#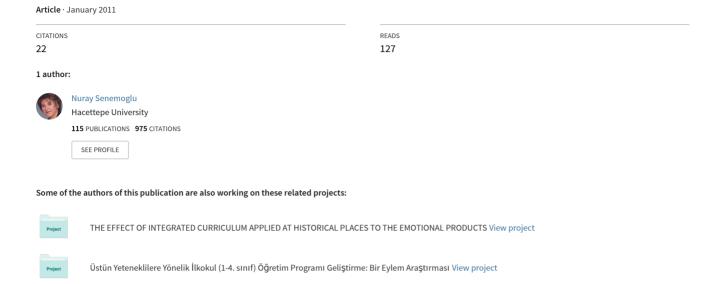 How effective are initial primary teacher education curricula in Turkey? Student teachers, faculties, mentors and teachers let us know

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How Effective are Initial Primary Teacher Education Curricula in Turkey?

Student Teachers, Faculty, and Teachers Let Us Know[*]

Türkiye'de Hizmet Öncesi Sınıf Öğretmeni Yetiştirme Programları Ne Düzeyde Etkilidir?

Öğretmen Adayı Öğrenciler, Öğretim Elemanları ve Öğretmenler Bizi Bu Konuda Bilgilendiriyor

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Abstract

This study focuses on perceptions of student teachers, faculty, and teachers newly graduated from the initial teacher education programmes, on how effective teacher education has been. The findings might lead to some recommendations for further improvement of teacher education in Turkey. Improvements could include wider perspectives of international studies in teacher education. For this purpose, the following questions are addressed: (1) How well have the students been prepared as primary teachers?, (2) Which components of the programme have helped to prepare students better?, (3) Is there any significant differences among the perceptions of student teachers, faculty members, and teachers graduated of these curricula?, (4) What recommendations can be put forward to improve initial primary teacher education? and (5) How might these findings contribute to wider international perspectives on teacher education? In this study, quantitative and qualitative data were gathered through the questionnaire and interviews. Data were collected from 145 student teachers, 81 faculty members in four colleges of education, and 89 newly graduated teachers from 38 colleges of education. Quantitative data were analysed using frequencies, means, and Kruskal-Wallis and Hollander Wolfe tests. Qualitative data were transcribed and coded by using an inductive coding approach and meaningful themes were generated. Finally, findings were organised according to research questions.

Keywords: Teacher education curricula, primary teacher education, student teachers' perceptions, teachers' perceptions, faculties' perceptions, school based experiences, teaching practice

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Öz

Bu çalışma,   öğretmen adayı öğrencilerin, öğretim elemanlarının ve yeni mezun öğretmenlerin görüşlerine göre, ilköğretime öğretmen yetiştirme (sınıf öğretmeni yetiştirme) programlarının öğretmen eğitiminde ne düzeyde etkili olduğunu belirlemek üzere yapılmıştır. Bu amaçla aşağıdaki sorulara cevap aranmıştır: (1) Sınıf öğretmeni adayları, hizmet öncesinde bir sınıf öğretmeni olarak ne düzeyde yeterli olarak yetişmektedirler? (2) Programın hangi öğeleri, öğretmen adayı öğrencileri öğretmenliğe hazırlamada daha etkilidir? (3) Öğretmen adayı öğrencilerin, öğretim elemanlarının ve bu programlardan yeni mezun olmuş öğretmenlerin hizmet öncesi öğretmen yetiştirme programlarına ilişkin görüşleri arasında anlamlı bir fark var mıdır? (4) Hizmet öncesi sınıf öğretmeni eğitimini geliştirmek üzere öğretmen adaylarının, öğretim elemanlarının ve yeni mezun öğretmenlerin önerileri nelerdir? (5) Elde edilen bulgular, uluslararası düzeyde öğretmen eğitimine nasıl bir katkıda bulunabilir? Çalışmada niceliksel veriler, araştırmacı tarafından geliştirilmiş anket yoluyla, niteliksel veriler ise açık uçlu sorular ve görüşme yoluyla elde edilmiştir. Veriler, 145 dördüncü sınıf öğretmen adayı öğrenci, 81 öğretim elemanı ve 38 eğitim fakültesinden mezun öğretmenliğinin birinci ve ikinci yılında olan 89 yeni mezun öğretmenlerden elde edilmiştir. Alt problemlerin niteliğine göre, sayısal verilerin analizinde frekans, yüzde, aritmetik ortalama, Kruskal-Wallis ve Hollender Wolfe testleri kullanılmıştır. Niteliksel verilerin ise çözümleri yapılmış; kodlar ve temalar oluşturulmuş; alt problemlere cevap bulmak üzere organize edilmiştir.

Introduction

Societies have been changing dramatically and the needs of people in all societies have become increasingly complex, varied and challenging. Education is one of the most important systems that enable people to cater for needs in all societies. Therefore, it has responded constantly to new situations in traditional areas of need and reconstructed its expertise. (Senemoglu, 1991).

Ongoing evolution of producing and gaining dramatically increased knowledge has brought a major need to the surface for school reform and accordingly for teacher education reform as well. In this era, societies need to catch the words 'knowledge society', 'internalization' and 'lifelong learning' (Sharp, 2004). In the 21st Century, as professionals, teachers should prepare their students for VUCA world-Volatile, Uncertain, Complex, and filled with Ambiguity (Berliner, 2008). Therefore, teacher candidates need to be initially trained in order to be self-regulated and lifelong learners for catering the needs of 'information age'- VUCA

World for their own life, and effectively functioning for the guide of their future students as well. This has made clear the necessity for an improvement in quality of classroom instruction, and hence in teacher education. Although teacher education should be seen as a continuous process, the initial teacher education stage ought to help the teacher candidates to meet their professional responsibilities.

As a profession, primary school teaching has been gaining importance in its role of developing productive and healthy generations increasing interest and responsibilities attributed to this area lead to educators trying to find more effective models to train primary teachers. Bassey (1989) wrote of the primary school teacher:

It is the primary school teacher who nurtures the cognitive growth of the next generation through the vital years of five to eleven; it is the primary school teacher who sets much of the framework within which attitudes towards the self and towards society and the world outside the self begin to form; and it is the primary school teacher who fosters the skill of communication, enquiry and creation which profoundly influence the patterns of life of the next generation. It follows that the primary school teacher needs to be of high ability, to have high empathy for fellow humankinds, and to be effectively trained to carry out the many sides of the job (Bassey, 1989: 32).

Shulman also describes a good teacher in the following way:

"In the classroom of a good teacher, students are visible, engaged, attentive and participating….In good teaching, students are responsible for their learning; they are accountable for their understanding….Good teaching is passionate, and it induces an emotional response in students….Good teaching engages practical thinking and problem-solving skills that can be applied in a variety of settings. And good teaching affects students' values, commitments, and identities (Loeb, Rouse & Shorris, 2007: 7).

As it is seen, teaching is a very complex, dynamic and demanding process including creative thinking, choice, decision-making and exploration. The main components in this process are research, experimentation and evaluation. These constitute teaching competence- reflectivity (Hextal, Lawn, Mentor, Sidgwick and Walker, 1991). Initially, teaching competence is gained through the teacher education process. In the 1970's teacher education moved away from using concepts of the educational sciences to the solution of everyday professional situations, in the 1980's, it was put forward that professional knowledge and competence can be acquired through being the reflective practitioner who observes, analyses, and evaluates teaching-learning situations and develops judgments through experiential-teaching practice and other school based activities (Alexander, 1984; Galton, 1990; Pollard and Tann, 1987). That is, to be a 'reflective practitioner' is to gain understanding of situations holistically, to look at them from a variety of perspectives, to solve problems intelligently in unpredictable and

complex, social situations and evaluate their own judgments and problem solutions. Hence, gaining this competence necessitates interacting with real practical conditions.

"The new professionalism" model that can be applied in teacher education also includes the following principles: 1- Worthwhile professional learning is experiential that includes the acquisition of appropriate and useful knowledge. 2- The professional learning curriculum should be made up of the study of real practical situations that are complex, problematic and open to a variety of interpretations from different points of view. 3- Professional knowledge should be enriched and supported by pedagogy so that learners can develop to become reflective practitioners. 4- The acquisition of knowledge can be fostered by interacting with real practical situations (Elliott, 1990: 8-9; Hattingh & Kock, 2008; Rahman, Scaife & Yahya, 2010).

Wilson, suggests three central tasks of being a teacher. These deal with knowing the subject matter, caring about transmitting it, and understanding children. Student teachers should be enabled to learn and try out ways of thinking about content, organizing it for supporting children to learn about the effects of these efforts. At the same time, they learn about children as pupils interacting with a subject. From this point of view, much of teaching is conceptual and learning to teach requires reflection on one's action and its effects (Evans, 1987: 127).

Recently, Kamras and Rutherham (2007) proactively press for a systemic approach in teacher education, and argue for more entrepreneurial and innovative market-based approaches to teacher preparation and professional development. In their model, universities would compete with other institutions to provide teaching-learning opportunities. Darling-Hammond (2007) also envisions a systemic approach, one that recognizes society's commitments to provide all citizens quality early childhood education and healthcare, one that sees schools as a place where teachers and youth learn, and one where the curriculum and assessment system expects all students to develop critical thinking and conceptual understanding. She outlines features of a system that truly supports teaching and teacher learning. Systemic approach to teacher quality highlight learning to teach as a developmental process which benefits from consistent and high standards for performance, appropriate incentives, a commitment of resources at each point along the developmental continuum, and broad political support (Liston, Borko & Whitcomb, 2008).

In most countries, educators and governments are, therefore, seeking various ways of improving initial teacher education in order to have well qualified teachers. In Turkey, more than two decades, four-year Initial Primary Teacher Education Programme (IPTTP) has been carried out under the university system. In this programme, students are trained as teachers for the age group from 7 to 11. Four-year Initial Primary Teacher Education Programme includes 'subject studies', 'professional studies', 'curriculum studies', and 'school based experience'. For more than three decades, Turkish initial teacher education programmes have been strongly theory based rather than school based. Components of Initial Primary Teacher Education Programmes and allocated time for those components in 1990, 1998, and 2006 programmes are given in Table 1.

Table 1

Components of IPTTP and Allocated Time in Turkey

Components of Programme	Four-Year BEd Programme started in 1990		Four-Year BEd Programme started in 1998		Four-Year BEd Programme started in 2006	
	Allocated Time/Hour	%	Allocated Time/Hour	%	Allocated Time/Hour	%
1. School Based Experiences & Teaching Practice	11	7	18	11	21	12
2. Subject Studies	63	38	74	44	69	39
3. Curriculum Studies	43	26	43	26	39	22
4. Professional Studies	49	30	33	20	49	28
Total	166	101	168+8	100	178	101

As seen in Table 1, the Turkish IPTTP's are strongly theory based rather than school-based experiences. In these programmes, Subject Studies are given priority as a portion of time allocation (38%, 44%, 39%). The proportion of Subject Studies is followed respectively by the proportion of Professional Studies (30%, 20%, 28%), Curriculum Studies (26%, 26%, 22%), and School Based Experiences (7%, 11%, 12%) in years 1990, 1998, and 2006.

Subject Studies cover various kinds of subjects included in the National Curriculum for Primary Education, rather than specializing in one subject. Regarding time allocation, Professional Studies, which include a variety of disciplines from the educational sciences, are given more time than curriculum studies, even though Curriculum Studies provide students to learn how to learn effectively and teach the subjects included in the National Curriculum. In addition, a dramatically small proportion of time is allocated to School Based Experiences.

From the viewpoints of the reflective practitioner and the new professionalism models, the experiences that are gained from real practical interactions play an essential role in acquiring professional knowledge and competence. Even though, it had been tried to improve the Turkish IPTTP's from 1990 to 2006, all IPTTP's allocated a very small portion for the real school based experiences and teaching practices required to be effective teachers. In this case, scrutinizing how an effective initial primary teacher education curriculum in Turkey should look like is crucial for the improvement of teacher education.

For the reasons above mentioned, this study focused on perceptions of student teachers, faculty, and teachers newly graduated from initial teacher education programme, on how effective teacher education has been. For this purpose, the following questions are addressed:

How well are the students prepared as primary teachers according to perceptions of student teachers, faculties, and teachers newly graduated from the IPTTP?

Is there any statistically significant difference among the perceptions of the above-mentioned groups?

Which components of the programme have helped students to be prepared as teachers that are more effective?

What recommendations can be put forward to improve the initial primary teacher education in Turkey?

How might the findings of the study contribute to wider international perspectives on teacher education?

Method

In this study, mixed methods were used. This study was carried out in four different colleges of education that have initial primary teacher education departments, and belong to universities with different sizes that represented others. Data were gathered from 145 student teachers in their last year, 81 faculty, and 89 newly graduated teachers from 38 different colleges of education which means that teachers were in their first/second year of profession. Teachers in this study were employed in small cities (47%), multi-grade classes in villages (36.6%), and in small towns and villages (15%). In this study, the number of total subjects was 315. Qualitative and quantitative data were collected by administering a questionnaire consisting of close and open-ended questions.

The questionnaire has three parts. First part includes questions related to subjects' demographic data. Second part consists of questions to obtain perceptions of student teachers, faculties, and teachers about how well students are educated as primary teachers. This part has three-point scale questions related to the competencies of teachers that must be gained through initial primary teacher education years in accordance with the literature and experts' opinions in this field. For the second part of questionnaire, Cronbach Alpha Reliability Coefficient was calculated in accordance with the perceptions of three groups -student teachers, faculties, new teachers-, and overall (.95 n=145; .97 n=81; .97 n= 89; .97 n=315 respectively). The third part is a voluntary narrative part that aims to get more intensive data on the research questions. It is made up of open-ended questions regarding to have subjects' perceptions of which components and the courses of the programme helped participants to be a good teacher, what they recommend to improve initial primary teacher education in terms of allocated time for courses and course designs, effective teaching-learning process, evaluation, and quality of instructors. The aim was to collect data through open-ended questions that would be more reflective and natural. Based on responses to these questions, the researcher was able to conduct some additional interviews to get more insight into the data.

Quantitative data were analyzed using frequencies, means, Kruskal-Wallis and Hollander Wolfe tests. Qualitative data were transcribed and coded by using inductive coding approach and meaningful themes were generated: Finally, findings were organised according to the research questions.

Findings and Discussion

According to the demographic data, 65% of student teachers were female, 35% of them were male. This finding indicated that as a profession, females are more attracted to become primary teachers.

Findings also showed that more than half of newly graduated teachers assigned to small towns, villages and multi-grade classes (52%), and the other portion to small cities (%47). Some of the teachers worked in villages on their own.

Findings relating faculty indicated that 62% of instructors were specialized in Educational Sciences and subject education; nevertheless, 48% of them were specialized in only subject matters and taught how to teach subjects without having any education in this field.

How Well the Primary Teacher Education Students are Prepared as Teachers?

Student teachers', teachers', and faculties' perceptions on how well students are prepared as primary teachers for the skills given are shown in Table 2.

Table 2

Descriptive Statistics on Perceptions of Student Teachers, Teachers, and Faculties on How Well Students are Prepared as a primary teacher

Groups	Student Teachers			Newly graduated teachers			Faculties		
Competencies for being a primary teacher	n	$\overline{x}$	sd	N	$\overline{x}$	sd	n	$\overline{x}$	ss
1. To gain confidence as a primary teacher	143	2,61	,54	89	2,52	,66	81	2,57	,55
2. To foster pupils'									
2a. emotional development	145	2,35	,67	86	2,73	3,06	79	2,29	,64
2b. social development	145	2,47	,61	87	2,44	,62	79	2,38	,67
2c. cognitive development	145	2,54	,58	89	2,49	,57	79	2,43	,61
2d. psycho-motor development	144	2,43	,61	88	2,38	,61	80	2,35	,62
2e. physical development	143	2,43	,58	88	2,30	,66	79	2,32	,63
3. To facilitate pupils to learn for emergent reading and writing	145	2,69	,56	89	2,20	,71	76	2,70	,46
4. To facilitate students to learn Turkish effectively	143	2,55	,64	89	2,72	12,7	76	2,57	,60
5. To facilitate pupils to learn social studies effectively	144	2,61	,58	89	2,55	,64	73	2,63	,49
6. To facilitate pupils to learn science effectively	143	2,38	,73	86	2,34	,73	75	2,55	,58
7. To facilitate pupils to learn fine arts effectively	145	2,32	,76	88	2,24	,73	74	2,38	,66
8. To facilitate pupils to learn physical education	144	2,52	,66	88	2,27	,75	76	2,36	,65
9. To facilitate pupils to learn music	141	2,36	,75	89	2,09	,79	74	2,50	,58
10. To develop instructional materials and use instructional technologies effectively	144	2,63	,54	89	2,30	,76	76	2,42	,68
11. To design and manage instruction for facilitating pupils' learning effectively	145	2,64	,56	89	2,79	2,24	79	2,55	,55
12. To use effective measurement and evaluation techniques to help pupils' learning and increase achievement	145	2,53	,68	88	2,48	,68	76	2,38	,71
13. To communicate effectively with parents, colleagues, and others in school	145	2,42	,71	88	2,48	,64	76	2,18	,73
14. To communicate effectively with the wider society	144	2,54	,60	89	2,54	,62	77	2,22	,68

$\overline{x}$ =1.00–1.66 Poor; $\overline{x}$ =1.67–2.33 Adequate; $\overline{x}$ =2.34–3.00 Very well

As seen in Table 2, there was not substantial variation among the student teachers', newly graduated teachers', and their faculties' perceptions on how well students are prepared as primary teachers.

Student teachers feel that they were prepared very well in most skills except facilitating pupils to learn fine arts effectively ($\overline{x}$ =2.32), and the mean of other competences varied from $\overline{x}$ =2,34 to $\overline{x}$ =2,64, which indicates that they were prepared very well. Especially, they feel that they gained confidence as a

primary teacher very well ($\overline{x}$ =2,61), they could also facilitate students to learn emergent reading and writing ($\overline{x}$ =2,69), Turkish ($\overline{x}$ =2,55), and social studies ($\overline{x}$ =2,61) effectively. They perceive that they could develop instructional materials, use instructional technologies effectively ($\overline{x}$ =2, 63), and design and manage instruction for facilitating pupils' learning effectively ($\overline{x}$ =2,64) as well.

Perceptions of student teachers, new teachers, and their faculty paralleled in terms of student teachers' gaining confidence as a primary teacher ($\overline{x}$ = 2,61; = $\overline{x}$ =2,52; $\overline{x}$ = 2,57 respectively), teaching Turkish ($\overline{x}$ = 2,55; $\overline{x}$ =2,72; $\overline{x}$ = 2,57 respectively), social studies ($\overline{x}$ =2,61; $\overline{x}$ =2,55; $\overline{x}$ =2,63 respectively), and designing & managing pupils learning effectively ($\overline{x}$ =2,64; $\overline{x}$ =2,79; $\overline{x}$ =2,55 respectively).

Teachers trained through this programme think that teacher candidate students have not been prepared very well in terms of learning how to teach emergent reading & writing ($\overline{x}$ =2,20), fine arts ($\overline{x}$ =2,24), and music ($\overline{x}$ =2,09).

Faculty teaching in the Department of Primary Teacher Education perceived that student teachers have not been very well prepared in terms of communicating effectively with parents, colleagues, and others in school ($\overline{x}$ =2,18), and communicating effectively with the wider society ($\overline{x}$ =2,22).

Kruskal-Wallis test was performed to test statistically differences in perceptions among the student teachers, new teachers, and faculty. As significant differences have been found in the perceptions of the three groups, Hollander Wolfe test was performed to find out from which group the source of differences resulted. There were significant differences with regard to gaining competence, '**teaching effectively emergent reading and writing**' (χ^2 =37,59; sd=2 p<.05). Faculty's perceptions were significantly better than those of new teachers (170,42 z=1,67; 113,53 z= -5,23* p<.05); and the perceptions of student teachers were also significantly better than those of new teachers (173,44 z=3,31* p<.05) in this respect.

There has been found significant differences among the perceptions of the above mentioned three groups on student teachers' gaining competence '**to teach physical education**'(χ^2 =8.06; sd=2 p<.05). Student teachers' perceptions are significantly higher than those of faculties and new teachers (168,13 z=2,98* p<.05 ; 139,91 z= -1,82; 145,57 z=-1,01). Student teachers feel that they are well prepared in terms of teaching physical education.

In terms of **teaching music**, the faculty's perceptions were better than those of student teachers and new teachers (χ^2 =11,76* sd=2 p<.05; 170,47 z=2.02; 157,80 z=-2,98* p<.05). The faculty feel that student teachers have been well prepared to teach music.

With regard to competence about '**developing instructional materials and use instructional technologies effectively**', there are statistically significant differences among the perceptions of student teachers, new teachers, and their faculties (χ^2 =11,14* sd=2, p<.05). Perceptions of students are better than those of two groups mentioned above, and faculty's perceptions are better than new teachers as well (170,38 z=2,88* p<.05; 147,50 z=-0,84; 136,52 z=-2,31* p< .05 respectively).

There have been found statistically significant differences among the perceptions of three groups on **communicating effectively with parents, colleagues, and others in school** (χ^2 =8,30* sd=2 p<.05). Faculty's perceptions were lower than those of students and new teachers on the above mentioned competence (132,05 z=-2,57* p<.05; 160,75 z=1,29; 165,35 z=1,29 respectively). Teachers and students think that they have been well prepared to communicate effectively with parents, colleagues, and others in school through their education years, but faculty do not perceive the issue at a level as well as teachers and students do.

In terms of competence, **communicating effectively with wider society**, there are statistically significant differences among the perceptions of students, teachers, and faculty (χ^2 =14,00* sd= 2 p<.05). Like competence about communicating effectively with parents, colleagues, and others in school,

perceptions of faculty are lower than those of students and teachers on the competence gained through students' education years, communicating effectively with wider society (126,10* z=-3,32 p<.05; 164,64 z=1.67* p<.05; 166,14 z=1,33).

In short, even though there are some of the differences among the perceptions of three subject groups, student teachers, newly graduated teachers, and faculty, all three groups perceive that students in initial education years have been prepared at least adequately in terms of competencies defined in the questionnaire. However, mainly perceptions of students are higher than those of teachers and trainers on how well students have been prepared as primary teachers. These findings support the research findings carried out by Senemoglu (1991). In this study, Perceptions of English PGCE and Bed Students in their education were mostly higher than those of their trainers.

Which components of the programme have helped students to be prepared as effective teachers? What recommendations can be put forward to improve initial primary teacher education in Turkey?

These questions have been addressed according to the qualitative data gathered by the open-ended items in the questionnaire and through interviews.

In accordance with the qualitative data, the student teachers, newly graduated teachers, and faculty feel that all the components helped to prepare students to be a primary teacher. However, student teachers, newly graduated teachers, and faculty's perceptions also indicate that (a) allocated time for some of the courses was not sufficient enough to be well prepared as a primary teacher; (b) some courses, were not included in the IPTTP, had to be covered, and some of them were covered but they were not necessary; (c) teacher candidates gained their professional skills more in the School Based Experience and Teaching Practice component than in any other component, so it must be given higher priority; (d) and curriculum studies, that is, teaching subjects must be learnt with practice based experiences rather than theory based.

Some examples from perceptions of students, teachers and faculty in these respects are given as follows:

Some of the students' statements are quoted below:

"We need more time to plan curriculum, to organise and manage teaching-learning process. In fact, even, we are better in terms of planning teaching-learning process and managing it, but not assessing kids' achievement. We have not learnt enough about measurement and evaluation for kids' learning. For assessing children achievement more practice should be done."

"How to teach emergent reading and writing must be allocated more time and it must be more practical."

A substantial number of students, and teachers indicated that they need more in depth knowledge in professional studies such as how to help students' emotional and social development, how to assess children's achievement, how to cater gifted and handicapped children's needs. This should be through a better balance between theory and practice, and enhanced real case studies and applicable ideas.

Some of the newly graduated teachers' answers are quoted below:

"We should learn more in child psychology, creative drama, special education, child development, child learning with a better balance between theory and practice. I should have been taught how to teach mentally retarded or gifted children. I do not feel confident or able to teach kids with special education needs; so this worries me"

"I wish we should learn more on case studies/scenarios that might arise in the classroom. For example; how to deal with child abuse, social/emotional trauma, death in the family, birth in the family, discipline, relationships with parents and other colleagues. More specific and practical work should be done on real cases as many as possible."

"…It must be given more importance to the practices. School based experiences /teaching practices must be placed through all four years of education in order to communicate effectively with pupils. I believe that we have deficiency in implementation of our professional knowledge. If, as teacher candidates, we are given more active role in the classrooms, we can enhance our professional competencies. For example; I believe that classroom management can be learnt in real applications."

"…College must provide us with schools that offer different kinds of conditions for teaching practice. I believe that teaching practice must be especially the last two years and should be given more time. We should practice in village schools and multi age classrooms"

Many of the students, teachers, and faculty also share these ideas. Students and teachers also share the ideas that more time must be allocated on how to teach subjects effectively to pupils rather than subject studies. Some of the statements of teachers and student teachers are quoted below:

"…To me more than one Mathematics, Physics, Chemistry, etc. are not necessary. Instead of Physics, we should have learnt basic physics principles, concepts, applications related to real life situations that I should teach to primary kids and how to teach physics to them effectively…. It must be more by doing."

"Instruction [curriculum] courses must be allocated more time than theoretical subject courses…. They must be taught in a practical way. I believe that the best learning way is by doing; this is the best learning and teaching method ever that I know…"

"…. I felt that the biggest deficiency in my initial education was the practice, teaching practice. I wish I had more opportunity for teaching practice during my initial education years… School based experiences and teaching practices must be offered through four all years. Teacher candidates must be made aware of the difficulties which they encounter during the first years; their education must be realistic, practical, and it must have prepared them to the real world psychologically and sociologically…They should practice where they are going to teach, I mean urban schools, multi-grade classes, and how to deal with parents, villagers etc."

"….In this context, my only thought is teacher candidates mustn't be taken away from the school and the climate of classroom during the initial education years."

"….During the initial education years, we should have experience in different sorts of classrooms and schools, for example; village schools, multi-age classrooms, urban schools etc. We only practice in city centre urban schools and we are mostly appointed to village schools, multi-age schools….we do not know how to deal with them."

These findings are also parallel to the perceptions of English students and their tutors (Senemoglu, 1991). According to results of the referred study (Senemoglu, 1991), most of the students, on the PGCE and BEd, believed that Teaching Practice was the most important in helping to prepare students to be primary teachers. Moreover, students' perceptions were significantly higher than their trainers about how much Teaching Practice helped the students teach mathematics, science and English as compared with subject studies in Mathematics, Science, and English.

These findings support the idea that Teaching Practice is the heart of teacher education. Moreover, all worthwhile professional learning is experiential, including the acquisition of relevant and useful subject knowledge (Darling-Hammond, 2007; Elliot, 1990; Fish, 1989). However, at the same time real practice should be supported and enriched by professional and curriculum studies so that teacher education can achieve its full objectives (Caires & Almeida, 2005; Senemoglu, 1991).

Student teachers, teachers, and faculty also point out that the quality of instruction of teacher candidates was not only a matter of time allocation to the courses and giving priority to the school based experience and teaching practice, but also a matter of how to use this time. Therefore, they indicated that quality of all educators involved in teacher education, and the quality of collaboration between institutions and schools affect directly to use allocated time effectively or not. Trainers considered also that good and strong contact among institution and schools should be established and maintained as part

of the teacher education course. Thus, students can be trained more competently by feeling confidence in the welcoming school climate. At the same time, teachers can also be trained through a coaching system, faculty-teacher interactions i.e. in-service education.

In summary, it is suggested that professional studies might need further development including how to develop the curriculum, how to organise and manage teaching-learning process for facilitating children's learning, and how to cater for children's special needs by integrating theory with practice. In mathematics, science, and Turkish, students need to be taught the basic principles, structures and procedures of these subjects and how to teach them effectively to primary school children. Teaching practice would be better planned in order to get optimal benefits. In addition, it needs to be extended throughout the education years, and included in schools and classrooms that have different conditions and facilities so that students gain rich experiences in real situations.

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Geniş Özet

Türkiye'de Hizmet Öncesi Sınıf Öğretmeni Yetiştirme Programları Ne Düzeyde Etkilidir? Öğretmen Adayı Öğrenciler, Öğretim Elemanları Ve Öğretmenler Bizi Bu Konuda Bilgilendiriyor

Bu çalışma, öğretmen adayı öğrencilerin, öğretim elemanlarının ve yeni mezun öğretmenlerin görüşlerine göre, ilköğretime öğretmen yetiştirme (sınıf öğretmeni yetiştirme) programlarının öğretmen eğitiminde ne düzeyde etkili olduğunu belirlemek üzere yapılmıştır. Bu amaçla aşağıdaki sorulara cevap aranmıştır: (1) Sınıf öğretmeni adayları, hizmet öncesinde bir sınıf öğretmeni olarak ne düzeyde yeterli olarak yetişmektedirler? (2) Programın hangi öğeleri, öğretmen adayı öğrencileri öğretmenliğe hazırlamada daha etkilidir? (3) Öğretmen adayı öğrencilerin, öğretim elemanlarının ve bu programlardan yeni mezun olmuş öğretmenlerin hizmet öncesi öğretmen yetiştirme programlarına ilişkin görüşleri arasında anlamlı bir fark var mıdır? (4) Hizmet öncesi sınıf öğretmeni eğitimini geliştirmek üzere öğretmen adaylarının, öğretim elemanlarının ve yeni mezun öğretmenlerin önerileri nelerdir? (5) Elde edilen bulgular, uluslararası düzeyde öğretmen eğitimine nasıl bir katkıda bulunabilir?

Araştırma, betimsel yöntemle yürütülmüştür. Çalışmada veriler, niceliksel ve niteliksel veri toplama teknikleri birlikte kullanılarak toplanmıştır. Araştırma, sınıf öğretmenliği anabilim dalı olan farklı gelişmişlik düzeylerine ve öğretmen yetiştirme geleneklerine sahip olan dört eğitim fakültesinde yürütülmüştür. Eğitim fakültelerinden ikisinde, sınıf öğretmenliği anabilim dalları 1990'dan sonra kurulmuş ve sınıf öğretmeni yetiştirilmeye başlanmıştır. Diğer iki fakültede ise sınıf öğretmeni yetiştirme geleneği, ilköğretmen okulu iken başlamış; daha sonra da önlisans ve üniversiter düzeyde devam etmektedir. Veriler, 145 dördüncü sınıf öğretmen adayı öğrenci, 81 öğretim elemanı ve 38 eğitim fakültesinden mezun öğretmenliğinin birinci ve ikinci yılında olan 89 yeni mezun öğretmenlerden elde edilmiştir.

Çalışmada niceliksel veriler, araştırmacı tarafından geliştirilmiş anket yoluyla, niteliksel veriler ise açık uçlu sorular ve görüşme yoluyla elde edilmiştir. Anketin Cronbach Alpha güvenirlik katsayısı tüm grupta .97 (n= 315), öğretmen adayı öğrenci grubunda .95 (n=145), öğretim elemanı grubunda .97 (n=81), yeni mezun öğretmen grubunda ise .97 (n=89) dir. Alt problemlerin niteliğine göre, sayısal verilerin analizinde frekans, yüzde, aritmetik ortalama, Kruskal-Wallis ve Hollender Wolfe testleri kullanılmıştır. Niteliksel verilerin ise çözümleri yapılmış; kodlar ve temalar oluşturulmuş; alt problemlere cevap bulmak üzere organize edilmiştir.

Elde edilen bulgulara göre, 'öğretmen adaylarının sınıf öğretmeni olarak yetiştirilmeleri' bakımından öğretmen adayı dördüncü sınıf öğrencilerinin, öğretim elemanlarının, yeni mezun öğrencilerin görüşleri arasında büyük bir farklılık bulunmamaktadır. Genellikle öğretmen adayları pek çok öğretmen niteliği bakımından kendilerini iyi düzeyde yetişmiş olarak görmektedirler. Ancak, güzel sanatlar eğitiminde çocuklara rehberlik etme bakımından kendilerini orta düzeyde yeterli bulmuşlardır.

Öğretim elemanları, öğretmen adaylarının 'öğrencilerin ana-babalarıyla, meslektaşlarıyla ve daha geniş toplumla etkili iletişim kurma' bakımından yeterli düzeyde yetişmediklerini düşünmektedirler. Yeni mezun öğretmenler ise, öğretmen adaylarının ilkokuma-yazma öğretimi, güzel sanatlar ve müzik öğretimi bakımından iyi düzeyde yetiştirilmediklerini ifade etmişlerdir. Ayrıca öğretim materyalleri hazırlama ve öğretim teknolojilerini etkili olarak kullanma becerileri bakımından da öğretmen adayları

kendilerini daha yeterli değerlendirirken öğretim elemanları ve özellikle yeni mezun öğretmenler öğretmen adaylarının yeterli olarak yetiştirilmediklerini düşünmektedirler.

Açık uçlu sorulardan ve görüşmelerden elde edilen bulgulara göre, özellikle öğretmen adayları, ve yeni mezun öğretmenler, hizmet öncesi sınıf öğretmeni eğitim programlarında öğretmen adaylarının yetişmesini sağlayan en önemli öğenin okul dayanaklı yaşantı kazanma ve okul uygulamaları olduğunu ifade etmişlerdir. Ayrıca öğretim derslerinin kuramsal olmaktan çok uygulamaya dayalı yaşantılar kazanmayı sağlayıcı olması gerektiğini vurgulamışlardır. Bunlara ek olarak, konu alanlarının sınıf öğretmenliği için gereksiz ayrıntısının işlenmesinden çok, işe yarar konu alanı bilgisinin anlamlı bir biçimde çocuklara nasıl kazandırılacağının öğretilmesi üzerinde durulması gerektiğini ifade etmişlerdir.

Elde edilen bulgular, öğretmen yetiştirmenin kalbi olan okul dayanaklı yaşantı kazanmaya ve okul uygulamalarına daha fazla zaman ayrılması gerekli olduğuna işaret etmektedir. Ayrıca, sadece derslere ayrılan zamanın artırılmasının da öğretmen yetiştirmede yeterli olmadığı, ayrılan bu zamanın etkili bir biçimde kullanılmasını sağlayacak öğretim hizmeti niteliğinin artırılması gerektiğine ilişkin kanıtlar bulunmaktadır.

Sonuç olarak, elde edilen bulgular, meslek derslerinin, öğretmen adaylarının program geliştirme, öğrencinin öğrenmesini sağlayacak, gelişimlerini destekleyecek, özel eğitim ihtiyaçlarını karşılayacak öğretme-öğrenme sürecini organize etme ve yönetme yeterliklerini geliştirecek biçimde kuram ve uygulama bütünlüğü sağlanarak düzenlenmesi gerektiğini göstermektedir. Öğretmen adaylarına kazandırılacak konu alanı bilgisinin de çocuklara bilginin doğasını anlamlı bir biçimde yapılandırmalarını sağlayacak şekilde örgütlenmesi gerekliliğini ortaya koymaktadır. Sonuncu fakat en önemli öneri olarak, elde edilen bulgular, öğretme uygulamalarının dört yıl boyunca farklı koşul ve olanaklara sahip olan okullarda farklı sınıflarda yapılması gereğine işaret etmektedir.