Cumhuriyet International Journal of Education – Cumhuriyet Uluslararası Eğitim Dergisi
e-ISSN: 2147-1606
Volume / Cilt 6 | Issue / Sayı 2 June / Haziran 20017

Pre-Service Teachers' Perceptions of their Competency for the Teaching Profession

Aydın Balyer[1]

Type/Tür:
Research Article/Araştırma Makalesi
Received/Geliş Tarihi: August 12/12 Ağustos 2017
Accepted/Kabul Tarihi: September 21/21 Eylül 2017
Page numbers/Sayfa No: 230–248
Corresponding Author/İletişimden Sorumlu Yazar: balyer@yildiz.edu.tr

Abstract

The main purpose of this research was to discover pre-service teachers' perceptions of their competence and their readiness for the teaching profession. The research employed a survey method, and the sample consisted of 993 pre-service teachers. The data were collected through the Pre-Service Teachers' Competency Scale (PTCS) adapted by the researcher based on Foster's research called "INTASC Standards for Beginning Teachers (2001)". The responses were indicated on a 5-point Likert scale and the Cronbach Alpha coefficient was .96 and the weighted arithmetic means and the standard deviation were also calculated. The one-way variance analysis (ANOVA) was implemented to determine if there is a significant difference in terms of gender and department. The one-way multivariate variance analysis (MANOVA) was also applied to assess differences between the independent groups. Results revealed that the pre-service teachers perceived themselves competent and ready for their career. When the participants' perceptions are considered, there was a significant difference in departments, while there was not significant difference in terms of gender. It is suggested that the authorities of the Higher Education Council (YÖK) and the Ministry of National Education (MoNE) work collaboratively to make the teacher training system better to catch up with the latest developments.

Keywords: Teacher, pre-service teacher, professional competency, teaching, learning

Suggested APA Citation /Önerilen APA Atıf Biçimi:
Balyer, A. (2017). Pe-service teachers' perceptions of their competency for the teaching profession. *Cumhuriyet International Journal of Education*, *6*(2), 230–248.

[1] Associate Professor, Yıldız Teknical University, Faculty of Education, Istanbul/Turkey
Doç. Dr., Yıldız Teknik Üniversitesi, Eğitim Fakültesi, İstanbul/Türkiye
e-mail: balyer@yildiz.edu.tr
ORCID ID: orcid.org/0000-0003-1784-2522

Öğretmen Adaylarının Öğretmenlik Mesleğine Dair Yeterliklerine İlişkin Algıları

Öz

Bu çalışmanın temel amacı öğretmen adaylarının öğretmenlik mesleğine dair yeterliklerine ilişkin algılarını belirlemektir. Araştırma nicel araştırma yöntemlerinden tarama yöntemiyle yürütülmüştür ve örneklem 993 öğretmen adayından oluşmaktadır. Veriler Foster'in "Mesleğe Yeni Başlayan Öğretmenler İçin Standartlar" adlı araştımasında geliştirmiş olduğu ve araştırmacı tarafından kültürümüze göre uyarlanan "Hizmet Öncesi Öğretmenlerinin Yeterlik Algıları Ölçeği (INTASC Standards for Beginning Teachers-2001) aracılığıyla ile toplanmıştır. Bu kapsamda katılımcılardan elde edilen cevaplar beşli Likert ölçeğinde belirtilmiş ve ölçeğin Cronbach Alfa katsayısı .96 olarak hesaplanmıştır. Araştırmada aynı zamanda aritmetik ortalama ve standart sapma değerleri de hesaplanmıştır. Bunun yanı sıra cinsiyet ve bölüm değişkenlerini belirlemek üzere tek yönlü varyans analizi (One-way ANOVA) uygulanmıştır. Yine araştırmada bağımsız grup farklılıklarını belirlemek için de MANOVA testi uygulanmıştır. Araştırmada elde edilen sonuçlar, hizmet öncesi öğretmen adaylarının kendilerini yeterli ve öğretmenlik mesleğine hazır algıladıklarını göstermektedir. Bu kapsamda katılımcıların algıları söz konusu olduğunda, cinsiyete göre bir farklılık bulunmazken bölüm değişkenine göre değişik farklılıkların bulunduğu sonucunda ulaşılmıştır. Araştırma sonucunda ortaya çıkan bu durum, Yükseköğretim Kurulu (YÖK) ve Milli Eğitim Bakanlığı (MEB) yetkilileri ya da karar vericilerinin sistem hakkında verecekleri kararlar konusunda işbirliği içerisinde çalışarak ve en son yenilikleri de göz önünde bulundurarak öğretmen yetiştirme sistemini bugünkü durumundan daha iyi bir yere taşımaları hususunun önemli olduğu ve karar vericilerin bunu göz önünde bulundurmaları önerilmektedir.

Anahtar Sözcükler: Öğretmen, öğretmen adayı, mesleki yeterlik, öğretme, öğrenme

Introduction

According to a report on teachers' professional development released by the Organisation for Economic Co-operation and Development (OECD) in 2010, people's demand for education has increased in recent decades. Therefore, schools and teachers are expected to prepare their students according to the changing competitive world of work to function better in the future. In this respect, schools should equip learners with a wide range of skills to help them survive in this world of work. This situation puts a greater emphasis on student quality. In this regard, the issue of teachers' professional competency becomes more important than ever.

Teacher Competency

Competency indicates the quality of being adequate or well-qualified physically and intellectually to perform duties entailed by teaching profession (MEB, 2006). In this regard, teachers' professional competency becomes crucial for educational systems. A teacher's competency is defined as their skills, knowledge and beliefs to perform the profession efficiently (Brauer, 2010; MEB, 2008; Medley, 1982).

There are some views about teacher competency. In one view, teacher competency area is defined as knowledge of subject, professional knowledge and presentation of it (Bandura, 1989; Kauchak & Eggen, 2005). In another, it is classified as cultural competency and feeling of social justice (Darling-Hammond & Bransford, 2005; Gay, 2005; Ladson-Billings, 1995). It is also considered as arousing interest in research and teaching (Boyer, 1997; Schön, 1983). In addition, some other researchers put it as research, reflective teaching, improving and demonstrating teaching

practices, program development and leadership skills (Dewey, 1916; Farrell, 2004; Pedro, 2006; Schön, 1996; Selke & Alouf, 2004; Vygotsky, 1978).

As to humanistic and democratic point of view, teacher competency is considered as providing people with quality education as a requirement of human rights (Cochran-Smith, 2004; Laitsch Heilman & Shaker, 2002). Furthermore, while Fullan and Hargreaves (1992) evaluate teacher competency as designing collaboration spirit in developing ways of student learning, some others put it as contributing to technological and systematic development of teacher education (Bellah, Madsen, Sullivan, Swidler & Tipton, 1985; Covey, 1989; Friedman, 2005; Rogers, 2003). Besides, Brauer (2010) considers teacher competency as prediction, teaching process itself and outcomes of it. Here, while the prediction helps preservice teachers see if their characteristics or qualities are appropriate for their profession, the teaching process means actions they demonstrate during teaching process.

As can be seen, teacher competency is defined and categorized differently by different researchers. One thing is certain that qualities required for the profession are mostly delivered during their pre-service education process. Therefore, teacher training systems should basically prioritize some qualities and qualifications like facility based-teaching strategies, reflective teaching, understanding diversity, recognizing the society, knowing the school, monitoring student learning, choosing or preparing authentic teaching and learning materials that are appropriate for students with different learning styles and strategies, assessment strategies, adult learning, collaboration, interaction and counselling them to equip their students with essential skills (Garet, Porter, Desimone, Birman & Yoon, 2001; Hallman, Wenzel & Fendt, 2004; Hawley & Valli, 1999; Mangin & Stoelinga, 2010; MEB, 2008; PGG, 2011; Richardson & Placier, 2001; Strang, 1995). They should also focus on gaining deeper knowledge about curriculum, subject matter knowledge, planning and administering instruction, monitoring effectiveness of instruction, student progress and managing their behaviors (Gözütok, 1995; Küçükahmet, 1993; Mangin & Stoelinga, 2010; Mentiş Taş, 2004; TED, 2009).

Although teacher competency is defined in many different ways, it largely falls into four circumscribed areas in this study. One of them is knowledge of subject matter, which includes cognitive skills and affective components of instruction, such as teaching facts, concepts, principles, theories, hypothesis and laws. Another area is knowledge of learning and teaching process. This area consists of provision of activities and also intellectual structure, social and emotional support to help students learn better. Another field area is administering and developing teaching strategies. This area consists of teachers' development of their teaching methods and strategies for their teaching practices (Diamond, 2006; James & Pollard, 2006; PGG, 2011). The last area is demonstrating development adaptability skills. This competency helps teacher candidates improve their own knowledge and skills during their career. However, it is thought that teacher candidates cannot develop themselves in the aforementioned competency areas. For this reason, this research aims to determine pre-service teachers' perceptions of their competency for the teaching profession. The present study also investigates whether there are significant differences in terms of their perceptions and variables such as gender and department. By conducting such a research study, the researcher aims to create an awareness of teacher training systems.

Once teachers are prepared well, they can contribute to the educational system. However, it is a matter of question whether teachers are prepared well and ready for the teaching profession. For this reason, this research aims to investigate pre-service teachers' perceptions of their competency for the teaching profession. By conducting such a research, the researcher aims to draw attention of policy makers, higher education administrators and authorities in Ministry of National Education (MoNE) to shed a light on how to move the teacher education system forward.

Methodology

Research Design

The current study used a survey method. This kind of research is generally preferred to determine the decision of a sampling group from larger a universe of population. In such a research study, a sampling is determined, which considered to represent the universe (Karasar, 2004, p. 79).

Participants

The population consisted of 993 pre-service teachers who are currently studying at the departments of Primary school education, English Language Teaching, Mathematics Teaching, Science and Technology Teaching and Pre-School Teaching at 3 public universities (Yıldız Technical University, İstanbul University and Marmara University) in Turkey. The participants were consented by giving ethical approval that their identities or personal data would be kept totally secret.

Data Collection

The data were collected through the Pre-Service Teachers' Competency Scale (PTCS) adapted by the researcher based on Foster's research called "INTASC Standards for Beginning Teachers (2001)". It had four subscales as the knowledge of subject matter (13 items), the knowledge of learning and teaching process (11 items), the administering and developing teaching strategies (9 items) and the demonstrating development adaptability skills (7 items). The scale had two parts. The first part consisted of some questions used to gather demographic data about the participants and the second part comprised of 40 items related to pre-service teachers' competency areas. The response rate of the scale was 66,2 %. And the teacher candidates answers were shown on a 5-point Likert which ranges from Not at all (1) to Very much (5).

Reliability and Validity

In order to verify reliability and validity of the scale, it was administered on 150 participants chosen randomly out of the sample to check if the items were comprehensible. With the feedback gathered from these participants, the items were revised and the scale was finalized for use. In this process, the first step was to do factor analysis with varimax rotation method. The Kaiser-Meyer-Olkin Test (KMO) result was .92. In general, the KMO statistics values higher than .50 are taken into consideration. In addition, values between .50 and .70 are medium and .70 and .80 are good, .80 and .90 are great and above .90 are superb (Hutcheson & Sofroniou, 1999, pp. 224-225). According to this, the result obtained in this study showed the sampling was suitable for factor analysis. After that, the Bartlett's test was administered. The results of this test were highly significant at .001 level. This proved that the scale consisted of

4 sub-dimensions. The eigenvalue of the first factor was 6,79 (explained 16,98 % of the total variance). It was 5,68 for the second factor (explained 14,20 % of it), while it was 5,29 for the third factor (explained 13,22% of it). Finally, it was 4,67 for the fourth factor (explained 11,69 % of it). Consequently, the four sub-dimensions explained 56,11% of the total variance. This means that the scale is statistically valid.

In a factor analysis test, factor load of each item must be minimum .30 to remain in the scale. In this study, the factor loads of all the items were higher than 40 except for item 27 (.34). For that reason, it can be said that all the items were valid. The second step to improve validity was to check correlations. Here, test-total and item-total means should be high and correlated. In this regard, the highest correlation was discovered in the first sub-dimension (.914) ($p<.001$) and the lowest correlation was obtained from the fourth sub-dimension (.833) ($p<.001$). As seen above, all the factors produced significant and high correlations regarding the total score.

Another criterion to validate the test was to present neither the highest nor the lowest correlation results in each sub-dimension itself and proved significant results. Here, the highest correlation was discovered in the second sub-dimension and the lowest was in the third sub-dimension (.80) ($p<.001$). On the other hand, the lowest correlation was found between the third and the fourth sub-dimensions (.68) ($p<.001$). For factor determination in empirical studies, correlation among factors that are between 0.60 and 0.80 or a correlational value of 0.85 or less among the factors is desirable (Brown, 2006, p. 166). The correlations among sub-dimensions were appropriate psychometrically and it proved the validity of the scale once more.

For the reliability, the first step was to check test-retest reliability. Here, the scale was administered to 45 participants twice in two weeks. The overall test-retest reliability coefficient of the test was found as .89. In addition, while the highest score was found to be .88 for the second factor, the lowest score was found as .64 for the fourth factor. The second step was to calculate item internal consistency in two ways. Here, the Cronbach Alpha reliability was found as .96 in the test total, indicating a high level of reliability. In total, the lowest result was obtained from the Guttmann technique as .91. The Cronbach Alpha reliability was .91 for the first sub-dimension, .89 for the second, .89 for the third and .87 for the fourth. The lowest coefficient for the item internal consistency in the Guttmann technique was obtained from the fourth sub-dimension as .84. Here, the internal total coefficient consistency of all the items was statistically significant ($p<.001$). In the next step, the test reliability was checked by calculating standard error. The standard error value score was .24. It changed from the third sub-dimension (.41) to the second (.27). The statistical results obtained here proved that the reliability of the scale was high for both the test-total and the item-total. The last step in the reliability and the validity process of the scale was item analysis procedure. For the item reliability, item-total and item-remainder procedures were used; and for the item validity, item-discrimination indexes were calculated. As a result of the analysis carried out here, all the values were found statistically significant at.001 level. These results revealed that the scale was valid and reliable.

Data Analysis

In the data analysis process, means and standard deviations were calculated through the latest version of SPSS for Windows. Later on, with the Kolmogorov-Smirnov Test, it was found that distribution of the scores of the test total and the item total were

normal. As the data were normally distributed, parametric statistical techniques were used. One-way variance analysis (ANOVA) was used to determine significant differences between gender and department variables. Since significant differences was found in the F test, post hoc tests were administered. As there was a significant difference in the Levene's test results, the Tamhane's test (1979) was administered. To test if there were significant differences among the pre-service teachers' perceptions concerning gender and department variables, two-factored multivariate analysis of the variance (MANOVA) was employed. The results obtained through this study were tested in two ways and the significance level was considered as .05. The results of the research were shown in tables.

Results

The findings that were obtained through this study regarding the pre-service teachers' competency perceptions were presented, discussed and commented in this part. The pre-service teachers' demographics were presented in Table 1.

Table 1
Pre-service Teachers' Demographics

Variable	Category	f	%
Gender	Female	581	58,5
	Male	363	36,6
	No Reply	49	4,9
Department	Primary School Teaching Department	413	41,6
	Turkish Language Teaching Department	118	11,9
	English Language Teaching Department	88	8,9
	Mathematics Teaching Department	107	10,8
	Science and Technology Teaching Department	110	11,1
	Pre-School Teaching Department	157	15,8
	Total	993	100,0

As seen in Table 1, 58,5% of the participants were female and 36,6% male. 41,6% of them were from the departments of primary school education; 15,8 % pre-school education and 8,9% English language education; 11,9% Turkish language education; 10,8% mathematics education and 11,1% science and technology education. The complementary statistical results were presented in Table 2.

Table 2
Complementary Statistics for Sub-Dimensions of the Research

Sub-Dimensions	n	*M*	ss
Knowledge of Subject Matter	993	3,77	,52
Knowledge of Learning and Teaching Process	993	3,93	,54
Administering and Developing Teaching Strategies	993	3,84	,56
Demonstrating Development Adaptability Skills	993	4,15	,55
Total	993	3,90	,48

According to the results, the pre-service teachers of this sample considered themselves competent and ready for the teaching profession in all competency areas.

As for the pre-service teachers' perceptions on the knowledge of subject matter, they considered themselves competent and ready as well. When the pre-service teachers' perceptions on the knowledge of learning and teaching process were concerned, it was discovered that the participants perceived themselves competent and ready. Regarding the pre-service teachers' perceptions on the administering and developing teaching strategies, they considered themselves competent and ready as well. This strategy contains choosing appropriate teaching methods, and adapting it to their teaching practices. Therefore, it is ideal for the pre-service teachers to perceive themselves competent and ready for the teaching profession in this area. As far as the demonstrating development adaptability skills sub-dimension was considered, the participants also perceived themselves "competent and ready" to teach. As there are too many changes in the field, teachers are expected to adapt themselves to these changing conditions. Descriptive statistics was presented in Table 3.

Table 3
Descriptive Statistics for Gender and Department

Gender	Department	f	M	Sd
Female	Primary School Teaching Department	248	3,99	,46
	Turkish Language Teaching Department	51	3,99	46
	English Language Teaching Department	57	4,05	,40
	Mathematics Teaching Department	39	3,88	,42
	Science and Technology Teaching Department	54	3,75	,41
	Pre-School Teaching Department	131	3,92	,37
	Total	580	3,95	,43
Male	Primary School Teaching Department	165	3,80	,55
	Turkish Language Teaching Department	67	3,80	,51
	English Language Teaching Department	18	4,09	,40
	Mathematics Teaching Department	46	3,68	,53
	Science and Technology Teaching Department	42	3,73	,54
	Pre-School Teaching	25	4,14	,43
	Total	363	3,82	,54
Total	Primary School Teaching Department	413	3,91	,51
	Turkish Language Teaching Department	118	3,88	,50
	English Language Teaching Department	75	4,06	,40
	Mathematics Teaching Department	85	3,77	,49
	Science and Technology Teaching Department	96	3,74	,47
	Pre-School Teaching Department	156	3,96	,39
	Total	943	3,90	,48

The mean was M=3,95 for the female pre-service teachers and M=3,82 for the male counterparts. Concerning the department variable, while the pre-service teachers from the English language education department had the highest mean, those from the pre-school education department followed them. The pre-service teachers from the department of science and technology teaching had the lowest mean in this respect. According to the total means of gender and department variable, while the male participants from the pre-school education department had the highest score, participants from the English language education department followed them. The female participants from the English language education department had the third

highest mean, and the female participants from the primary school education department had the fourth and the Turkish language education department had the fifth highest mean. The male participants from the mathematics education department had the lowest mean. As a result of the Levene's test carried out to determine the variance differences of the total scores concerning the gender and the department variable, no significant result was discovered at .001 level. The two-way ANOVA results of the participants were presented in Table 4.

Table 4
Two- way ANOVA Results for Gender and Department

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	R Squared
Corrected Model	12,37	11	1,12	5,00	,000	
Intercept	8617,46	1	8617,46	38350,67	,000	
Gender	,41	1	,41	1,84	,175	
Department	6,53	5	1,30	5,81	,000***	
Gender *Department	3,52	5	,70	3,13	,008**	,056
Error	209,19	931	,22			
Total	14590,74	943				
Corrected Total	221,57	942				

As presented in Table 4, no significant difference was discovered regarding gender variable and pre-service teachers' competency perceptions ($p>.05$). However, when department variable was concerned, significant differences were discovered. As far as gender and department variables were considered together, significant differences were found ($p<.01$). Professional competency perception levels of female and male participants were at different levels. Gender and department variables explained 5,6% of their professional competency perceptions.

As there were significant differences in terms of department and gender variables (common effect), complementary ANOVA test was carried out to find out the source of it. Thus, Tamhane test analysis (1979) was conducted as a post hoc test. Later on, the differences were analyzed in terms of department and then commented accordingly. The result revealed that the perceptions of the participants from the primary school education department were more positive compared to those from science and technology education department ($p<.05$). The perceptions of those from the English language education department were fairly higher compared to those from the Departments of Mathematics Teaching and Science and Technology Teaching ($p<.001$). Albeit, the perceptions of the participants from the Pre-school education department were higher compared to those from the departments of mathematics teaching and the science and technology teaching ($p<.05$).

As a result of the two-factored ANOVA analysis concerning means of gender and department variables, paired comparisons were made (Tamhane, 1979). According to the results, female participants' perceptions from the primary school

education department were higher compared to the females from the science and technology teaching department. Similarly, perceptions of the female participants from the primary school education department were high compared to the male ones from the departments of Primary school education and the Mathematics Teaching (p<.05). Perceptions of the female participants from the English language education department were high compared to female counterparts from the Science and Technology Teaching and the male participants from the departments of Primary school education and the Mathematics Teaching (p<.05). Perceptions of the male participants from the Pre-school education department were high compared to the female ones from science and technology education department and the male pre-service teachers from the Mathematics education department (p<.05). Apart from these paired comparisons, no statistically significant difference was found.

In the last phase, two-factored MANOVA was carried out to find out if there were significant differences among participants' perceptions concerning gender and department. Before the MANOVA, the data were checked with a series of tests. For each group, the ranges of the dependent variable were analyzed with the Kolmogorov-Smirnov Test, the population among the independent variances and covariance were also analyzed with the Box M and the Levene' tests. According to the analysis carried out here, no variable was biased from normal range. While the variance population was found homogenous, it was observed as F:2,00, p:.051 for the first sub-dimension; F:1,99, p:.058 for the second; F:1,62, p:.063 for the third and F: 1,41, p: ,066 for the fourth sub-dimension. The variance and covariance level of the two factors (gender-department) were found the same (F:110; 99721):1,29, p:.051).

When the complementary statistical values of the sub-dimensions were analyzed concerning gender and department, the means of the scale ranged from M=4,40 to M=5,51. The lowest mean level showed that the pre-service teachers of this sample perceived themselves competent. To determine significant differences, the two-way MANOVA was administered and the results were given in Table 5.

Table 5
Two-Way MANOVA Results

Impact	Wilks' Lambda	F	Hypothesisdf	Error df	Sig.	R^2
Intercept	,02	9934,99	4,00	928,00	,000**	,977
Gender	,98	2,74	4,00	928,00	,028*	,012
Department	,94	2,59	20,00	3078,77	,000**	,014
Gender* Department	,96	2,54	20,00	3078,77	,035*	,009

*p<, 05 **p<, 01 ***p<, 001

As seen in Table 5, there were significant differences between the means of the dependent variables of the gender and the department and gender*department. The gender variable explained 1,2% and the department variable explained 1,4% of it, while gender*department together explained .09% of it. Even if these results were statistically significant, they represented low level of effect. As a result, since all

independent variables were found statistically significant, a follow-up analysis (the multivariate ANOVA) was conducted and the results were presented in Table 6.

Table 6
Multivariate ANOVA Results regarding Gender and Department

Source	Dependent Variable	Mean Square	F	Sig.
Corrected Model	Sub-Dimension 1	1,30	4,96	,000
	Sub-Dimension 2	1,08	3,78	,000
	Sub-Dimension 3	1,23	4,00	,000
	Sub-Dimension 4	1,25	4,20	,000
Intercept	Sub-Dimension 1	8013,99	30421,29	,000
	Sub-Dimension 2	8809,64	30748,95	,000
	Sub-Dimension 3	8391,87	27168,24	,000
	Sub-Dimension 4	9787,41	32898,65	,000
Gender	Sub-Dimension 1	,50	1,91	,166
	Sub-Dimension 2	2,345	,08	,775
	Sub-Dimension 3	1,39	4,52	,034*
	Sub-Dimension 4	,35	1,20	,273
Department	Sub-Dimension 1	1,83	6,96	,000**
	Sub-Dimension 2	1,21	4,25	,001**
	Sub-Dimension 3	1,21	3,93	,002**
	Sub-Dimension 4	1,15	3,89	,002**
Gender * Department	Sub-Dimension 1	,44	1,69	,133
	Sub-Dimension 2	1,13	3,96	,001**
	Sub-Dimension 3	,61	1,99	,076
	Sub-Dimension 4	1,02	3,44	,004**

According to this, statistically significant difference was discovered only in the third sub-dimension as .05 level concerning gender variable. The gender variable explained .05 % the variance of the third sub-dimension. This showed that perceptions of the female participants on the *Administering and Developing Teaching Strategies* were significantly higher compared to their male counterparts. Concerning the department variable, there were significant differences in all sub-dimensions at .01 level. The department variable explained 3,6% of the variance of the first sub-dimension, 2,2% of the second, 2,1% of the third, and 2% of the fourth.

In the first sub-dimension, the perceptions of the participants from the departments of Primary school education, Turkish Language Teaching, English Language Teaching and Pre-School Teaching were significantly higher than those from the science and technology teaching department. Similarly, the perceptions of the participants from the departments of English Language Teaching and Pre-School Teaching were higher than those from the mathematics education department. In the second sub-dimension, the perceptions of the participants from the English language education department were significantly higher than those from the science and

technology teaching department. Similarly, perceptions of the participants from the Pre-school education department were higher than those from the departments of Mathematics Teaching and the Science and Technology Teaching.

In the third sub-dimension, the perceptions of the participants from the English language education department were significantly higher than those from the departments of the Mathematics Teaching and the Science and Technology Teaching. Similarly, perceptions of the participants from the Pre-school education department were higher than those from the Science and Technology Teaching. In the fourth sub-dimension, perceptions of the participants from the Pre-school education department were significantly higher than those from the departments of the Mathematics Teaching and the Science and Technology Teaching.

According to paired comparisons concerning gender*department (the Benferonni) in the first sub-dimension, perceptions of the female participants from the Primary school education department were higher than those from the science and technology teaching department. Similarly, perceptions of the female participants from the English language education department were higher than the female ones from the science and technology teaching department. Moreover, perceptions of the female participants from the English language education department are higher than the male participants from the departments of the Primary school education, the Mathematics Teaching and the Science and Technology Teaching. In the second sub-dimension, perceptions of the female participants from the Primary school education department were higher than the female ones from the Science and Technology Teaching Department. Similarly, perceptions of the male participants from the Pre-school education department were higher than the female participants from the departments of the Science and Technology Teaching, the Primary school education, the Turkish language teaching and the Mathematics Teaching.

In the third sub-dimension, perceptions of the female participants from the departments of the Primary school education, the Turkish language teaching and the English Language Teaching were higher than the male ones from the Mathematics education department. In addition, perceptions of the female participants from the English language education department were higher than the male participants from the Primary school education department. In the fourth sub-dimension, perceptions of the female participants from the Primary school education department were higher than the male ones from the same department. Perceptions of the male participants from the Pre-school education department were higher than the male participants from the departments of the Primary school education and the Mathematics Teaching.

Discussion, Conclusions and Recommendations

According to the results, the pre-service teachers considered themselves competent and ready for the profession in all competency areas. This result may mean that the pre-service teachers think that they have enough theoretical knowledge and practised adequately in the school practicum during their pre-service education, which lasts for 3 terms. In the first term, they just go and observe the teachers, and in the next two terms they have their practicum under the supervision of an experienced teacher. It is considered that school practicum helped them prepare well for their future careers. Similar results were obtained by various researchers (Gelen & Özer, 2008; Karacaoğlu,

2008; Köstereliođlu &Akın Köstereliođlu, 2008; Coskun, Gelen & Öztürk, 2009; Özder, Konedralı & Zeki, 2010). Köksal (2013) also found that there was a positive and meaningful relationship between general teaching competency perceptions and attitudes towards the profession. Gökalp (2016) also discovered a significant and positive correlation between pre-service teachers' competencies regarding teaching and the sub-dimensions researched here. Teaching is accepted as one of the most crucial processes in the world (Rauduvaita, Lasauskiene & Barkauskaite, 2015). Teacher candidates should, therefore, be prepared and competent for their future career. In this process, they should have a chance to practice the things which are considered as the basics for their job. Many studies conducted in this area reveal that pre-service teachers need more practical training (Baskan, Yildiz & Tok, 2013; Fook, 2012; Güven, 2010; Li & Lowe, 2006). It is believed that learning how to teach must be practical, and for teachers mentoring and their practices in real classroom settings is essential (Naylor, Campbell-Evans & Maloney, 2015).

As for the pre-service teachers' perceptions on the knowledge of subject matter, they also considered themselves competent and ready as well. It is evaluated that having intensive theoretical lessons had positive effects on their perceptions. This shows consistency with the results that Gelen and Özer (2008), Köstereliođlu and Akın Köstereliođlu (2008) reached. Brauer (2010) concludes that teachers' beliefs about the knowledge of subject matter are essential to establish their professional competency (Medley, 1982). Teachers who do not establish this competency during their pre-service education tend to conduct their lessons with old-fashioned teaching methods and strategies (Şahin, 2004). Although, educational facilities should be based on theoretical knowledge, their school practicum help them develop a repertoire about teaching (Hassard, 1999).

When the pre-service teachers' perceptions on the knowledge of learning and teaching process were concerned, it was discovered that the participants perceived themselves competent and ready. It may be commented that the pre-service teachers had gained sufficient theoretical knowledge about their own fields and they also had enough teaching experience during their pre-service education. This is consistent with the results that Gelen and Özer (2008) obtained in their studies. Here, the main aim is to discover the best way to transmit knowledge to students and lead their behaviour to change in a positive way (Philips & Soltis, 2005).

Therefore, they should know how to manage this process and renew their theoretical and practical knowledge accordingly. Regarding the pre-service teachers' perceptions on the administering and developing teaching strategies, they considered themselves competent and ready as well. As this strategy contains choosing appropriate teaching methods, and adapting them to their teaching practices, it is ideal for the pre-service teachers to perceive themselves "competent" in this area. School experience practices may have had positive contribution to their positive perceptions, and it can be concluded that the pre-service teachers perceive themselves ready for their future careers. Çepni (2010) stated that during school experience practicum, teaching and learning strategies are emphasized and administered accordingly. As far as the demonstrating development adaptability skills sub-dimension was considered, the participants also perceived themselves competent and ready to teach. As there are too many changes in the field, teachers are expected to adapt themselves to these

changing conditions. It is indicated that the pre-service teachers are young and flexible enough to adapt new developments to their teaching practices. Similar results were obtained from a study conducted by Karacaoğlu (2008). Cobb (1999) also stated that teaching is a challenging profession and teachers should demonstrate development adaptability skills more than any other professions.

Teachers with positive professional dispositions tend to act in an effective way to be more successful and increase student achievement (Haycock, 1998; Ros-Voseles & Moss, 2007; Ross, 1992). Therefore, the focus of this study was to discover professional competency perceptions of the pre-service teachers who are currently studying at five public universities in Turkey and a number of results were obtained through this study.

Moreover, when gender variable is concerned, there was not a significant difference in terms of their perceptions. However, there was a significant difference in department variable. When gender and department variables are evaluated together, professional competency perceptions of pre-service teachers' of this sample differ significantly.

On the other hand, the study has some limitations. First of all, the study was limited with this sample. It is also limited in 2016-2017 academic year, and the research is limited with the items and sub-dimensions researched through the scale. The recommendations reached through the results are presented below:

- As there are differences among the perceptions of the pre-service teachers regarding department variable, the reason of this difference should be analysed comparing the departments and facilities.
- Another study can be conducted with a larger group of pre-service teachers from other cultures to make comparisons about their perceptions.
- A qualitative research can also be carried out to get some in-depth answers about their perceptions.
- It is suggested that the authorities of the Higher Education Council (YÖK) and the Ministry of National Education (MoNE) work collaboratively to make the teacher training system better to catch up with the latest developments.

References

Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of Child Development,* (p.1-60). *Greenwich, CT: JAI Press.*

Baskan, G. A. , Yildiz, E. P., & Tok, G. (2013). Teacher training system in Finland and comparisons related to Turkey. *Procedia-Social and Behavioral Sciences, 83*, 1073-1076.

Bellah, R.N., Madsen, R., Sullivan, W.M. Swidler, A., & Tipton, S.M. (1985). *Habits of the heart: Individualism and commitment in American life*. New York: Harper & Row.

Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Brauer, J. (2010). Teacher creativity and teacher professional competency, *Teacher/Mentor*, 1-22.

Cobb, V.L. (1999). An international comparison of teacher education. *ERIC Digest* No: ED436486.

Cochran-Smith, M. (2004). Taking stock in 2004: Teacher education in dangerous times. *Journal of Teacher Education,* 55*(1),* 3-7.

Coskun, E., Gelen, İ., & Öztürk, E. P. (2009). Türkçe ögretmeni adaylarinin ögretimi planlama, uygulama ve degerlendirme yeterlik algilari, [An evaluation of competency perceptions of prospective Turkish teachers] *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6(12),* 140-163.

Covey, S.R. (1989). *The seven habits of highly effective people: Powerful lessons or personal change.* New York: Simon & Schuster.

Çepni, S. (2010). Eğitim öğretimde kullanilan temel kavramlar, stratejiler ve öğrenme teorileriyle ilişkileri. Çepni, S. ve Akyıldız, S. (Ed.). (126-142), *Öğretim ilke ve yöntemleri.* Trabzon: Celepler Matbaacılık.

Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

Dewey, J. (1916). *Democracy and education*. New York: Macmillan.

Diamond, L. (2006). Implementing and sustaining an effective reading program, *the consortium on reading excellence,* A CORE Briefing Paper, 1-14.

James, M., & Pollard, A. (2006). Principles for teaching and learning, in *improving teaching and learning: A commentary by the teaching and learning research programme*, Mary James and Andrew Pollard (ed.), 1-48.

Farrell, T.S.C. (2004). *Reflective practice in action: 80 reflection breaks for busy teachers.* Thousand Oaks, CA: Corwin Press.

Fook, Ch.Y. (2012). Best practices in teaching in higher education in United States: a case study. *Procedia-Social and Behavioral Sciences*, *46,* 4817-4821.

Foster, E. (2001). INTASC Standards for beginning teachers, *Texas University,*1-2.

Friedman, T. L. (2005). *The world is flat.* New York: Farrar, Straus, and Giroux.

Fullan M., & Hargreaves, A. (Eds.). (1992). *Teacher development and educational change*. The Falmer Press, New York.

Garet, M. S.; Porter, A. C.; Desimone, L.; Birman., B. F., & Yoon. K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38(4),* 915-45.

Gay, G. (2005). *A synthesis of scholarship in multicultural education*. Naperville, IL: North Central Regional Educational Laboratory.

Gelen, İ., & Özer, B. (2008). Öğretmenlik mesleği genel yeterliklerine sahip olma düzeyleri hakkinda öğretmen adaylari ve öğretmenlerin görüşlerinin değerlendirilmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *5(9),* 39-55.

Gökalp, M. (2016). Investigating classroom teaching competencies of pre service elementary mathematics teachers, *Eurasia Journal of Mathematics, Science & Technology Education*, 12(3), 503-512.

Gözütok, F. D. (1995). *Öğretmenlerin demokratik tutumlari*, Ankara: Ekin Yayıncılık.

Güven, S. (2010). Vocational education faculty students' impressions of practice teaching schools and teachers. *Procedia-Social and Behavioral Sciences*, *2*, 2501-2505.

Hallman, S. R., Wenzel, S. A., & Fendt, C. R. (2004). *Interim evaluation report:* CMSI/CUSP elementary school development. Report B: The Specialist Report. Chicago: UIC CMSI Evaluation Project.

Hassard, J. (1999). Student's experience in constructivist learning environments, http://scied.gsu.edu/Hassard/Teems.html, retrieved on 22.05.2012, 11:00.

Hawley, W. D., & L. Valli. (1999). *The essentials of effective professional development. In teaching as the learning profession: handbook of policy and practice,* (ed.) L. DarlingHammond & G. Sykes, San Fran cisco: [Jossey-Bass. 127-150.

Haycock, K. (1998). Good teaching matters: How well qualified teachers can close the gap. *Thinking K-16. 3*(2), 3-16.

Hutcheson, G., & Sofroniou, N. (1999). *The multivariate social scientist: Introductory statistics using generalized linear models*, London and Thousand Oaks, 224-225.

Jangira, N. K. (1995). Rethinking teacher education, *Prospects, 25(2),* 261-272

Karacaoğlu, Ö. C.(2008). Öğretmenlerin yeterlilik algıları, [The perceptions of teachers' sufficiency] *Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi,* 5*(1),* 70-97.

Karasar, N. (2004). *Bilimsel araştirma yöntemi*. Ankara: Nobel Yayın Dağıtım.

Kauchak, D., & Eggen, P. (2005). *Introduction to teaching: Becoming a professional*. Upper Saddle River, NJ: Pearson Education.

Köksal, N. (2013). Competencies in teacher education: Preservice teachers' perceptions about competencies and their attitudes, *Educational Research and Reviews*, *8(6),* 270-276.

Köstereliođlu, İ., & Akın Köstereliođlu, M. (2008). Stajyer öğretmenlerin mesleki yeterliklerini kazanma düzeylerine ilişkin algıları, [Novice teachers' perceptions of their competency acquisition] *SAÜ Fen Edebiyat Dergisi*, *2,* 257-275.

Küçükahmet, L. (1993). *Öğretmen yetiştirme (Programları ve Uygulamaları).* Ankara: Gazi Üniversitesi İletişim Fakültesi Matbaası.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, *32(3),* 465-491.

Laitsch, D., Heilman, E., & Shaker, P. (2002). Teacher education, pro-market policy and advocacy research. *Teaching Education,13(3),* 251-271.

Li, Z., & Lowe, J. (2006). *Practice training in ınitial teacher education: Case study comparisons in England and China.* Preparing Teachers for a Changing Context. Institute of Education, 3-6 May, London.

Mangin, M.M., & Stoelinga, S. R (2010). The future of instructional teacher leader roles, *the Educational Forum, Kappa Delta Pi*, *74,* 49—62.

MEB (2006). *Generic teacher competencies*, Turkish Republic Ministry of National Education General Directorate of Teacher Training, Ankara, 1-61.

MEB (2008). *Öğretmenlik yeterlikleri, öğretmenlik mesleği genel ve özel alan yeterlikleri,*Ankara, MEB Yayınları.

Medley, D.M. (1982).Teacher competency testing and the teacher educator, *Association of Teacher Educators and the Bureau of Educational Research in Charlottesville*, 1-43.

Mentiş Taş, A. (2004). Sosyal bilgiler öğretmenliği eğitimi program standartlarının belirlenmesi. [Determining standarts of teacher education in social sciences] *Eğitim Bilimleri Fakültesi Dergisi, 37(1),* 28-51.

Naylor, D. A., Campbell-Evans, G., & Maloney, C. (2015). Learning to teach: What do pre-service teachers report? *Australian Journal of Teacher Education*, 40(11), 120–136. http://dx.doi.org/10.14221/ajte.2015v40n11.7

OECD (2010). *Teachers' professional development Europe in international comparison*, Office for Official Publications of the European Union.

Özder, H., Konedralı, G., & Zeki, C. P. (2010). Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumlarının çeşitli değişkenler açısından incelenmesi. [The Relationship between the Teaching Profession Attitudes and SelfEsteem of Classroom Teachers] *Kuram ve Uygulamada Eğitim Yönetimi, 16(2),* 253-275.

Pedro, J. (2006). Taking reflection into the real world of teaching. *Kappa Delta Pi Record*, *42(3),* 129-133.

PGG (2011). Professional growth guide for teacher candidates student teaching and ınternship 2010-2011*, College of Education, University of Saskatchewan*, 1-32.

Philips, D.C., & Soltis, J.F. (2005). *Öğrenme: Perspektifler.* (Soner Durmuş, Çev). Ankara, Nobel Yayın Dağıtım.

Rauduvaita, A, Lasauskiene, J., & Barkauskaite, M. (2015). Experience in teaching practice of pre-service teachers: Analysis of written reflections, *Procedia-Social and Behavioral Sciences,191(2015)*,1048 -1053.

Richardson, V., &Placier, P. (2001). *Teacher change. ın handbook of research on teaching*, 4th ed. (ed.) V. Richard son, 905-47. New York: Macmillan.

Rogers, E.M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.

Ross, J.A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education*, *17(1),* 51-65.

Ros-Voseles, D., & Moss, L. 2007. The role of dispositions in the education of future teachers. *Young Children 62(5),* 90-98.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Schön, D.A. (1996). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

Scherer, R. F., Wiebe, F. A., Luther, D. C., & Adams J. S. (1988). Dimensionality of coping: Factor stability using the ways of coping questionnaire. *Psychological, Reports, 62,* 763-770.

Selke, M., & Alouf, J. (2004). Position framework: ATE. Retrieved from http://www.ate1.org/pubs/ATE_Position_Frame.cfm

Strang, F.A. (1995). An analysis of self-ratings of teaching competencies and stressors of student teaching interns (*Unpublished Thesis*) *Memorial university of Newfoundland*.

Şahin, A.E. (2004). Meslek ve öğretmenlik, S. Veysel (Ed.). *Öğretmenlik mesleğine giriş,* Ankara: Anı Yayıncılık.

Tamhane, A. C. (1979). A comparison of procedures for multiple comparisons of means with unequal variances. *Journal of the American Statistical Association*, *74(366),* 471-480.

TED. (2009). *Öğretmen yeterlikleri*. Ankara: Türk Eğitim Derneği Yayınları.

Vieira, A. L. (2011*). Interactive LISREL in practice, getting started with a SIMPLIS Approach,* Springer Heidelberg Dordrecht, London New York.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Özet

Giriş

Görevi, öğrenmeyi gerçekleştirmek olan öğretmenlerin, bu görevi yerine getirebilecek mesleki yeterliklere de sahip olmaları gerekmektedir. Öğretmenlere mesleki yeterlikler, özellikle hizmet öncesi ve hizmet içi eğitim yoluyla kazandırılmaktadır. Öğretmenlerin mesleki yeterliği, öğretmenlerin öğretmenlik mesleğini etkili ve verimli biçimde yerine getirebilmeleri için, sahip olması gereken bilgi, yetenek ve öğretmeye dair inançlarından oluşmaktadır (Medly, 1982; MEB, 2008). Bu anlamda mesleğe dair doğru tutum ve ilgi, öğretmeye dair ilgi, şevk ve coşku ile öğretmenlerin zihinsel sağlıkları, okul programlarının başarısında rol oynayan önemli etkenlerdendir (Brauer, 2010).

Öğretmen yeterlikleri farklı şekillerde tanımlanmaktadır. Ancak mevcut çalışmada bu yeterlik alanları dört ana başlık altında incelenmektedir. Bunlar; eğitim aldıkları alanla ilgili kavramları, teorileri, ilkeleri, varsayımları ve yasal alanları bilme anlamına gelen Özel Alan Bilgisi; öğrencilerin daha iyi hale getirilmeleri sürecine dair etkinlikleri, kapasite, öğrencilerin sosyal ve duygusal gelişimlerini destekleyen Öğretme ve Öğrenme Süreci Bilgisi; kendi öğretme yöntem ve tekniklerini geliştiren ve bunları uygulamaya dökme anlamına gelen Öğretim Stratejilerinin Yönetimi Alanı ve öğrencilerin öğrenciklerini uygulamaya taşımalarına yardımcı olacak Uyumlama Becerilerini Geliştirme Alanlarından oluşmaktadır. Ancak gelinen noktada en başlangıç öğretmen eğitiminde bile bu becerilerin ne düzeyde öğrencilere kazandırıldığı tartışılmaktadır. Bu nedenle mevcut araştırmanın amacı öğretmen adaylarının söz konusu alanlara ilişkin yeterliklerini belirlemektir. Bu araştırma yanı zamanda öğretmen adaylarının bu algılarının cinsiyet ve bölüm değişkenlerine göre anlamlı bir fark gösterip göstermediğini de ortaya çıkarmayı amaçlamaktadır. Böyle bir araştırma öğretmen yetiştirme alanında söz sahibi olan yetkililer ile öğretmen yetiştirme alanında program düzenleyicilere dair bir farkındalık oluşturabilmesi bakımından önemlidir.

Yöntem

Araştırmada, tarama modellerinden genel tarama modeli kullanılmıştır. Genel tarama modeli, çok sayıda elemandan oluşan bir evrende, evren hakkında genel bir yargıya varmak amacıyla evrenin tümü ya da ondan alınacak bir grup, örnek ya da örneklem üzerinde yapılan tarama düzenlemeleridir (Karasar, 2004, s. 79).

Bu araştırmanın çalışma grubunu, 2011-2012 öğretim yılında Artvin Çoruh Üniversitesi, Rize Üniversitesi, Mehmet Akif Ersoy Üniversitesi, Adıyaman Üniversitesi ve Mersin Üniversitesi'nin eğitim fakültelerinde (Sınıf Öğretmenliği, Türkçe, İngilizce, Matematik, Fen ve Teknoloji Öğretmenliği ile Okul Öncesi Öğretmenliği bölümlerinde) öğrenim gören 993 öğretmen adayı oluşturmaktadır.

Araştırmada veri toplama aracı olarak, cinsiyet ve öğrenim görülen bölümü belirleyen kişisel bilgi anketi ve Öğretmen Adaylarının Mesleki Yeterlik Algı Ölçeği kullanılmıştır. Ölçek maddeleri Foster'ın (2001) "INTASC Standards for Beginning Teachers" başlıklı çalışmasından yararlanılarak oluşturulmuştur. Ölçekte beşli Likert tipi değerlendirme sistemine dayalı 40 madde yer almaktadır. Ölçekte her bir maddenin karşısında hiç (1), az (2), orta (3), çok (4) ve pekçok (5) şeklinde ifade edilen değerlendirme ölçekleri yer almıştır.

"Öğretmen Adaylarının Mesleki Yeterlik Algı Ölçeğinin" geçerlik ve güvenirlik analizlerini gerçekleştirmek için, eğitim fakültelerinde eğitim görmekte olan ve raslantısal olarak (randomly) olarak seçilmiş 150 aday öğretmen grubuna uygulanmıştır. Bu uygulamadan elde edilen veriler göz önünde bulundurularak ölçeğe son şekli verilmiştir.

Ölçeğin geçerliği için ilk olarak varimax döndürme (rotated) yöntemi ile faktör analizi işlemleri yapılmıştır. Ölçeğin Kaiser-Meyer-Olkin değeri, .92 olarak bulunmuştur. Bu sonuç örneklem grubunun büyüklüğünün faktör analizi yapmak için uygun olduğunu göstermektedir. Daha sonra Bartlett testi (3798,87) yapılmış ve istatistiksel açıdan .001 düzeyinde anlamlı bir sonuç bulunmuştur. Buna göre, ölçeğin dört ayrı alt boyuttan oluştuğu anlaşılmıştır. Birinci faktörün (Konu Alanı Bilgi ve Becerisi) öz değeri 6,79 olup, tek başına toplam varyansın %16,98'ni karşılamaktadır. İkinci faktörün (Öğretme ve Öğrenme Bilgi ve Becerisi) öz değeri 5,68'dür ve toplam varyansın % 14,20'nı karşılamaktadır. Üçüncü faktörün (Öğretim Stratejilerini Uygulama ve Geliştirme) öz değeri 5,29'dur ve toplam varyansın % 13,22'ni karşılamaktadır. Dördüncü faktörün (Gelişimsel Uygunluk Gösterme Becerisi) özdeğeri 4,67'dir ve tek başına toplam varyansın %11,69'nu karşılamıştır. Dört alt boyutun birlikte açıkladığı toplam varyans değeri ise 56,11 olmuştur. Ölçeğin tümünün açıkladığı bu toplam varyans oranı, bilimsel açıdan ölçeğin geçerliğini saptamıştır.

Ölçeğin toplam - alt boyutlarının ve ölçek maddelerinin aritmetik ortalamaları ile standart sapmaları bulunmuştur. Sonra Kolmogorov-Smirnov Test yardımıyla, ölçek toplam ve alt boyut puanlarının dağılımının normalliği saptanmıştır. Elde edilen tüm sonuçlar, dağılımların normalliğini gösterdiği için araştırma kapsamında parametrik istatistik teknikler kullanılmıştır. Cinsiyet ve öğrenim görülen bölüm değişkenlerine göre Aday Öğretmenlerin Mesleki yeterlik Algı Ölçeği'nin toplam puanlarının farklılıklarını belirlemek üzere iki faktörlü ANOVA işlemi gerçekleştirilmiştir. F testinde anlamlı bir farklılıkların bulunması üzerine varyans analizini tamamlayıcı hesaplara (post-hoc) geçilmiştir. Levenes test sonucunda anlamlı farklılığın olmadığı durumlarda scheffe testi yapılmıştır. Araştırma kapsamında elde edile tüm sonuçlar çift yönlü olarak sınanmış ve anlamlılık düzeyi en az ,05 olarak kabul edilmiştir. Ayrıca ,01 ve ,001 düzeyinde anlamlı çıkan sonuçlar yine tablolarda gösterilmiştir. Araştırmanın tüm istatistiksel analizleri SPSS for Windows 15,00 paket program ile yapılmıştır.

Bulgular

Öğretmen adaylarının öğretmenlik mesleğine ilişkin yeterlikleri ve mesleğe hazır olup olmadıklarına ilişkin algılarının belirlenmesi amacıyla yürütülen mevcut araştırmada bir takım sonuçlara ulaşılmıştır. Buna göre öğretmen adaylarının hizmet öncesi aldıkları eğitim sonucunda kendilerini "öğretmenlik mesleği için yeterli ve mesleğe hazır hissettikleri yönünde bir algıya sahip oldukları tespit edilmiştir. Araştırmada aynı zamanda öğretmen adaylarının bu algılarının cinsiyet ve bölüm değişkenlerine göre anlamlı bir fark gösterip göstermediği de ortaya çıkartılmaya çalışılmıştır. Buna göre, cinsiyet değişkeni söz konusu olduğunda öğretmen adaylarının algıları arasında anlamlı bir farklılık bulunmazken, bölüm değişkenine göre öğretmen adaylarının algıları arasında anlamlı farklılıklar bulunduğu anlaşılmıştır.

Tartışma ve Öneriler

Mevcut araştırmanın öğretmen yetiştirme alanında söz sahibi olan yetkililer ile öğretmen yetiştirme alanında program düzenleyicilere dair bir farkındalık oluşturabilmesi bakımından önemlidir. Öğretmen adaylarının algıları arasında cinsiyete göre fark bulunmaması öğretmen adaylarının eğitilme süreçlerinde bu tür bir eğitim farklılığının bulunmamasıyla açıklanabilir. Diğer bir değişken olan bölüm değişkeni anlamında öğretmen adaylarının algıları arasında anlamlı farklılıklar ortaya çıkmıştır. Bu durum farklı bölümlerde bulunan öğrencilerin o bölümlerinin onlara sundukları eğitim anlamında bir farklılıktan kaynaklanıyor olabilir. Bazı üniversiteler ve bölümlerin öğretim üyesi, teknoloji kullanımı, laboratuar olanakları, uygulama olanakları bakımından önemli farklılık göstermelerinden kaynaklanıyor olabilir. Buna göre öğretmen yetiştirme konusunda karar vericileri olan YÖK, MEB ve özellikle fakülte yönetimleri fakültelerin bölüm düzeyinde ortaya çıkan bu farklılıklarını inceleyerek durumun kaynağını ortaya çıkartmaları ve var olan eksiklikleri gidererek öğretmen adaylarının daha nitelikli bir şekilde yetişmelerine yönelik çabalar içerisinde olmaları önerilmektedir.

Author's Biodata

Dr. Aydın Balyer is an associate professor in the field of Educational Administration at the Department of Educational Sciences at Yıldız Technical University. His research interest focuses on school leaders, principals, their professional development and working conditions. He also studies on educational policies in which school administration is researched in detail. Correspondence regarding this article can be addressed directly to balyer2001@gmail.com or balyer@yildiz.edu.tr.

Dr. Aydın Balyer Yıldız Teknik Üniversitesi Eğitim Bilimleri Bölümünde Eğitim Yönetimi alanında doçenttir. Araştırma alanları başlıca okul yöneticileri, müdürleri, öğretmenler, onların mesleki gelişimleri ve çalışma koşullarıdır. Aynı zamanda Dr. Balyer, eğitim yönetiminin daha detaylı ele alındığı eğitim politikaları alanında araştırmalar yapmaktadır. Yazışmalar için balyer@yildiz.edu.tr or balyer2001@gmail.com adreslerinden doğrudan iletişime geçilebilir.