2.26 to 3.37. Interviews also presented parallel results in relation to teaching skills. However, the teacher candidates expressed relatively better readiness for some of the skills as well.

Before examining the results on teaching skills in detailed way, related literature should be mentioned at this point. In Turkey, there are similar studies conducted to evaluate the pre-service teacher education and teacher candidates' preparedness for teaching skills. Being one of them, Senemoğlu (2011) conducted a study on the effectiveness of teacher education in terms of preparing primary teachers for teaching skills. The results of her study were relatively different from the results of this study. She found out that primary teacher candidates felt prepared very well for most of the teaching skills except for some of them. Another study was conducted by Mehmetlioğlu (2010) about Mathematics teacher candidates' preparedness for the general teaching skills and she found that the teacher candidates did not regard their readiness at a high level, but there were some skills which they felt better as similar to the results of this study. Moreover, Numanoğlu and Bayır (2009) examined the perceptions of teacher candidates from Computer Education and Instructional Technologies (CEIT) department with respect to gaining general teacher competencies determined by MONE. They generally found high mean values for all six competency areas; nevertheless, consistent with the results of this study, there were some of the skills having relatively lower mean values such as knowing students or fulfilling official tasks. These skills were discussed in the related parts. Another study on general teaching skills was done by Turkish Education Association (TED, 2009), but the sample of the study was the teachers as different from this study. In the study, one of the major purposes was to examine the degree to which the primary school teachers have the general teaching skills. In conformance with the findings of this study, it was summarily found that even in-service teachers did not have the general teaching skills as adequately as expected. The study of Okçabol and his colleagues produced very similar results with this study. In their study, the teacher candidates generally were not sure about the adequateness of their education, especially for some aspects. More than two decades ago, Sözer (1991) also carried out a similar study, in which he investigated the effectiveness of teacher education in terms of preparing teachers for teaching knowledge and skills; and he found that the education faculties were not as adequate as expected. When the results of this study were evaluated together with these studies, the depictions do not imply a very promising picture for teacher education in Turkey.

As seen, in terms of general preparation for teaching, the study supported the existing literature despite some differences. To get more comprehensive picture, the results on teaching skills and aspects of teacher education should be detailed and compared with these previous studies.

With regards to teaching skills, both quantitative and qualitative results revealed that teacher candidates were not adequately prepared for relationship with parents and conducting activities involving parents; teaching students who need special education; carrying out administrative/official tasks and duties required in a school, and building effective communication and cooperating with other staff at school (colleagues, school management, and other experts). According to quantitative results, some of the common skills reported as inadequately given during teacher education were teaching in different countries, participating in EU projects, planning extra-curricular activities, determining students' individual learning needs and planning courses based on individual differences, and lastly evaluating instructional programs. Moreover, almost all of the interviewees pointed out they were not prepared enough for teaching/working under different/difficult conditions such as villages, mixed level classrooms, physically poor schools and classes, classroom management and coping with problematic students, and content-area knowledge. On the other hand, the shared results indicated that the teacher candidates evaluated teacher education as being relatively more adequate for preparing them to understand students' needs and communicate with them effectively, to provide order and discipline in classroom, to use instructional technology, to have enough content-area knowledge for teaching, to continue professional development and have enthusiasm for teaching, and to plan and provide effective instruction by means of using the available methods, techniques, materials, and curricula besides body language, voice, and mother tongue.

Initially, the problems in relation to communication and relationship with parents and other staff at school were apparent as one of the important results of this study. Although the teacher candidates stated that their education prepared them enough for understanding and communicating with students, it did not offer enough opportunities to develop skills for communicating/cooperating with school principal,

other teachers, and experts at school. In his study, Mehdinezhad (2008) evaluated the teacher education programs based on the views of student teachers, graduates, and teachers. Consistently, he found that teachers generally critiqued the programs for not meeting their needs relating to communicating with parents and other specialists at schools. In Senemoğlu's study (2011), the teacher educators similarly expressed that the teacher candidates were not well-prepared for communicating effectively with parents and other staff at school. Even so, it is a recognized fact that act of teaching is carried out through continuous relationship with all parties at school, it is very critical to prepare teacher candidates beforehand for multi-dimensional interaction with stakeholders. The studies also suggest that the more pedagogical preparation of teacher candidates involve activities and practices on parent-teacher relationship, the more they are prepared for communicating with parents (Dotger, 2010; Epstein & Sanders, 2006; Walker & Dotger, 2012). As an effective way to provide such dispositions, *simulated parent-teacher conferences* could be suggested besides the other activities. About the issue, Dotger, Harris, and Hansel (2008) also mentioned the importance of parent-teacher conferences in pre-service years to experience social interactions; and they offered a clinical pedagogy, which is used by the medical profession, to provide more authenticity in teacher education. Such simulations could also be adapted to be used for communication with other parties as well such as *simulated school principal-teacher conferences*. Other than these, teacher educators might support theory on communication and social interaction in teacher education with other types of activities, for instance, drama, cases, role-plays, discussions, and video watching.

Another teaching skill specified by the teacher candidates as inadequately provided was teaching students who need special education. As known, in recent years, Special Education and Inclusive Education have been paid increasing attention by educators. Children who need special education are integrated into the classes to have education with other children. In Turkey, Special Education was integrated as a must course in the curricula of teacher education (YÖK, 2007). Moreover, Ministry of National Education (MEB, 2008) emphasized teaching and working with students who need special education among the general competencies of teachers. It is also emphasized that effectiveness of inclusion is mostly related to attitude of educators;

and the role of a teacher is very critical for the success of inclusion (Avramidis & Norwich, 2002; Rakap & Kaczmarek, 2010). Therefore, skills and competencies needed for teachers to be able to deal with Special Education Need (SEN) students are at least to be introduced to teacher candidates during pre-service years. However, although teacher candidates take a course on special education during their pre-service years, the pre-service teacher education did not adequately prepare teacher candidates for meeting and teaching such students. There are also studies examining the teacher candidates' preparation for special education and inclusion, and they reveal rather different results (Forlin, 2010; Forlin & Chambers, 2011; Harvey, Yssel, Bauserman, & Merbler, 2010; Jung, 2007). For instance, Jung (2007) found that pre-service preparation for special education through trainings, practicing specific cases, and interventions increased teacher candidates' confidence level in teaching students who need special education. Moreover, Harvey et al. (2010) also concluded that teacher candidates agreed on the effectiveness of their teacher education programs in terms of offering opportunities on inclusion and special education. However, it should be noted that the examined programs included practice opportunities with disabled students besides regular coursework. In this study, one reason for teacher candidates' unpreparedness for dealing with SEN students could be lack of enough interventions and practical activities with such students during their coursework. As suggested by the teacher candidates, the courses on special education and diversity were mostly theoretical and ineffective; however, they also stated that the course increased their awareness and even videos on such students helped them understand what waited for them. All these findings indicate the need for a specific study on the effectiveness of existing programs/courses for preparing teacher candidates for special education and inclusion.

Conversely, in relation to communication with students and understanding them, the teacher candidates reported readiness compared to the other skills and they reported no problems on acquiring this skill. In the literature, Numanoğlu and Bayır (2009) found similar positive results on behalf of teacher candidates about knowing and valuing students. However, when it comes to determining students' individual learning needs, the study revealed different results. The teacher candidates expressed that they were underprepared to determine students' individual learning needs. The

results confirmed that the future teachers did not know enough on how to ascertain students' learning needs and how to plan lessons regarding these identified needs. This might be the result of lack of enough activities on how to determine students' individual learning needs and how to apply this knowledge while lesson planning. It should be noted that this result is not consistent with what Darling-Hammond (2006b) found in her study with student teachers. In her study, the teacher education program was found adequate in terms of preparing students for addressing individual learning needs. Nowadays, individualism and students' learning needs are much more emphasized in the context of education systems as the necessity of the age; and the new approaches and theories such as constructivism and Multiple Intelligences require teachers to plan and implement lesson along with individual needs (Armstrong, 2009; Wilson, 1996). Moreover, many decades ago, John Dewey (1897) uttered: "Education must begin with an insight into the child's capacities, interests, and habits" (p.2). He also added that these needs and interests should be constantly monitored and understood. Taking all these into account, teacher candidates' inadequate knowledge and practice might lead to ineffective instructional applications in classrooms; so the pre-service teacher education should provide more opportunities for teacher candidates to know and experience needs analysis and to base their lesson on students' needs and interests.

Another shared problem found in the study was future teachers' lack of preparation for administrative and official duties of teachers under the roof of a school and planning extra-curricular activities for students. These results might suggest that the pre-service teacher education mostly concentrate teaching tasks other than administrative tasks of a teacher at school. Parallel with the findings of this study, Numanoglu and Bayir (2009) also found in their study that teacher candidates were not prepared adequately for performing other official tasks related to teaching profession, especially following professional legislations and fulfilling the official routines. The researcher related this incompetence with lack of working experience as a teacher. Yet, it is known that such activities are part of teaching profession, and a teacher's life is not limited to the boundaries of a classroom. Therefore, teacher candidates should also be at least informed about their rights, professional legislations and regulations, other official duties, and designing extracurricular



activities at school. As a researcher, I believe that the teaching practices might be very appropriate to observe and practice such duties and learn more about profession from mentors after covering related theory in the Classroom Management, Turkish Education and School Management, and to some degree, Introduction to Educational Sciences courses.

As a crucial result reported by the teacher candidates, pre-service teacher education did not prepare them adequately for teaching in other countries and participate in international projects. In one of the remarkable studies on teacher education in Turkey, it was revealed that most of the academicians in EFs also thought teacher candidates were not at the level of adapting to EU (YÖK, 2006). On the other hand, as also expressed in literature, teachers in today's world are required to be "multi-cultural" and deal with diversity, globalism, internationalization, European integration, mobility, and increasing immigration (AACTE, 2009; Buchberger, Campos, Kallos, & Stephenson, 2000; INSTASC, 2011). In Turkey, the trials for internationalism continue in the ways of participating and conducting projects with other countries, sending and inviting personnel; and there are more and more opportunities for teachers to go other countries and teach there (MEB, 2013). On the top of it, the primary school curricula, as well, have undergone notable changes on the purpose of meeting educational needs of the European Union (Aksit, 2007), which necessitates the teacher candidates undoubtedly to be ready for international relations and mobility.

Besides international adaptation and flexibility for teaching, the teacher candidates reported that they did not have enough skills for teaching/working under different conditions in Turkey such as villages, mixed-level classrooms, physically poor schools and classes. Akin to this result, O'neal, Ringler, and Rodriquez (2008) found out that the graduates of teacher education program were not prepared in their education adequately for teaching diverse students. In connection to this finding, the descriptive results also showed that nearly half of the teacher candidates had worries about the place/region they would teach when they start their profession. When the teacher candidates were asked about the place they would like to work as a teacher, most of them pointed out the metropolitans or cities as their major choices.

Additionally, the curricula and courses and teaching practices as important aspects of teacher education were reported as being inadequate in terms of preparing teacher candidates for having teaching skills to be able to work in variety of settings and under various conditions. Whereas, in Turkey, the presence of economic, social, and physical diversity among the regions and schools are apparent and much discussed; and it is nearly indispensable for any beginning teacher to work in such settings or conditions especially in the first years of the profession. It is suggested that the major worries, fears, and professional deficiencies of teacher candidates should be further researched. In addition, the education courses in teacher education curricula such as Classroom Management or Turkish Education System and School Management should contain necessary elucidations, discussions, and activities to enlighten and encourage students to teach under different conditions. In the study, one of the interviews expressed that their instructor contacted regularly with teachers working in the physically poor regions of Turkey during the course; and they mostly learned what waited for them after graduation. Regular cooperation and communication with working teachers through visits or video conferences might be very practical and useful way of bringing the realities of profession into classroom. It is believed that teacher educators should make use of the benefits of technology age for enhancing and deepening both knowledge and skills of teacher candidates.

What is more, being an important part of teacher education, the study showed the teacher candidates had enough education on gaining content-area knowledge and instructing effectively through the use of various instructional technologies, materials, methods, and techniques. This result supported the finding of the study done by Senemoğlu (2011); as her study also disclosed that the teacher candidates were adequately prepared for developing instructional materials, using instructional technologies, and designing and managing instruction. Consistently, Darling-Hammond (2006b) identified in her study that more than ninety percent of graduates of teacher education stated being very well prepared during their education for using instructional strategies to foster student learning. Lastly, the teacher candidates had differing views on classroom management skills, especially providing discipline and dealing with disruptive/misbehaving students. Although the quantitative data indicated adequate preparation for this skill as also discovered by O'neal, Ringler,

and Rodriguez (2008), half of the interviewees criticized teacher education for not preparing them enough to provide order and discipline in classroom. This group of participants might be more relaxed to recall and express their under-preparedness for classroom management during individual interviews.

In addition to evaluating pre-service teacher education in terms of preparing teacher candidates for general teaching skills, another aim of the study was to evaluate it respecting 21<sup>st</sup> century skills. It is a widespread acceptance that the new century requires new skills; and teachers should possess these skills as well. Therefore, teacher education should also rejuvenate itself to prepare teacher candidates along with these skills (Darling-Hammond, 2006a; Wilson, 1998). However, in the study, the common results obtained from the data collection tools exhibited that the teacher candidates were underprepared for several important 21<sup>st</sup> century skills, which were media literacy, universal thinking skills, research skills, and openness to intercultural communication. Although these are the shared skills, which were specified by the majority of the teacher candidates, all other 21<sup>st</sup> century skills were also not provided as adequate as they should be. When some of these skills were examined, it is seen that a teacher should certainly display them in the classroom to be able to teach the children of this century. For instance, media literacy is briefly defined as “the ability to produce, distribute, and evaluate audio/video content” (McPherson, Wang, & Hsu, 2007, p. 24). Besides, as claimed by teacher educators: “...among the latest advancements of the “Age of Information,” mass corporate media have become the most powerful instrument to reproduce and maintain dominant values and culture” (Torres & Mercado, 2006, p. 278). Therefore, with all other literacies, media literacy is indispensable aspect of 21<sup>st</sup> century and should be integrated into education (Partnership for 21st Century Skills, 2010). In Turkey, media literacy was integrated into new school curricula as a separate lesson since the new curricula were implemented in 2005. Despite the reported importance, the studies consistently exhibited that the teacher candidates did not adequately gain these skill and their applications (Deveci & Çengelci, 2008; İnan & Temur, 2010). It should also be reminded that more than half of the teacher candidates thought that the current teacher education did not respond to the needs of 21<sup>st</sup> century. Lastly, it should be noted that, as expressed previously, universal thinking skills and openness to

intercultural communication were not adequately gained by the teacher candidates. The results were also consistent with the previous results, as the teacher candidates also claimed that they were not ready for diversity, teaching in other countries and participate in international projects. Therefore, it should be realized that this problem of teacher education comes to the forefront in the study. In relation to 21<sup>st</sup> century skills, it is suggested that the curricula of teacher education should be fused appropriately with the required skills of the age and adapted not only to national but also international changes. The educators also emphasize that the teachers should be educated thoroughly to meet the needs of the 21<sup>st</sup> century and possess the required skills of the age (Cochran-Smith, 2003; Darling-Hammond, 2006a; Gay & Howard, 2000; İlhan, 2004; Rotherham & Willingham, 2010; Tutkun & Aksoyalp, 2010). Rotherham and Willingham (2010) claims: “Greater emphasis on skills has also important implications for teacher training” (p.19) and they mention the need for a plan to make teachers succeed to teach these skills. Similarly, Tutkun and Aksoyalp (2010) explained the changes in the 21st century world and expressed that teachers should be trained with the changing understanding and dispositions of the new century. With all these considerations, the teacher education curricula should be renewed, updated, and changed accordingly.

The pre-service teacher education was also assessed by the teacher candidates in terms of its main aspects, which are faculty environment, curricula and courses, teaching practice, and teaching staff. First of all, these four aspects of teacher education were evaluated as being either *inadequate* or *neither inadequate nor adequate* in terms of preparing teacher candidates for teaching. The interview results also supported this finding on the aspects of teacher education.

To start with, the teacher candidates assessed faculty environment as being more adequate than curricula and courses and teaching practice aspects although the mean value was low. Moreover, few interviewees reported problems about this aspect of pre-service teacher education. This might show that the students were more satisfied with the environment of the education faculties than the other aspects; but cannot prove complete adequateness of faculty environment. This is because the mean value in relation to the general adequateness of faculty environment is still low. In addition,

despite having lower percentage than the other aspects; the teacher candidates referred the physical conditions of education faculties as one of the reasons of the problems in relation to pre-service teacher education in Turkey. Also, as an observer during data collection period, the researcher realized that the visited education faculties were generally equipped, but there were some problems such as lack of enough physical space for students to socialize and old buildings and classes. These results on faculty environment imply the need for further research, in which the faculty environment should be specifically studied. Through the questionnaire and interviews, the teacher candidates expressed problems on lack of social activities and environment for the socialization of teacher candidates and lack of facilities and recent technologies. The teacher candidates also reported non-democratic environment in the faculty, however, the issue was examined under the evaluation of faculty staff. With respect to socialization and social skills of teacher candidates, it is believed that teaching is a social profession, and the only way to perform this profession is to have social relationship with the audience. The studies also proved the strong relationship between the learning environment and attitude of both teachers and students (Lackney & Jacobs, 2002; Lackney, 1997). Likewise, Weinstein (1993) claimed: “the physical environment can influence the way teachers and students feel, think, and behave” (p. 27). Moreover, in Turkey, the Higher Education Council (YÖK, 1999) determined the appropriate and adequate physical learning environment for quality teacher education as part of the standards and accreditation in teacher education. According to these standards, the faculty environment should be both physically and socially adequate and inviting for an effective teacher education. About physical and social environment of teacher education, the previous studies proposed similar results (Eret & Ok, 2010; Okçabol et al., 2003). In their study, Eret and Ok (2010) found that the teacher candidates were not satisfied with the physical environment of their faculty, including safety, physical resources, and social environment. Conformingly, Okçabol and his colleagues (2003) concluded in their study that the environment of education faculties for social and cultural developments of teacher candidates were not adequate. In this line with these studies, the results imply that there is an urgent need to reconsider physical environment of teacher education institutions. More

prominently, the educational authorities should establish places and offer social facilities and opportunities in education faculties to foster social growth of prospective teachers.

Furthermore, the literature puts forward that assessment of the effectiveness of teacher education requires the evaluation of the programs offered to teacher candidates and examine whether they meet the needs of students for teaching (Küçükahmet 2007; Williams & Alawiye, 2001). With this respect, present study also appraised the adequateness of curricula and courses of teacher education from the perspectives of candidate teachers. The results specified that mean values of the items on curricula and courses of teacher education were commonly low, and the interviews also pointed out the presence of shared vital predicaments on this aspect in terms of preparing for teaching. The major and common problems in relation to curricula and courses were specified as lack of enough practice opportunities in curricula and dominance of theory-based lessons. This result on the current teacher education program was strongly confirmed by the study conducted by the Higher Education Council itself (YÖK, 2006). In the study, the academicians in education faculties reported much theory-based lessons as one of the major problems of teacher education. Other than this, in the current study, curricula and courses were found inadequate in the sense of providing practice in different school environments, including enough teaching experience, and reflection of authentic/real school and classroom environment in the content of lessons. The teacher candidates also believed that courses did not involve enough educational research; and the curricula were not adequate with respect to developing pedagogical content knowledge and skills, providing sufficient content area knowledge, and the use of instructional technology. Consistently, qualitative results publicized that the lessons were not delivered effectively based on the views of teacher candidates. Lastly, the teacher candidates stated the curricula did not include lessons such as research skills, curriculum development, communication skills, first-aid; and there were lessons which were either too advanced and theoretical or very simple and basic. These results signal the necessity of curriculum renovation in teacher education. Parallel results were presented by the study of Senemoğlu (2011). The qualitative results of her study -on classroom teaching- showed that teacher candidates mostly criticized

insufficient allocation of time for some courses, lack of some important courses such as child psychology and creative drama, and existence of unnecessary lessons. When compared to the findings of this study, the quality of the teacher education program to gain professional skills was found more adequate based on the views of teacher candidates in the study of Eret and Ok (2010). In the study, to get more information on courses, the teacher candidates were asked about adequateness of each of the educational courses besides overall content area courses and general culture courses. According to the results, the teacher candidates evaluated general culture courses and Introduction to Education course as less adequate than the other courses for their preparation. On the other hand, Teaching Practice and School Experience lessons were expressed as being more adequate than all other courses in the curricula to prepare them for teaching profession. This shows that the teacher candidates give importance to practical aspects of teacher education despite experiencing more problems in relation to this aspect. In her study with teacher candidates, Mehmetlioğlu (2010) found that 4<sup>th</sup> grade teacher candidates were more prepared for teaching than 3<sup>rd</sup> grade teacher candidates; and she interpreted this difference as the result of having practice courses and field experiences in the 4<sup>th</sup> grade. The researcher suggested that improving practice courses in the curricula of teacher education to improve the effectiveness of teacher education. Darling-Hammond (2007) also proposed the use of experiential learning for the success of teacher education. Moreover, it is also believed that teacher candidates could increase their professional attainment through more systematic and organized field experiences.

In relation to practice teaching, overall, the results revealed that this aspect of the pre-service teacher education was the least adequate among all four aspects according to the teacher candidates' views. First of all, regarding the quantitative and qualitative findings, the main problem was specified as lack of variety in practice teachings with regards to school environment, teaching tasks, mentor teachers, and students. Secondly, there were major problems related to practice schools, which were 1) negative attitude of mentor teachers and school principals and communication problems with the other staff at school; 2) incompetency/inexperience of mentor teachers, 3) insufficient work environment/conditions provided for teacher candidates. Other than these, qualitative

results also presented critical issues concerning teaching practices. As stated before, in the current teacher education curricula, the teacher candidates are mostly going to practice schools only in the last year of teacher education, which was heavily criticized by most of the teacher candidates as being inadequate. The teacher candidates also evaluated the length and quantity of teaching opportunities as being not enough to prepare them for teaching adequately. Another qualitative result showed that the teacher candidates experienced certain problems in relation to getting enough feedback, guidance, follow-up on their performance and school visits. The teaching staff offering practice courses was reported for not providing guidance and enough feedback on teaching and not having enough collaboration and communication with practice schools. At this point, it is believed that the main problems at practice schools might be the results of lack of communication and follow-up of students and mentoring. When these schools were not visited and the students were not followed regularly by the responsible instructors at the faculty, it might not be possible to detect and prevent problems. As found in the interviews, such problems might demotivate the teacher candidates. All these problems refer to the need for urgent solutions to enhance the quality of practice teachings, which is a very vital part of teacher education in terms of preparing teacher candidates for their future profession. Parallel to this study, Ok (2005) studied with teacher candidates and identified their experiences and expectations from teaching practice. He found that the teacher candidates had much more expectations from teaching practices than their experiences; and he concluded that teaching practice did not satisfy what students expected in terms of quality. The study of Yapıcı and Yapıcı (2004) resulted in similar findings with this study. They found that although school experience lessons were useful for preparing teacher candidates for teaching, there were certain problems in relation to school-university collaborations, university advisors, and tasks. Other studies in the literature consistently revealed certain problems in relation to teaching practices including the mentoring, feedback and reflection, and university instructor (Azar, 2003; Çetin, 2005; Hobson, 2002). At this point, it should be revived that the skills and knowledge to be able to teach are mostly acquired as the result of effective practicing and mentoring (Arnett & Freeburg, 2008; Caires & Almeida, 2005; Tomlinson, 1995). With this respect, teacher education institutions



should be reminded about the importance of teaching practice for preparing quality teachers. The standards in relation to quality teaching practices and observations as determined by the Higher Education Council (YÖK, 1999) should be reawakened by to create and sustain effectiveness of teacher preparation.

In the study, the teacher candidates gauged teaching staff as part of teacher education and they reported several concerns to be deliberated. Parallel with the problems identified on teaching practice and curricula and courses, the teaching staff was reported as being problematic regarding 1) not providing enough guidance and feedback on teaching, 2) not communication and collaborating with practice schools, 3) using ineffective, traditional, and inappropriate teaching methods and techniques, 4) lack of teaching experience at schools or not sharing their experiences with teacher candidates, and 5) having negative attitude and approach towards teaching and teacher candidates. As reported in interviews, the teaching staff was complained for being incompetent in the subject areas, being unwilling and inactive in lessons, using subjective and inappropriate assessment techniques, not being involved in personal and professional development. In relation to evaluation and adequateness of teaching staff in teacher education, there are also other studies in the literature (Adıgüzel, 2008; Eret & Ok, 2010; Şen & Erişen, 2002). In the study evaluating the teacher education standards, Adıgüzel (2008) found that academic teaching members as part of teacher education standards were found to be moderately adequate. According to the results found by Şen and Erişen (2002), teacher candidates claimed that some precautions should be taken to increase the effectiveness of teaching staff and eliminate their deficiencies. The researchers also suggested that the teaching staff whose job is to educate teachers should model the characteristics that they want to develop in their students. In their article, Lunenburg, Korthagen, and Swennen (2007) examined the teacher educators as “models for future teachers” to mold their perspectives and practices. The results of their study confirmed the deficiencies of teaching staff in terms of modeling; as their study revealed that the teacher educators did not have adequate knowledge and skills for modeling teacher candidates. However, the significant role of teacher educators for the effective education of teacher cannot be disregarded. As Ben-Peretz (2001) suggested:

The time has come for teacher educators to pause and reconsider their vocation—to map a course of professional education that will serve simultaneously the needs of practitioners and more utopian ideals for society at large. (p.56)

On the basis of existing literature, the reported problems of this study revive the issues of “selection of teaching staff to education faculties,” “regular evaluation and education of the staff,” and “faculty development.” On the other hand, it should be reminded that these are the results obtained from the teacher candidates’ views; and there is a need for further research on evaluation of teaching staff thoroughly from multiple dimensions.

Apropos of the first research question, it is thought that the shared views of teacher candidates should be valued and used for the renovation of teacher education in Turkey. As the students are the major reflectors of the education they are provided. It should not be forgotten: “The evaluation of an institution must, to a large extent be based on the degree to which its educational program meets the needs of students in the area it serves” (William & Alawiye, 2001, p.14).

#### **5.1.2. Factors/Predictors of Assessment of Pre-service Teacher Education**

The second research question of the study concentrated on identifying the effects of various factors on TCs’ assessment of pre-service teacher education in Turkey. The factors and predictors were examined using inferential statistics; one-way ANOVA and Hierarchical Regression Analysis.

The one-way ANOVA results disclosed that the teaching area, in other words the departments, of the teacher candidates affected the views of the teacher candidates on the adequateness of the pre-service teacher education in terms of preparing them for teaching. The participants of this study came from seven different teaching departments, which were Classroom Teaching (CT), Elementary Mathematics Education (EME), Elementary Science Education (ESE), Computer Education and Instructional Technologies (CEIT), English Language Teaching (ELT), Turkish Language Teaching (TLT), and Social Studies Teaching (SST) departments. The follow-up tests resulted in significant mean differences between certain groups in relation to evaluation of TE. It was interesting that the teacher candidates from ELT

and CT departments evaluated the pre-service teacher education as being significantly more adequate in terms of preparing for teaching skills than the teacher candidates from EME, TLT, and SST departments. Moreover, the teacher candidates from CT department had the highest mean value on evaluation, whereas the teacher candidates from EME department had the lowest. The department was found as a significant factor affecting the teacher candidates' views in different studies as well. To understand the reasons of the sources of differences, the characteristics and requirements of these departments should be examined carefully. The predictors found in the regression analysis might explain the reasons of the differences as well. Moreover, the results implied that the teacher education in different departments might not be standardized in terms of preparing teacher candidates for teaching skills. While some departments give more importance to the gaining of teaching skills, some of them might emphasize content-area expertise. When the nature of classroom teaching is examined, it becomes obvious teaching skills are vital part of classroom teachers' job to deal with children. Similarly, English language teaching starts from very early ages. English language learning is offered in the pre-school years, so most of the English teachers are expected to teach young learners. Therefore, compared to the other area teachers, teachers of both areas might be expected to thrust their skills to the front to reach students. Consistent with the results of this study, Kahyaoğlu and Yangın (2007) concluded that department of the teacher candidates affected the teacher candidates' views about their efficacy for teaching. Moreover, they found that classroom teacher candidates had significantly higher views on teaching efficacy than Mathematics teacher candidates. Teaching program of teacher candidates was found as a significant factor for teaching efficacy by Çapri and Çelikkaleli (2008) as well in the literature.

In the study, three groups of variables were examined to see how they predicted the TCs' evaluation of adequateness of teacher education. It was identified that the aspects of TE together explained much of the variability in the evaluation of teacher education compared to their unique contributions. The last model in the regression analysis included faculty environment, curricula and courses, teaching practice, and teaching staff; and accounted for much of the variance in the evaluation of TE in Turkey. It was also observed that, curricula and courses explained more variance

than other aspects of TE as being an important component of education. In the analysis, another results indicated that gender, high school, readiness for teaching, following publications on teaching, and attitude towards teaching also had certain effects on the evaluation of teacher education. The results can be interpreted as that although there were teaching-related variables having a significant relationship with the adequateness of teacher education; the main variables explaining the adequateness of preparation for teaching skills were the total adequateness of all aspects of teacher education. In Turkey, there are studies examining the factors and predictors in relation to gaining teaching skills or attitudes towards teaching. For instance, Mehmetlioğlu (2010) studied the factors that affect teacher candidates' preparedness for teaching skills as well. Different from the findings of this study, she found that gender and high school were not significant factors affecting teacher candidates' readiness for teaching skills. Kahyaoğlu and Yangın (2007) also did not find gender and high school as significant factors affecting teacher candidates' views for teaching efficacy. In another study, researchers examined the association between the aspects of teacher education and readiness for teaching as similar to this study (Ingvarson, Beavis, & Kleinhenz, 2007). They found that quality of teacher education, knowledge about content area and how to teach, and opportunity to learn via feedback from teaching staff were found as significant predictors of the overall effectiveness of programs in terms of preparing for teaching. Similarly, in their model, gender had a weak effect, and females reported their education as being more effective. However, inconsistent with this study, teaching practice was found to be insignificant predictor explaining teachers' views on the effectiveness of teacher education program. Considering the results of this study together with the literature, it can be concluded that the overall adequateness of the aspects of teacher education play a significant role for the preparation of teachers.

Lastly, it should be note that, different from the other studies conducted in Turkey, the effect of all aspects of teacher education were investigated besides the other factors, which might make the results of the study really noteworthy to understand the place and significance of all dimensions of teacher education and their combined effects to improve teacher education.

### 5.1.3. Views/Suggestions for an Effective Pre-service Teacher Education

As the third research question of the study, the teacher candidates were inquired about their views and suggestions for more effective teacher education in Turkey. The results obtained through the questionnaire and interviews helped the researcher answer this research question. It should be noted here that some of the shared results with respect to teacher education aspects were discussed in the first research question, so they will be only summarized in this part.

The results showed that the teacher candidates had common views on how to improve the adequateness of the teacher education starting from the student selection and general structure/model of teacher education. To begin with, it is revealed in the literature that student characteristics carry a substantial importance to any teacher education reform/program to be successful (Applegate, 1987; Bilir, 2011; Ok, 2007), so student selection to teacher education also becomes vital for quality teacher education. As for the student admission to teacher education programs, the teacher candidates were offered variety of alternatives in the questionnaire including only university exam, university exam plus an ability exam, only ability exam, or high school GCPA and obtaining reference letters. The quantitative results revealed that most of the questionnaire participants were in favor of using not only university entrance exam but also an ability exam as criteria while selecting future teachers to higher education. Parallel with this result, almost all of the interviewees criticized the current system of student admission to teacher education as being ineffective. In the current system, as known, candidates are admitted to teacher education programs regarding their answers to *the standardized multiple choice questions in university entrance exam* held concurrently in all cities (Çakıroğlu & Çakıroğlu, 2003). This system was disapproved of not assessing students' general attitude or aptitude and appropriateness of personal characteristics of students for teaching other than academic success in a multiple-choice exam. The teacher candidates in interviews also evaluated the Anatolian Teacher High Schools as not serving their aims of preparing students for teaching. As reported by the teacher candidates, most of the students from these high schools did not necessarily prefer but had to select teaching department due to their low exam scores; and the ones having high scores in the

university exam selected other departments. For these reasons, most of the interviewees suggested applying a nation-wide university exam to measure academic knowledge besides an ability or aptitude exam to assess both teaching skills and personal/psychological characteristics regardless of high school. Despite all insufficiencies, the results proved that a nation-wide university exam was considered as an objective way of admitting students and providing equality for all students. In the literature, there are criticisms by educational researchers on the current system; and the researchers offer alternative ways to assess both academic knowledge and personal/psychological characteristics while admitting students to teacher education (Binbaşıoğlu, 1995; Ok, 1992; Okçabol, 2004; Okçabol et al., 2003; Senemoğlu, 2003). Ok (1992) conducted a Delphi study including academicians, teachers, school administrators, and parents on the student admission to teacher education programs. Similar to the findings of this study, his findings showed that there was a need to use certain admission criteria, which reflected students' ability to use language, desire to teach children, interest and attitude for teaching, and other personal characteristics related to teaching profession. The researcher concluded that the more comprehensive criteria should be used for the selection of teacher candidates and affective dimension should be integrated to these criteria. In another study by Okçabol et al. (2003), half of the teacher candidates suggested using special ability tests besides interviews and guidance in high school. More recently, Uygun (2010) studied the selection of teacher candidates in Turkey from the historical perspective and recommended using multiple evaluations to enhance the overall quality of teacher education such as assessments of school achievement, personality, moral behavior, overall health conditions besides the scores gotten from the central exams. Lastly, as also stated by a few teacher candidates in interviews, the hindrances for using a comprehensive evaluation process are also mentioned in the literature when the number of applicants and conditions of Turkey are considered (Çakıroğlu & Çakıroğlu, 2003). It can be concluded that nation-wide university entrance exam, despite being objective and practical, does not assess of students' personal, physical, social, and psychological suitability to enter a teaching program. Moreover, problems in relation to selecting appropriate students to teacher education bring forward problems in relation to the success of teacher education (Bilir, 2011). In this study, it

was also identified that some of the teacher candidates pointed out the low quality of teacher candidates as one of the major problems of the pre-service teacher education. Hence, the admission criteria for teaching programs should be reconsidered by the authorities to augment the quality of teacher candidates

The current study uncovered the possible structure/model of teacher education as suggested by the teacher candidates. According to the findings, majority of the teacher candidates favored the following model: “Length of TE should remain four years, however, there should be cooperating/practice schools belonging to each education faculty. TE should be carried out through continuous cooperation and communication with schools. The practice teachings should be initiated in the first grade.” Quantitative and qualitative findings also showed parallelism for the second preferred model: “Teacher candidates should complete their subject courses and general culture courses in three years; and then they should complete their pedagogy courses through continuous practice at cooperating schools in the other two year (the model of 3+2).” In both models, the emphasis was put on the “continuous practice at schools” regardless of the length of education. However, similar to the findings on practice teachings, most of the teacher candidates outvoted the idea that the practice at schools should start from the first grade. Another important finding here is the shared views of the teacher candidates on the necessity of “cooperating schools belonging to each education faculty.” In Turkey, teacher candidates have their teaching experience and practice lessons in the cooperating schools selected at the very beginning of the semester. However, these schools are not all-the-time partners of the faculties and may change based on the protocol between the universities and schools. Moreover, while the previous redesigned teacher education program required the teacher candidates to have school visits/observation in their first year, the new program allows them to have their practice in the third or fourth year based on the teaching area. Taken together with the findings on the evaluation of the teaching practice aspects of teacher education as part of the first research question, the results of this study suggested that the teacher candidates mostly were in need of longer periods of teaching observation and practice to be done in regularly visited schools. In the literature, Goodlad (1990) claimed that traditional teacher education cannot prepare teacher candidates for the realities of classes and schools. Moreover,

Korthagen (2001) mentioned the realistic teacher education for colligating the theory and practice, in which practice and “learning by doing” is emphasized. Darling-Hammond (2007) also proposed experiential learning for teacher candidates and creating “teaching schools partnered with universities.” She mentioned this as following:

As in teaching hospitals, candidates study teaching and learning while gaining hands-on experience in state-of-the-art classrooms. Effective models have already been created by universities sponsoring professional development schools and by school districts offering urban teacher residencies. These residencies place candidates as apprentices in the classrooms of expert urban teachers while they earn a stipend and complete their coursework, repaying the investment with at least 4 years of service. Such programs can create a pipeline of teachers prepared to engage in best practice in the schools where they are most needed, while establishing demonstration sites for urban teaching. (p. 73)

Related to the third research question, the teacher candidates were also invited to give an account of their suggestions on the aspects of teacher education as alternatives to the current applications. The views on this issue were sought through the interviews to be able to obtain more in-depth and comprehensive suggestions by removing possible restrictions of a questionnaire. There were major findings in relation to the suggestions for the aspects of teacher education and they showed parallelism with the findings of first research question. The suggestions of the teacher candidates focused on the reported problematic aspects of teacher education. First of all, in relation to faculty environment, there were fewer suggestions compared to the other aspects. The findings are almost consistent with the previous findings on faculty environment in the study. The suggestions of the interviewees focused on the need for more social activities and facilities in the faculty. The importance of social environment for teacher education was discussed in the previous section of this chapter. It is suggested by the researcher that the faculties should be visited as part of a long-term research project and examined by both educators and architectural experts to determine what kind of an environment should be offered to teacher candidates to meet their educational and social needs. When the results on *curricula and courses* were examined, it was seen that the suggestions on alternatives for this aspects mainly focused on the inclusion of more practice and authentic



environments in lessons as expected from the previous findings. The importance of practice-based teacher education was discussed above. The teacher candidates also offered the integration of some critical courses into the curricula such as speaking, communication, curriculum development, research skills, first-aid, and child psychology. When the suggested lessons were examined, it is realized that communication/speaking was valued by the teacher candidates. Similarly, with regards to speaking and communication skills, many of the interviewees emphasized communication skills as the important 21<sup>st</sup> century skill, which should be integrated into the teacher education. This finding is critical, as the teacher candidates were aware of how vital the use of communication for a teacher was. Moreover, effective communication skills are also mentioned as one of the major competencies of teachers by the major foundations on teachers and teacher education (INTASC, 2011; MEB, 2008). Another suggestion on curricula and courses was the use of various methods and techniques in lessons. This suggestion was also reported under the teaching staff aspect of teacher education because of its connection with teaching staff.

As alternatives to the current system of teacher education, the teacher candidates mentioned some noteworthy suggestions in relation to teaching practices as well. The critical suggestions were starting teaching practices earlier and allocating more time for practices (uninterrupted continuous practice), providing more cooperation and coordination with practice schools besides more follow-up and guidance for teacher candidates, taking method courses together with practice teachings, and using more up-to-date and clearly defined tasks for teaching practices. Lastly, three interviewees mentioned the less number of teacher candidates for each mentor teacher at school. While evaluating these alternatives offered by teacher candidates, the importance of teaching practices should always be considered. Baumgartner, Koerner, and Rust (2002) described teaching practice as: “a complicated emotional and interpersonal experience that is often critically important to the making of a teacher” (p.36). As also claimed by Tomlinson (1995), teaching practices provide valuable opportunities for teacher candidates to put the theory they covered about teaching into practice besides taking the responsibility of teaching with the effective guidance of mentor teachers and instructors at faculty. Therefore, for practice teachings to reach certain

quality, all parts should have standard quality and commitment including instructors, mentor teachers, and school administrators.

As the last aspect of teacher education, the teacher candidates made suggestions on teaching staff. First of all, as suggested, teaching staff in education faculties were to have a teaching experience at schools and share this experience with teacher candidates. This suggestion might reveal another important issue: the selection of teaching staff to teacher education institutions and suggest that experience of teaching staff as teachers beforehand is considered as influential for more effective teacher education. As suggestions for teaching staff, the teacher candidates also described the teaching staff as following: having more positive attitude towards teacher candidates, providing more guidance and support, being competent in teaching skills and in their subject area, using instructional technology in lessons, using various teaching and evaluation techniques and methods, having motivation for teaching and self-development. As proposed by Russell (1997), the way teacher educators behave and teach has a greater effect on teacher candidates than what they teach; and claimed: “teacher educators must be at the forefront of developing insights into teaching” (Loughran & Berry, 2005, p.202). Consistently, in the study, the teacher candidates suggested that teaching staff should also model 21<sup>st</sup> century skills, which is considered as an important suggestion.

The results in relation to teaching staff signify that there are professional, personal, and psychological characteristics to be shared by the teaching staff working at education faculties. It is suggested that these characteristics should be separately studied by the teacher educators and educational researchers. Moreover, practically, the faculty administration should pay a certain attention on the quality of teaching staff, who educate future teachers.

## **5.2. Implications of the Results**

The study concluded with the noteworthy results on pre-service teacher education in Turkey as discussed above. These results also lead to important implications for educational practice and research on teacher education.

### **5.2.1. Implications for Educational Practice**

The evaluation of pre-service teacher education in Turkey from the views of teacher candidates has implications with respect to developing the practices in the field of teacher education. The findings from the present research study imply the following for practice:

The current study showed that the teacher candidates evaluated pre-service teacher education as not preparing them adequately for communicating with parents, conducting parent meetings, and communicating with other staff/experts at school. When the social interactions are inseparable part of teaching, teacher education should certainly involve more activities and dispositions emphasizing *communication/cooperation with educational stakeholders* at school. It is believed that such activities should be based upon the theory and guided carefully by instructors and mentors. To develop communication skills and social interactions, role-plays, simulations, cases, videos, drama, discussions, or reflections can be carried out firstly in faculty classrooms. Then, teacher candidates can take place in such interaction at practice schools under the supervision of their mentors. This might not only provide more authenticity for teacher education curricula, it might also offer valuable opportunities for teacher candidates to develop their communication skills.

In the study, the teacher education was found to be inadequate in terms of preparing teacher candidates to work with students who need special education although they take a course on special education and inclusion. On the other hand, it is a known fact that *importance of special education and inclusion* is highlighted more and more; and the success of their implementations is dependent on the teachers' knowledge and skills. For that reason, it is suggested that effectiveness of the Special

Education and Inclusion courses should be re-evaluated by instructors who offer these courses and the needed knowledge and skills should be emphasized more in such courses. More importantly, all teacher candidates should take these courses and the courses should be supported by the practice. Teacher candidates taking these courses should not only have opportunities to learn about theory on legislations, special programs, characteristics of students with different disabilities but they should also visit and teach classrooms with SEN students in their “last year”. Other than these, more interactive and authentic teaching methods and techniques (videos, specific cases, role-plays, inviting counselors/experts) should be utilized during the courses by the instructors.

Another finding of the study revealed that there were problems in relation to gaining skills for identifying students’ individual learning needs and planning lessons based on the individual learning needs. On the other hand, it is good news that the teacher candidates expressed their preparedness for communicating with students and understanding them. Therefore, teacher educators might emphasize more *the ways of how to explore students’ individual learning needs* by using various communication channels and techniques such as questionnaires, tests, one-to-one or group interviews, talking to parents and school counselor, or observation. Moreover, it can be suggested that the teacher education programs should include more practical activities or projects on the identification of students’ learning needs and using this knowledge to plan student-centered lessons. About the issue, real classroom observations and inviting teachers and experts to relevant lessons can also help teacher candidates.

It was also identified that the teacher candidates were not adequately prepared for fulfilling administrative and official duties/tasks even if they nearly completed their education. It was also obvious that they did not know how to plan and prepare extra-curricular activities for instructional purposes at school. As teaching is not limited to just instruction in classroom, it is suggested that *other responsibilities of teachers at school* should be clearly introduced to teacher candidates during their pre-service years. For this purpose, while theory can be covered in lessons such as Classroom Management, the practices and observation can be carried out during school visits.

Especially mentor teachers might inform teacher candidates about such tasks and activities; and ask them to participate some of these duties under the supervision of them.

According to the results of this study, the teacher education programs should put more emphasis on *diversity in both national and international arena*. In other words, teacher candidates should gain skills to work in physically and culturally diverse settings. After graduation, teacher candidates might work in very different regions of Turkey or they might prefer to work abroad as a teacher. However, the study clearly pointed out that the teacher candidates are uneasy about the place/region they would work after graduation; they are not adequately prepared for teaching in different countries and working on international projects; they expressed that they were not informed and educated enough for diversified conditions including students, parents, schools, and regions. Hence, it is definitely recommended that *mobility and diversity* should be accentuated more in faculty lessons and teacher education curricula. Teacher candidates should be more exposed to the *cases on authentic teaching environments and timely needs of the century*. Considering other findings of the study as well, universal thinking skills, openness to intercultural communication, and flexibility and adaptation skills should be carefully integrated into the teacher education coursework as interdisciplinary subjects.

Besides these skills, the teacher education curricula should be fused with media literacy, effective use of technology, and all other 21<sup>st</sup> century skills. As the citizens of Turkey, we are witnessing the discourses and attempts of the authorities for keeping up with the developed countries along with the needs of the century. These are also reflected on the education system in Turkey. However, it would be futile not to make teacher education part of this process, since teachers should have the number one priority as the dispersers of knowledge and skills to citizens. For that purpose, by taking the core curricula of teacher education to the center, the *21<sup>st</sup> century needs and skills* should be coalesced to all lessons and practices properly as interdisciplinary skills. Furthermore, teacher educators, who are also expected to possess them, might be informed about how to convey these skills as part of their lessons through professional development seminars. Moreover, the curriculum developers and policy

makers need to revise other aspects of teacher education (physical environment, teaching practices, and teaching staff) in line with the 21<sup>st</sup> century needs. About this, the project titled *the Partnership for 21st Century Skills* (Partnership for 21st Century Skills, 2010) can be examined as an example of how to implement 21<sup>st</sup> century skills and needs into education.

About the teaching skills, the results signified the need for extra attention to the following skills: providing discipline and order in the classroom, effective assessment and evaluation of instruction and student achievement, evaluation of instructional programs, guidance, providing feedback and motivation to students, interdisciplinary teaching, and developing personal educational philosophy/approach. As realized, all these skills are essential for being a teacher; and inadequate gaining of them need to be well-thought by the teacher educators who are responsible for the certain level of acquisition of teaching knowledge and skills. Lastly, although these skills, together with the above mentioned ones, were more emphasized by the teacher candidates, it should be reminded that the other teaching skills given in the TEAQ also had low mean values than the expected in terms of preparing teacher candidates. This finding of the study should have considerable implications for practitioners and policy makers.

Based on the results of this study, the *social aspect of faculty environment* should be enhanced physically and socially, especially for developing social skills of teacher candidates. The administrators of the education faculties should come together and collaborate with architectures to discuss and determine the needed social environment to increase the opportunities for socialization. Moreover, the teacher candidates should be offered more social activities at faculties. Lastly, technological facilities and conditions of libraries should be revisited by teacher educators.

For improving the quality of teacher education, as also suggested by the teacher candidates, curricula and courses should be evaluated thoroughly in terms of preparing future teachers. Some of the necessary lessons such as *research skills, curriculum development, communication skills and diction, first-aid* should be offered to teacher candidates. Educational research should be more combined with the lessons. On the other hand, as recommended by the teacher candidates and other

studies as well, more time should be allocated to *how to teach* lessons; and realities of classrooms and educational system should be carried more to the related lessons. To increase the effectiveness and authenticity of lessons, case studies, simulations, discussions, role-plays, creative dramas, video conferences with experts, school visits, interventions, and field trips might be more part of instruction besides lecturing. In relation to curricula and courses, the teacher candidates also mentioned the problems on effective use of instructional technology in lessons and lack of sufficient content-area knowledge. For the prevention of curricula-related problems, *regular staff meetings/seminars for the improvement of instruction* could be held by each faculty of education to discuss and share the educational and instructional needs of teacher educators besides the ways on how to improve student learning. Moreover, teacher candidates' *assessment of instructors and courses* could be part of teacher education in each semester to be used by the faculty administrators in terms of feedback for the following educational decisions. All these suggestions should also be taken into consideration for possible curriculum evaluation studies or reform acts in the following years.

The general culture courses and Introduction to Educational Science course at education faculties should be paid special attention with respect to preparing teacher candidates for teaching. The Introduction to Educational Science lesson is the first teaching-related course in the curricula; however, the teacher candidates reported it as not being adequately offered. For the practical purposes, it is suggested that the content and the instructors offering this course need to be reconsidered and evaluated carefully, as this course might play a certain role for encouraging or discouraging teacher candidates. The instructors offering educational courses might come together regularly to discuss and improve the content and the activities used in lessons. The content of education lessons might be enriched through more interactive, communicative, and authentic activities.

This study displayed that there was a need to emphasize the *practical side of teacher education curricula*. The teacher candidates criticized the teacher education for not adequately offering practice and observation in different school environments and with different student groups as part of the teaching-related lessons. Moreover, it is

also found out that the practice should be continuous and integrated with the theory. Therefore, practice should always be dependent on the theory covered throughout the teacher education to strengthen the teaching knowledge and skills to be acquired.

One of the critical conclusions of this study is the problems with teaching practices and school visits. As in other studies, the teacher candidates reported vital problems with respect to *the length and time of practice opportunities*, quality of cooperating schools, quality of mentor teachers, attitude of school personnel, quality and attitude of university supervisor/instructor, feedback, and follow-up. It is a common suggestion of such studies that continuous cooperation and coordination with practice school might prevent the possible problems and remove the existing ones. On the other hand, also considering the suggestions of the teacher candidates, teaching practices should start earlier in teacher education so that teacher candidates might get to know about teaching profession earlier and decide to retain or leave. Moreover, the last year for school visits was expressed to be very late and inappropriate for getting prepared for teaching. The teacher candidates had other worries in their last year about job applications and interviews, preparation for national exams, and following graduate degree besides their regular coursework. Therefore, it is strongly recommended that teacher candidates should at least observe teaching in the second semester of their education, and then the last two years of teacher education might mostly be allocated for practicing together with education and method courses. For the teaching practices, supervising instructors should be carefully attained, should constantly visit schools, give more time for reflections, and organize feedback sessions with teacher candidates before, during, and after the school visits. To prevent possible negative attitudes towards teacher candidates, mentor teachers and school principals at schools should be contacted from time to time, the importance of their roles should be discussed and reminded by instructors. Lastly, the tasks of teacher candidates are needed to be revised continually based on the changes in the educational arena.

In the study, it was concluded that the teacher candidates were not satisfied with the selection of practice schools and mentor teachers. For that purpose, there is a strong need for systematic selection of practice schools. The teacher candidates need to



have work with different mentor teachers and grade levels and in different kinds of schools to be able to obtain diversified experiences for teaching. The supervising instructors, who are responsible for teaching practices, should examine the previous lists for schools visits before determining the current school, student group, and mentor teacher. It should be reminded here that one of the classroom teacher candidates mentioned not observing a first-grade teacher while teaching how to read and write. When we consider that this teacher candidate will be a classroom teacher and teach how to read and write; the gravity of the problem and criticality of urgent precaution become more apparent for the preparation of teachers. Hence, an effective way for the *systematic selection of schools, students, and mentor teachers* should be found to make teacher candidates encounter with *variety in teaching situations*.

The problems and suggestions in relation to teaching staff as revealed in the study require the specific *evaluation of teachers educators* in terms of having certain competencies and characteristics to be able to work in an education faculty. One of the striking results of this study was lack of teaching experience of some of the teaching staff. The teacher candidates especially suggested that the instructors having and sharing teaching experiences were very valuable for them to learn more about their profession. They also mentioned the problems in relation to teaching skills of the teaching staff. Hence, it might be recommended that the teaching staff at education faculties should also be educated as part of faculty development. Furthermore, while recruiting future instructors as teacher educators and role models, their teaching experiences, teaching skills, and content-area knowledge should be carefully verified.

Besides the selection of teaching staff to teacher education institutions, student selection should also be done meticulously. As the findings revealed the current system of student admission to teacher education had certain problems and it did not assess attitudes and aptitudes for teaching besides personal and social skills of students. Also, *physical and psychological well-being of candidates* cannot be determined through only a multiple-choice nationwide exam. At this point, supported by the views of teacher candidates and other studies as well, it is advocated that ability and aptitude tests should also be applied and their results should be used for

selection of teacher candidates. Due to the economical and practical constraints, one to one interviews or micro-teaching might be demanding for the current conditions of Turkey. The objectivity of such applications might also be debatable. However, together with university entrance exam and attitude/aptitude exams, continuous guidance starting from secondary schools, students' files, teachers' references and recommendations offer better assessment of the suitability of a student for teaching.

The current model of teacher education is suggested to be renewed by the policy makers and educational authorities according to the results obtained in this study. Majority of teacher candidates proposed four year teacher education strengthened with the continuous practice supported by theory and carried out in cooperation with *laboratory schools* of each education faculty.

### **5.2.2. Implications for Further Educational Research**

In this section, the implications of this specific study for future research are presented and discussed. The aim of these implications is to be able to guide educational researchers for their further studies on pre-service teacher education in Turkey and suggest important points to be studied further on teacher education. The implications are listed below.

The current study was conducted only with the teacher candidates. The assessment of pre-service teacher education was done basically on the views of teacher candidates. Besides teacher candidates, it is believed that the views and ideas of policy makers, faculty members, and other teaching staff are crucial as stakeholders of teacher education. Further studies are needed on revealing the perspectives of these groups on the issue to have more comprehensive evaluation.

In the study, only teacher candidates in teaching departments related to elementary-level teaching/basic education were included as the sample of the study, as general teaching skills are more emphasized in such teaching departments. On the other hand, views of teacher candidates from other teaching departments are also important for the complete assessment of teacher education.

Although this study only included teacher candidates, the views and experiences of teachers, as graduates of teacher education faculties, are thought to be very important for a comprehensive evaluation of the weaknesses and strengths of pre-service teacher education. Especially newly graduated teachers should be selected by regarding the program they were exposed to during their education and they should be interviewed about gaining teaching skills and aspects of teacher education. The study should focus on whether they can put their knowledge and skills into practice in classroom environment.

The studied teaching skills comprised general teaching skills as expressed in the literature. However, there are also teaching skills specific to teaching areas. For instance, there are teaching skills identified only for Mathematics teachers or Classroom teachers. There is a need for further research through which the education of specific content area teachers is evaluated in a more detailed way.

The general adequateness of pre-service teacher education and practices in teacher education were evaluated only based on the perceptions and views using both questionnaire and interviews. Another way for assessment could be including observation. Educational researchers, hence, could conduct their studies spending more time in the faculties of education and in classes with teacher candidates and teaching staff, to observe especially the aspects of teacher education and do follow-up studies on graduates. It would enrich the assessment.

The study revealed problems in relation to practice schools. Teachers and school principals in these schools were criticized by the teacher candidates. As teaching practices are very critical for gaining teaching skills and becoming teacher, there is a strong need to study practice schools. These schools should be visited by the researchers and observed with respect to teachers, administrators, physical environment, and opportunities provided for teacher candidates.

Furthermore, there is a need for additional research on each aspect of teacher education independently. For instance, faculty environment was described as being more adequate than other aspects, yet the study also drew attention to the prevailing problems such as lack of social environment for teacher candidates. It is deliberated

that the present study comprised multiple dimensions to be examined, therefore, the teacher candidates might have focused on the problems based on their priority. Further studies on each dimension could suggest more comprehensive results.

Further research on the selection of teacher candidates and teaching staff to education faculties would be specifically done. Needed characteristics of teacher candidates and effective teacher educators might be identified in a more detailed manner through such studies. Teaching staff at education faculties should also be required to possess certain skills and characteristics. Another comprehensive study should be carried out on how to match practice schools, mentor teachers, and students with teacher candidates in a more systematic way for providing variety in teaching practice. Such studies would have valuable practical implications for educational policy makers, faculty administrators, and practitioners.

The project on the standards and accreditation of teacher education, initiated by the Higher Education Council, ought to be resumed along with the current educational, social, technological, and political changes and developments on the national and international platform. This will help the administrators of teacher education institutions revive and self-evaluate the programs of teacher education in their own institutions.

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## APPENDICES

### APPENDIX A

#### PERMISSION FROM METU ETHICS COMMITTEE



1956

Orta Doğu Teknik Üniversitesi  
Middle East Technical University

Fen Bilimleri Enstitüsü  
Graduate School of  
Natural and Applied Sciences

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Fax: +90 (312) 2107959  
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Sayı: B.30.2.ODT.0.AH.00.00/126/129-1480

29 Kasım 2011

Gönderilen: Doç. Dr. Ahmet Ok  
Eğitim Bilimleri Bölümü  
Gönderen : Prof. Dr. Canan Özgen  
IAK Başkan Yardımcısı  
İlgi : Etik Onayı

"Türkiye'deki Meslek Öncesi Öğretmen Eğitiminin Adayları Mesleğe Hazırlaması Açısından Değerlendirilmesi" isimli araştırmanız "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

29/11/2011

Prof.Dr. Canan ÖZGEN  
Uygulamalı Etik Araştırma Merkezi  
( UEAM ) Başkanı  
ODTÜ 06531 ANKARA

## APPENDIX B

### QUESTIONNAIRE (TEAQ)

#### Öğretmen Eğitimi Değerlendirme Anketi

Değerli Öğretmen Adayı,

Türkiye'de eğitim fakültelerinde verilen hizmet öncesi öğretmen eğitimi, öğretmen adaylarını mesleğe hazırlaması bakımından değerlendirmek için bu çalışmayı yürütmekteyim. Çalışma kapsamında eğitiminizle ilgili görüşlerinizi anket aracılığıyla toplamak istiyorum. Anketi cevaplamak sizin kişisel tercihinizdir. Katılma zorunluluğu yoktur. İstedığınız anda formu cevaplamayı bırakabilirsiniz.

Lütfen ankete isminizi yazmayınız. Cevaplarınız yalnızca araştırma kapsamında kullanılacaktır. Bu nedenle her soruyu dikkatli bir şekilde okuyarak içtenlikle ve eksiksiz cevaplamanızı rica ederim.

Katılımınız ve katkılarınız için teşekkür ederim.

Araş. Gör. Esra Eret

ODÜ-Eğitim Bilimleri Bölümü

eseret@metu.edu.tr

FORM ID			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
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8	8	8	8
9	9	9	9

**LÜTFEN ANKETİ KURŞUN KALEMLE VE YUVARLAKLARIN İÇİ TAMAMEN DOLACAK ŞEKLİDE DOLDURUNUZ. ANKETİ BURUŞTURUP KATLAMAYINIZ.**

#### Bölüm I - KİŞİSEL BİLGİLER

Bu bölümde sizlere kişisel bilgilerinize ilişkin sorular sorulmaktadır. Lütfen size uygun seçeneği işaretleyiniz.

##### 1. Cinsiyetiniz:

- 1 Kız 2 Erkek

##### 2. Yaşınız?

- 1 20 ve altı 2 22 3 24  
4 21 5 23 6 25 ve üstü

##### 3. Hayatınızın çoğunluğunu geçirdiğiniz bölge?

- 1 İç Anadolu 2 Doğu Anadolu 3 Ege  
4 Karadeniz 5 Marmara 6 Akdeniz  
7 Güney Doğu Anadolu

##### 4. Üniversiteye başlamadan önce yaşamınızı sürdürdüğünüz yer?

- 1 Büyükşehir (1 milyon+) 2 İlçe  
3 Küçük şehir 4 Köy

##### 5. Mezun olduğunuz lise türü?

- 1 Genel Lise 2 Mesleki ve Teknik Lise  
3 Anadolu Lisesi 4 And. Mesleki ve Teknik Lise  
5 And. Öğretmen Lisesi 6 Süper Lise  
7 Fen Lisesi 8 Diğer

##### 6. Anne ve babanızın eğitim durumu?

- | Anne | Baba                |
|------|---------------------|
| 1    | 1 Hiç okumamış      |
| 2    | 2 İlkokul mezunu    |
| 3    | 3 Ortaokul mezunu   |
| 4    | 4 Lise mezunu       |
| 5    | 5 Yüksekokul mezunu |
| 6    | 6 Üniversite mezunu |
| 7    | 7 Y. Lisans/Doktora |

##### 7. Anne ve babanızın iş durumu?

- | Anne | Baba                |
|------|---------------------|
| 1    | 1 Düzenli çalışıyor |
| 2    | 2 Emekli            |
| 3    | 3 İşsiz             |
| 4    | 4 Ev Hanımı         |

##### 8. Üniversitenizin adı?

- 1 Dokuz Eylül Üni. 2 Selçuk Üni. 3 Gazi Üni.  
4 Sakarya Üni. 5 İnönü Üni. 6 Uludağ Üni.  
7 Abant İzzet Baysal

##### 9. Sınıfınız?

- 1 4. Sınıf 2 3. Sınıf

##### 10. Bölümünüz?

- 1 Sınıf Öğretmenliği 2 Sosyal Bilgiler Öğrt.  
3 Matematik Öğrt. 4 İngilizce Öğrt.  
5 Fen Bilgisi Öğrt. 6 Bilgisayar Öğrt.  
7 Türkçe Öğrt.

##### 11. Kayıtlı olduğunuz program türü?

- 1 Birinci Öğretim 2 İkinci Öğretim

##### 12. Şu andaki genel not ortalamanız?

- 1 1.99 ve altı (53 ve altı) 2 3.00-3.49 (77-88)  
3 2.00-2.99 (54-76) 4 3.50 ve üzeri (89 +)

##### 13. Eğitime/öğretmenlikle ilgili bir alanda yüksek lisans/doktora yapmayı planlıyor musunuz?

- 1 Evet 2 Hayır 3 Emin değilim

##### 14. Kayıtlı olduğunuz bölümünüzün üniversite sınavında kaçını tercihiniz?

- 1 1-5 2 11-15 3 6-10 4 16 ve üstü

##### 15. Yeniden seçme şansınız ve yeterli puanınız olsaydı yine öğretmenlik bölümü seçer miydiniz?

- 1 Evet 2 Hayır 3 Emin değilim

##### 16. Cevabınız hayır ise, aşağıdakilerden hangisini seçeriniz? (Lütfen tek bir seçenek işaretleyiniz)

- 1 Tıp Fakültesi 2 Fen Edebiyat Fak.  
3 Mühendislik Fak. 4 Hukuk Fak.  
5 Mimarlık Fak. 6 İktisadi-İdari Bilimler Fak.  
7 Diş Hekimliği Fak. 8 Güzel Sanatlar Fak.  
9 İletişim Fak. 10 Diğer

##### 17. Çekirdek ailenizde öğretmen var mı?

- 1 Evet 2 Hayır

##### 18. Öğretmenlik bölümünü seçmenizdeki en önemli nedenleriniz? (Birden fazla seçenek işaretleyebilirsiniz)

- 1 Öğretmen olma isteğim 2 Çocuklarla çalışmak  
3 Mesleğin saygınlığı 4 Ailemin/çevremizin etkisi  
5 ÖSYM sınavı puanım 6 İş bulma imkanı  
7 Devlette çalışma imkanı 8 Çalışma koşullarının rahatlığı

##### 19. Mezuniyet sonrasında ne tür bir iş yapmayı planlıyorsunuz?

- 1 Öğretmenlik 2 Farklı bir iş 3 Emin değilim

##### 20. Öğretmenlik mesleğiyle ilgili en önemli kaygılarınız nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

- 1 Atanma 2 Güvenlik  
3 Mesleğin statüsü 4 Atanacağım yer (bölge, şehir...)  
5 Aylık gelir 6 Öğrencilerle baş etmek  
7 Çalışacağım okulun fiziksel koşulları  
8 İstihdam biçimi (kadrolu, sözleşmeli...)

##### 21. Aşağıdaki yerlerinden en çok hangisinde öğretmenlik yapmak istersiniz? (Lütfen tek bir seçenek işaretleyiniz)

- 1 Büyükşehir (1 milyon+) 2 Köy  
3 Küçük şehir 4 Fark etmez  
5 İlçe/kasaba

##### 22. Öğretmen olarak bir kurumda çalıştınız mı? (dershane, etüt merkezi..)

- 1 Evet  
2 Hayır

BU KISMI KAĞIDINIZI YIRTMADAN KOPARTINIZ



<p>23. Şu anda kendinizi öğretmenlik yapmaya hazır hissediyor musunuz?</p> <p>1 Evet 2 Hayır 3 Emin değilim</p> <p>24. Sizce aldığınız öğretmenlik eğitimi öğretmenliğe hazırlama konusunda başarılı mıdır?</p> <p>1 Evet 2 Hayır 3 Emin değilim</p> <p>25. Sizce aldığınız öğretmen eğitimi 21. yüzyıl ihtiyaçlarına cevap vermekte midir?</p> <p>1 Evet 2 Hayır 3 Emin değilim</p> <p>26. Mesleğinizle ilgili akademik/bilimsel yayınları takip ediyor musunuz?</p> <p>1 Evet 2 Hayır</p> <p>27. Üye olduğunuz eğitimle ilgili dernek / topluluk var mı?</p> <p>1 Evet 2 Hayır</p> <p>28. Türkiye'nin şu andaki durumundan (sosyal, ekonomik, politik, kültürel vb.) memnun musunuz?</p> <p>1 Evet 2 Hayır 3 Emin değilim</p> <p>Cevabınız hayır ise, nedeni aşağıdakilerden hangisi ile ilgilidir? (Birden fazla seçenek işaretleyebilirsiniz)</p> <p>1 Güvenlik 2 Kültürel değerler 3 Ekonomik eşitsizlik 4 İç çatışmalar/terör 5 İşsizlik 6 Eğitim 7 Siyaset 8 Dış politika 9 Adalet sistemi 10 Düşünce özgürlüğü 11 Sağlık sistemi 12 Diğer</p>	<p>29. Yaşamınızda en fazla hangileriyle ilgileniyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz)</p> <p>1 Günlük haberler 2 Spor 3 Teknoloji/bilgisayar 4 Doğa/çevre 5 Bilim/teknik 6 Siyaset 7 Müzik 8 Edebiyat</p> <p>30. Aldığınız öğretmen eğitiminin en büyük sorunları nelerle ilgilidir? (Birden fazla seçenek işaretleyebilirsiniz)</p> <p>1 Programın içeriği/dersler 2 Öğretmenlik uygulamaları 3 Öğretim elemanlarının kalitesi 4 Fakülteye seçilen adayların kalitesi 5 Fakültelerin fiziksel ortamı 6 Öğretmen adaylarına verilen rehberlik/destek 7 Eğitime ayrılan kaynaklar 8 Fakülte ve MEB ilişkisi</p> <p>31. Öğretmen adayları eğitim fakültelerine nasıl seçilmelidir? (Lütfen tek bir seçenek işaretleyiniz)</p> <p>1 Yalnızca üniversite sınavı ile 2 Üniversite sınavı ve ardından yapılacak yetenek sınavı ile 3 Yalnızca yetenek sınavı ile 4 Orta öğretim başarı puanı ve lise öğretmenlerinin vereceği tavsiye mektubu ile 5 Yalnızca orta öğretim başarı puanı ile 6 Öğretmen liselerinden mezun olduktan sonra doğrudan fakülteye başvurarak 7 Diğer (yazınız):</p>
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## BÖLÜM II: MESLEKİ YETERLİKLER

Eğitim fakültesinde sunulan eğitimi düşündüğünüzde, aldığınız eğitim aşağıda verilen yeterlikleri kazandırma konusunda ne derece yeterlidir? Lütfen her bir maddeyi içini tamamen karalayarak cevaplayınız.

	Çok yetersiz 1	Yetersiz 2	Ne yetersiz ne yeterli 3	Yeterli 4	Çok yeterli 5
<b>Eğitim ve Öğretim</b>					
1. Farklı öğretim yöntem ve stratejileri kullanmaya	1	2	3	4	5
2. Öğrencilerin derse katılımını güdülemeye	1	2	3	4	5
3. Sınıfta pozitif öğrenme ortamı yaratmaya	1	2	3	4	5
4. Öğretimde fiziksel ortamları etkili kullanmaya	1	2	3	4	5
5. Öğrencilerin soru sorma ve tartışma becerilerini geliştirmeye	1	2	3	4	5
6. Dersleri günlük yaşamla ilişkilendirmeye	1	2	3	4	5
7. Programı ve kaynakları öğretime uygun şekilde kullanmaya	1	2	3	4	5
8. Öğrenci düzeyine uygun ödev/sorumluluklar vermeye	1	2	3	4	5
9. Sınıf içinde düzen ve disiplin sağlamaya	1	2	3	4	5
10. Öğrenci başarısına göre öğretimde gerekli değişiklikleri yapmaya	1	2	3	4	5
11. Sınıf içi uygulamalara düşünme becerilerini (yaratıcı, eleştirel) yansıtmaya	1	2	3	4	5
12. Öğrenme-öğretme sürecinde zamanı etkili kullanmaya	1	2	3	4	5
13. Öğretimde bilgisayar ve teknolojik araçlardan yararlanmaya	1	2	3	4	5
14. Disiplinler arası öğretimi sınıfta uygulamaya	1	2	3	4	5
15. Eğitim-öğretimde etik konusunda bilgi sahibi olmaya	1	2	3	4	5
16. Sınıfta sesini etkili kullanmaya	1	2	3	4	5
17. Türkçeyi doğru, güzel ve etkili kullanmaya	1	2	3	4	5
18. Beden dilini öğretimde etkili kullanmaya	1	2	3	4	5
<b>Ölçme-Değerlendirme</b>					
19. Uygun ölçme araçları hazırlayarak öğrenci başarısını ölçme ve değerlendirmeye	1	2	3	4	5
20. Alternatif ölçme araçları kullanmaya (ürün dosyası, gözlem...)	1	2	3	4	5
21. Öğrenciye düzenli geri bildirim vermeye	1	2	3	4	5
22. Öğrencilerin bireysel öğrenme ihtiyaçlarını belirlemeye	1	2	3	4	5
<b>Planlama/Program</b>					
23. Bireysel farklılıkları dikkate alarak dersleri planlamaya	1	2	3	4	5
24. Açık ve anlaşılır öğrenme amaçları belirlemeye	1	2	3	4	5
25. Öğretim amaçlı ders dışı etkinlik planlamaya (alan gezisi, müze ziyareti, vb.)	1	2	3	4	5

	Çok yetersiz 1	-	Yetersiz 2	-	Ne yetersiz ne yeterli 3	-	Yeterli 4	-	Çok yeterli 5
26. Öğretim programının uygunluğunu değerlendirmeye	1	2	3	4	5				
27. Dersi planlarken müfredattan yararlanmaya	1	2	3	4	5				
<b>İletişim-işbirliği</b>									
28. Öğrencilerle etkili iletişim kurmaya	1	2	3	4	5				
29. Okul idaresi ile işbirliği yapmaya	1	2	3	4	5				
30. Meslektaşlarla etkili iletişim kurmaya	1	2	3	4	5				
31. Velilerle etkili iletişim kurmaya	1	2	3	4	5				
32. Veli görüşmelerini yürütmeye	1	2	3	4	5				
33. Velilere çocuklarına destek olma konusunda yardımcı olmaya	1	2	3	4	5				
34. Okuldaki uzmanlarla iş birliği yapmaya (rehberlik, program geliştirme, vb.)	1	2	3	4	5				
<b>Mesleki ve Kişisel Gelişim</b>									
35. Mesleğini yürütebileceğini yeterli bilgiye sahip olmaya	1	2	3	4	5				
36. Öğretmenlikle ilgili öz-değerlendirme yapmaya	1	2	3	4	5				
37. Mesleki gelişimi sürdürmeye	1	2	3	4	5				
38. Bireysel eğitim ve öğretim felsefesini geliştirmeye	1	2	3	4	5				
<b>Diğer beceriler</b>									
39. Özel eğitime ihtiyacı olan öğrencilerle çalışmaya (engelli, üstün zekâlı, vb.)	1	2	3	4	5				
40. Öğrencilerin gelişim düzeylerine uygun rehberlik yapmaya	1	2	3	4	5				
41. Öğrencilerin gelişimlerini (fiziksel, duygusal, zihinsel, vb.) anlamaya	1	2	3	4	5				
42. Öğrencilerde kültürler arası iletişimi geliştirmeye	1	2	3	4	5				
43. Kültürler arası saygı ve anlayışı geliştirmeye	1	2	3	4	5				
44. Öğrencilerle birlikte Avrupa birliği projelerine katılmaya	1	2	3	4	5				
45. Değişik ülkelerde öğretmenlik yapmaya	1	2	3	4	5				
46. İdari görevleri/işleri yerine getirmeye	1	2	3	4	5				
47. Öğrencide çevre bilinci oluşturmaya	1	2	3	4	5				
<b>BÖLÜM III: FAKÜLTE/PROGRAMIN DEĞERLENDİRİLMESİ</b>									
<b>Sizce öğretmenlik eğitiminizi aldığınız fakülte/program aşağıdaki özellikler/boyutlar açısından ne derece yeterlidir? Lütfen her bir maddeyi içini tamamen karalayarak cevaplayınız.</b>									
	Çok yetersiz 1	-	Yetersiz 2	-	Ne yetersiz ne yeterli 3	-	Yeterli 4	-	Çok yeterli 5
<b>Fakülte Ortamı</b>									
1. Sunduğu fiziksel ortam	1	2	3	4	5				
2. Çalışma ortamları (kütüphane, okuma odası, laboratuvar, vb.)	1	2	3	4	5				
3. Sağladığı sosyal ortamlar	1	2	3	4	5				
4. Öğrenci sayısı bakımından sınıfların büyüklüğü	1	2	3	4	5				
<b>Program ve Dersler</b>									
5. Okullarda öğrencilerle çalışma olanağı	1	2	3	4	5				
6. İyi bir alan bilgisi kazandırması	1	2	3	4	5				
7. Öğretmenlik bilgi ve becerilerini geliştirmesi	1	2	3	4	5				
8. Türk eğitiminin gerçeklerini ve sorunlarını yansıtması	1	2	3	4	5				
9. Gerekli bilgi ve becerileri içerecek kadar kapsamlı olması	1	2	3	4	5				
10. Yeterli sayıda öğretmenlik gözlem ve uygulaması içermesi	1	2	3	4	5				
11. Farklı koşullarda uygulama olanağı (birleştirilmiş sınıflar, köy okulu..)	1	2	3	4	5				
12. Derslerde gerçek okul ortamlarının yansıtılması	1	2	3	4	5				
13. Derslerde eğitim araştırmalarına yer verilmesi	1	2	3	4	5				
14. Derslerde öğretim teknolojilerinin etkili şekilde kullanılması	1	2	3	4	5				
<b>Gözlem ve Uygulamalar</b>									
15. Adaylara sağlanan çalışma ortamları	1	2	3	4	5				
16. Farklı öğretmenlerle çalışma olanağı sunması	1	2	3	4	5				
17. Farklı deneyimler sunması (sınav hazırlama, veli toplantısı, vb.)	1	2	3	4	5				
18. Diğer çalışanlarla (müdür, rehberlik, vb.) iletişim kurma olanağı	1	2	3	4	5				
19. Deneyimli öğretmenlerle çalışma olanağı	1	2	3	4	5				
<b>Öğretim Elemanları</b>									
20. Sayıları	1	2	3	4	5				
21. Uygulama öğretmenleriyle olan iletişimleri	1	2	3	4	5				
22. Amaca uygun öğretim yöntemleri kullanmaları	1	2	3	4	5				
23. Alan bilgileri	1	2	3	4	5				
24. Öğretmenlik bilgi ve becerileri	1	2	3	4	5				



FORM ID				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Çok yetersiz	-	Yetersiz	-	Ne yetersiz ne yeterli	-	Yeterli	-	Çok yeterli
1		2		3		4		5
6. Okullarda (ilköğretim, lise) kazandıkları öğretmenlik deneyimleri								
Diğer								
7. Fakülte ve uygulama okulları arasındaki iletişim/işbirliği								
8. Mesleğe hazırlama konusunda sağlanan rehberlik								
9. Fakültede öğretmenliğe yönelik olumlu tutum								

#### BÖLÜM IV: TUTUM

Aşağıda öğretmenlik mesleği ile ilgili maddeler verilmiştir. Lütfen her bir maddeyi içini tamamen karalayarak cevaplayınız.

Hiç Katılmıyorum - Katılmıyorum - Ne Katılıyor Ne Katılmıyorum - Katılıyorum - Tamamen Katılıyorum

1. Öğretmenlik sevdiğim bir meslektir.	1	2	3	4	5
2. Her zaman öğretmen olmayı düşledim.	1	2	3	4	5
3. Öğretmenlik zevkli bir meslektir.	1	2	3	4	5
4. Kişiliğime en uygun meslek öğretmenliktir.	1	2	3	4	5
5. Çocuklara yeni şeyler öğretmeyi seviyorum.	1	2	3	4	5
6. Tekrar tercih etme şansım olsa yine öğretmenliği seçerdim.	1	2	3	4	5
7. Bir an önce öğretmenlik yapmak için sabırsızlanıyorum.	1	2	3	4	5
8. Öğretmenliği kendime yakıştırıyorum.	1	2	3	4	5
9. Her koşulda öğretmenlik yapmak isterim.	1	2	3	4	5
10. Öğretmen olma düşüncesi bana cazip geliyor.	1	2	3	4	5

#### BÖLÜM V: 21. YY BECERİLERİ

Eğitim fakültesinde aldığınız eğitim, aşağıdaki becerileri/özellikleri kazandırmada konusunda ne derece yeterlidir?

	Çok Yetersiz	Yetersiz	Ne yeterli ne yetersiz	Yeterli	Çok yeterli
1. İletişim ve işbirliği	1	2	3	4	5
2. Evrensel düşünme	1	2	3	4	5
3. Araştırma	1	2	3	4	5
4. Bilimsel düşünme	1	2	3	4	5
5. Yeni teknolojileri kullanma	1	2	3	4	5
6. Esneklik ve uyum	1	2	3	4	5
7. Yaşam boyu öğrenme	1	2	3	4	5
8. Medya okuryazarlığı	1	2	3	4	5
9. Problem çözme	1	2	3	4	5
10. Kültürler arası iletişime açık olma	1	2	3	4	5
11. Doğaya/çevreye karşı duyarlılık	1	2	3	4	5
12. Yaratıcı/eleştirel düşünme	1	2	3	4	5
13. Yenilikleri uygulama	1	2	3	4	5
14. Farklı gruplarla çalışma	1	2	3	4	5

#### BÖLÜM VI: DERSLER

Aşağıdaki ders grupları **icerik olarak** sizi öğretmenliğe hazırlama konusunda ne derece yeterlidir?

	Çok Yetersiz	Yetersiz	Ne yeterli ne yetersiz	Yeterli	Çok yeterli
1. Alan bilgisi dersleri	1	2	3	4	5
2. Özel öğretim yöntemleri	1	2	3	4	5
3. Eğitim bilimine giriş	1	2	3	4	5
4. Eğitim psikolojisi	1	2	3	4	5
5. Öğretim ilke ve yöntemleri	1	2	3	4	5
6. Ölçme ve değerlendirme	1	2	3	4	5
7. Türk eğt. sist. ve okul yönetimi	1	2	3	4	5
8. Sınıf Yönetimi	1	2	3	4	5
9. Rehberlik	1	2	3	4	5
10. Öğretim teknolojileri ve materyal tasarımı	1	2	3	4	5
11. Okul deneyimi	1	2	3	4	5
12. Öğretmenlik uygulaması	1	2	3	4	5
13. Genel kültür dersleri	1	2	3	4	5

#### BÖLÜM VII: ÖĞRETMEN EĞİTİMİ

Size göre aşağıda kısaca özetlenen öğretmen eğitimi yaklaşımlarından hangisi öğretmen yetiştirmede uygulanabilecek en iyi yaklaşımdır? (Yalnızca **tek bir seçenek** işaretleyiniz)

1. Eğitim fakültelerinde şu anda uygulanan yaklaşım sürdürülmelidir.
2. Adaylar eğitim fakültelerinde 4/5 yıllık eğitimlerini tamamladıktan sonra 2 yıl tamamen öğretmenlik uygulamalarına yönelik zorunlu yüksek lisans yapmalıdırlar.
3. Eğitim fakültelerinin süresi aynı kalmalıdır. Ancak her eğitim fakültesine bağlı uygulama okulları olmalıdır ve öğretmenlik eğitimi bu okullarla sürekli işbirliği yaparak yürütülmelidir. Gözlem ve uygulamalar birinci sınıftan itibaren başlatılmalıdır.
4. Adaylar, eğitim fakültelerinde ilk 3 yılda alan ve genel kültür derslerini almalıdır; daha sonraki 2 yıl boyunca öğretmenlikle ilgili derslerini sürekli okullarda uygulama yaparak tamamlamalıdır.
5. Eğitim fakültelerine alternatif Öğretmen Yetiştirme Enstitüleri kurulmalıdır. Herhangi bir bölümde üniversite eğitimlerini tamamlayan adaylar alanları doğrultusunda bu enstitülere başvurmalarıdır. Adaylar, bu enstitülerde 2 yılda öğretmenlikle ilgili dersleri ve öğretmenlik uygulamalarını tamamlayarak yüksek lisans derecesiyle öğretmen olmalıdır.
6. Diğer (lütfen yazınız):

## APPENDIX C

### INTERVIEW SCHEDULE

#### ÖĞRETMEN EĞİTİMİ DEĞERLENDİRME GÖRÜŞME FORMU

Tarih:

Görüşen:

Görüşülen:

Başlama - Bitiş Zamanı:

Değerli Öğretmen Adayı;

Bu çalışma, Türkiye'deki öğretmen adaylarının mesleğe başlamadan önceki eğitimleri üzerine görüşlerinizi incelemek ve sizlerin de görüşleri doğrultusunda Türkiye'deki öğretmen eğitiminin önemli boyutlarını ihtiyaçlara cevap verecek şekilde yeniden düzenlemek üzere yürütülmektedir.

Dördüncü sınıf öğrencisi olarak, fakültede almış olduğunuz eğitimin önemli boyutlarını ve fakülte eğitiminin sizi mesleğinize ne kadar hazırladığını değerlendirebilecek yeterli fikre sahip olduğunuz düşünüldüğü için görüşme sırasında vereceğiniz bilgiler, aktaracağınız tecrübeler ve düşünceler bu çalışmanın amacına ulaşması açısından oldukça önemlidir. Bu araştırma sonunda ortaya çıkacak sonuçların, öğretmen eğitiminin Türkiye'nin eğitim ihtiyaçlarına cevap verecek şekilde yeniden ele alınmasında ve daha yeterli ve yetkin öğretmenlerin yetiştirilmesi çalışmalarında yararlı olacağı düşünülmektedir.

Bu kapsamda sizinle 30-40 dakikalık bir görüşme yapılacak ve görüşme sırasında araştırmacı tarafından ses kaydı alınacaktır. Görüşme, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, görüşme sırasında sorulardan ya da herhangi başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakmakta serbestsiniz.

Görüşme sonunda elde edilecek veriler yalnızca araştırma kapsamında kullanılacak ve kimliğiniz araştırmacı tarafından gizli tutulacaktır.

Katılımınız için teşekkür ederim.

Araş. Gör. Esra ERET  
Orta Doğu Teknik Üniversitesi  
Eğitim Bilimleri Bölümü  
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## GÖRÜŞME SORULARI

### A) Kişisel Bilgiler

1. Cinsiyetiniz? ☐ Bayan ☐ Bay
2. Yaşınız? \_\_\_\_\_
3. Doğum yeriniz? \_\_\_\_\_
4. Mezun olduğunuz lise? \_\_\_\_\_
5. Üniversitenizin adı? \_\_\_\_\_
6. Bölümünüz ve sınıfınız? \_\_\_\_\_
7. Şu andaki genel not ortalamanız? \_\_\_\_\_
8. Yeniden seçme şansınız olsaydı hangi üniversite ve bölümü tercih ederdiniz?  
\_\_\_\_\_

9. Öğretmenlik bölümünü seçmenizdeki en önemli nedenleriniz nelerdir?  
\_\_\_\_\_

10. Mezuniyet sonrasında ne tür bir iş yapmayı planlıyorsunuz?

☐ Öğretmenlik ☐ Farklı bir iş

### A) ÖĞRENCİ SEÇİMİ: Bu bölümde sizlere öğretmen adaylarının seçimi ile ilgili sorular sorulmaktadır.

- 1- Bildiğiniz gibi şu anda Türkiye’de öğretmen adayları üniversite sınavında aldıkları puanlara göre eğitim fakültelerine yerleştirilmektedir. Bu sistemin olumlu ve olumsuz yanları üzerine düşünceleriniz nelerdir?
- 2- Öğretmen adaylarının bir kısmı eğitim fakültelerine Anadolu Öğretmen Liseleri’nden mezun olduktan sonra ek puan alarak girebilmektedir. Bu sistemi nasıl değerlendiriyorsunuz? Olumlu ve olumsuz yanları nelerdir?
- 3- Öğretmen adayları sizce öğretmen yetiştirme programlarına nasıl seçilmelidir? (üniversite sınavı, mülakat, yetenek/yatkınlık sınavı, tavsiye mektubu...)

### B) ÖĞRETMEN EĞİTİMİ: Bu bölümde sizlere eğitim fakültelerinde aldığınız öğretmenlik eğitimiyle ilgili sorular yöneltilecektir.

- 4- Eğitim fakültesinden mezun olup bir eğitim kurumunda öğretmenlik mesleğine ilk adımınızı attığınızda,
  - a) en çok hangi konularda daha yetkin ve bilgili hissedeceğinizi düşünüyorsunuz?
  - b) en çok hangi konularda zorluk yaşayacağınızı/kendinizi eksik hissedeceğinizi düşünüyorsunuz? (Okulla, öğrencilerle, velilerle, okul idaresiyle, resmi işler ve düzenlemelerle ilgili,...)

- 5- Aldığınız fakülte eğitimi genel olarak düşündüğünüzde öğretmen eğitiminde “öğretmenleri mesleğe hazırlama” açısından yaşanan en büyük problemler nelerdir?
- 6- Şu anda var olan dört yıllık öğretmen eğitiminin içeriğini yeniden düzenleme şansınız olsaydı neleri değiştirdiniz/eklediniz/çıkarırdınız? (Dersler, hocalar, fiziksel ortam, uygulamalar...)
- 7- Sizce aldığınız öğretmenlik eğitimi sizi farklı ortamlarda öğretmenlik yapmaya ne derece hazırlamıştır? (köy okulları, birleştirilmiş sınıflar, ...)
- a) Farklı öğrencilerin ihtiyaçlarına cevap verecek bilgi, beceri ve yetkinliklerle ne derece donatmıştır? (engelli, üstün zekâlı, kaynaştırma öğrencileri, farklı ırk ve kültürlere sahip öğrenciler...)
- 8- Aşağıda 21. yüzyılda bireylerin sahip olması gereken bilgi ve beceriler sunulmuştur. Sizce bunlardan en çok hangileri Türkiye’de eğitim fakültelerinden mezun olan öğretmen adaylarına yeterli ölçüde kazandırılmamaktadır? (Birden fazla seçeneği işaretleyebilirsiniz)
- |                                                              |                                                                |
|--------------------------------------------------------------|----------------------------------------------------------------|
| <input type="radio"/> İletişim becerileri                    | <input type="radio"/> Medya okuryazarlığı                      |
| <input type="radio"/> Evrensel düşünme becerisi              | <input type="radio"/> Problem çözme becerileri                 |
| <input type="radio"/> Araştırma becerileri                   | <input type="radio"/> Kültürler arası iletişime açık olma      |
| <input type="radio"/> Bilimsel düşünme yetisi                | <input type="radio"/> Doğa ve çevreye karşı duyarlılık         |
| <input type="radio"/> Yeni teknolojileri etkili kullanabilme | <input type="radio"/> Düşünme becerileri (yaratıcı, eleştirel) |
| <input type="radio"/> Esneklik ve uyum becerileri            | <input type="radio"/> Yenilikleri uygulayabilme becerileri     |
| <input type="radio"/> Yaşam boyu öğrenme becerisi            | <input type="radio"/> Farklı gruplarla çalışabilme becerileri  |
- a) Bu bilgi ve becerilerden bir öğretmen adayına eğitim fakültelerinde mutlaka kazandırılması gerektiğini düşündüğünüz **en önemlileri** hangileridir?
- 9- Size göre aşağıda kısaca özetlenen öğretmen eğitimi yaklaşımlarından hangisi öğretmen yetiştirmede uygulanabilecek en iyi yaklaşımdır? Neden?
- ☐ Eğitim fakültelerinde şu anda uygulanan yaklaşım sürdürülmelidir.
  - ☐ Adaylar eğitim fakültelerinde 4/5 yıllık eğitimlerini tamamladıktan sonra 2 yıl tamamen öğretmenlik uygulamalarına yönelik zorunlu yüksek lisans yapmalıdırlar.
  - ☐ Eğitim fakültelerinin süresi aynı kalmalıdır. Ancak her eğitim fakültesine bağlı uygulama okulları olmalıdır ve öğretmelik eğitimi bu okullarla sürekli işbirliği yaparak yürütülmelidir. Gözlem ve uygulamalar birinci sınıftan itibaren başlatılmalıdır.
  - ☐ Adaylar, eğitim fakültelerinde ilk 3 yılda alan ve genel kültür derslerini almalıdır; daha sonraki 2 yıl boyunca öğretmenlikle ilgili derslerini sürekli okullarda uygulama yaparak tamamlamalıdır.
  - ☐ Eğitim fakültelerine alternatif Öğretmen Yetiştirme Enstitüleri kurulmalıdır. Herhangi bir bölümde üniversite eğitimlerini tamamlayan adaylar alanları doğrultusunda bu enstitülere başvurmalıdırlar. Adaylar, bu enstitülerde 2 yılda öğretmenlikle ilgili dersleri ve öğretmenlik uygulamalarını tamamlayarak yüksek lisans derecesiyle öğretmen olmalıdır.
  - ☐ Diğer (lütfen belirtiniz): \_\_\_\_\_

## APPENDIX D

### INFORMED CONSENT FORM

#### Gönüllü Katılım Formu (Informed Consent Form)

Bu çalışma, araştırmacı Esra ERET tarafından Türkiye'deki meslek öncesi öğretmen eğitimini değerlendirmek amacıyla doktora tez çalışması olarak yürütülen betimsel bir araştırmadır. Çalışmanın, eğitim fakülteleri tarafından öğretmen adaylarına meslek öncesinde sunulan dört ya da beş yıllık öğretmenlik eğitimi hakkında öğretmenleri mesleğe ne derece hazırladığıyla ilgili bilimsel veri elde edilmesi ve bu verileri alanın iyileştirilmesi amacıyla kullanılması bakımından önemli olacağı düşünülmektedir. Çalışmaya katılım tamimiyle gönüllülük temelinde olmalıdır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek ve anketi teslim etmek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için araştırmayı yürüten doktora öğrencisi Esra ERET (ODTÜ Eğitim Fakültesi, Tel: 210 41 85; E-posta: [eseret@metu.edu.tr](mailto:eseret@metu.edu.tr)) ya da tez danışmanı Doç. Dr. Ahmet OK (ODTÜ Eğitim Fakültesi, Tel: 210 40 43; E-posta: [as@metu.edu.tr](mailto:as@metu.edu.tr)) ile iletişim kurabilirsiniz.

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman anketi cevaplamayı yarıda bırakıp çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.*** (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

Alınan Ders

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## APPENDIX E

### ADDITIONAL DESCRIPTIVE TABLES

Table 1

*Descriptive Statistics on Teaching Skills (Part II)*

	N	M	SD	Very Inadequate %	Inadequate %	N.A.N.I %	Adequate %	Very Adequate %
1. Using different teaching methods and strategies	1836	2.98	1.04	8.5	24.1	34.4	27	5.9
2. Motivating students for participation in lessons	1842	2.97	1.04	7.5	28.1	29.8	29.2	5.4
3. Creating positive learning environment in the class	1836	3.04	1.05	7.9	23	32.6	30.3	6.1
4. Using the physical environment effectively in teaching	1830	3.01	1.06	8.5	23.8	32.3	29.1	6.2
5. Developing students' skills of asking questions and discussing	1831	3.07	1.08	8.7	21.2	31.3	31.6	7.2
6. Relating lessons with the daily life	1835	3.16	1.10	8.2	19.7	28.6	34.4	9
7. Using curriculum and resources appropriately for teaching	1829	3.09	1.02	6.6	21.3	34.5	31.3	6.3
8. Giving assignments/responsibilities appropriate for the students level	1836	3.24	1.07	7.2	17.9	27.6	38.3	8.9
9. Providing order and discipline in class	1824	3.36	1.00	4.7	15.5	28.5	42.2	9.2
10. Making changes in instruction based on student success	1829	2.83	1.07	11.1	28.5	31.8	23.2	5.4
11. Reflecting thinking skills into in-class practices	1832	2.99	1.10	10.2	23.6	31.1	27.7	7.5
12. Using time efficiently during teaching-learning process	1835	3.22	.98	5	18.4	33.3	36.7	6.6
13. Making use of computer and technological tools for instruction	1833	3.27	1.16	9.1	16.7	25.7	35.3	13.3
14. Using interdisciplinary teaching in class	1825	2.88	1.05	10.1	25.7	35.6	23.1	5.4
15. Having the knowledge of ethics in education	1821	3.18	1.06	7.1	19.4	30.3	34.8	8.3
16. Using voice effectively in class	1825	3.35	1.06	5.8	15.5	28.5	38	12.2
17. Using Turkish correctly and effectively	1829	3.37	1.06	5.8	14.9	27.4	39.9	11.9
18. Using body language effectively in teaching	1802	3.24	1.07	6.9	17.4	31.2	34	10.5
19. Assessing and evaluating student success by preparing appropriate instruments	1826	2.82	1.15	15.6	24	29.5	24.6	6.3
20. Using alternative assessment tools (portfolio, observation...)	1825	2.81	1.18	15.8	26.4	26.6	23.8	7.4
21. Providing regular feedback to students	1825	2.96	1.15	12.6	23	27.3	29.8	7.3
22. Determining students' individual learning needs	1815	2.65	1.16	19.6	26.3	29.4	19.2	5.6
23. Planning courses considering individual differences	1825	2.57	1.18	22.1	27.9	25.9	18.7	5.4
24. Determining clear and understandable instructional goals	1828	3.05	1.07	8.5	22.3	31.9	30.6	6.8
25. Planning extra-curricular activities with teaching purpose	1829	2.52	1.21	25.6	26	25.2	17.1	6.2

Table 1 (continued)

	N	M	SD	Very Inadequate %	Inadequate %	N.A.N.I %	Adequate %	Very Adequate %
26. Evaluating the appropriateness of instructional programs	1819	2.74	1.02	11.7	29.7	34.6	20.6	3.4
27. Making use of curriculum at hand while planning lessons	1804	3.32	1.01	5.5	14.5	31.2	39.5	9.3
28. Communicating with students effectively	1820	3.24	1.11	8.2	17.1	27.9	36.5	10.3
29. Cooperating with the school administration	1809	2.88	1.10	11.7	25.9	31.6	24.7	6.1
30. Communicating with colleagues effectively	1818	3.12	1.08	8.4	20	30.5	33.6	7.4
31. Communicating effectively with parents	1817	2.68	1.18	20.1	25.4	27.1	21.6	5.8
32. Conducting/organizing parent meetings	1811	2.60	1.18	22.7	25.1	27.1	20.1	5
33. Helping parents to support their children	1811	2.66	1.19	20.4	26.5	26	21.2	5.9
34. Cooperating with other experts in the school	1797	2.80	1.16	15.4	26.1	28.2	23.2	7.1
35. Having comprehensive knowledge for teaching	1812	3.15	1.07	7	20.4	32.7	30.7	9.3
36. Making self-evaluation about teaching	1819	3.22	1.06	6	19.5	31.3	32.7	10.4
37. Continuing the professional development	1816	3.19	1.07	6.7	19.3	31	33.6	9.3
38. Developing his/her own educational and instructional philosophy	1805	2.96	1.10	10.1	24.7	31.7	25.9	7.5
39. Working with SEN students (who need special education)	1800	2.77	1.16	16.6	25.9	28	23.4	6.1
40. Providing guidance appropriate for students' developmental levels	1812	2.86	1.09	12	26.2	30.9	25.6	5.4
41. Understanding students' developments (physical, emotional, and mental)	1809	3.10	1.09	8.8	20.7	29.9	33	7.6
42. Developing students' intercultural communication skills	1813	3.00	1.08	9.3	23.3	31.9	29	6.5
43. Developing intercultural respect and understanding	1805	3.09	1.13	9.9	19.9	30.8	29.9	9.6
44. Participating in the European Union projects with students	1802	2.35	1.16	28.6	30.2	22.9	14	4.3
45. Teaching in different countries	1798	2.26	1.17	32.5	30.3	20.4	12.2	4.6
46. Carrying out administrative tasks/duties	1804	2.66	1.13	18.2	27.4	29.8	19.7	4.9
47. Creating environmental awareness in students	1809	3.07	1.15	11.1	20	29.3	30.1	9.5

Table 2

*Descriptive Statistics on Aspects of TE Faculty/Program (Part III)*

	N	M	SD	Very Inadequate %	Inadequate %	N.A.N.I %	Adequate %	Very Adequate %
<b>Faculty Environment</b>								
1. Physical environment	1819	2.74	1.14	17	26.2	27.2	25.1	4.5
2. Study environment (library, reading room, lab)	1817	3.05	1.18	12.2	21.7	25.3	31.2	9.7
3. Social environment provided for students	1816	2.57	1.14	21.3	27.4	28.3	18.7	4.2
4. Classroom size	1786	3.04	1.21	14.3	19.9	22	35.4	8.3
<b>Program and Courses</b>								
5. Opportunity provided by the program to work with students at schools	1816	2.75	1.05	13.3	27.9	32.4	23.1	3.2
6. Sufficient content-area knowledge provided by the program	1815	2.85	1.12	13.1	25.8	30.9	23.6	6.7
7. Reflection of the problems and realities of Turkish education	1813	2.98	1.08	9.4	23.8	33.9	25.6	7.3
8. Developing teaching knowledge and skills	1815	2.84	1.10	12.9	25.6	31.4	24.4	5.6
9. Being comprehensive enough to include all necessary knowledge and skills	1818	2.84	1.04	10.3	27.6	34.2	23.3	4.6
10. Including enough number of teaching experience (observation, practice)	1814	2.73	1.13	15	29.3	28.7	20.9	6
11. Providing practice opportunities in different school environments (village, integrated)	1807	2.24	1.14	31	34.5	18.4	11.7	4.4
12. Reflection of the real school/classroom environment in courses	1813	2.42	1.09	23.2	33.1	25	15.8	2.9
13. Including educational research in courses	1813	2.71	1.12	15.7	29.4	28.5	21.6	4.9
14. Effective use of instructional technology in courses	1812	2.90	1.11	12.7	22.6	32.8	25.6	6.3
<b>Observation and Practice</b>								
15. The work environment provided for candidates in practice schools	1817	2.66	1.03	13.4	32.9	31.6	18.7	3.4
16. Opportunity to work with different teachers during practices	1814	2.54	1.06	17	35.3	26.8	18	2.8
17. Providing different experiences during practices (exam preparation, parent meeting...)	1818	2.26	1.04	25.5	38.9	22.4	10.3	2.9
18. Opportunity to communicate with other stuff during practices (principal, counselor...)	1819	2.33	1.04	23.1	38.2	23.8	12.6	2.3
19. Working with experienced teachers in teaching practices	1809	2.59	1.12	18.7	31	27.2	18.9	4.1
<b>Teaching Staff/Academicians</b>								
20. Number of the instructors	1807	2.94	1.16	12.7	25.5	24.3	30.4	7.1
21. Instructors' communication with mentor teachers	1805	2.78	1.10	13.9	28	28.9	24.6	4.7

Table 2 (continued)

	N	M	SD	Very Inadequate %	Inadequate %	N.A.N.I %	Adequate %	Very Adequate %
22. Instructors' using appropriate teaching methods and techniques	1810	2.77	1.09	14.4	25.1	33.9	22	4.6
23. Instructors' content area knowledge	1771	3.18	1.12	9.8	16.8	28	36.1	9.4
24. Instructors' teaching knowledge and skills	1815	3.05	1.13	11.8	18	31.9	30.3	8
25. Instructors' teaching experiences gained at schools	1799	2.87	1.02	10.1	24.8	37.6	23	4.5
26. Communication/collaboration between faculty and practice schools	1803	2.67	1.00	12.1	32.9	32.7	19.9	2.3
27. Guidance provided to be prepared for the profession	1808	2.47	1.06	19.2	35.1	28.3	13.8	3.6
28. Positive attitude towards teaching in the faculty	1814	2.93	1.11	12.4	22.6	30.8	28.4	5.8

Table 3

*Descriptive Statistics on 21<sup>st</sup> Century Skills (Part V)*

	N	M	SD	Very Inadequate %	Inadequate %	N.A.N.I %	Adequate %	Very Adequate %
1. Communication and cooperation skills	1800	3.04	1.02	7.5	22.4	32.9	32.6	4.6
2. Universal thinking skills	1798	2.84	1.07	11	28.1	31.9	23.6	5.5
3. Research skills	1807	2.93	1.08	9.7	26	32.9	24.7	6.7
4. Scientific thinking	1800	2.86	1.06	10.3	27.3	33.1	23.9	5.3
5. Using new technologies effectively	1798	2.99	1.14	11.1	23.1	30.4	26.6	8.8
6. Flexibility and adaptation Skills	1801	3.02	1.05	9.1	21	34	30.5	5.3
7. Lifelong learning skills	1798	3.06	1.11	9.3	22.3	29.9	30.3	8.2
8. Media literacy	1799	2.74	1.11	14.7	28.2	31.2	20.2	5.8
9. Problem solving skills	1798	3.02	1.05	8.3	23	33.4	28.8	6.4
10. Openness to Intercultural Communication	1796	2.99	1.13	11.1	22.9	30.2	27.7	8
11. Sensitivity towards nature and environment	1801	3.13	1.09	7.9	21.5	29.4	32.4	8.8
12. Thinking skills (creative and critical)	1792	3.01	1.12	10.5	22.3	30.9	28	8.3
13. Ability to apply innovations	1799	3.01	1.10	9.9	22.9	31.2	28.4	7.6
14. Working with different groups	1799	3.05	1.13	10.3	21.4	31	27.8	9.4

Table 4

*Descriptive Statistics on Attitude towards Teaching (Part IV)*

	N	M	SD	Completely Disagree %	Disagree %	N.A.N.D %	Agree %	Completely Agree %
1. I like teaching profession.	1807	4.09	1.00	3.3	4.9	13.7	38.8	39.8
2. I have always dreamed of being a teacher.	1810	4.06	1.01	11	18.3	28.2	22	20.5
3. Teaching is an enjoyable profession.	1805	3.92	1.10	4.4	7.1	20.6	41.3	26.6
4. Teaching is the most suitable profession for me.	1809	3.79	1.05	9.2	12.5	25.2	27.6	25.5
5. I like teaching new things to children.	1815	3.69	1.19	3.1	4.6	13.2	38.5	40.6
6. I would choose teaching again if I had a chance again.	1812	3.61	1.27	15.6	12.7	24.7	22.1	24.8
7. I want to teach as soon as possible.	1810	3.48	1.25	9.2	10.5	20.8	29.5	30.1
8. I regard teaching as suitable for me.	1808	3.29	1.29	5.3	6	15.2	38.1	35.5
9. I want to teach under any condition.	1804	3.28	1.38	12.2	14.4	27.8	23.9	21.7
10. I like the idea of being a teacher.	1813	3.23	1.27	7.9	8.3	18.4	37.3	28.1

Table 5

*Descriptive Statistics on Courses (Part VI)*

	N	M	SD	Very Inadequate %	Inadequate %	N.A.N.I %	Adequate %	Very Adequate %
1. Content Area Courses	1799	3.01	1.13	10.6	24	26.7	31	7.7
2. Methods of Teaching	1799	3.05	1.12	9.8	21.6	31.2	28.5	8.9
3. Introduction to Educational Science	1797	2.89	1.11	12	25.7	29.1	27.1	6.1
4. Educational Psychology	1803	3.09	1.12	9.2	22	27.8	32.4	8.5
5. Curriculum Planning and Teaching	1797	3.00	1.16	12.3	21.6	27.7	30.4	8
6. Measurement and Evaluation	1803	3.11	1.19	12.4	17.8	27.1	32.3	10.5
7. Turkish Education System and School Management	1782	3.05	1.18	13	17.9	30.3	28.9	9.9
8. Classroom Management	1782	3.22	1.17	10.3	16.8	26.3	34	12.5
9. Guidance	1769	3.08	1.21	13.2	18.3	27.1	29.6	11.8
10. Designing Instructional Technologies and Material	1783	3.23	1.22	11.5	16.6	23.3	34.4	14.1
11. School Experience	1747	3.30	1.17	9	15.5	27.9	32.1	15.6
12. Teaching Practice	1748	3.30	1.20	9.6	15.8	26.7	30.9	17
13. General Culture courses	1788	2.79	1.19	18	22.4	28.9	23.5	7.1



Table 6

*Correlations among the Variables in the Hierarchical Regression Analysis*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Teaching Skills	1.00													
Gender	-.11**	1.00												
High school	-.05*	-.07**	1.00											
T. experience	-.02	.04	.16**	1.00										
Plan for grad. study	-.05*	.00	.03	.14**	1.00									
Satisfaction with teaching area	-.16**	.12**	-.05*	.01	.02	1.00								
Professional plan	-.08**	.14**	-.01	-.01	-.04*	.34**	1.00							
Readiness	-.19**	-.03	.05*	.10**	.12**	.21**	.21**	1.00						
Publications	-.14**	.01	-.04*	.08**	.17**	.13**	.04	.16**	1.00					
Attitude	.21**	-.13**	.04*	-.02	-.01	-.60**	-.44**	-.34**	-.17**	1.00				
Environment	.40**	.01	.05*	.05*	-.03	-.07**	-.09	-.08	-.01	.11**	1.00			
Curricula	.73**	-.09**	-.05*	.01	-.04*	-.16**	-.10**	-.16**	-.10**	.21**	.56**	1.000		
Teaching practice	.61**	-.03	-.00	.01	-.02	-.10**	-.05*	-.11**	-.08**	.16**	.52**	.75**	1.00	
Teaching staff	.67**	-.13**	-.08**	.00	-.02	-.15**	-.11**	-.15**	-.06**	.24**	.49**	.76**	.67**	1.00

\*p&lt;.05

\*\*p&lt;.00

## APPENDIX F

### SAMPLE CODED INTERVIEW

#### TRANSCRIPTION AND CODING OF THE INTERVIEW\_TC14

TRANSCRIPTIONS_TC14	CODING_TC14																				
<b>DEMOGRAPHIC INFORMATION</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Gender:</b></td><td>Female</td></tr> <tr> <td><b>Age:</b></td><td>23</td></tr> <tr> <td><b>Birthplace:</b></td><td>İzmir/Ege</td></tr> <tr> <td><b>Highschool:</b></td><td>General HS</td></tr> <tr> <td><b>University:</b></td><td>9 Eylül Uni.</td></tr> <tr> <td><b>Department:</b></td><td>SST</td></tr> <tr> <td><b>CGPA:</b></td><td>3,20</td></tr> <tr> <td><b>Chance again?</b></td><td>The same</td></tr> <tr> <td><b>The reason for teaching?</b></td><td> <ul style="list-style-type: none"> <li>Love for teaching</li> <li>The effect of my mother</li> </ul> </td></tr> <tr> <td><b>After-graduate plan:</b></td><td>Being an academician</td></tr> </table>	<b>Gender:</b>	Female	<b>Age:</b>	23	<b>Birthplace:</b>	İzmir/Ege	<b>Highschool:</b>	General HS	<b>University:</b>	9 Eylül Uni.	<b>Department:</b>	SST	<b>CGPA:</b>	3,20	<b>Chance again?</b>	The same	<b>The reason for teaching?</b>	<ul style="list-style-type: none"> <li>Love for teaching</li> <li>The effect of my mother</li> </ul>	<b>After-graduate plan:</b>	Being an academician	Female 23 İzmir/Ege General HS 9 Eylül Uni. SST 3,20 The same <ul style="list-style-type: none"> <li>Love for teaching</li> <li>The effect of my mother</li> </ul> Being an academician
<b>Gender:</b>	Female																				
<b>Age:</b>	23																				
<b>Birthplace:</b>	İzmir/Ege																				
<b>Highschool:</b>	General HS																				
<b>University:</b>	9 Eylül Uni.																				
<b>Department:</b>	SST																				
<b>CGPA:</b>	3,20																				
<b>Chance again?</b>	The same																				
<b>The reason for teaching?</b>	<ul style="list-style-type: none"> <li>Love for teaching</li> <li>The effect of my mother</li> </ul>																				
<b>After-graduate plan:</b>	Being an academician																				
SELECTION OF THE CANDIDATES	SELECTION																				
<p><b>1- Bildiğiniz gibi şu anda Türkiye’de öğretmen adayları üniversite sınavında aldıkları puanlara göre eğitim fakültelerine yerleştirilmektedir. Bu sistemin olumlu ve olumsuz yanları üzerine düşünceleriniz nelerdir?</b></p> <p>Aslında çok fazla olumlu bir yanı yok. Öğretmenliğe gelenlerin çoğunluğu öğretmen liselerinden sınavda ek puan alarak geliyor. Benden daha düşük puan almış olabiliyor ama ek puanıyla benden daha yüksek olduğu için buraya geliyor. O yüzden ÖSS’nin eğitim fakültesine giren öğrenciyi çok fazla belirlediğini söyleyemem.</p>	<p><b><u>Selection of Students</u></b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>-eliminative</li> <li>-assessing knowledge level=ranking</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>-not selective for TCs</li> </ul>																				
<p><b>2- Öğretmen adaylarının bir kısmı eğitim fakültelerine Anadolu Öğretmen Liseleri’nden mezun olduktan sonra ek puan alarak girebilmektedir. Öğretmen liselerinden mezun olanların öğretmenliğe daha yakın olduğunu söyleyebilir miyiz?</b></p> <p>Hayır... Biz daha önce arkadaşlarla da konuştuk bunu. Öğretmen lisesinden mezun olan arkadaşlarla... bize şey dediler: ÖSS’de düşük puan aldık, öğretmen olmak içinse zaten puanımız vardı elimizde, hadi bari öğretmen olalım.” Bakıyorum mesela benim kendi öğretmen lisesinden mezun arkadaşlarımdan da hiç birisi öğretmenlik okumuyor. Ya mühendislik ya tıp okuyor. Daha farklı bölümler. Ben de öğretmen lisesine giren öğrencilerin gerçekten öğretmen olmak için girdiklerini düşünmüyorum. Sadece Öğretmen Lisesi ama Anadolu Lisesi. Yani Anadolu Lisesi statüsünde bir okul, o yüzden oraya gidiyorlar. Aramızda ise çok büyük fark yok. Aslında biz daha iyiyiz. Çünkü onlar işi bir yere kadar öğrenip geliyor ama bir yerden sonra ya biz nasılsa biliyoruz diyorlar. Ama biz kesinlikle bilgiye açız ve daha çok öğrenmeye çalışıyoruz. Onlar yerinde sayıyor biz daha çok öğreniyoruz.</p>	<p><b><u>ATHS</u></b></p> <p><b>Positive aspects</b></p> <ul style="list-style-type: none"> <li>-quality education</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>-reasons for selecting this HS <ul style="list-style-type: none"> <li>-its success and quality edu.</li> </ul> </li> <li>-additional score <ul style="list-style-type: none"> <li>-stds having low success in exam</li> <li>-inequity for others</li> </ul> </li> <li>-preference of stds <ul style="list-style-type: none"> <li>-successful one preferring other depts.</li> </ul> </li> <li>-profile of TC coming from ATHS <ul style="list-style-type: none"> <li>-comfortable</li> <li>-close to learning more no effort</li> </ul> </li> </ul>																				
<p><b>3- Öğretmen adayları sizce öğretmen yetiştirme programlarına nasıl seçilmelidir? (üniversite sınavı, mülakat, yetenek/yatkınlık sınavı, tavsiye mektubu...)</b></p> <p>Mesela baktığımızda yani sınıfa baktığımızda “bu da mı öğretmen olacak” dediğimiz çok fazla arkadaşımız var. Sonuçta öğretmenlik bir toplum mühendisliği, biz toplumun geleceğini şekillendireceğiz. Bir yerde sanatçıyız aslında. Bize bir</p>	<p><b><u>Alternative System</u></b></p> <ul style="list-style-type: none"> <li>-University exam <ul style="list-style-type: none"> <li>-for academic success</li> </ul> </li> <li>-Checking for ability <ul style="list-style-type: none"> <li>-“desire” is not enough</li> </ul> </li> <li>-interviews</li> </ul>																				

<p>hammadde veriliyor ve biz onu işlemek durumundayız. O yüzden bir sanatçının da yeteneğinin olması gerekiyor. O yüzden bizim yeteneklerimize bakılarak alınmamız gerekiyor. Evet, ÖSS bir sıralama olarak olabilir. Her önüne gelen öğretmen olmamalı, bir sıralama baz alınmalı, akademik başarıyı ölçmesi için bir baz alınabilir ama yüzde yüz o değildir. Ayrıca bir de öğretmen olabilecek mi yeteneğine bakmak gerekir. İstemesi bile çok önemli değil. Çok isteyebilir ama öğretemez ona bakmak gerekli.</p> <p><b>Peki, buna sence nasıl bakılmalı? Ne yapılmalı, test mi mülakat mı ya da başka bir şey?</b></p> <p>Bence mülakat tarzında olmak böyle bir seçim.. bir öğretmenin her şeyden önce konuşması çok önemli... Onu karşımıza alıp konuş bakalım demeli, ne anlatabilir nasıl anlatır ona bakmak gerekli. Sadece eğitim fakültesinde dört bir şeyler öğrenmiyoruz aslında ana sınıfından itibaren bir şeyler öğrenip geliyoruz buna bakmak gerekir. Birikimin üzerine bunu koymak gerekir. Aslında daha erken yaşlarda bakılmalı, mesela çocukların oynadıkları oyunlar onlar hakkında çok iyi ipuçları verebilir. Öğretmenliğe yatkınlığı da çok daha erken yaşlarda belirlenebilir. Anaokulundan itibaren gözlemle ama çok iyi bir gözlemle o çocuğun hangi mesleği seçeceğini görebiliriz.</p>	<p>-assessing aptitude and ability -speaking</p> <p>-earlier observation of children -total evaluation of her/his experiences and abilities, savings</p>
<b>THE FACULTY EDUCATION</b>	<b>THE FACULTY EDUCATION</b>
<p><b>4- Eğitim fakültesinden mezun olup bir eğitim kurumunda öğretmenlik mesleğine ilk adımını attığında,</b></p> <p><b>a) en çok hangi konularda daha yetkin ve bilgili hissedeceğinizi düşünüyorsunuz?</b> Ben sınıf yönetiminde daha iyiyim. Staja falan gittiğimde de her iki okulda da öğretmenler aynı şeyi söylediler. "Sen öğretmen olmuşsun artık" dediler. Bilgi bakımından çocuklara daha fazla şey anlatıyorum. Sadece okulda öğrendiklerimle değil eve gidip konuyla ilgili kitapları okuyorum ve araştırıyorum.</p> <p><b>b) en çok hangi konularda zorluk yaşayacağımı ya da kendini eksik ve yetersiz hissedeceğinizi düşünüyorsunuz? Ya da en çok hangi konular seni tedirgin ediyor? (Okulla, öğrencilerle, velilerle, okul idaresiyle, resmi işler ve düzenlemelerle ilgili,...)</b> Güvenlik olayından ben çok korkuyorum. Aslında gideceğimiz yerler belli. Mutlaka doğu ya da güney doğu Anadolu'ya gideceğiz. Benim mesela oralarda görev yapan arkadaşlarım var. Bir tanesi bu öğretmen evine saldırıda son anda kurtulanlardan. Bir de ben doğma büyüme İzmirliyim ve buradan başka bir yerde adapte olamamaktan korkuyorum. İlk etapta ya her yerde öğretmen olurum diyordum ama oturup işi ciddi ciddi düşündüğümde korkutuyor.</p>	<p><b><u>Effectiveness of Preparation</u></b></p> <p><b>Effective TE/Prepared</b> -classroom management -instructing more -researching and reading books on topics</p> <p><b>Ineffective/not prepared</b> -security -working place</p>
<p><b>5- Aldığınız fakülte eğitimi genel olarak düşündüğünüzde öğretmen eğitiminde "öğretmenleri mesleğe hazırlama" açısından yaşanan en büyük problemler nelerdir?</b></p> <p>Özellikle Tıp Fakültesi olan üniversitelerde Eğitim fakülteleri üvey evlat bence. Mesela biz burada baktığımız burada fiziki olarak çok yetersiz. Sınıf bulamıyoruz ders yapmak için, kafelerde oturacak yer bulamıyoruz.. Kütüphaneye sabahtan gidip çantanızı koymanız gerekir. İstedığınız yayınları bulamazsınız. Genel olarak benim gördüğüm sorunlar bu. Bir de ben eğitim fakültelerine çok fazla kadro verilmediğini düşünüyorum. Kadro verilmeyince dışarıdan görevlendirme ile geliyor hocalar. Liseden bir hoca gelip derse girebiliyor. Belki çok iyi hoca olabilir ama kötü olanlar da geliyor. Dersi anlatacak yeterli eleman yok burada.</p> <p><b>Dersler anlamında bir problem var mı peki?</b> Açıkçası burada aldığımız her dersin gerekli olduğunu düşünüyorum. Ama tabi</p>	<p><b><u>Evaluation of TE</u></b></p> <p><b>Faculty Environment</b> -very ineffective -lack of enough number of classes -no place to socialize=in cafes -small library= -no place to study -not enough sources -lack of number of teaching staff -instructors coming from outside</p> <p><b>Curricula and Courses</b> -all of them necessary but who gives that lesson</p>

<p>kalifiye eleman girdiği zaman. Öğretim elemanı kalitesi çok önemli. Aldığımız bazı dersler var ki mesela ben o dersi boş geçti sayıyorum. Hiçbir şey duymadık öğrenemedik hocadan.</p>	<p><b>Teaching practice</b> -going to one teacher with 10-15 students <b>Faculty Staff</b> -inadequate ones not teaching lessons effectively <b>Profile of TCs</b> -not having the app. Personality and appearance</p>
<p><b>6- Şu anda var olan dört yıllık öğretmen eğitiminin içeriğini yeniden düzenleme şansın olsaydı neleri değiştirirdiniz/eklerdiniz/çıkarırdınız? (Dersler, hocalar, fiziksel ortam, uygulamalar...)</b> Staj kısmı biraz daha çok olabilir. Bir de mümkün olduğunca çok staj gruplarına ayrılıp gittiğimiz okuldaki öğretmene daha az daha küçük gruplarla gitmek. Mesela biz hocamıza 10-15 kişi gitmek durumunda kalıyoruz. Bence mümkün olduğunca daha yakın daha küçük gruplarla ve daha karma okullara gidersek, daha sosyo-ekonomik açıdan özellikle farklı özelliklere sahip farklı öğrenci özelliklerine sahip okullara gidersek daha etkili olacağını düşünüyorum.</p> <p><b>Peki, sen şu anda uygulamanın sadece dördüncü sınıfta olmasını yeterli buluyor musun?</b> Tabi bizden önce 1. Sınıfta staja gidiyorlarmış. Yani birinci sınıfta neden staja gidesin ki yani ne biliyorsun ne öğreteceksin. Düşünüyorum hani ikide de olmaz yani bazı şeyler yavaş yavaş oturuyor. Belki üçüncü sınıfın ikinci döneminden itibaren gözlem ve uygulama beraber gidebilir. İlk iki senede dersler sonra gelebilir.</p> <p><b>Peki hocaları nasıl seçerdin eğitim fakültesine? Onlar da bazı özelliklere sahip olmalı mı eğitim fakültesinde çalışmak için?</b> Daha önce de söyledim. Bilmek yetmiyor. Bildiğini aktarmak gerekiyor. Bildiğini aktarabilen kişiler öğretmenlik yaparsa daha iyi olur, daha çok şey öğrenilir. Onlar da seçilmeli bence.</p> <p><b>Fiziksel anlamda neler yapardın?</b> Kütüphaneyi geliştirdim. Mümkünse iki katlı üç katlı bir kütüphane olmalı.</p>	<p><b>Redesigning TE</b> <b>Faculty Environment</b> -improving conditions of library <b>Curricula and Courses</b> -all of them useful <b>Practice Teaching</b> -need for more practice -going to school in smaller numbers -need more variety of settings and stds -going to practice in 6<sup>th</sup> semester together with method courses <b>Faculty Staff</b> -need to have staff having ability to teach aw well besides knowledge -having teaching experience -should be selected</p>
<p><b>7- Sizce aldığınız öğretmenlik eğitimi sizi farklı ortamlarda öğretmenlik yapmaya ne derece hazırlamıştır? (köy okulları, birleştirilmiş sınıflar, ...)</b> <b>Yani bununla ilgili buna hazırlanmaya yönelik bir eğitim aldın mı burada?</b> Fiziksel koşulları yeterli olmayan sınıflarda farklı materyaller geliştirmeyi öğrendik. Ama birleştirilmiş sınıflarda eğitim biz de yok sadece sınıf öğretmenliği bölümlerinde var.</p> <p><b>Peki, bunlardan derslerde bahsediliyor mu?</b> Tabi bunlardan bahsediyoruz. Mesela bazı hocalarımız Milli eğitimden gelen hocalarımız var. Ya da bazıları öğretmenlik yapmış daha önce. Onlar bizim için çok büyük bir şans ve onlar olayı biliyorlar nerede ne olduğunu iyi biliyorlar ve bildiklerini bize anlatıyorlar. Atanan arkadaşlarımızla da irtibat halindeyiz. Derslerde bahsediliyor ama dışarıda daha fazla bahsediliyor.</p> <p><b>a) Farklı öğrencilerin ihtiyaçlarına cevap verecek bilgi, beceri ve yetkinliklerle ne derece donatmıştır? (engelli, üstün zekâlı, kaynaştırma öğrencileri, farklı ırk ve kültürlerle sahip öğrenciler...)</b> Biz burada özel eğitim dersi aldık ve hocamız alanında uzman bir hocaydı. Bize çok şey anlattı çok fazla kaynak verdi. O yüzden o tarz öğrencilerden korkmuyorum. Yani başım sıkışırda o kaynaklara başvurabileceğimi de biliyorum.</p>	<p><b>Effectiveness of Preparation</b> <b>Different Conditions</b> -developing materials for poor conditions -no course on compound classes -teaching staff coming from schools -telling these -sharing experience -talking to working friends <b>Special Student Needs</b></p>

<p><b>8- Aşağıda 21. yüzyılda bireylerin sahip olması gereken bilgi ve beceriler sunulmuştur. Sizce bunlardan en çok hangileri Türkiye’de eğitim fakültelerinden mezun olan öğretmen adaylarına <u>yeterli ölçüde kazandırılmamaktadır</u>? (Birden fazla seçeneği işaretleyebilirsiniz)</b></p> <p>Araştırma becerileri biraz eksik kaldı, ders aldık araştırma teknikleri tarzında ama eksik kaldı. Medya okuryazarlığı bizden sonra konuldu seçmeli olarak, biz alamadık, eksik kaldı. Onun dışında yok.</p> <p><b>a) Bu bilgi ve becerilerden bir öğretmen adayıma eğitim fakültelerinde mutlaka kazandırılması gerektiğini düşündüğünüz <u>en önemlileri</u> hangileridir?</b></p> <p>İletişim becerileri Yaşam boyu öğrenme becerisi</p>	<p><b><u>Effectiveness of Preparation</u></b></p> <p><b>21st Century Skills</b></p> <p><b>Ineffective/not prepared</b> -research skills -media literacy</p> <p><b>Important Skills</b> -İletişim becerileri -Yaşam boyu öğrenme becerisi</p>
<p><b>9- Size göre aşağıda kısaca özetlenen öğretmen eğitimi yaklaşımlarından hangisi öğretmen yetiştirmede uygulanabilecek en iyi yaklaşımdır? Neden?</b></p> <p>Adaylar, eğitim fakültelerinde ilk 3 yılda alan ve genel kültür derslerini almalıdır; daha sonraki 2 yıl boyunca öğretmenlikle ilgili derslerini sürekli okullarda uygulama yaparak tamamlamalıdır</p>	<p><b>Model of TE</b> <b>4- 3+2</b></p>

## APPENDIX G

### CURRICULUM VITAE

#### PERSONAL INFORMATION

Surname, Name: Eret, Esra  
Nationality: Turkish (TC)  
Date and Place of Birth: 26 June 1983, Çorum  
Phone: +90 210 71 11  
Mobile Phone: +90 536 985 49 09  
E-mail: [esraeret@gmail.com](mailto:esraeret@gmail.com)

#### EDUCATION

Degree	Institution	Year of Graduation
PhD	Middle East Technical University, Educational Science, Curriculum and Instruction	2013
MS	Middle East Technical University, Educational Science, Curriculum and Instruction	2008
BS	Middle East Technical University, English Language Teaching	2005
High School	Çorum Anatolian Teacher High School	2001

#### WORK EXPERIENCE

Year	Place	Enrollment
18.02.2013 – present	Middle East Technical University Learning and Student Development Office	Educational and Instructional Planner
07.11.2007 – 18.02.2013	Middle East Technical University Department of Educational Sciences	Research Assistant
01.09.2006 – 05.10.2007	Milli Eğitim Vakfı Koleji, Ankara	English Teacher
01.08.2005 – 08.11.2005	Wall Street Institute, Ankara	English Teacher
01.11.2004 – 01.02.2005	Köy Hizmetleri Children Club	English Teacher

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## **APPENDIX H**

### **TURKISH SUMMARY**

#### **TÜRKÇE ÖZET**

#### **HİZMET ÖNCESİ ÖĞRETMEN EĞİTİMİNİN ÖĞRETMEN ADAYLARINI MESLEĞE HAZIRLAMASI BAKIMINDAN DEĞERLENDİRİLMESİ**

##### **Giriş**

Toplumların ihtiyaç duyduğu eğitimin verilmesinde öğretmenler önemli bir rol oynamaktadırlar. Ayrıca, öğretmenlerin sahip oldukları bilgi, beceri ve diğer özellikler öğrenenlerin başarısını, doğal olarak da, toplumların başarısını etkilemektedir. Öğretmenlerin sahip olması gereken bu beceri ve özelliklerden alan yazın da sıkça söz edilmektedir (Brophy & Good, 1986; Cruickshank, Bainer & Metcalf, 1995; Lasley, Siedentop & Yinger, 2006; MEB, 2008; TED, 2009; Senemoğlu, 2011; Tellez & Waxman, 2006). Öncelikle, öğretmenler öğrencilerin zihinsel, duygusal, ve sosyal gelişimlerini etkileyen en güçlü etkenlerden biri olarak görülmektedir (Bandura, 1969). Aynı zamanda, öğretmenler öğrencilerin öğrenme ve başarılarından da sorumlu tutulmaktadırlar (Darling-Hammond, 2006b). Bunların yanı sıra profesyonel bir duruş sergilemeleri, mesleği, alanı ve sınıf yönetimiyle ilgili gerekli bilgi becerilere sahip olmaları, güdüleyici, güvenilir ve esnek olmaları da beklenmektedir (Cruickshank, Jenkins & Metcalf, 2009).

Öte yandan, yirmi birinci yüzyılın gerektirdiği bilgi ve beceriler dikkate alındığında söz konusu beklentiler katlanmaktadır. Bu yüzyılda birçok alanda görülen yenilik ve değişimlerin de bir sonucu olarak, teknoloji ve medyanın etkili kullanımı, yaratıcı ve eleştirel düşünme becerileri, küresel farkındalık, çevre bilgisi ve bilinci, ekonomik farkındalık gibi bir dizi becerilere sahip olmak oldukça önemli hale gelmiştir. Bu becerileri öğrencilere kazandırabilmek için öğretmenlerin de bu becerilere sahip olmaları gerekmektedir. Tüm bu özellikler düşünülürse, akla bir takım sorular gelmektedir: “Bu özellikleri öğretmenlere nasıl kazandırabiliriz?” ya da “Eğitim



fakültelerinde verilen hizmet öncesi öğretmen eğitimi bu becerileri aday öğretmenlere yeteri kadar kazandırabilmekte midir?” Bu soruların sorulması beraberinde “öğretmen eğitimi” konusunu da gündeme getirmektedir. Bu eğitime sahip olmak etkili öğretmenlerin özellikleri arasında yer almaktadır (Glathorn, Jones & Bullock, 2006), çünkü eğitim fakültelerinin sunduğu eğitimin adaylarının mesleki bilgi ve becerilerle donatılması bakımından çok önemli bir rol üstlenmektedir. Bu nedenle, yetkin ve etkili öğretmenlerin yetiştirilmesi için nasıl bir eğitim verilmesi gerektiği, bu eğitimin verildiği kurumların ve insan kaynaklarının özellikleri ve hali hazırda verilen öğretmen eğitiminin kalitesi eğitimciler ve araştırmacılar tarafından sürekli incelenmekte ve tartışılmaktadır.

Bu bağlamda, Türkiye gibi, bu konunun tartışıldığı birçok ülkede kaliteli bir hizmet öncesi öğretmen eğitimi sunma ve geleceğin öğretmenlerini yetiştirmeye yardımcı olacak en iyi modeli oluşturma yolunda çalışmalar yapılmaktadır. Amerika ve Avrupa ülkeleri, son yıllarda, öğretmen eğitimiyle ilgili standartları, öncelikleri, beklentileri ve problemleri gözden geçirmekte ve değerlendirmektedir. Örneğin, Amerika’da öğretmen eğitiminin akreditasyonu ile ilgili ulusal bir konsey olan NCATE, öğretmen eğitimi verilen kurumlar için daha iyi bir öğretmenlik eğitimi verilmesine yardımcı olacak standartlar sunmuştur. Öğretim elemanlarının kalitesi, değerlendirme sistemi, gerekli kaynaklara sahip olma ya da okul deneyimi sunma bunlardan bazılarıdır (NCATE, 2008). Yine Amerika’da öğretmen eğitimiyle ilgili hatırı sayılır bir akreditasyon kurumu olan INTASC, ihtiyaç duyulan öğretmen ve öğretmen eğitimiyle ilgili alan bilgisi, çocuk gelişimi ve öğrenme kuramları, değerlendirme ve planlama yapabilme bilgi ve becerileri şeklinde bazı standartlar ortaya koymaktadır (INTASC, 2011). Amerika’nın yanı sıra Avrupa’da yayımlanan “Green Paper on Teacher Education” öğretmen eğitiminde reformdan bahsetmektedir (Buchberger, Campos, Kallos ve Stephenson, 2000). Bu reform, adaylara güçlü bir öğrenme ortamı sağlama, araştırma ve geliştirme faaliyetleri yürütüp aday öğretmenleri bu faaliyetlerin içine aktif şekilde dâhil etme, “yaşayarak öğrenme” sağlamak için okullarla ortaklıklar kurma gibi fikir ve eylemleri kapsamaktadır.

Türkiye’de ise, Milli Eğitim Bakanlığı’nın 1739 sayılı Milli Eğitim Temel Kanunu’nun 43. maddesinde öğretmenlikle ilgili şu ifadeler kullanılmıştır:

“Öğretmenlik, Devletin eğitim, öğretim ve bununla ilgili yönetim görevlerini üzerine alan özel bir ihtisas mesleğidir.” Buna ek olarak, öğretmen adaylarının genel kültür, öğretmenlik bilgi ve becerileri ve alan bilgisi şeklinde sunulan üç alanda yeterli olmasını sağlamak amacıyla öğretmenlik mesleğinin yükseköğretim yoluyla edinilmesi gerektiği de özellikle vurgulanmaktadır (MEB, 2010a). Ayrıca, yüksek öğretim yoluyla verilen öğretmen eğitiminin etkililiğini artırmak ve eğitim fakültelerini yeniden canlandırmak amacıyla Yüksek Öğretim Kurumu (YÖK) tarafından bir takım reform girişimlerinde bulunulmuştur (YÖK, 1998a). Öğretmen eğitiminin genel olarak eğitim fakültelerinde yürütülmeye başlandığı 1982 yılından başlayarak, öğretmen eğitiminin içeriği ve programlar zaman zaman değiştirilmiş ya da yeniden düzenlenmiştir (Şimşek ve Yıldırım, 2001; YÖK, 2007). En yakın değişimler 1998 yılında ve 2007 yılında yapılmıştır. İçinde bulunduğumuz günlerde ise, öğretmen eğitiminin yeniden yapılandırılması ile ilgili tartışmalar devam etmektedir. Fen Edebiyat Fakültesi mezunlarının formasyon olarak öğretmenlik yapabilmeleri, ikinci öğretimle öğretmen yetiştirilmesi ve eğitim fakültelerinin yalnızca ilköğretim öğretmenlerini yetiştirmesi gündemde olan konular arasındadır. Ayrıca dünyadaki birçok gelişmenin yanı sıra Türkiye’de ilköğretime başlama yaşının düşürülmesi, yapılandırmacı yaklaşıma dayalı programların hazırlanması ve uygulanması, 4+4+4 okul sistemine geçilmesi ve 8 yıllık kesintisiz zorunlu eğitimin 12 yıl kesintili hale getirilmesiyle beraber öğretmen eğitiminin de yeniden gözden geçirilmesi gerekir duruma gelmiştir.

Bu reform ve yeniden düzenleme girişimlerine karşın Türkiye’de öğretmen eğitimiyle ilgili bir takım önemli problemler ortaya konulmaktadır. Bunlardan bazıları yeterli okul ve öğretmenlik deneyimi sunulmaması, okullar ve eğitim fakülteleri arasındaki ilişkinin yetersizliği, okulların en önemli ihtiyaçlarının göz ardı edilmesi şeklinde sıralanabilir (Üstüner, 2004). Bunların dışında, öğretmenler öğretmenlik eğitimi alacakları kurumlara öğretmenliğe yatkınlıklarına bakılmaksızın ülke çapında yapılan üniversite sınavı ile seçilmektedirler. Ayrıca diğer mesleklerle kıyaslandığında öğretmenlik mesleğinin siyasi erk tarafından gereken değeri göremediği ve “En azından öğretmen olursun” deyişinin Türkiye’de var olduğu gözlenmektedir. Öğrenciler eğitim fakültelerine çoğunlukla bu durumun farkında olarak gelmektedir. Eğitimleri sırasında edindikleri öğretmenlik deneyimi ve

becerilerini kazanmak bakımından hayati önem taşıyan derslerin uygulamalı yürütülmesi, okul gözlem ve öğretmenlik uygulaması ile ilgili problemler yaşanmaktadır. Araştırmaların da ortaya koyduğu üzere bu gözlem ve uygulamalar etkili ve yeterli şekilde yapılmamaktadır (Çakıroğlu ve Çakıroğlu, 2003; Üstüner, 2004; Şimşek ve Yıldırım, 2001). Ayrıca öğretmenlik eğitimin verildiği fakültelerdeki derslerin içerikleri, fakültelerin fiziksel ortamları ve öğretim elemanlarının kalitesi de eğitimciler arasında tartışılmaktadır (Eret ve Ok, 2010; Kavak, 2009). Bu çerçevede, öğretmen eğitiminin değişen dünya ve Türkiye koşullarına uygun olup olmadığının, bireylerin, toplumun ve dünyanın ihtiyaç duyduğu becerilerden haberdar ve bu becerilere sahip öğretmenler yetiştirilip yetiştirilmediğinin araştırılması gerekmektedir. Öte yandan, bu alanda yapılan çalışmalar örneklem ve kapsam bakımından sınırlıdır. Öğretmen eğitiminin daha iyi değerlendirilebilmesi için yeni çalışmalara ihtiyaç vardır.

Bahsedilen tüm bu nedenlerden ötürü, Türkiye'deki hizmet öncesi öğretmen eğitiminin yeniden ele alınması ve günümüz değişen koşullarını ve 21. yüzyıl ihtiyaçlarını da göz önünde bulundurarak öğretmen adaylarını öğretmenlik mesleğine ne derece hazırladığının araştırılması son derece önemlidir. Bu kapsamda, çalışmanın amacı öğretmen adaylarının bakış açısıyla Türkiye'de meslek öncesi öğretmen eğitiminin öğretmen adaylarını mesleğe hazırlaması bakımından değerlendirmektir. Bu amaç çerçevesinde araştırmaya yön vermesi bakımından 3 temel araştırma sorusu ve bu sorulara ait alt sorular oluşturulmuştur:

1. Öğretmen adayları Türkiye'deki hizmet öncesi öğretmen eğitimini
  - a) öğretmenlik becerilerine hazırlaması bakımından nasıl değerlendirmektedir?
  - b) 21. Yüzyıl becerilerini kazandırması bakımından nasıl değerlendirmektedir?
  - c) fakülte/programın boyutları bakımından nasıl değerlendirmektedir?
2. Öğretmen adaylarının aldıkları öğretmen eğitimiyle ilgili yaptıkları değerlendirmeyi etkileyen/açıklayan değişkenler nelerdir?
  - a) Öğretmen adaylarının öğretmenlik alanları onların öğretmen eğitimi üzerine yaptıkları değerlendirmeyi anlamlı şekilde etkilemekte midir?

- b) Öğretmen adaylarının yaptığı değerlendirme üç grup değişken (kişisel özellikler, öğretmenliğe yönelik istek, fakültenin/programın özellikleri) tarafından ne ölçüde açıklanmaktadır?
3. Daha etkili bir hizmet öncesi öğretmen eğitimiyle ilgili öğretmen adaylarının;
- a) öğrenci seçimi üzerine görüşleri/önerileri nelerdir?
  - b) öğretmen eğitiminin genel yapısı/modeli üzerine görüşleri/önerileri nelerdir?
  - c) fakülte/programın boyutları üzerine görüşleri/önerileri nelerdir?

### **Çalışmanın Önemi**

Hızla değişen bir dünyada ihtiyaç duyulan insan gücünün eğitilmesi ancak iyi bir eğitim almış öğretmenlerle mümkün olabileceği için öğretmenler her zaman toplumlar için önemli olmuştur (Ayers, 1995). Bu nedenle öğretmen eğitimi ve öğretmen eğitiminin iyileştirilmesiyle ilgili yapılacak çalışmalar da son derece önemlidir. Bu çalışmada öğretmen eğitiminin değerlendirilmesi konusunda öğrencilerin yani öğretmen adaylarının görüşlerine başvurulmuştur. Öğretmen eğitiminin kalitesinin ve problemlerinin doğru bir şekilde araştırılması hususunda programın hali hazırda “kullanıcıları” konumunda olan öğrencilerin görüşlerini almanın gerekli olduğu düşünülmektedir.

Ayrıca öğretmen eğitimini farklı boyutlarıyla değerlendiren bu çalışma, öğretmenliğe başlamak üzere olan öğretmen adaylarının öğretmen olma konusundaki yeterlilik düzeyleri ve aldıkları eğitimin öğretmenlik becerilerini kazandırma etkililiği konusundaki veriler sunabilir. Bilindiği gibi günümüzde okul sistemi, programı ve yapısıyla beraber bazı önemli değişikliklere maruz kalmıştır. Bu nedenle bu değişikliklere uyum sağlayabilecek gerekli bilgi ve becerilere sahip öğretmenlere her zamankinden daha fazla ihtiyaç vardır. Bu çalışma öğretmen adaylarının eğitim fakültelerinde aldıkları eğitimin etkililiğine yönelik veri sağlayabilir ve önerilerde bulunabilir.

Bunların yanı sıra, çalışmanın öğretmen eğitiminde reform ve değişimin sık sık gündeme geldiği bir dönemde var olan öğretmen eğitimi programlarının güçlü ve zayıf yanlarının belirlenmesi konusunda duyulan araştırma ihtiyacına cevap

verebileceği düşünülmektedir. Daha önce de belirtildiği üzere, farklı zamanlarda öğretmen eğitiminin çeşitli boyutlarını yenilemek amacıyla reform girişimlerinde bulunulmuştur (Şimşek & Yıldırım, 2001; YÖK, 2007). Bu girişimlerden en güncel olanı 2007 yılında öğretmen eğitiminin içeriği ve yapısıyla ilgili yapılan değişikliklerdir. Bu tarz değişikliklerin öğretmenlerin yetiştirilmesini ne yönde etkilediğine dair Yüksek Öğretim Kurumu ya da Milli Eğitim Bakanlığı gibi karar organlarına bilgi sağlamak bakımından önemli olabilir.

Öğretmen eğitimi alanında tüm bu değişimler yaşanırken, Milli Eğitim Bakanlığı tarafından öğretmen yeterlilikleri üzerine bir proje tamamlanmış ve öğretmenlerin sahip olması gereken genel yeterlikler ve özel alan yeterlikleri tespit edilmiştir (MEB, 2008). Bu becerilerin öğretmenler tarafından sahip olma derecesiyle ilgili Türk Eğitim Derneği tarafından öğretmenleri, yöneticileri, öğrencileri ve velileri kapsayan bir çalışma yapılmıştır (TED, 2009), ancak *öğretmen adaylarının* bu becerilere sahip olmaları ile ilgili yapılmış kapsamlı bir çalışma bulunmamaktadır. Var olan çalışmalar ya sadece bir kurumda yürütülmüş ya da sadece bir öğretmenlik alanını kapsamaktadır. Bu çalışma öğretmen eğitimi öğretmen adaylarının yalnızca ulusal düzeyde değil aynı zamanda uluslararası düzeyde tanımlanmış becerilerin kazandırılmasına yönelik değerlendirmektedir.

Çalışmanın örneklemini evreni temsil etmesi amacıyla farklı coğrafi bölgelerden değişik başarı düzeyine sahip 7 ayrı üniversitenin eğitim fakültelerinde 7 ayrı öğretmenlik bölümünden 2000'den fazla son sınıf öğrencisi çalışmaya davet edilmiştir. Ayrıca çalışmada araştırmacı tarafından hazırlanan nicel veri toplama aracının yanı sıra nitel veri toplama aracı olan görüşme formu da kullanılmıştır. Çalışmada kullanılan Öğretmen Eğitimi Değerlendirme Anketi (ÖEDA) öğretmen eğitimi üzerine ulusal ve uluslararası alan yazın incelenerek hazırlanmıştır. Çalışmada yöntemi tasarlanırken ele alınan bu özelliklerin çalışmanın geçerliğini ve güvenilirliğini arttırdığı düşünülmektedir.

Öğretmen eğitimi öğretmen adaylarının mesleğe hazırlaması bakımından yakından ele alan bu çalışma yalnızca problemleri ortaya koymayı değil aynı zaman öğretmen adaylarının bakış açısına dayalı olarak öğretmen eğitimiyle ilgili alternatif yolları ve önerileri de ortaya koyması bakımından önemlidir. Günümüze kadar yapılan diğer

çalıřmalardan farklı olarak öğretmen eęitimi öğretmen adaylarını 21. Yüzyıl ihtiyalarına hazırlaması bakımından da ele alınmıřtır. Böylece elde edilecek bulgular ıřığında öğretmenlerin yirmi birinci yüzyıl ihtiyalarına da cevap verebilecek řekilde hazırlanabilmeleri için öğretmen eęitimine yönelik öneriler sunacak olması bakımından da önemlidir.

## **Yöntem**

### **Arařtırma Deseni**

Bu alıřmada nicel ve nitel arařtırma desenlerini ieren tarama modeli kullanılmıřtır. Veriler evrenden seilen örneklemden arařtırmanın amacına ve modeline uygun olarak arařtırmacı tarafından hazırlanan veri araçlarıyla toplanmıřtır. Tarama modelinde arařtırmacının ihtiyaç duyduęu veriler evrenden seilen bir örneklem grubundan toplanır (Krathwohl, 1998) ve arařtırmacı katılımcıların görüşlerini almak amacıyla çoęunlukla anket ya da görüşme formu gibi veri toplama araçları kullanır (Creswell, 2012; Fraenkel, Wallen & Hyun, 2012). Öğretmen adaylarının öğretmen eęitiminin kendilerini mesleęe hazırlamasıyla ilgili görüşlerini toplamak amacıyla temel veri toplama kaynaęı olarak anket kullanılmıř ve anketle toplanan verileri desteklemesi ve zenginleřtirmesi amacıyla birebir görüşmeler yapılmıřtır.

### **Evren ve Örneklem**

Arařtırmanın evrenini Türkiye’de devlet üniversitelerinin Eęitim Fakültelerinin ilköęretimle ilgili bölümlerinde öğrenim görmekte olan tüm son sınıf öğretmen adayları oluřturmaktadır. Var olan evrenden örneklem, küme örneklemesi kullanılarak seilmiřtir. Kümeler, eęitim fakültelerinin başarısı, bulunduęu bölge ve öğrenci kapasitesi dikkate alınarak belirlenmiřtir. Eęitim fakültelerinin başarısını belirlemek amacıyla ODTÜ Enformatik Enstitüsü tarafından hazırlanan URAP (Akademi Başarıya Göre Üniversite Sıralaması) kullanılmıřtır. Ayrıca, arařtırmaya dâhil edilen bölümler ilköęretim kademesinde öğretmenlik yapma durumu olan öğretmen adaylarının kayıtlı olduęu bölümlerdir. Öğretmenlik becerilerinin ilköęretimde öğretmenlik yapan öğretmenlerde daha fazla vurgulanması ve ilköęretim müfredatında son dönemde meydana gelen deęişikliklerin öğretmenlik

becerilerini daha fazla ön plana çıkarması göz önünde bulundurularak yalnızca ilköğretimle ilgili olan öğretmenlik bölümleri çalışmaya dâhil edilmiştir.

Çalışmanın örneklemini 1856 son sınıf öğretmen adayı oluşturmaktadır. Tablo 1’de araştırmaya katılan öğretmen adaylarının üniversitelere ve bölümlere göre sayısal dağılımı verilmiştir.

Tablo 1.

*Araştırmaya Katılan Öğretmen Adaylarının Sayısal Dağılımı*

	SÖ	SBÖ	İMÖ	İÖ	İFÖ	BÖTE	TÖ	Eksik	TOP.
9 Eylül	27	59	64	37	18	19	87	1	312
Selçuk	57	36	19	48	15	8	14	1	198
Gazi	55	46	38	112	29	26	46	-	352
Sakarya	45	28	41	0	33	0	29	-	176
İnönü	47	36	47	21	29	22	24	2	228
Uludağ	53	19	36	38	38	68	60	1	313
AİBU	37	20	33	35	41	46	49	1	262
Eksik	6	3	1	2	1	-	1		
TOP.	327	247	279	293	204	189	310		1856*

\*Bölüm bazında 7, üniversite bazında 15 kayıp veri ile beraber

Anket uygulamasında yer alan katılımcıların çoğunluğu kız öğrencilerden oluşmaktadır (%63,9). Ayrıca yine öğrencilerin büyük çoğunluğu Anadolu Öğretmen Lisesi’nden (%29,6), Genel Lise ’den (%26,2) ve Anadolu Lisesi’nden (%17,6) mezun olmuştur. Öte yandan, öğrencilerin üniversiteye başlamadan önce yaşamlarının çoğunluğunu geçirdikleri bölgeler hemen hemen bir birine yakın bir dağılım göstermektedir.

Ayrıca anket çalışmasına katılan öğretmen adaylarından gönüllü olanlarla, bölümleri ve cinsiyetleri de göz önünde bulundurularak, görüşmeler yapılmıştır. Görüşmeler için seçilen öğretmen adayları, nitel araştırmanın özelliğine uygun olarak araştırmaya veri sağlayabilecek olanlar arasından amaçlı örnekleme kullanılarak seçilmiştir. Yedi üniversiteden ve farklı bölümlerden Toplam 43 öğretmen adayı ile görüşme yapılmıştır. Bu öğrencilerden 24’ü kız; 19’u erkek öğrencidir. Çalışmaya katılan öğretmen adaylarının çoğunluğu Anadolu Öğretmen Lisesi’nden ( $n=16$ ) ve Genel Liseden ( $n=12$ ) gelmektedir

## **Veri Toplama Aracı**

Çalışmada kullanılan Öğretmen Eğitimi Değerlendirme Anketi (ÖEDA) ilgili alan yazın ve konuyla ilgili var olan ölçekler incelenerek ve madde havuzları hazırlanarak oluşturulmuştur. Görüşme formu ise araştırma sorularına paralel ve hazırlanan anket dikkate alınarak geliştirilmiştir. Hazırlanan anket ve görüşme formu için uzman görüşleri alınmış ve akabinde her iki veri toplama aracının geçerlik ve güvenilirliğini belirlemek amacıyla pilot çalışmalar yapılmıştır. Pilot çalışma sonrasında ÖEDA için açıklayıcı faktör analizi yapılmış ve anketin faktör yapısı ortaya konulmuştur. Ayrıca pilot çalışma hem anket hem görüşme formunda yer alan maddeler ve sorular alınan geri bildirim kapsamında değiştirilmiş ya da çıkarılmıştır. Ya da gerekli durumlarda yeni maddeler ve sorular eklenmiştir. Yapılan pilot çalışmalar aynı zamanda veri toplama sürecinde dikkat edilmesi gereken konular hakkında da aydınlatıcı olmuştur. Örneğin öğrencilerin soruları ne kadar sürede yanıtladıkları ya da uygulama sırasında ne gibi durumların yaşanabileceği önceden belirlenmiştir. Veri toplama araçlarında gerekli değişiklikler tamamlandıktan sonra araçlar tekrar uzman görüşüne sunulmuştur.

Bu süreçte ODTÜ Uygulamalı Etik Araştırma Merkezi'nden de anketin ve görüşme formunun etik açıdan uygunluğuna yönelik onay alınmıştır. Daha sonra çalışmaya maddi destek sağlamak amacıyla Bilimsel Araştırmalar Koordinatörlüğü'ne başvurulmuş ve çalışma Bilimsel Araştırma Projesi olarak desteklenmiştir. Alınan destekle beraber anket (ÖEDA) optik form olarak basılmıştır. Optik form anketin görünüş geçerliliğini artırmanın yanı sıra, uygulanabilirlik ve verilerin elektronik ortama aktarılması konularında da kolaylıklar sağlamıştır.

## **Veri Toplama Süreci**

Araştırma kapsamında veriler toplam yedi ayrı eğitim fakültesinin yedi ayrı bölümünde bizzat araştırmacı tarafından toplanmıştır. Veri toplama süreci yaklaşık iki ay sürmüştür. Verilerin toplanması için her bir eğitim fakültesinde bir hafta süre geçirilmiştir. Veri toplama sürecinde yardımcı olması açısından araştırmacı tarafından her bir eğitim fakültesi ve her bir bölüm için bir plan ve zaman çizelgesi hazırlanmış ve bu çizelgeye son sınıf öğrencilerinin aldıkları derslerle beraber bu



dersleri veren ğretim elemanları/yeleri, derslerin gnleri ve saatleri ayrı ayrı not edilmiştir.

Anket uygulamasından hemen nce arařtırmacı bu izelgeye gre uygulama yapılacak faklterdeki ilgili ğretim yeleri ile iletiřime gemiř ve kararlařtırılan gn ve saatte sınıflara giderek anket uygulamasını gerekleřtirmiřtir. Anketleri ğrencilere dağıtmadan nce alıřmayla ilgili ğrencilere detaylı aıklamalar yapılmıř ve ğrenciler anketleri doldururken varsa soruları yanıtlanmıřtır. Uygulamalar sırasında ğrencilere gerekli durumlarda kalem ve silgi gibi malzemeler de temin edilmiştir. Anket uygulamalarından sonra gnll olan bir kız ve bir erkek ğrenci ile ortalama 25-30 dakika sren grřmeler yapılmıřtır. Bu grřmeler grřmecilerin de izni alınarak ses kayıt cihazı ile kaydedilmiştir. Grřmeler sırasında arařtırmacı tarafından hazırlana grřme formu kullanılmıř; ayrıca grřmecilere kendilerine yneltilen sorular dıřında eklemek istedikleriyle ilgili zaman verilmiştir. Grřmeler grlt ve benzeri etkileřimlerden uzak ders olmayan boř dersliklerde yapılmıřtır.

### **Verilerin Analizi**

alıřmada nicel ve nitel olmak zere iki tr veri toplanmıřtır. Toplanan nicel veriler SPSS 20'ye aktarıldıktan sonra temizlenmiştir. Ardından 1856 kiřiden toplanan son veriler ile tekrar geerlik ve gvenirlik alıřmaları yapılmıřtır. Geerlik iin faktr analizi ve gvenirlik iin Cronbach Alpha testleri uygulanmıřtır.

alıřmanın arařtırma soruları ve veri trleri temel alınarak farklı analizler kullanılmıřtır. rneğın ğretmen adaylarının ğretmen eğitimini mesleğe hazırlaması bakımından deęerlendirmesini amalayan ilk arařtırma sorusu kapsamında nicel ve nitel veriler toplanmıřtır. Elde edilen nicel veriler betimsel istatistik (ortalama, standart sapma, frekans) kullanılarak analiz edilirken nitel veriler ierik analizi yntemiyle zmlenmiştir. Arařtırma soruları kapsamında yapılan analizler ařağıda Tablo 2'de verilmiştir.

Tablo 2

*Verilerin Analizi*

Araştırma Sorusu	Kullanılan Veri	Veri Analizi
1. Öğretmen adayları Türkiye’deki meslek öncesi öğretmen eğitimi nasıl değerlendirmektedir? a) Öğretmenlik becerilerine hazırlaması b) 21. yüzyıl becerilerini kazandırması c) Fakülte/Programın nitelikleri/özellikleri	Nicel Veri  Nitel Veri	Betimsel İstatistik: Ortalama, Standart Sapma, Frekans, Yüzde,  İçerik Analizi: Temalar ve Kodlar
2. Öğretmen adaylarının değerlendirmesini etkileyen değişkenler	Nicel Veri	Çıkarımsal İstatistik: -Tek Yönlü Varyans Analizi (ANOVA) -Hiyerarşik Regresyon
3. Öğretmen eğitimiyle öğretmen adaylarının önerileri nelerdir? a) Öğrenci Seçimi b) Öğretmen Eğitiminin Modeli c) Öğretmen Eğitiminin Boyutları	Nicel Veri  Nitel Veri	Betimsel İstatistik: Ortalama, Standart Sapma, Frekans, Yüzde,  İçerik Analizi: Temalar ve Kodlar

**Bulgular****Katılımcıların Özellikleri**

Demografik bilgilerin yanı sıra öğretmen adaylarından öğretmenlik ve kişisel gelişimle ilgili bilgiler de toplanmıştır. Bu bilgiler öğretmen adaylarının öğretmenlikle ilgili profilini tanımak açısından önemlidir. Öncelikle öğrenmen adaylarının çoğunluğu seçtikleri öğretmenlik bölümünü üniversite sınavı sonrası yaptıkları tercih sıralamasında ilk beş tercihlerine yazmışlardır (%70,7). Ayrıca katılımcıların % 45’i öğretmenlik bölümünü seçmekten memnundurlar ve yeniden seçme şansları olması durumunda yine öğretmenlikle ilgili bir bölüm seçeceklerini belirtmişlerdir. Diğer taraftan, öğretmen adaylarının %62,6’lık bir kesim yeniden seçme şansları olsa öğretmenlik seçmeyeceklerini ya da bundan emin olmadıklarını belirtmişlerdir. Adayların %83,3’ü mezuniyetten sonra öğretmenlik yapmayı planlamaktadır ve %67,2’si kendilerini öğretmenlik yapmaya hazır hissettiklerini

rapor etmişlerdir. Öğretmen adaylarını çoğunluğu büyük şehirlerde görev yapmak istemektedir (%28,9). Bu bilgilerin yanı sıra öğretmen adaylarına öğretmenliği seçme nedenleri ve öğretmenlik mesleğine yönelik kaygıları da sorulmuştur. Elde edilen bulgular ışığında öğretmen adaylarının öğretmenlik mesleğini seçme nedenlerinin başında öğretmen olma istekleri gelmektedir. Fakat aynı zamanda öğrencilerin üniversite sınavından aldıkları puanlar da oldukça önemli bir nedenle olarak karşımıza çıkmaktadır. Zira öğrencilerin %35,1'i öğretmenliği seçme nedenleri sınav puanları olarak belirtmiştir. Adayların büyük çoğunluğunun mesleğe yönelik en büyük kaygısı atanıp atanmayacaklarıdır (%84,2). Bunun yanı sıra atanacakları yer (%39,5), sözleşmeli ya da kadrolu çalışma durumları (%27,2), çalışacakları okulun fiziksel koşulları (%19,3) da mesleğe yönelik diğer kaygılar arasında yer almaktadır. Son olarak öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları araştırılmıştır. Bulgular, adayların genel olarak mesleğe yönelik olumlu tutum içinde olduklarını göstermektedir ( $M = 3.64$ ,  $SD = .98$ ). Ayrıca adayların %79,1'i çocuklara yeni şeyler öğretmeyi sevdiklerini söylemişlerdir ( $M=4.09$ ,  $SD= 1.00$ ); %78,1'i öğretmenlik mesleğini sevdiklerini belirtmiştir ( $M = 4.06$ ,  $SD = 1.01$ ) ve %73,1'i mesleği kendilerine uygun bulmaktadır ( $M = 3.92$ ,  $SD= 1.10$ ).

### **Araştırma Sorularına İlişkin Bulgular**

#### ***Öğretmen Eğitimin Mesleğe Hazırlaması Bakımından Değerlendirilmesi***

Çalışmanın ilk araştırma sorusu meslek öncesi öğretmen eğitiminin öğretmen adaylarını bir takım öğretmenlik becerilerine ne derece hazırladığıdır. Bu soruyla ilgili anket yoluyla elde edilen bulgular eğitim fakültesindeki öğretmen adaylarının bir takım beceriler için diğerlerinden daha çok hazırlandıklarını göstermektedir. Ankette öğretmen adayları aldıkları öğretmenlik becerilerinin/eğitiminin kendilerini öğretmenlik becerilerine ne derece etkili bir şekilde hazırladığı sorulmuştur. Bu becerilere hazırlamaya yönelik öğretmenlik eğitiminin yeterliliği betimsel istatistikler kullanılarak incelenmiştir. Bulgulara bakıldığında, öğretmen adayları bazı öğretmen becerilerinin kazandırılması konusunda aldıkları öğretmenlik eğitimini diğerlerine göre daha yeterli olarak değerlendirmişlerdir. Bu becerilerden en yüksek ortalama ve yüzdeye sahip olanlardan bazıları Türkçeyi doğru, güzel ve etkili kullanma ( $M = 3,37$ ,  $SD = 1,06$ ), sınıf içinde düzen ve disiplin sağlama ( $M = 3,36$ ,  $SD = 1,00$ ),

sınıfta sesini etkili kullanma ( $M=3.35$ ,  $SD=1.06$ ), dersi planlarken müfredattan yararlanma ( $M = 3,32$ ,  $SD = 1,01$ ), öğretimde bilgisayar ve teknolojik araçlardan yararlanma ( $M = 3,27$ ,  $SD = 1,16$ ) ve öğrenci düzeyine uygun ödev/sorumluluklar verme ( $M = 3,24$ ,  $SD = 1$ ) şeklinde sıralanabilir.

Öğretmen adayları bir takım öğretmenlik becerilerinin kazandırılması konusuna ise aldıkları eğitimi diğer becerilerin kazandırılmasına göre daha yetersiz değerlendirmişlerdir. Bu kategoride en düşük ortalamalara sahip ve yetersizlik konusunda en yüksek yüzdelere sahip beceriler; farklı ülkelerde öğretmenlik yapma ( $M = 2,26$ ,  $SD = 1,17$ ), öğrencilerle Avrupa Birliği projelerine katılma ( $M = 2,35$ ,  $SD = 1,16$ ), öğretim amaçlı müfredat dışı etkinlikler planlama ( $M = 2,52$ ,  $SD = 1,21$ ), bireysel farklılıkları göz önünde bulundurarak dersleri planlama ( $M = 2,57$ ,  $SD = 1,18$ ), ve veli görüşmelerini planlama ve yürütme ( $M = 2,60$ ,  $SD = 1,18$ ) şeklinde belirlenmiştir.

Nicel verileri desteklemek amacıyla 43 öğretmen aday ile yapılan bireysel görüşmelerde de aynı sorunun cevabı aranmıştır. Nitel veri analiz sonuçları, öğretmen adaylarının genellikle öğrencileri anlama, ihtiyaçlarını bilme ve onlarla iletişim kurma ( $n = 30$ ) konusunda kendilerini yeterli buldukları tespit edilmiştir. Ayrıca görüşülen 15 öğretmen adayı yeterli derecede alan bilgisine sahip olduklarını belirtmiştir. Öğretim yöntem ve tekniklerinin etkili bir şekilde kullanılması da öğretmen adayları tarafından belirtilen beceriler arasındadır ( $n = 15$ ). Bunların dışında, yetersiz ölçüde kazandırılan öğretmenlik becerileriyle ilgili verdikleri incelendiğinde, 22 öğretmen adayının ankette elde edilen veriden farklı olarak sınıf yönetimi ve sınıf içinde problemlili/farklı öğrencilerle baş etme konularında eğitimin yetersiz olduğu görülmüştür. Yeterli şekilde kazandırılmadığı öne sürülen diğer bilgi ve beceriler ise velilerle iletişim ( $n = 12$ ), resmi işler, yönetmelikler ve öğretmenin özlük hakları ( $n = 11$ ), okul idaresiyle iletişim ( $n = 10$ ), farklı koşullarda öğretmenlik yapma (Doğu’da bazı bölgelerde, fiziksel durumu çok zayıf okullarda. vs) ( $n = 9$ ) ve sınıfta öğretimi yürütme ( $n = 6$ ) şeklinde özetlenebilir.

Çalışmada, meslek öncesi öğretmen eğitimiyle ilgili olarak araştırılan bir diğer konu 21. yy becerilerinin öğretmen eğitimi süresince öğretmen adaylarına ne derece kazandırıldığıdır. Burada da nicel ve nitel veriler kullanılmıştır. Elde edilen nicel

bulgulara bakıldığında öğretmen adaylarının bu becerilerin kazandırılması konusunda aldıkları eğitimi ne yeterli ne de yetersiz şeklinde değerlendirdikleri söylenebilir. Bu beceriler ve becerilerin kazandırılmasında yönelik betimsel istatistikler incelendiğinde şu bulgulara ulaşılmıştır: En yüksek ortalamaya sahip yirmi birinci yüzyıl becerilerinin doğa ve çevreye karşı duyarlık ( $M = 3,13$ ,  $SD = 1,09$ ), yaşam boyu öğrenme ( $M = 3,06$ ,  $SD = 1,11$ ), farklı gruplarla çalışma ( $M = 3,05$ ,  $SD=1,13$ ), iletişim ve işbirliği ( $M = 3,04$ ,  $SD = 1,02$ ), ve esneklik ve uyum becerileridir ( $M = 3,02$ ,  $SD = 1,05$ ). En düşük ortalamaya sahip beceriler ise medya okuryazarlığı ( $M = 2,74$ ,  $SD = 1,11$ ), evrensel düşünme becerisi ( $M = 2,84$ ,  $SD = 1,07$ ), ve bilimsel düşünebilme becerileridir ( $M = 2,86$ ,  $SD = 1,06$ ).

Konuyla ilgili görüşme sonuçları incelendiğinde anket sonuçlarına paralel olarak toplam 33 öğretmen adayının medya okuryazarlığının yetersiz ölçüde kazandırıldığı belirttiği görülmüştür. Evrensel düşünme becerinin yeteri kadar kazandırılmadığı ( $n = 22$ ) sonucu da anket sonuçlarıyla benzerlik göstermektedir. Bu iki becerinin dışında araştırma becerileri ( $n = 20$ ), iletişim becerileri ( $n = 20$ ), farklı gruplarla çalışabilme becerilerinin ( $n = 17$ ) kazandırılması da öğretmen adaylarının neredeyse yarısı tarafından yetersiz olarak değerlendirilmiştir. Bu becerilerle ve bunların kazandırılmasında öğretim elemanlarının tutumlarıyla ilgili olarak bir öğretmen adayı şunları belirtmiştir:

İletişim becerileri mesela. Biz hocaların tavrından bizde olanı da kaybediyoruz. Hani kazandırmayı bırakın olan da gidiyor. Yani birinci sınıfta çok hevesliydik her şeye katılmaya çalışıyorduk ikinci sınıfta öyle dersler aldık ve öyle muamelelere maruz kaldık ki artık her şeyden çekinir olduk. İşte her şeye soğuk bakar olduk aman gene azar işiteceğiz diye, kalmış ki küçük de değiliz, ama hala azarlanıyoruz. (TC26)

Öğretmen eğitiminin dört farklı boyutu da öğretmen adayları tarafından değerlendirilmiştir. Bu boyutlar fakülte ortamı, program ve dersler, öğretmenlik uygulamaları ve öğretim üyeleridir. Çalışmada, öğretmen adaylarının öğretmen eğitiminin tüm boyutlarını genel olarak adayları mesleğe hazırlamada düşük yeterliliğe sahip olarak değerlendirdikleri görülmüştür ( $M = 2,74$ ,  $SD = 0,73$ ). Ayrıca tüm boyutlar arasında öğretmenlik uygulamalarının yeterlilik bakımından ortalaması en düşüktür ( $M = 2,48$ ,  $SD = 0,81$ ). Program ve derslerin değerlendirilmesi ( $M = 2,73$ ,  $SD = 0,81$ ) öğretmenlik uygulamalarına göre daha yüksektir. Genel olarak

öğretmen adayları fakülte ortamını ( $M = 2,85$ ,  $SD = 0,93$ ) ve öğretim elemanlarını ( $M = 2,85$ ,  $SD = 0,81$ ) aynı şekilde değerlendirmişlerdir. Nicel verilere ilişkin bulgular değerlendirildiğinde, öğretmenlik eğitiminin bu dört boyutunun öğretmen adaylarını mesleğe hazırlaması bakımından çok yeterli olmadığı söylenebilir. Bu boyutların alt maddeleri incelendiğinde fakülte ortamı ile ilgili öğretmen adaylarına sunulan sosyal ortamın; program ve derslerle ilgili farklı ortamlarda pratik yapma imkânı, gerçek okul/sınıf ortamlarının derslere yansması ve yeteri kadar uygulama içermesinin; öğretmenlik uygulamaları ile ilgili olarak uygulamaların farklı deneyimler sunması, okulda diğer çalışanlarla iletişim kurma olanağı ve farklı öğretmenlerle çalışabilmenin; öğretim elemanları ile ilgili olarak ise mesleğe hazırlama konusunda sunulan rehberlik ve fakülte-uygulama okulları arasında iletişim ve işbirliği kurulmasının yeterlilik bakımından en düşük değerlendirilen maddeler olduğu görülmüştür.

Nitel sonuçlara bakıldığında öğretmen eğitiminin değerlendirilmesi açısından nicel verilerle benzerlikler olduğu ortaya çıkmıştır. Fakülte ortamı ile ilgili toplam 9 öğretmen adayı sosyal ortamın öğretmen adaylarını mesleğe hazırlama bakımından yetersiz olduğunu belirtmiştir. Fiziksel ortamın yeterliliği konusunda öğretmen adaylarından bir tanesi şunları belirtmiştir:

Özellikle Tıp Fakültesi olan üniversitelerde Eğitim fakülteleri üvey evlat bence. Mesela biz burada baktığımız burada fiziki olarak çok yetersiz. Sınıf bulamıyoruz ders yapmak için, kafelerde oturacak yer bulamıyoruz. Kütüphaneye sabahtan gidip çantanızı koymanız gerekir. İstedığınız yayınları bulamazsınız. (TC14)

Öte yandan derslerle ilgili olarak belirtilen en önemli konular, derslerin çok kuramsal olması ve yeteri kadar pratik içermemesi ( $n = 17$ ); araştırma becerileri, program geliştirme, konuşma becerileri ve diksiyon, iletişim ve ilk yardım gibi önemli bazı derslerin programda yer almaması ( $n = 15$ ); programda bazı derslerin çok teorik, çok basit olması ya da tekrar edilmesi sebebiyle gereksiz olması ( $n = 9$ ) şeklindedir. Ayrıca derslerde kullanılan yöntem ve tekniklerin de geleneksel, öğretmen merkezli ve tekdüze olduğu belirtilmiştir ( $n = 11$ ). Bununla ilgili bir öğretmen adayı şunları söylemiştir:

Bir de bize řu anda uygulanan yöntemler yapılandırmacı deęil. Biz hala eski ezberci yöntemle dersler görüyoruz. Gerçekten hala daha biz pasif durumdayız ve aldığımız derslerde hep hocaanın şeyi (kontrolü) altında. Hoca anlatır biz dinleriz. (TC1)

Program konusunda ortaya çıkan yetersizliklere paralel olarak, öğretmen uygulamaları ile ilgili en büyük problemler uygulamaların öğretmen, öğrenci ve okul bakımından çeşitlilik sunmaması ( $n = 21$ ) ve yeteri kadar uygulama imkânı sunmamasıdır ( $n = 14$ ). Bunların dışında uygulamaların yalnızca son dönemlerde yer alması ( $n = 16$ ), uygulama okullarındaki hocalar, yöneticiler ve koşullarla ilgili problemler yaşanması ( $n = 16$ ), uygulamalarla ilgili yönlendirme yapılmaması ve uygulamaların yeteri kadar değerlendirilmemesi ve takip edilmemesi ( $n=8$ ) de öğretmen eğitiminin adaylarını hazırlaması bakımından yeterliliğini etkileyen konular arasında belirtilmiştir. Öğretmenlik uygulamaları sırasında okullarda yaşanan problemlere ilişkin bir öğretmen adayının görüşleri řu şekildedir:

Yani ben sadece bir dönem boyunca aynı öğretmeni gördüm. Hepsinde aynı gözlem ve hep aynı şeyleri yapıyor zaten. Ama ben yine şanslıyım. Hoca yine bir şeyler yapıyor. Yani şöyle de var bir dönem boyunca hiç ders anlatmayan sadece derste “açın kitaplarınızı KDSS’ye çalışın” diyen öğretmenler var ve benim arkadaşlarım öyle öğretmenlere gidiyor. İşte ne yapıyorsunuz stajda diyorum “gözlem yapacağız ama işte zaten hoca bırakıyor biz de oturup test çözüyoruz” mesela. Şimdi bunun neresi staj neresi gözlem neresi uygulama. Hiçbir şey olmadı. Bir işe yaramadı. O zaman, zaman kaybı oluyor. (TC5)

Son olarak, öğretim elemanlarının öğretmenliğe hazırlama bakımından yeterliliklerine ilişkin görüşleri sorulduğunda öğretmen adayları yine bazı problemlerden bahsetmişlerdir. En çok bahsedilen konulardan bazıları öğretim elemanlarının derslerde kullandıkları yöntem ve tekniklerin yetersizliği ( $n = 25$ ), öğretim elemanların öğretmenliğe ve öğretmen adaylarına karşı olumsuz bir tutum içinde olmaları ( $n = 10$ ), öğretmen adaylarını öğretmenlik konusunda yeteri kadar yönlendirmemeleri ve takip etmemeleri ( $n = 9$ ) ve alanlarında yetersiz olmalarıdır ( $n = 9$ ).

### ***Öğretmen Adaylarının Öğretmen Eğitiminin Yeterliliğine İlişkin Değerlendirmelerini Etkileyen Değişkenler***

Öğretmen adaylarının öğretmen eğitiminin mesleğe hazırlaması konusunda yeterliliğine ilişkin görüşlerinin öğretmen adaylarının okudukları öğretmenlik bölümlerine göre değişip değişmediğini incelemek için Tek Yönlü Varyans Analizi kullanılmıştır. Bu analizlerin sayıltıları test edilirken “varyansın homojenliği” sayıltısı karşılanmadığı için analizde kullanılacak alfa değeri, ,05’den ,025’ e düşürülmüştür. Analiz sonuçları, öğretmen adaylarının bölümlerinin onları öğretmen eğitimiyle ilgili görüşlerini anlamlı şekilde etkilediğini göstermiştir,  $F(6, 1831) = 13.54, p=.00, \eta^2=.04$ .

Çalışmada varyans analizinin devamında Scheffe testi yapılarak anlamlı farklılıkların hangi bölümler arasında olduğu tespit edilmiştir. Bu durumda, İngilizce öğretmenliğinde öğrenim gören öğretmen adaylarının öğretmen eğitiminin yeterliliğini İlköğretim Matematik, Türkçe ve Sosyal Bilgiler öğretmenliği bölümünde öğrenim gören öğretmen adaylarından anlamlı olarak daha olumlu değerlendirdikleri görülmüştür. Ayrıca Sınıf öğretmenliğinde okuyan öğretmen adayları da benzer şekilde öğretmen eğitimini Matematik, Türkçe ve Sosyal Bilgiler öğretmenliğinde okuyan öğretmen adaylarına göre daha yeterli değerlendirmişlerdir.

Çalışmanın ikinci araştırma sorusunun ikinci alt sorusunda üç ayrı grup değişkenin öğretmen eğitiminin yeterliliğiyle olan ilişkilerini belirlemek için Hiyerarşik Regresyon Analizi yapılmıştır. Üç ayrı grup içinde demografik özellikler, öğretmenliğe ilişkin yaklaşım ve öğretmen eğitiminin boyutları yer almaktadır. Analizden önce tüm sayıltılar kontrol edilmiş ve her hangi bir sayıltının ihlal edilmediği belirlenmiştir. Regresyon analizinin sonuçları Tablo 3’de verilmiştir.



Tablo 3

*Hiyerarşik Regresyon Analizinin Sonucu*

	<i>B</i>	<i>SE B</i>	$\beta$	<i>sr</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta F$
Model 1					.12	.02	9.23*
Cinsiyet	-.17	.04	-.11	-.11*			
Lise	-.09	.04	-.06	-.05*			
Öğretmenlik deneyimi	-.02	.05	-.01	-.01			
Model 2					.29	.09	22.78*
Lisansüstü planı	-.02	.04	-.01	-.01			
Öğretmenlikle ilgili memnuniyet	-.06	.04	-.04	-.03			
Mesleki plan	.07	.05	.04	.04			
Hazırbulunuşluk	-.20	.04	-.13	-.12*			
Yayınları takip	-.14	.04	-.10	-.09*			
Tutum	.10	.02	.14	.10*			
Model 3					.76	.58	511.94*
Fakülte ortamı	-.04	.02	-.05	-.04*			
Program/dersler	.43	.03	.49	.26*			
Öğretmenlik uygulaması	.09	.02	.10	.07*			
Öğretim elemanları	.20	.02	.23	.14*			

\* $p < .05$ 

Tabloda görüldüğü gibi, üç model arasından öğretmen adaylarının görüşlerine dayalı olarak öğretmen eğitiminin yeterliliğini en fazla açıklayan model öğretmen eğitiminin dört farklı boyutunu içeren Model 3'tür,  $F(13, 1762) = 185,12, p = .00$ . Bu modelde belirleme katsayısı ( $R^2$ ) 0,09'dan 0,58'e yükselmiştir. Ayrıca tüm değişkenler ayrı ayrı öğretmen eğitiminin değerlendirilmesi ile anlamlı olarak ilişkilidir; ancak en çok ilişkili olan iki boyut program ve dersler ile öğretim elemanlarıdır. Bu modeldeki değişkenler dışında, öğretmen adaylarının cinsiyeti, geldikleri lise türü, öğretmenliğe hazır olma durumları, mesleki yayınları takip etmeleri ve öğretmenliğe ilişkin tutumları da belli bir ölçüde öğretmen eğitiminin mesleğe hazırlama bakımından yeterliliğini değerlendirmede etkili görülen değişkenlerdir.

### ***Öğretmen Eğitimiyle İlgili Öğretmen Adaylarının Görüş ve Önerileri***

Bu çalışmanın üçüncü aştırma sorusu daha etkili bir öğretmen eğitimiyle ilgili alternatifler üzerine öğretmen adaylarının görüşlerinin ne olduğunu saptamaktır. Elde edilen nicel ve nitel bulgular öğrenci seçimi, alternatif model ve öğretmen eğitiminin farklı boyutları altında toplanmaktadır. Öğretmen adaylarının öğrenci seçimine ilişkin önerdikleri alternatifin “üniversite sınavı ile beraber yetenek sınavı” olduğu tespit edilmiştir (% 73,9). Ayrıca yine nicel ve nitel bulgulara göre, öğretmen adaylarının tavsiye ettiği öğretmen eğitimi modeli aşağıda tanımlanan modeldir (% 58,7):

Eğitim fakültelerinin süresi aynı kalmalıdır. Ancak her eğitim fakültesine bağlı uygulama okulları olmalıdır ve öğretmenlik eğitimi bu okullarla sürekli işbirliği yaparak yürütülmelidir. Gözlem ve uygulamalar birinci sınıftan itibaren başlatılmalıdır.

Çalışmada, öğrenci seçimi ve öğretmen eğitimi modeli dışında, öğretmen adaylarının öğretmen eğitiminin farklı boyutlarına dair alternatif önerileri de görüşmeler yoluyla araştırılmıştır. Öğretmen eğitiminin boyutlarıyla ilgili ortaya konulan öneriler, ilk araştırma sorusunda yine öğretmen adayları tarafından bu boyutlara ilişkin belirtilen problemlere cevap niteliği taşımaktadır. Fakülte ortamıyla ilgili öğretmen adaylarının önerdiği alternatifler öğretmen adayların sosyal olarak da gelişimi için daha fazla sosyal ortamın ve sosyal aktivitelerin olması, alanında uzmanlaşmış daha fazla öğretim elemanının olması, fakültelerde otantik öğrenme ortamlarının yaratılması, materyallerin ve fiziksel ortamın geliştirilmesidir. Fakülte ortamıyla ilgili bir öğretmen adayı görüşünü şöyle belirtmiştir:

...mesela mühendisler nasıl laboratuvar da deney yapıyorsa (öyle olmalı)...biz hep aynı sınıfta giriyoruz derslere ve zaten görmüşsünüzdür çok küçük (sınıflar). O tarz şeyler (ortamlar) olsa ve gidip o ortamda anlatsan dersi. Yani stajı da geçtim. Üniversite mesela hayat bilgisi dersini o sınıfta alsan. Hayat bilgisi sınıfında. Ona girdiğini bilsen. Yani yoksa her gün aynı sınıftasın. Zaten sınıfta olan tek şey projeksiyon o da ne kadar kullanırsan...(TC13)

Öte yandan, program ve dersler konusunda öğretmen adaylarının görüşleri derslerin daha fazla uygulama içermesi ve derslerde otantik öğrenme ortamlarının sunulması (n=11); programa konuşma, iletişim, diksiyon, program değerlendirme, araştırma

becerileri ya da ilk yardım gibi öğretmen eğitimi açısından önemli bazı derslerin eklenmesi ( $n=9$ ); derslerde farklı, güncel ve öğrenci merkezli öğretim yöntem ve tekniklerinin kullanılması ( $n=8$ ); çok teorik ve ileri seviyede öğretmenlikte ihtiyaç duyulmayacak bazı derslerin programdan çıkarılması ( $n=6$ ); öğretim yöntemleri ve öğretmenlik becerilerinin kazandırılmasıyla ilgili derslere daha fazla yer verilmesi ( $n=6$ ) şeklindedir.

Öğretmenlik uygulamaları hakkında öğretmen adayları yine bir takım ortak görüşler ortaya koymuşlardır. Öğretmen adaylarından 13 tanesi stajların birinci sınıftan itibaren başlaması gerektiğini, 12 tanesi ise üçüncü ya da dördüncü sınıftan itibaren başlaması gerektiğini söylemişlerdir. Ayrıca öğretmen adayları öğretmenlik uygulamalarına daha fazla zaman ayrılması gerektiğini ( $n=17$ ), uygulamaların ilk yıldan itibaren kesintisiz bir şekilde devam etmesini ( $n=10$ ), uygulamalarda farklı öğretmen ve öğrencilerle farklı okul ortamlarında çalışma olanağının sunulmasını ( $n=10$ ) ve uygulamaların öğretim yöntemleri dersleri ile beraber alınmasını ( $n=7$ ) önermişlerdir. Öğretmen adayları, öğretmen eğitimini kendilerini mesleğe hazırlama konusunda iyileştirmek için, son olarak öğretim elemanları ile ilgili önerilerde bulunmuşlardır. Bu önerilerin en başında öğretim elemanlarının öğretmenlik deneyimine sahip olması ve bu deneyimi sınıfta öğretmen adayları ile paylaşması gelmektedir. Bu konuda öğretmen adaylarından biri şunları dile getirmiştir:

Bu şekilde hocalara ihtiyacımız var bizim. Ama bazı hocalar sadece teori. Öğretmenlikle ilgili anılar olunca herkes daha çok dikkatli dinliyor. Mesela Türk eğitim sistemi hocamız köy enstitüsünden mezun bir öğretmeni getirdi sınıfımıza: O kadar güzel ki birebir onların ağzından dinlemek deneyimlerini. O anlattıkça öğretmen olmak istiyorsun. Bu tarz şeyler gerçekten lazım. İnsanın öğretmen olmayı istemesi için lazım. (TC43)

Yukarıdaki alıntıda da görüldüğü gibi öğretmen adaylarının diğer bir önerisi de öğretim elemanlarının öğretmenlikle ilgili ve öğretmen adaylarına yönelik daha olumlu bir yaklaşım sergilemeleri ve onları gerektiğinde destekleyip yönlendirmeleridir ( $n=8$ ). Bunların dışında öğretim elemanlarının öğretmenlik becerilerine daha fazla sahip olmaları gerektiği ( $n=6$ ), derslerinde öğretim teknolojilerine daha fazla yer vermeleri ( $n=5$ ) ve farklı öğretim ve değerlendirme yöntemleri kullanmaları ( $n=5$ ) ve öğretmen olma konusunda adaylara her konuda model olmaları gerektiği de ( $n=4$ ) belirtilmiştir.

## **Tartışma ve Öneriler**

Araştırmada, Türkiye’de meslek öncesi öğretmen eğitiminin öğretmen adaylarını mesleğe hazırlaması açısından öğretmen adaylarının görüşlerine dayalı olarak değerlendirilmesi amaçlanmıştır. Araştırma kapsamında elde edilen nicel ve nitel bulgular incelendiğinde öğretmen adaylarının eğitim fakültelerinde aldıkları eğitim süresince öğretmenlikle ilgili bazı bilgi ve becerileri yeterli ölçüde kazanamadıkları görülmüştür. Ayrıca öğretmenleri mesleğe hazırlama konusunda öğretmen eğitiminin boyutlarıyla ilgili bir takım problemler olduğu da araştırmanın bulguları arasındadır. Bunların dışında çalışmada öğretmen adaylarının öğretmen eğitiminin yeterliği konusunda görüşlerini etkileyen, özellikle öğretmen eğitiminin boyutlarının yeterliliği gibi, bir takım değişkenler de tespit edilmiştir. Son olarak da öğretmen adaylarının şu anda var olan öğretmen yetiştirme sisteminin bir takım boyutlarını iyileştirmeye ilişkin önerileri belirlenmiştir. Elde edilen önemli bulgular bu bölümde tartışılmış ve hem araştırmaya hem de uygulamaya yönelik bir takım önerilerde bulunulmuştur.

Öncelikle bilindiği gibi öğretmenlerin öğretmenlik eğitimleri boyunca bir takım mesleki becerileri kazanmaları beklenmektedir (Cruickshank, Jenkins, & Metcalf, 2009), çünkü öğretmenler öğrencilerin öğrenmelerinden ve başarılarından sorumlu kişilerdir (Darling-Hammond, 2006b). Oysa bu çalışmada öğretmen eğitiminin bir takım becerileri öğretmen adaylarına kazandırma konusunda öğretmen adayları tarafından yeterli olarak değerlendirilmediği ortaya çıkmıştır. Örneğin öğretmen adaylarına anket yoluyla öğretmen eğitiminin belirtilen öğretmenlik becerilerini kendilerine kazandırma konusunda ne derece yeterli olduğu sorulmuş ve beşli ölçek kullanılarak bunu çok yetersiz ile çok yeterli arasında ifade etmeleri beklenmiştir. Öğretmen adayları tüm becerileri 2.26 ile 3.37 ortalama değerleri arasında ifade etmişlerdir. Ayrıca bire bir görüşmelerde de öğretmen adayları, her ne kadar bazı becerileri kazanma konusunda kendilerini yeterli hissetseler de bazı becerilerin oldukça eksik kaldığını ve öğretmen eğitiminin boyutlarının bazı problemlere sahip olduğunu ifade etmişlerdir. Bu becerileri ve problemleri tartışmadan evvel alan yazında bu çalışmaya benzer bir takım çalışmaların nasıl sonuçlandığını bakmakta fayda vardır.

Bu çalışmalardan en yakın tarihli olan Senemoğlu (2011) tarafından yapılmıştır, ancak Senemoğlu bu çalışmadan farklı olarak yalnızca sınıf öğretmenliği bölümünde okuyan son sınıf öğrencilerinin öğretmenliğe ne derece hazır olduklarını araştırmıştır. Bu çalışma ile karşılaştırıldığında sonuçlar arasında bir takım benzerlik ve farklılıklar bulunmaktadır. Öncelikle Senemoğlu'nun çalışmasında öğretmen adayları öğretmen becerilerini büyük ölçüde kazandıklarını ifade etmişlerdir. Fakat öğretmen adayları çalışmanın açık uçlu kısmında programla ilgili bazı problemleri de ifade etmişlerdir. Öte yandan, bu çalışmanın sonuçlarına paralel olarak Mehmetlioğlu (2010) da, Matematik öğretmenliğinde öğrenim gören son sınıf öğretmen adaylarının öğretmenlik becerilerini kazanma konusunda kendilerini yeteri kadar hazır hissetmediklerini fakat bazı becerileri diğerlerine göre daha iyi kazandıklarını sonucuna ulaşmıştır. Türk Eğitim Derneği ise Milli Eğitim Bakanlığı tarafından belirlenen genel öğretmenlik yeterliklerine hali hazırda çalışan öğretmenlerin ne derece hazır olduklarını belirlemek için bir çalışma yapmıştır (TED, 2009). Örneklem grubu farklı da olsa sonuçlar bu çalışma ile benzerlik göstermektedir, çünkü çalışmada öğretmenlerin de MEB tarafından önemli olarak belirtilen bazı öğretmenlik yeterliklerine yeteri kadar sahip olmadıkları ortaya çıkmıştır. Tüm bu sonuçlar birlikte ele alındığında Türkiye'de öğretmen eğitiminin öğretmenleri yetiştirme ve onlara gerekli öğretmenlik bilgi ve becerilerini kazandırma konusunda ele alınması gereken sıkıntıları olduğu söylenebilir.

Bulgular daha ayrıntılı incelendiğinde, öğretmenlik becerileriyle ilgili olarak özellikle öğretmen adaylarında kültürler arası iletişimi de geliştirerek farklı ülkelerde öğretmenlik yapmaya ilişkin daha fazla bilgi ve beceri programların içeriğine konulmalıdır. Ayrıca öğretmen adaylarının velilerle iletişim kurma, veli görüşmeleri yürütme ve velilerle ortak çalışma konularında daha fazla pratiğe ihtiyaç vardır. Bu konuyla ilgili alan yazında benzer sonuçlara ulaşılmıştır ve velilerle iletişimi geliştirmenin öğretmen eğitimi için oldukça önemli olduğu vurgulanmıştır (Dotger, Harris & Hansel, 2008; Mehdinezhad, 2008). Özellikle staj okullarında bu tarz deneyimlerin öğrencilere sunulması gerekmektedir. Her ne kadar öğrenciler görüşmelerde öğrencilerle iletişim ve onları anlama konularında yeterli bilgi ve beceriyle donatıldıklarını söyleseler de nicel bulgulara bakıldığında adayların bireysel farklılıkları göz önünde bulundurarak dersleri planlama konusunda aldıkları

eđitimi yetersiz olarak deęerlendirme eęiliminde oldukları g r lmektedir. Bu durumda yapılması gereken ise aktarılan  đrenci  zelliklerine ve iletiřime y nelik bilgilerin pratik ile b t nleřtirilmesi ve ayrıca bu bilgilerden  đretimi planlama ve y r tme konularında nasıl yararlanılacađına dair  đretmen adaylarına daha fazla bilgi ve beceri sunmaktır. Bunların dıřında  đretmen adaylarının  zelikle  zel eđitim ve kaynařtırma  đrencileriyle  alıřabilme konusunda daha fazla bilgi ve beceriye ihtiya ları olduđu bu  alıřmada ortaya  ıkan bir bulgudur. Son d nemlerde  đretmen eđitimi programı i ine  zel Eđitim ve Kaynařtırma gibi derslerin konulmasına rađmen (Y K, 2007),  đretmen adayları aldıkları eđitimin bu konuda bazı diđer derslerde de olduđu gibi yetersiz ve kuramsal kaldıđını ifade etmiřlerdir. Kaynařtırmanın bařarıyla ger ekleřmesi i in  đretmenin rol n n tartıřmasız  ok  nemli olduđu bilinen bir ger ektir (Avramidas & Norwich, 2002; Rakap & Kaczmarek, 2010) ve bu nedenle  đretmen adaylarına ders programlarında sunulan derslerin i eriklerinin yeniden g zden ge irilmesi ve daha interaktif y ntem ve tekniklerle zenginleřtirilmesi gerekmektedir. Bunların dıřında,  alıřmada  đretmen adaylarının  đretmenin diđer yasal g revleri ve hakları, okulda disiplinler arası  alıřmalar yapma ve sınıfta disiplin sađlayabilme konularında da yeteri kadar hazır olmadıkları tespit edilmiřtir. Programda  đretmenin  đretim dıřındaki g revlerine ve sorumluluklarına biraz daha vurgu yapmak gerekmektedir.

Ayrıca 21. y zyıl becerilerinin derslerin i eriđinde veya ayrı dersler olarak  đrencilere kazandırılması gerekmektedir.   nk  sonu lara bakıldıđında  zellikle g n m zde  ok vurgulanan ve okullarda  đrencilere ders řeklinde verilen medya okuryazarlıđı gibi becerilerin  đretmen adaylarına kazandırılmadıđı g r lmektedir. Bu bulgu hem nitel hem de nicel verileriyle dođrulanmaktadır. Medya okuryazarlıđıyla beraber evrensel d ř nme becerisinin, bilimsel d ř nebilmenin ve arařtırma becerilerinin de  đretmen eđitimi boyunca daha fazla vurgulanması gerekmektedir.

 lk arařtırma sorusunun bir par ası olarak, yukarıda belirtilen becerilerin kazandırılması ile ilgili yařanan sıkıntıların kaynađına ulařabilmek gerek esiyle  alıřmada  đretmen adaylarının  đretmen eđitiminin  nemli d rt boyutunu da deęerlendirmeleri istenmiřtir. Bu boyutlarla ilgili ortaya  ıkan problem ř  řekilde

özetlenebilir. Öğretmen eğitiminin verildiği fakültelerde öğretmen adaylarının sosyalleşmesini sağlayacak ortamlar yetersizdir. Program ve derslerde çok fazla uygulamaya yer verilmemektedir ve gerçek eğitim ortamları yeteri kadar yansıtılmamaktadır. Programda bazı dersler öğretmen adaylarına göre oldukça ağır ya da oldukça basittir ve iletişim, program geliştirme ya da araştırma gibi bazı dersler gerekli olduğu halde programda yer almamaktadır. Öğretmenlik uygulamalarında özellikle staj okullarının kalitesi, öğretmenler ve yöneticilerle ilgili bir takım problemler ön plana çıkmaktadır. Uygulamaların programın son senelerinde yer alması, yeteri kadar uygulama imkânı olmaması, uygulama öncesinde, sırasında ve sonrasında yeteri kadar yönlendirme ve gözlem olmaması da ayrıca belirtilen problemler arasındadır. Son olarak öğretim elemanlarıyla ilgili olarak da özellikle öğretmenlik deneyimlerinin olmaması, öğretmen adaylarına ve öğretmenliğe karşı olumlu bir tutum sergilememeleri ve derslerde geleneksel ya da sadece öğrenci sunumu ağırlıklı yöntemler kullanmaları gibi problemler ifade edilmiştir. Tüm bu sorunlar öğretmen adaylarının bazı öğretmenlik becerilerinin neden kazanamadıklarının göstergesi olabilir. Bu nedenle öğretmen eğitiminin her bir boyutunun bilim adamları, meslek mensupları ve karar organları tarafından yeniden ele alınması gerekmektedir.

Bu boyutlarla ilgili olarak çalışmanın diğer bir bulgusu da şu şekilde özetlenebilir: Öğretmen eğitiminin bu dört boyutu istatistiksel olarak da öğretmen adaylarının öğretmen eğitiminin öğretmenliğe hazırlama konusundaki yeterliliği ile ilgili düşünceleriyle anlamlı olarak ilişki içerisinde. Öğretmen adaylarının düşüncelerini etkileyen diğer faktörlerden bazıları cinsiyet, lise türü ve okudukları bölümdür. Sonuç kısmında ayrıntılı olarak belirtilen bu faktörlerin etkisi daha ayrıntılı olarak incelenebilir, ancak bakıldığında öğretmen eğitiminin boyutlarının toplamı öğretmen eğitiminin öğretmen adaylarını mesleğe hazırlaması bakımından hepsinden daha fazla önem taşımaktadır. Bu nedenle öğretmen adaylarının öğretmen eğitimiyle ilgili önerileri de dikkate alınarak uygulamaya ve araştırmaya yönelik bazı önemli önerilerde bulunulmuştur.

Öğretmen eğitimine öğrenci seçimi konusuna yönelik öğretmen adaylarının görüşleri üniversite sınavı ile beraber özel yetenek sınavı olması yönündedir. Adaylarının

kalitesinin ve hazır bulunuşluluğunun alınan eğitimin başarısını etkileyeceği (Applegate, 1987; Bilir, 2011; Ok, 2007) ve hali hazırdaki öğrenci seçiminin bir çok öğretmen adayı ve araştırmacı tarafından yetersiz olarak değerlendirildiği (Binbaşıoğlu, 1995; Ok, 1992; Okçabol, 2004; Okçabol et al., 2003; Senemoğlu, 2003) göz önünde bulundurulursa, öğrencilerin öğretmen eğitimine alınırken akademik başarılarının yanı sıra yetenek yada ilgi sınavına da tabi tutulmaları gerektiği bu çalışmanın önemli önerileri arasındadır. Böyle bir seçim sonrası öğretmenlik becerilerinin kazandırılması konusunda da önemli adımlar atılacağı düşünülmektedir. Öğrenci seçimiyle ilgili ayrıca detaylı çalışmalar yapılması gerekmektedir. Bu tarz çalışmalarla, özellikle yapılacak bir ek sınavın içeriğinin ne olacağı ve ne tür becerilerin ya da özelliklerin ölçüleceği çok iyi saptanmalıdır.

Çalışmanın diğer bir sonucu da derslerin çok teorik olduğu, derslerde uygulamaya dönük bir takım eksiklikler olduğu ve okul uygulamalarının da becerileri kazandırma konusunda yetersiz kaldığıdır. Öğretmen adaylarının da görüşleri düşünüldüğünde okul uygulamalarının özellikle derslerle iç içe ilk yıllardan başlayarak ve kesintisiz olarak fakültelere bağlı uygulama okullarında devam etmesi öğretmen eğitiminin öğretmen adaylarını mesleğe hazırlama konusundaki kalitesini artıracaktır. Böyle bir model de öğretmen adayları hem daha fazla uygulama yapma imkânı bulacaklar hem de her fakülteye bağlı uygulama okulu iyi bir işbirliği sonucu kendini geliştirme imkânı bulacaktır. Uygulamaya dayalı böyle bir modelin hayat bulması ve okul-fakülte ilişkilerinin sürekli hale getirilmesi için her iki tarafın da ihtiyaçlarının ve beklentilerinin belirlenmesi gerekmektedir. Bunun için alanda yapılacak ihtiyaç analizlerine gerek vardır.

Bu çalışmada öğretmen adayları özellikle fakülte ortamının sosyal becerilerini geliştirmek üzere yeteri kadar sosyal aktivite içermediğini ifade etmişlerdir. Bilindiği gibi öğretmenlik sosyal bir meslektir ve özellikle öğretmenlik becerilerinin çoğunluğu öğretmenlerin sosyal becerilerinin de geliştirilmesini gerektirmektedir. Böyle düşünüldüğünde fakülte ortamları bu anlamda yeniden gözden geçirilmeli ve öğretmen adaylarına sosyal becerilerini geliştirebilecekleri aktiviteler, ortamlar, kulüpler sunulmalıdır. Öğretmen eğitimin değerlendirilmesi aynı zamanda öğretmen eğitimi programının değerlendirilmesi anlamına gelmektedir (Küçükahmet 2007;



Williams ve Alawiye, 2001). Öğrencilerin ifade ettiği gibi çok kuramsal ve ileri düzey bazı alan derslerinin programdaki yeri ve bu derslerde edinecekleri bilgilere öğretmen adaylarının mesleki hayatlarına ihtiyaç duyup duymadıkları daha fazla araştırılmalıdır. Program değerlendirme, iletişim becerileri ve diksiyon, araştırma beceri ve hatta ilk yardım gibi -bir öğretmenin meslek hayatı boyunca ihtiyaç duyabileceği- derslerin programa eklenmesi yararlı olacaktır. Öte yandan, her ne kadar bu çalışmada öğretmen eğitimin bir boyutu olarak program ve dersler ele alınmış ve bazı genel problemler ortaya konulmuş ise de programla ve derslerle ilgili daha ayrıntılı bilgi elde etmek için daha geniş çapta ve içinde alanla ilgili akademisyen ve uzmanların yer aldığı program geliştirme çalışmalarına ihtiyaç vardır. Öğretmen eğitiminin bu çalışmada ele alınan tüm boyutlarının öz değerlendirme ve akreditasyon boyutu da eklenerek ele alınmasında; öğretmen eğitime zaman içinde bir kesit olarak bakmak yerine sürekliliği olan bir bütün olarak bakmakta fayda vardır. Öğretmen adaylarının ulusal ve uluslararası boyutlarda gerekli bilgi ve becerilerle donatabilmek için tüm bu parçaların, bu çalışmada da ortaya çıktığı üzere, birlikte değerlendirilmesi ve bu sürece devamlılık kazandırılması gerekmektedir.

**APPENDIX I**  
**TEZ FOTOKOPİSİ İZİN FORMU**

**ENSTİTÜ**

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

**YAZARIN**

Soyadı : ERET

Adı : Esra

Bölümü : Eğitim Bilimleri Bölümü (Eğitim Programları ve Öğretim)

**TEZİN ADI** (İngilizce) :

An Assessment of the Pre-Service Teacher Education in Terms of Preparing Teacher Candidates for Teaching

**TEZİN TÜRÜ** : Yüksek Lisans ☐ Doktora ☒

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☒

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**