



European Journal of Educational Research

Volume 8, Issue 2, 395-407

ISSN: 2165-8714

<http://www.eu-jer.com/>

The Views of Pre-Service Teachers at an Internship High School on Pedagogical Formation Program in Turkey

Bijen Filiz*

Kocatepe University, TURKEY

Mehmet Durnali

Hacettepe University, TURKEY

Received: November 21, 2018 • Revised: December 27, 2018 • Accepted: January 25, 2019

Abstract: A variety of teacher training system was implemented in Turkey until today. One of these systems is pedagogical formation training. The aim of this study was to determine the strengths and weaknesses of the pedagogical formation training according to the opinions of pre-service teachers and the experiences during the pedagogical formation training, to gather information about whether these experiences contributed to their teaching, and to evaluate the place of the pedagogical formation training in teacher employment in the light of this information. The research was carried out using an interview technique of qualitative analysis methods. The study group comprised of 20 pre-service teachers from different undergraduate programs, and they participated in a 14-week internship program at a high school in Ankara during the 2017-2018 academic year as a requirement for a training course. Content analysis method was used for data analysis. As a result of the research, the pre-service teachers stated that they found the internship training in practice schools as useful for future teaching lives, but they did not find the theoretical training given in the classes useful for various reasons. They considered that there are some weak points of the program: the duration of the formation course is short, lessons are late in the evening, classes are crowded, and the teaching staff have negative effects on the students: they are indifferent, and there are almost the same topics in each lesson. This means that they were mostly not satisfied with its overall quality, and so its operability was enough. Like some of the suggestions, it is recommended that duration of the program should be extended to a long period, and the instructors should be selected from those who can give energy to the class, have communication skills, can create discipline in the classroom, and have experience in traditional classroom teaching.

Keywords: *Pre-service teacher, teacher training, teacher education, pedagogy program.*

To cite this article: Filiz, B., & Durnali, M. (2019). The views of pre-service teachers at an internship high school on pedagogical formation program in Turkey. *European Journal of Educational Research*, 8(2), 395-407. doi: 10.12973/eu-jer.8.2.395

Introduction

Today, new information is continuously produced. The tools for disseminating information are renewed with new forms. On this basis, information consumption is intense. It is the science and art to accumulate new knowledge in various disciplines through ongoing research, inventions, and discoveries. This knowledge results in new important upgrade technology that needs to be learned (Akbasli & Durnali, 2017). In this respect, with constant development in technology and knowledge, it is a fact that the educational bodies in which the teachers take main responsibilities play a very important role in the development and growth of a society. At this point, it can be alleged that the quality level of the educational bodies is directly related to level of the quality of teachers. As well as in-depth knowledge that teachers must have in their fields and pedagogy, they must learn how to use it efficiently. It is also the case that new teachers are provided with training to help them achieve right and complete induction skills into the existing education systems.

Kavcar (1987) puts an emphasis on the teacher in the education system such that the most important element of an education system is the teacher. The success of the education system depends mainly on the qualifications of the teachers who operate and implement the system and then other training personnel. No training and education system can serve more than the quality of the personnel that will operate that system. A school system can, therefore, be considered to be as good as its personnel. According to Alkhateeb (2013), 'training of professional teachers is essential to provide proper education for students'. As specified by Un-Acikgoz (2003), it is important for teachers to have some abilities and skills before teaching their students how to gain those abilities and skills. Those include being able to think critically and independently, being confident, solving problems, having free will, developing a sense of responsibility, and being healthy, productive, and innovative individuals from the spiritual side. Teachers need to be lifelong learners, that is to say, they should follow innovations and adaptations and practice them in classrooms.

*** Corresponding author:**

Bijen Filiz, Department of Coaching Education, Ahmet Necdet Sezer Campus, Center, Afyon, Turkey.

✉ bijenfiliz@aku.edu.tr

Teacher training in Turkey is one of the controversial topics of the education system. In the history of the process of teacher training, many different teacher training models have been implemented to prepare teachers for the profession. According to the most recent historical turnover, in 1982, with the establishment of the Higher Education Council, education institutes which were independent organizations were attached to the universities with the name of education faculties under the management of those universities (Akyuz, 2006). In Turkey, students who have graduated from faculty of engineering, agriculture, nursing, science, arts, and science and so on and who want to be official teachers have to take pedagogical formation program.

Teacher training programs generally include three dimensions both in the world and in Turkey as special field knowledge, general culture, and teaching profession knowledge. Although the weights and the arrangements of all these three dimensions in the teacher training programs can vary, teacher training programs should include all the dimensions and the teacher candidates are required to gain the necessary knowledge and skills in these fields. Pre-service teachers who have graduated from the science and literacy faculties have a higher level of field knowledge compared to the pedagogical knowledge even though they have taken training courses in pedagogical formation. In pedagogical formation program, it is aimed that teacher candidates should specialize in the field firstly, learn how to teach the field knowledge secondly, and then specialize in the profession. On the other hand, the pedagogical knowledge of teachers who have graduated from education faculties is more dominant than their knowledge of the specialized field (Yildirim & Vural, 2014). In this case, it is seen that balancing all these three dimensions is a real issue not only for the developer of these teacher training programs but also for the instructors and experts who provide training for pre-service teachers.

Moreover, teaching pre-service teachers how to deal with adaptation to education systems in the teacher training programs can also help them cope easily with the possible problems they may face during the first years of their career. Adaptation is a biologically based concept that deals with the organism in terms of its interaction with the environment. It means that a man adapts to the natural environment and organisms that do not adapt to the natural environment lose their vitality in a sense. According to this, living is an adaptation issue. When considered psychologically, the adaptation process encompasses the efforts of the organism towards the obstacles that can be encountered during the satisfaction of the needs of the organism (Erkal, Guven, & Ayan, 1998; Arikan, 2000; Acet, 2001; Erdogan, Sanli, & Bekir, 2005). In a similar way, the concept of induction sometimes emphasizes a particular level while learning to teach. The self-experience of new teachers and studies on the beginning of teaching points out that the first years of teaching experience are different from the way teachers learned during their pre-service teacher education in some points. The literature on the induction of new teachers tends to focus on the priority situations of teachers. However, the approaches which try to find a solution to the problem of the induction must ultimately balance the gap between the self-determined needs of teachers and their effective teaching and learning needs (Buchmann, 2003; Feiman-Nemser, 2001; 2010).

Training of qualified teachers in Turkey and the recruitment of those trained teachers have been ongoing important issues. Every year, thousands of pre-service teachers graduate from faculty of arts and science and faculty of education (Safran, 2014). Also, it is determined that training of qualified teachers in other countries has been an ongoing important matter. According to Ingvarson and Rowley (2017), many countries have been focusing on teacher preparation taking the policies which can attract, prepare, and graduate the best possible teachers into consideration. Policies for assuring the quality of beginning teachers cover three main stages.

Recruitment and selection policies - to assure the quality of entrants to teacher education.

Accreditation policies and agencies - to monitor and assure the quality of teacher education institutions and their programs.

Entry to the profession - to govern policies and agencies fully and variously referred to as "certification," "licensing," or "registration" in different countries.

If the aim of teacher education is to produce 'good teachers' who can mobilize and further develop practice forms of teaching, it is important to note that the concept of expertise in teaching and the mechanisms by which these concepts are defined in the national and organizational contexts have changed widely in the context of teacher education (European Commission, 2013). In the last 20 years, there have been significant changes in the formations trainings implemented in many countries in Europe and beyond to ensure that teachers are qualified (Furlong, 2013). Hordern (2014) states that 'teacher formation in many countries is dominated by bodies external to the profession, and it is subject to increasing demands for accountability to government, parents, employers, and professional bodies' (p.237).

The European Commission's (2012) one of the actions in which it invites the Member States to advance educational reforms is about revising and strengthening the profession of all teaching professions. In detail,

"Key actions are reviewing the effectiveness as well as the academic and pedagogical quality of Initial Teacher Education introducing coherent and adequately resourced systems for recruitment, selection, induction, and professional development of teaching staff based on clearly defined competencies needed at each stage of a teaching career and increasing teacher digital competence (p.15)."

Countries such as the Netherlands and Sweden have also turned to policies for school-based training to take more responsibility for the development of teachers (Beach & Bagley, 2013). Also, in the United Kingdom, it was seen that a series of changes driven by the governments are concerned to encourage schools to take more responsibility for the formation of teachers, along with policies that demand to further restrict the impact of higher education institutions on the process (Furlong, 2013).

In many countries, university-based teacher education programs are typically structured as follows: while pre-service mathematics teachers learn the mathematics content by taking courses offered by the mathematics department of the university, they learn how to teach this content by taking a special mathematics pedagogy course in the university education department. Such program structures provide little opportunity to engage in the development of professional teaching knowledge in the context of content and pedagogy (Ball & Bass, 2000). For example, pre-service teacher education programs for secondary mathematics teachers typically can vary in Australia. It can be an undergraduate education degree or a dual degree such as Bachelor of Science/Bachelor of Education, or a discipline-specific bachelor's degree followed by a one-year Graduate Diploma in Education or a two-year Master of Teaching Program (Goos & Bennison, 2018). Science teacher education in Canada and the USA involves adverse arrangement of licenses, requirements, and programs. It is compulsory to have at least a bachelor's degree in education (BEd) and a provincial teacher's certificate in order to teach in Canada (Olson, Tippett, Milford, Ohana, & Clough, 2015). What's more, as education systems continue to diversify in many Western countries, there is a growing need to provide a critical point of view on socio-cultural and social justice issues for pre-service teachers in physical education teacher training programs (Walton-Fisette et al., 2018).

Graduates of almost all faculties can take formation training. In view of the current problems, it is important to note that this research will contribute to the teacher training field in terms of the general strengths and weaknesses of pedagogical formation training program especially for the process of induction into the education system, and benefits of the student teaching internship program through the results obtained from the views of pre-service teachers. It assesses the pedagogical formation program based on the views of pre-service teachers. These views are very important in terms of finding out the correct and valid data. Determining and classifying the pre-service teacher's obtained data are therefore crucial. So, it is expected to improve the integration of teacher into school and so into education system by contributing to a better evaluation of the pedagogical formation training program. What is more, the research topic is highly significant not only for scientists but also for policymakers in the teacher training field. All in all, this research has a capacity to provide knowledge about Turkey's recent pedagogical formation training certificate program from the perspective of pre-service teachers.

Various studies have been conducted in various dimensions of the pedagogical formation training program in Turkey (e.g. Yuksel, 2011; Dalgic, Doyran, & Vatanartiran, 2012; Aykac, Bilgin, & Toraman, 2015; Biber & Tuna, 2015; Cicek-Saglam, 2015; Cocuk, Yokus, & Tanriseven, 2015; Kiraz & Dursun, 2015; Ozdemir & Erol, 2015; Yilmaz, 2015; Dadandi, Kalyon, & Yazici, 2016; Demirtas & Kirbac, 2016; Kose, 2017) and in other countries (Alkhateeb, 2013; Beach & Bagley, 2013; Furlong, 2013; Hordern, 2014; Olson et al., 2015; Ingvarson & Rowley, 2017; Goos & Bennison, 2018; Walton-Fisette et al., 2018). The present research differs from other research conducted in the field in the sense that it is a research on views of pre-service teachers some of whom graduated from faculty of arts and science and some of whom were still studying, enrolled in a pedagogical formation training program, and participated in a student teaching internship at a high school. That is to say, Turkey's recent pedagogical formation training certificate program has been studied with different study groups. However, the original data obtained from a different study group and so the themes found out make the present research dissimilar.

The aim of this research was not only to evaluate Turkey's recent pedagogical formation training certificate program but also to provide knowledge in the context of teacher induction into contemporary Turkish Education System in an applied and systematic way. In order to achieve this goal, based on the thoughts of pre-service teachers who took pedagogical formation training, the following questions which form the main outline of the research were determined:

- What are the weaknesses and strengths of the courses in the pedagogical formation training?
- What are the views of pre-service teachers on the achievements they experienced during their student teaching internship?
- What are the views of pre-service teachers on the reflections of pre-service teachers' knowledge and experience provided by the pedagogical formation training on handling the difficulties that they may encounter after being appointed as a teacher in the process of induction into the education system?

Method

Research design

This research was conducted mainly on the basis of the qualitative research method. Descriptive survey design was used to examine the views of pre-service teachers who took pedagogical formation training on strength and weaknesses of current pedagogical formation training their ideas about the contributions of this training to their teacher professional life in the future. This research was limited to the views of pre-service teachers forming the study group. The interviews techniques were used for the collection of research data. According to Yildirim and Simsek (2008), interviewing is a very powerful method used to reveal people's views, experiences, feelings, and perceptions.

Study group

The study group comprised of pre-service teachers from different undergraduate programs participating in 14 weeks' internship program at a high school in Ankara at 2017-2018 academic year as a requirement for a training course. This study group was chosen because it was easily accessible and it had a capacity for finding solutions for the study problems.

Table 1. Demographic Information of Pre-service Teachers

No	Pre-service teachers	Gender	Age	Department	Education
1	FE1	Female	25	Philosophy	Graduate
2	FE2	Female	24	Sociology	Graduate
3	FE3	Female	36	English Lang. & Literature	Graduate
4	FE4	Male	23	English Lang. & Literature	Graduate
5	FE5	Male	23	History	Graduate
6	FE6	Male	22	Mathematics	Graduate
7	FE7	Female	21	Turkish Lang. & Literature	Graduate
8	FE8	Female	24	Turkish Lang. & Literature	Graduate
9	FE9	Female	21	Turkish Lang. & Literature	Graduate
10	FE10	Male	22	Sports Management	Graduate
11	FE11	Female	23	Sports Management	Graduate
12	FE12	Male	22	Sports Management	Graduate
13	FE13	Female	22	Coaching	Graduate
14	FE14	Male	22	Coaching	Graduate
15	FE15	Female	22	Coaching	Senior Student
16	FE16	Male	22	Coaching	Senior Student
17	FE17	Male	23	Recreation	Graduate
18	FE18	Female	21	Recreation	Graduate
19	FE19	Male	24	Recreation	Graduate
20	FE20	Female	23	Recreation	Graduate

As seen Table 1, the survey is conducted with 20 pre-service teachers who voluntarily agreed. Semi-structured interview questions was used. Among the 20 pre-service teachers, 11 of them were female and the nine were male. The age of the pre-service teachers ranged from 21 to 36. Eighteen pre-service teachers graduated from the departments of philosophy (1), sociology (1), English language and literature (2), history (1), mathematics (1), Turkish language and literature (3), sport management (3), coaching (2), recreation (4), and two of them were senior students in a coaching program. The programs in philosophy, sociology, English language and literature, history, mathematics, and Turkish language and literature were offered by XXX University Faculty of Arts and Science while coaching, recreation, and sports management were provided by the Faculty of Sports Sciences. The participants were coded as FE1, FE2, FE3 ... and FE20.

Data Collection Instrument

The research data were collected with a semi-structured interview form. First of all, the semi-structured interview questions draft was prepared. Five open-ended questions such as "What are the weaknesses of the courses in the pedagogical formation training? What are the views of pre-service teachers on the achievements they experienced during their student teaching internship?" were finally structured. In order to ensure the content validity of questions in the interview form, four experts (two teaching staff from a teaching program and two from an evaluation and assessment program of education faculty) were consulted on the issue. Thanks to expert opinions, finally, among the eight open-ended questions, five open-ended questions were chosen. At the beginning of the interview, two students who took pedagogical formation training were interviewed to see if the questions were understandable, and it was observed that there was no problem in understanding the questions.

Data Collection Procedure

For interviewing, the place and time in which pre-service teachers felt themselves comfortable most were considered. Some interviews took place in the teacher room, some of them were held in the canteen, and some in a class when there was no lesson. The average interview duration per student was 20 minutes. The interviews continued until the answers to the questions asked in the interviews were repeated. Supplementary explanations were given by the researcher only when a participant did not understand a point or needed more clarification on the topic. Speech was recorded on the audio device during the interview process.

Data Analysis and Data Trustworthiness

The data obtained were evaluated through using descriptive data analysis using *content analysis techniques by determining codes and themes, then readjusting the codes and themes*, and identifying and interpreting the findings respectively based on the conceptual framework underlined by the purpose of this study. The raw data of interviews conducted with 20 people using the voice recorder were recorded for 7 hours and 20 minutes (440 minutes in total). The raw data consisted of Times New Roman-12 font, 44.909 words, and 1.5-line spacing format 14 pages in Microsoft Word format. For the trustworthiness of the data, the researcher spent some time with the participants, and at the same time, the process was managed with multiple data sources (data triangulation). In order to minimize the researcher's prejudice, some strategies such as providing member-checking for the participants after data collection and obtaining expert opinion from different areas during the process were followed (Creswell, 2013).

Role and Position of the Researcher

In qualitative research, the researcher himself is the data collector which creates subjectivity. The researcher should indicate his self-reflexivity in order not to have any effect on the essence of the study (Koca, 2017). In this study, one of the researchers was a physical education teacher in the school where the pedagogical formation was practiced and she had 12 years of teaching experience. This research had no effect on pre-service teachers' internship final grade. The researcher had no common denominator other than the education environment. As a result, the information obtained from pre-service teachers was tried to be reflected from a holistic perspective.

Results

In this section, the information gathered through the semi-structured individual interview forms were analyzed using descriptive and content analysis methods. Themes and sub-themes were determined basing on the information compared in Tables below. Moreover, some views of the study group are given directly as sample findings.

The Findings Regarding the Weaknesses and Strengths of the Courses in the Pedagogical Formation Training

Table 2. The Weaknesses and Strengths of the Courses

	Themes	Sub-themes	Frequency
The strengths	1. Course content	Reinforcement of learning	9
		Experiencing new practices	4
		Gaining experience	3
	2. Socialization	Meeting new people	3
		3. Instructor	Qualified lecturers
	The weaknesses		1. Course content
Lecture only for a type of learning level		3	
Insufficient lesson content		2	
2. Location		The crowded classes	3
		3. Time	Lessons too late in the evening
4. Instructor			Short formation training program
		Reluctant lectures	8
		<i>Negative bias towards formation training</i>	6

As shown in Table 2, the views of pre-service teachers on the strengths of the lessons regarding the pedagogical formation training taken are categorized into three main themes which are course content, socialization, and instructor. Furthermore, the views of them on the weaknesses of the lessons concerning the program are categorized into four main themes as course content, location, time, and instructor.

First of all, this part of the study focused on the strengths of the courses in the pedagogical formation training. Some of the teacher candidates taking pedagogical formation training indicated that they reinforced the lessons they learned through applying them at internship school. For example; *"I put our classroom friends into the classroom as a student*

and act as a teacher by presenting some classroom activities to them. That practices were very useful to me as a novice teacher although I did not have a chance to practice all the methods and techniques of teachings" (FE 2).

Four of the teacher candidates itemized that they learned new information which their department did not provide. For example, one of them stated that *"I did not practice during the lessons of arts and science faculty, I did not present any topic in the lessons there. However, during this program, I made presentations so that I experienced how I must approach the pupil, how to prepare lectures, materials, and presentations according to teaching methods. The development psychology and learning psychology courses I took has changed my teaching ways" (FE 7).*

Three participants specified that they gained teaching experience through the course practices they experienced in the practice school. For example, one remarked that *"I think that I learned how to teach more and more with this practice. With the help of the head teacher at the intern school, I found solutions for our shortcomings" (FE 14).*

Two participants specified that the formation training contributed to socialization, meeting new people, and getting to know teachers. As an example, it was said that *"I met new people, I met determined and successful teachers who can help us to be a successful teacher" (FE 18).*

Three candidates stated that some of the instructors were great, they transferred their knowledge to pre-service teachers and they updated knowledge in teacher formation training. For example, one participant told that *"The descriptions and talks of some instructors were very good and they were knowledgeable. The contents including teaching, education, and system were transferred to each of us to develop in each direction; how it will be and what will be. Direction and counseling were appropriate. I learned that I had not known anything about teaching." (FE 5).*

This part of the study focused on the weaknesses of the courses in the pedagogical formation training. Five teacher candidates who took the pedagogical formation program stated that the theoretical knowledge very much involved in the contents of the courses they that they took, but they did not focus on much the practices of teaching. Besides, they wanted to experience more about the practices of teaching methodologies and practices. For example one of the participants remarked that *"There was not a lot of practice, only the teacher was talking, it was always theoretical." (FE 16).*

Two candidates stated that the instructors only emphasized the students at the primary school level. They did not focus on the students at the high school level while they were instructing about the content of the curriculum and applying examples. For example, it was said that *"I could not put what I have learned in the theoretical courses into practice which are for the level of primary education. Because the activities I did were not for the high school level. It was boring to keep the student in the classroom during the program, more materials could have been provided, and the program did not fit the behaviors as I need in real classes." (FE 19).*

Two participants indicated that the contents of the lessons they took were similar to each other and they did not acquire sufficient information in terms of pedagogical learning. For example, it was revealed that *"Lessons were not satisfactory; lessons always seem to be similar to each other. I took the same lesson at the same time, and there was no new information on it. There was not enough activity to improve the creativity of students in lessons." (FE 15).*

Some teacher candidates stated that they could not be trained efficiently due to the fact that the classes were so crowded. For example, one of the participants said that *"Our class was too crowded and there was too much noise. There were the students coming from other classes. The lessons were not good enough, the speeches were not fruitful, and I was with over 50 students in the class." (FE 12).*

Three candidates stated that the lessons were late at night and so it was not an effective program. Moreover, they could not study due to the fact that they were tired. As an example, one of them expressed that *"There were graduate groups, I was tired of studying in the evening, I was tired during the course of the lessons and at home, I could not have a chance to study." (FE 6).*

Two teacher candidates who took the pedagogical formation training indicated that the duration of training and the training period they took to implement the methods were inadequate. For example, it was stated that *"The program was very compressed and intense. I could not practice very much, I only took lessons theoretically.. Normally, the content of the lessons I took during this program provided in the education faculty takes four years, but I took this content in an intense program which took a year. That means that I was not trained very well." (FE 7).*

Some of the teacher candidates indicated that the academicians did not show their interest in lecturing; they were reluctant to the lessons and got tired. They skipped some topics, and therefore the lessons were not fruitful. For example, it was said that *"The academicians were summarizing and they did not give contents in detail. They were tired of instructing from morning to night." (FE 10).*

Some of the pre-service teachers indicated that academicians have prejudiced against the students who take the pedagogical formation training and that they are against the formation training program. As an example, one of them pointed that *"They consider us directly as competing with their own students. When they got angry or something they said directly, you were from the faculty of arts and science. They were always like that. Once upon a time, I had to tell an*

instructor that I could not stand up against his injustice. They were constantly bothering us with their allusive insulting words. Their actions were incompatible with the information they gave. Their negative behavior against us affected our training badly." (FE 20).

The Findings Regarding the Achievements which Pre-Service Teachers Experienced during their Student Teaching Internship

Table 3. The Achievements which Pre-Service Teachers Experienced

Themes	Sub-themes	Frequency
1. Course content	Gaining experience	7
2. Gaining awareness	Student behaviors	4
	Internship at school	3

As shown in Table 3, the views of pre-service teachers on the achievements which pre-service teachers experienced during their teaching internship are categorized into two main themes as "course content" and "gaining awareness".

Seven teacher candidates stated that they learned and experienced how to communicate with students, how to enter a class, how to behave towards students, and how to solve some classroom and teaching problems. For example, one of the participants states that *"I understood that the theoretical training could not match the conditions of the real life, the course schedule could not always be proceeded well in the cases that the level of the students is lower than the course program, and it is better to find a solution from another way for the teacher."* (FE 4).

Four candidates specified that they were aware of behaviors of high school students towards some events as well as their reactions. As an example; it was expressed that *"I examined how the lives of the students look like, they were very tired at school, and teachers in intern school were trying to teach students whose concentration were really out of learning. This situation pushed us and challenged us to teach these students. I had many difficulties while following our teacher. For this reason, I was really concerned with my teaching profession."* (FE 18).

Three candidates indicated that it was beneficial for them to experience teaching practice in a school in their field and in the age group they would teach. For example, one of them stated that *"It was very useful that I served my internship in sports high school instead of a primary school. If another way, my coaching teacher would be a primary education teacher. That would not be so much useful. Here, I was in high school and I spent time in class with sports teacher coaching me. I have an advantage; when I say anything to the students, they will understand immediately."*(FE 11).

The Findings Regarding the Reflections of Pre-Service Teachers' Knowledge and Experience Gained in Education after Being Appointed as a Teacher

Table 4. The Reflections of Pre-Service Teachers' Knowledge and Experience

Themes	Sub-themes	Frequency
Gaining awareness	Student profile	8
	Course practices	4
	Teaching experience	3

As shown in Table 4, the views of pre-service teachers on the reflections of pre-service teachers' knowledge and experience provided by the pedagogical formation training on handling the difficulties that they may encounter after being appointed as a teacher in the process of induction into the education system. They are categorized under the main theme of gaining awareness which has three sub-themes of student profile, course practices, and teaching experience.

Some of the candidates taking the pedagogical formation training stated that they became aware of issues such as how to cope with negative student behaviors, discipline, safety building, and communication and so on, regarding the teacher induction process into the educational system, and so they would be able to solve the difficulties they might face after starting teaching. As an example, it was pointed that *"The students in the other formation group lectured on the base of the lesson plan in the intern schools. The level of the students was high there. But, it is very low here that will help me when I go to teach in somewhere in Anatolia where I will encounter this kind of student profile. I faced a real student environment here and I will not feel out of the students in this kind of group that I have experience with."* (FE 15).

Four teacher candidates said that they would be able to solve the difficulties they might face in the course of their teaching- that is the teacher induction process into the educational system- by gaining awareness in subjects such as material preparation, course planning, course content, and classroom management during the internship. For example, one of them pointed that *"I can use all the materials that I have done, I have lectured at class, I have prepared, and I can learn which teaching method I can use in which subject."* (FE 7).

Three candidates stated that they would be able to solve the difficulties they might face in the schools during gaining awareness on issues such as recognizing incomplete aspects, defeating excitement, class domination, and providing

classroom management, and self-criticism. For example, it was expressed that *"I may say that I can criticize theoretical lectures in a negative way, but I think I have learned very clearly what I should not do. I did not criticize when I was a student, but now, I look at the teacher's eye, I could understand better which is good, bad, or better. I think I gained a different point of view. The program should be improved."* (FE 1).

Discussion and Conclusion

This research examined Turkey's recent pedagogical formation training certificate program limited to the views of pre-service teachers forming the study group that took the pedagogical formation training. The research focused on the weaknesses and strengths of the courses in the pedagogical formation training provided by Faculty of Education and Faculty of Arts and Science, the achievements which pre-service teachers experienced during their student teaching internship, and the reflections of pre-service teachers' knowledge and experience provided by the pedagogical formation training on handling the difficulties in the process of induction into the education system that they might encounter after being appointed as a teacher. The survey was conducted on 20 pre-service teachers who voluntarily answered the semi-structured individual interview questions. According to the findings obtained from these views, some results and suggestions were reached regarding not only the positive ways in the pedagogical formation training program but also the measures to eliminate problems encountered in this pedagogic formation training program.

The pre-service teachers mentioned regarding weaknesses of the pedagogical formation training that the theoretical knowledge was very much involved in the contents of the courses they took, there was not much time for teaching practice and they wanted to experience more by seeing the teaching practices, the content of the most of the courses they took was similar, and they were not satisfied with the program in general. It was obvious that teacher candidates wanted to be with students in a classroom environment, observe the counseling teachers more, and gain teaching experience by lecturing actively in the process of the training. Moreover, it was found out that the training would become more effective if the teaching practice courses were increased while the theoretical ones were reduced and the contents of all the courses taken were different from each other. The findings of the present study are consistent with the findings of some other studies. The formation program has lessons which are more theoretical as well (Yuksel, 2011). Aykac et al. (2015) who also evaluated the pedagogical formation program found that their study group thought that *"... the duration of the program is very limited and there are not many opportunities offered for practice; thus, the program cannot be deemed to be very efficient."* According to Andronache, Bocos, Bocos and Macri (2014), the teacher training program's content presentation which shifts from the declarative level to the action level is important. In the research studies of Dalgic et al. (2012) and Kiraz and Dursun (2015) regarding the students who took the pedagogical formation training, students mentioned that they could not benefit from the compressed program as intended, and the training was sufficient regarding content but short in duration and there should be more school practices. Furthermore, the findings of Biber and Tuna (2015) and Cicek-Saglam (2015) showed the problems related to the training implementation and functioning and the incomplete aspects of the lessons which are consistent with the findings of the current study. What's more, the findings of Yilmaz (2015) based on teacher candidates' views pointing the intense theoretical knowledge in pedagogical formation training, the insufficient acquisition of information due to the compressed program, the insufficient period of time, and the insufficient program in teacher education are consistent with the findings of the present research. The program was too intense and for which a five months period is not enough for a pre-service teacher to practice all teaching methods (Aykac et al., 2015; Yuksel, 2011).

Moreover, pre-service teachers pointed out that they could not be trained efficiently due to the fact that the classes were too crowded, and the classes were held late in the evening. They could not study at home because they were tired and they did not have enough time to do practices on what they learned too. Teacher candidates thought that it was more beneficial for them to take the formation lessons to an earlier time, classes with fewer students, more comprehensive course content and the formation program should be extended to a longer period. The finding regarding the program is served under adverse conditions, and the lessons are not taken care of much (Yuksel, 2011) are consistent with the current research findings. Bell, Cihak and Judge (2010), Cocuk et al. (2015), Dalgic et al. (2012), and Demirtas and Kirbac (2016) focused on the duration of the pedagogical formation training program as well.

Furthermore, some of the pre-service teachers indicated that academicians were not interested in lecturing, they were reluctant to teach, they were tired, they did not explain some subjects, and so, the courses were not efficient. The academicians prejudiced against the students who took the program, and they were against the formation education. They only emphasized teaching regarding the students at the primary school level, and they did not focus on the students at the high school level while they were instructing the content of the curriculum and applying examples. Therefore, pre-service teachers suggested that lecturer of the program should give lessons more enthusiastically and give examples of all school levels (primary school, junior high school, and high school) in lessons. Yuksel (2011) evaluated faculty members' views on the teacher education system. He found out that scholars did not give fruitful lessons in crowded classes, and so, they were reluctant and did not care lessons much. That kind of formation program is unnecessary and students from faculty of arts and science should not take this formation program. It is clear that his findings are consistent with the findings of the present study. Furthermore, Aykac et al. (2015) found that teaching was not very effective, and the lecturers read notes on PowerPoint slides.

While the pedagogical formation training has some obstacles, it contributes to pre-service teachers in the sense of gaining teaching experience so that they can induct into the education system easily when they start to teach. During the formation training program, pre-service teachers have the opportunity to teach in practice schools using the knowledge they have learned in the theoretical courses and thus to improve their ability to teach. Some of the teacher candidates indicated that they reinforced the lessons they learned through applying them at internship school and they learned new information which their department did not provide. They gained teaching experience through the course practices they experienced in the practice school. Moreover, the program contributed to socialization, meeting new people, and getting to know teachers. Some of the instructors were great, they transferred their knowledge to students, and they kept their teacher training knowledge up to date. In the study conducted by Kiraz and Dursun (2015), the students of the pedagogical formation training indicated that students acquire new information about teaching, build new friendships, and develop behaviors according to students' age groups. These findings are parallel to the current research findings. There are also some other studies having the same findings with current study in terms of advantages of the program. For example, some views of the pre-service teachers on the pedagogical formation program are positive in the ways that the program helped them gain advance skills of the teaching profession (Simsek, 2005; Yumusak, Ayca, Ayca, Celik, & Kaynar, 2006; Aykac et al., 2015).

Regarding the achievements which pre-service teachers experienced during their student teaching internship, some of pre-service teachers pointed out that they learned and experienced ways of communicating with students, entering a lesson, solving problems, behaving towards students, and solving some classroom and teaching problems through the counseling teachers. They also learned the attitudes related to the achievements in the application schools. They became aware of behaviors of high school students towards some events as well as their reactions. It is beneficial for them to experience teaching practice in a student age group in which they will be appointed as teachers, especially in their own field. It is understood that the teacher candidates gain the teaching experience in the intern schools and gain the ability to be aware of students' behaviors, to solve the possible problems, to create the appropriate course environment for the age groups, and to communicate appropriately with them. In this context, extending the duration of a school experience lesson to a full academic year would provide teacher candidates with more teaching experience and a better understanding of differences among students. In the study of Kose (2017), in which he evaluated academicians' views, academicians stated that the pedagogical formation training program could not provide teaching qualifications and competencies in a sufficient way. The academicians pointed out that the duration of the training was short, most of the students came to class after the work and tired, the content of the program was inadequate, and so it was not efficient from the general perspective. These findings are not consistent with the findings of current research.

The pre-service teachers have some ideas about the effect of pedagogical formation training on coping with the problems of induction into the education system that they may encounter after being appointed as a teacher. The program not only makes pre-service teachers aware of issues such as how to cope with negative student behaviors, discipline, safety building, recognizing incomplete aspects, defeating excitement, class domination, classroom management, self-criticism, communication, and so on, but it also makes them aware of subjects such as material preparation, course planning, and course content so as to be able to solve the difficulties they may face while teaching.

It is obvious that the achievements gathered through the practice schools have contributed in terms of teaching, obtaining preliminary information before teaching, developing the behavior according to student diversity, achieving class management, and performing effective lecturing. Findings of Dalgic et al. (2012) regarding the positive ways of the program such as recognition of the student, method knowledge and skill, exam preparation and evaluation skills, classroom management, classroom communication, and material development are consistent with the current research findings.

All in all, the views of pre-service teachers on the pedagogical formation training program clearly indicate that the program is not a kind of a fully effective one. It has some obstacles as well as advantages for preparing pre-service teacher to induct into the education system. Taking the findings of this study into account, it is obvious that the pedagogical formation program should be improved even if it provides some opportunities. It can be suggested that the duration of the program should be extended, and more practical exercises and comprehensive knowledge regarding pedagogy should be included in the program. The classes should be less crowded and it is better to arrange daytime classes rather than evening classes. Lecturers should be chosen from the ones whose willingness and interest to teach topics in this program are very high and who do not have prejudice against the students taking this program.

What's more, the program at least keeps status quo or is even efficient to improve more about the achievements provided such as the good skills for classroom management and discipline - controlling behaviors of students-, teaching practice, safety building, recognizing incomplete aspects, defeating excitement, self-criticism, communication, and as well as competence of material preparation, course planning, and course content so that pre-service teacher will be able to solve the complications they may encounter when they start to teach.

Furthermore, as Ginns and Watters (1999) claimed, teacher training programs must provide development of attitudes for pre-service teachers. That situation was not emphasized by any participant in the study group of this study. Alkhateeb (2013) stated that gaining positive attitudes towards the teaching profession is very important both for

students to be successful at university and pre-service teachers' professional careers. In a similar way, Andronache et al. (2014) considered that pre-service teachers who have a positive attitude towards teaching profession might be good at making students being motivated for learning and communicating better with them. The pre-service teachers might take in making learning diversified and individualized more. It is clear from the international literature that that kind of pedagogical programs must make pre-service teachers gain that teaching attitudes. According to Young and Muller (2014), the pedagogic knowledge offered by an educational institution can change. These changes are often about new challenges for valuing and recognizing learning and skills that find solutions for professional procedures.

The possible reasons for such findings and results regarding the views of 20 pre-service teachers on the pedagogical formation training may be the following ones. The number of students who want to take this training program may be a reason why the classes are too crowded. That is to say, there are many individuals who have a bachelor's degree and want to be a teacher in Turkey. Nearly, one million teachers work for the state schools under the management of the Ministry of National Education. The ministry provides a job for a significant proportion of people in Turkey. So, there is a requirement to take a training program before starting the teaching profession. Furthermore, the economic conditions required for the executing formation program by universities can be limited. The balance of the program regarding the theoretical content and practical training may not be determined accurately. Moreover, it can be stated that the knowledge and skills of the faculty members or instructors who give these training courses are open to discussion.

Lastly, in this study, the pedagogical training program was examined according to the opinions of the pre-service teachers taking this course. So, the findings and results limited to the views of the pre-service teachers. Another limitation of this study is that the pedagogical formation program is defined and its content is determined by the Turkish Ministry of National Education. It can be different in various countries.

Recommendations

- The pedagogical formation training can be extended to a longer period; it should be given during undergraduate education.
- Academicians cannot approach pre-service teachers with a negative bias towards the pedagogical formation training.
- Pedagogical training classes can be given within the appropriate timeframe and the number of students in the classes can be reduced.
- Pedagogical courses should be given more in practice than in theory; they can be organized in such a way that pre-service teachers experience the subject more.
- The contents of the pedagogical formation training cannot be summarized but can be more comprehensively addressed to pre-service teachers.
- Instead of expanding the pedagogical formation training, the relevant departments of the faculty of arts and science can be closed and secondary education departments should be opened in the faculties of education.
- The instructors in the pedagogical formation training can be selected from those who do not have a high weekly course load, can give energy to the class, have communication skills, can create discipline in the classroom, and have experience in traditional classroom teaching.
- In view of the need for teachers, in case of failure of appointing undergraduate graduates, unnecessary pedagogical formation training cannot be allowed.
- This pedagogical program was examined according to the opinions of the pre-service teachers taking this course. This pedagogical program can be examined according to the views/opinions of the faculty member/instructors who give courses for the program.
- The content of the program can be examined with different pedagogic models existing in the literature.

References

- Acet, M. (2001). *Futbol seyircisini fanatik ve saldirgan olmaya yonelten sosyal faktorler* [Social factors that lead football fans to be fanatical and aggressive] (Unpublished doctoral dissertation). Gazi University, Ankara, Turkey.
- Akbasli, S., & Durnali, M. (2017). Halk egitim merkezlerinde calisan is gorenlerin yasam boyu ogrenme anahtar yeterlik algilari [The perception of public education centers' personnel regarding lifelong learning key competencies]. *OPUS – International Journal of Society Researches*, 7(13), 726-741. doi: 10.26466/opus.342207
- Akyuz, Y. (2006). *Turk egitim tarihi MO. 1000 - MS. 2006* [Turkish education history BC. 1000 – BA. 2006]. Ankara, Turkey: Pegem Akademi.
- Alkhateeb, H. M. (2013). Attitudes towards teaching profession of education students in Qatar. *Comprehensive Psychology*. doi: 10.2466/01.03.IT.2.9
- Andronache, D., Bocos, M., Bocos, V., & Macri, C. (2014). Attitude towards teaching profession. *Procedia-Social and Behavioral Sciences*, 142, 628-632. doi: 10.1016/j.sbspro.2014.07.677

- Arikan, A. N. (2000). *Farkli branslardaki spor seyircilerinin sosyo-kulturel profili ve izleyicilik durumları üzerine bir araştırma* [A research on the socio-cultural profile and spectator status of sports audiences in different branches] (Unpublished doctoral dissertation). Gazi University, Ankara, Turkey.
- Aykac, N., Bilgin, H., & Toraman, C. (2015). Evaluation of pedagogical formation program based on the opinions of pre-service teachers (Mugla Sitki Kocman University sample). *EBAD-Egitim Bilimleri Arastirmalari Dergisi* [Journal of Educational Sciences Research], 5(1), 127-148.
- Ball, D., & Bass, H. (2000). Interweaving content and pedagogy in teaching and learning to teach: Knowing and using mathematics. In J. Boaler (Ed.), *Multiple perspectives on mathematics teaching and learning* (pp. 83-104). Westport, CT: Ablex.
- Beach, D., & Bagley, C. (2013). Changing professional discourses in teacher education policy back towards a training paradigm: a comparative study. *European Journal of Teacher Education*, 36(4), 379-392. doi: 10.1080/02619768.2013.815162
- Bell, S. M., Cihak, D. F., & Judge, S. (2010). A preliminary study: do alternative certification route programs develop the necessary skills and knowledge in assistive technology? *International Journal of Special Education*, 25(3), 110-118.
- Biber, A. C., & Tuna, A. (2015). Pedagojik formasyon egitimi alan matematik bolumu mezunu ogretmen adaylarının ogretmenlik uygulaması dersi hakkındaki gorusleri [Views of teacher candidates with pedagogical formation in department of mathematics on teaching practice course]. *Baskent University Journal of Education*, 2(2), 131-140.
- Buchmann, M. (2003). Role over person: Morality and authenticity in teaching. In F. Kompf, & P. M. Denilico (Eds.), *Teacher Thinking Twenty Years on: Revisiting persisting problems and advances in education* (pp. 179-189). Lisse, The Netherlands: Swets & Zeitlinger.
- Cicek-Saglam, A. (2015). Pedagojik formasyon sertifikasi programinin etkililiginin ogrenci goruslerine gore degerlendirilmesi [Evaluation of pedagogical proficiency program's efficiency according to students' views]. *Kirikkale University Journal of Social Sciences*, 5(2), 63-73.
- Cocuk, H. E., Yokus, G., & Tanriseven, I. (2015). Pedagojik formasyon ogrencilerinin ogretmenlige iliskin oz-yeterlik ve metaforik algilari: Mersin Universitesi ornegi [Pedagogical formation students' self-efficacy and metaphoric perceptions related to teaching profession]. *Mustafa Kemal University Journal of Graduate School of Social Sciences*, 12(32), 373-387.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd Edition). New York, NY: Sage.
- Dadandi, I., Kalyon, A., & Yazici, H. (2016). Egitim fakultesinde ogrenim goren ve pedagojik formasyon egitimi alan ogretmen adaylarının oz-yeterlik inanclari, kaygi duzeyleri ve ogretmenlik meslegine karsi tutumları [Teacher self-efficacy beliefs, concerns and attitudes towards teaching profession of faculty of education and pedagogical formation students]. *Bayburt Egitim Fakultesi Dergisi* [Journal of Bayburt Educational Faculty], 11(1), 253-269.
- Dalgic, G., Doyran, F., & Vatanartiran, S. (2012). Ucretli ogretmenlerin, katildikleri pedagojik formasyon programina iliskin deneyimleri [Experiences of hourly paid teachers on the teacher certification program]. *Mediterranean Journal of Educational Research*, 6(11), 39-54.
- Demirtas, H., & Kirbac, M. (2016). Pedagojik formasyon sertifika programi ogrencilerinin pedagojik formasyon egitimine iliskin gorusleri [The views of pedagogic formation certificate program students regarding pedagogic formation training]. *Trakya University Journal of Education*, 6(2), 138-152.
- Erdogan, S., Sanli, H. S., & Simsek Bekir, H. (2005). Gazi Universitesi Egitim Fakultesi ogrencilerinin universite yasamina uyum durumları [Adaptation status of Gazi University Faculty of Education students to universty life]. *Kastamonu Educational Journal*, 13(2), 479-496.
- Erkal, M., Guven, O., & Ayan, D. (1998). *Sosyolojik acidan spor* [Sports from a sociological perspective] (3rd ed.). Istanbul, Turkey: Der Yayinlari.
- European Commission. (2012). *Rethinking Education: Investing in skills for better socio-economic outcomes - COM(2012) 669*. Retrieved from http://www.cedefop.europa.eu/files/com669_en.pdf
- European Commission. (2013). *Supporting teacher competence development for better learning outcomes*. Retrieved from http://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/teacher/teachercomp_en.pdf
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

- Feiman-Nemser, S. (2010). Multiple meanings of new teacher induction. In J. Wang, S. J. Odell, & R. T. Clift (Eds.), *Past, present and future research on teacher induction: An anthology for researcher, policy makers and practitioners* (pp. 15–30). Plymouth, UK: Rowman & Littlefield Publishers, Inc.
- Furlong, J. (2013). Globalisation, neoliberalism, and the reform of teacher education in England. *The Educational Forum*, 77(1), 28–50.
- Ginns, I. S., & Watters, J. J. (1999). Beginning elementary school teachers and the effective teaching of science. *Journal of Science Teacher Education*, 10(4), 287-313.
- Goos, M., & Bennison, A. (2018). Boundary crossing and brokering between disciplines in pre-service mathematics teacher education. *Mathematics Education Research Journal*, 30(3), 255-275.
- Hordern, J. (2014). The logic and implications of school-based teacher formation. *British Journal of Educational Studies*, 62(3), 231-248.
- Ingvarson, L., & Rowley, G. (2017). Quality assurance in teacher education and outcomes: A study of 17 countries. *Educational Researcher*, 46(4), 177-193. doi: 10.3102/0013189X17711900
- Kavcar, C. (1987). Yuksek ogretmen okulunun ogretmen yetistirmedeki yeri [The place of high teacher school in teacher training]. In *Symposium of the Gazi Univerdity Past-Present-Future of Teacher Training Institutions* (pp. 39-52). Ankara, Turkey: Tebligler.
- Kiraz, Z., & Dursun, F. (2015). Pedagojik formasyon egitimi alan ogretmen adaylarinin aldıkları egitime iliskin algilari [The perceptions of teacher candidates regarding the pedagogical formation training they receive]. *Mersin University Journal of the Faculty of Education*, 11(3), 1008-1028. doi: 10.17860/efd.37544.
- Koca, C. (2017). Spor bilimlerinde nitel arastirma yaklasimi [Qualitative research approach in sports sciences]. *Hacettepe Journal of Sport Sciences*, 28(1), 30-48.
- Kose, A. (2017). Pedagojik formasyon egitiminde gorevli akademisyenlere gore pedagojik formasyon uygulaması: sorunlar, cozum onerileri [The views of academicians who give pedagogical formation education regarding pedagogical formation certificate program: problems and solutions proposals]. *Kirsehir Egitim Fakultesi Dergisi (KEFAD)* [Journal of Kirsehir Educational Faculty], 18(2), 709-732.
- Kumbetoglu, B. (2005). *Sosyolojide ve antropolojide niteliksel yontem ve arastirma* [Qualitative method and research in sociology and anthropology]. Istanbul, Turkey: Baglam.
- Olson, J. K., Tippett, C. D., Milford, T. M., Ohana, C., & Clough, M. P. (2015). Science teacher preparation in a North American context. *Journal of Science Teacher Education*, 26(1), 7-28. doi: 10.1007/s10972-014-9417-9
- Ozdemir, T. Y., & Erol, Y. C. (2015). Pedagojik formasyon egitimi alan ogretmen adaylarinin okul, ogretmenlik ve ogrenci kavramlarına iliskin algilari [The perceptions of prospective teachers having pedagogic formation education about the nations of school, teaching and student]. *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi* [Celal Bayar University Journal of Social Sciences], 13(4), 215-244. doi: 10.18026/cbusos.48652
- Safran, M. (2014, May). *Egitim fakulteleri, ogretmen yetistirme sureci ve yeni arayislar* [Education faculties, teacher training process and new searches]. Paper presented at the 4th International Symposium of Policies and Issues on Teacher Education, Ankara University, Ankara, Turkey.
- Simsek, H. (2005). Ortaogretim alan ogretmenligi tezsiz yuksek lisans programina devam eden ogrencilerin ogretmenlik meslegine yonelik tutumlari [Attitudes towards teaching profession of students attending secondary education teacher in non-thesis master's program]. *Journal of Yuzuncu Yil University Faculty of Education*, 2(1), 1-26.
- Un-Acikgoz, K. (2003). *Aktif ogrenme* [Active learning]. Izmir, Turkey: Bilis.
- Walton-Fisette, J. L., Philpot, R., Phillips, S., Flory, S. B., Hill, J., Sutherland, S., & Flemons, M. (2018). Implicit and explicit pedagogical practices related to sociocultural issues and social justice in physical education teacher education programs. *Physical Education and Sport Pedagogy*, 23(5), 497-509. doi: 10.1080/17408989.2018.1470612
- Yildirim, A., & Simsek, H. (2008). *Sosyal bilimlerde nitel arastirma yontemleri* [Qualitative research methods in the social sciences]. Ankara, Turkey: Seckin.
- Yildirim, I., & Vural, O. F. (2014). Turkiye'de ogretmen yetistirme ve pedagojik formasyon sorunu [Teacher training and pedagogical training problem in Turkey]. *Journal of Teacher Education and Educators*, 3(1), 73-90.
- Yilmaz, G. (2015). *Pedagojik formasyon yoluyla ogretmen yetistirme uygulamalarinda karsilasilan guclukler ve mezunların istihdamlarının degerlendirilmesi* [Evaluation of employment of graduates and difficulties encountered in teacher training practices through pedagogical formation] (Unpublished master's thesis). Firat University, Elazig, Turkey.

- Young, M., & Muller, J. (2014). From the sociology of the professions to the sociology of professional knowledge. In M. Young & J. Muller (Eds.), *Knowledge, Expertise and the Professions* (pp. 3–17). Abingdon, UK: Routledge.
- Yuksel, S. (2011). Fen-edebiyat fakultesi ogretim uyelerinin ogretmen yetistirme sistemine iliskin dusunceleri (Uludag Universitesi Fen-Edebiyat Fakultesi ornegi) [The opinions of liberal arts professors about the teacher education system (An example of Uludag University, liberal arts faculty)]. *Educational Sciences: Theory & Practice*, 11(1), 179-198.
- Yumusak, A., Aycan, N., Aycan, S., Celik, F., & Kaynar, H. U. (2006, May). *Mugla Universitesi tezsiz yuksek lisans programi ile egitim fakultesi lisans programi ogrencilerinin ogretmenlik meslegine yonelik tutum ve endiselerinin karsilastirilmesi* [Comparison of the attitudes and concerns of the students of the education faculty undergraduate program and the non-thesis master's program of Mugla University towards the teaching profession]. Paper presented at the 15th National Educational Sciences Congress, Mugla, Turkey.