

# Evaluation of practice teachers according to the views of teacher candidates

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Received: 30 January 2011; accepted: 07 March 2011

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## Abstract

Teaching practice course has been included in all teacher education programs with the purpose of providing teacher candidates with a medium to test the knowledge they gained throughout their teaching education in practice. There is great contribution of practice teachers, who provide guidance to teacher candidates, to the delivery of this course in accordance with its purpose and in a successful manner. This research is motivated by this line of thought. Data was collected from a total of 322 teacher candidates having pedagogical formation education in Firat University, Faculty of Education and graduated from Faculty of Humanities and Social Sciences and Faculty of Science and senior students in the Department of Computer and Education Technologies and the Department of Primary School Mathematics Teaching in the Faculty of Education by applying practice teacher's qualification scale. Cronbach's alpha coefficient of the scale is 0.96. Independent samples t test, Anova test, and in case the distribution was not homogeneous Kruskal Wallis H and Mann Whitney U tests were used for the analysis of the data. Moreover, correlation analysis, percentage, and frequency analyses were also conducted. According to the findings obtained, there is a significant difference between genders in terms of teacher candidates' expectations from their practice teachers and qualifications of practice teachers' for satisfying these expectations. It was detected that according to the views of teacher candidates, practice teachers have shortfalls in the areas of guidance, valuing practice, and communication.

*Keywords:* Teaching practice; Teacher candidates, Practice teacher; Teaching profession

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## 1. Introduction

People who are going to perform teaching profession should have certain attributes. According to Aksu [1] translating from Boyer, a lot of attributes are expected from a teacher such as to meticulously assess student success, to build sensible and warm relations, to include learners in the learning activity, to have sufficient knowledge of the subject matter, and to believe in learning potential. On the other hand, Alkan [2] explained attributes of teachers as providing the student to take responsibility in the learning activity, explaining success criteria to the student properly, and helping the student to do self-assessment on his/her own success.

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Demircioglu [3] classified the tasks of teachers as teaching, management, professional expertise, and counseling. According to UNESCO [4], teacher education is required in areas such as basic teaching subjects, teaching methods which especially highlight student participation, subjects related to life skills, trauma help, and preschool teaching methods. In another research, it was stressed that content knowledge was not sufficient for teacher education and it was necessary to gain teaching and communication skills as well [5]. Focusing on efficient teaching concept, Cullingford [6] suggested that an efficient teacher should be honest, provide efficient learning, be a good organizer, have communication skills, and have a good sense of humor. These attributes are highlighted in research studies on problems of teaching profession. In fact, according to the findings of a research conducted by Buchanan [7], problems of teachers were found to be related to their pre-service education focusing on areas such as class management and maintaining discipline, teaching skill, communication, and management. According to Ayas [8], problems in teacher education originate from content knowledge, pedagogy knowledge, and general knowledge. Drawing attention to the relationship between teacher education and teacher productivity, Harris and Sass [9] regarded the contribution of pre-service education, in-service professional development, and knowledge obtained from informal job experience to this process as important.

Teachers' education on planning skills can be regarded within the scope of teacher qualifications. Candidates for teaching profession obtain these skills during their pre-service education. Candidates for teaching profession, who are provided with necessary knowledge they will require when performing the profession prior to service, find a chance to apply this knowledge through teaching practice. Candidates undertake responsibilities such as observing the course, engaging in the tasks of practice teacher, participating in education and learning and extracurricular activities, and lecturing in practice schools [10]. In fact, MNE Communications Journal announced in the directive about teaching practice [11] that *“teaching practice is getting better prepared for the teaching profession and using knowledge, skills, attitudes, and customs obtained by teacher candidates throughout their education about general knowledge, special area education and teaching practice in a real education and learning environment”*. Every situation encountered and experiences obtained by teacher candidates during their teaching practices affect their future performance on the job. As it was also addressed by Dewey [12] conflicts about practice and discussions on these conflicts constitute just a problem for the theory, at least for the theory which shape education philosophy. The mission of an intelligently thought education philosophy is to rigorously establish reasons for current conflicts and prepare an objective plan which is ready to use.

It may be expressed as the first step in the professional development for the in service education teachers [13]. It is known that the teacher candidates start their pre-service education with different learning-teaching concept, different ability and different opinions [14]. The teacher candidates find the opportunity of changing not only but their knowledge and ability also their views in the process/course of in service training [15]. Because, teaching career is easy and consist of transferring the knowledge according to the teacher candidates [16, 17]. However, it must not be forgotten that learning teaching is a long process and it is full of rich learning experience based on the theoretic principals [18]. Even though the fact that obtaining these experiences takes a lot of time irritates the teacher candidate, preparatory trainings are rather important as the first step in this process. Preparatory trainings are good choices for the crowded, multi-cultural, and for those who speak different languages and have different abilities on the point of training the students. The teacher candidate will begin to understand that the pedagogical knowledge he uses in this process kind of agreement trending

I to the learning teaching process [19]. There are more than sixty theories [20]. The teacher candidate may have obtained knowledge on/(about) these theories .But he finds the opportunity of testing the specialties and the results of these practices in pre-service training. The teacher candidates also notice the other factors beside the learning variability in class during their pre-service trainings. For example the school and ministration plays an important role in realizing the learning goals [21].The teacher candidate, personally, observes this effect and carries it beyond the theoretic sense meaning and adds it into his/ her future professional organization

It is known that teacher candidates have an anxiety of being supervised by experienced teachers [22]. Nonetheless, teacher candidates' getting help and feedback from experienced teachers on their shortfalls and developing appropriate strategies highlight the role of practice teachers in teaching practice. In that case, it is not wrong to say that a factor affecting the success in teaching practice course is the practice teacher. Positive attitudes of practice teachers towards teacher candidates and students, guidance activities they carry out, and their appropriate pedagogical approaches provide important contributions for the practice to reach its goal. With this aspect, perception of practice teachers by teacher candidates is regarded important in terms of the gains from teaching practice course.

## **2. Method**

Research was carried in survey model. In this model, a situation that existed in the past or that is still present is described as how it exists [23]. Independent samples t test, Anova test, in cases where the distribution was not homogeneous Kruskal Wallis H and Mann Whitney U tests were used on the findings obtained by application of data collection tool. Moreover, analyses based on percentage and frequency as well as correlation analysis were conducted.

The aim of this research is evaluation of practice teachers according to the views of teacher candidates. This aim, on one hand, contains information regarding the perceptions about practice teachers by teacher candidates, and on the other hand, it helps teacher candidates to think about their own ideals for teaching (what would I do, if it were me?) while they asses their practice teachers. Answers to the following research questions are sought within the scope of the research:

- Is there a significant difference between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations in terms of teacher candidates' gender, practice teacher's gender, teacher candidates' branch, practice teacher's seniority, number of candidates practicing at the same time and faculties?
- What are the answers of teacher candidates to the question "if you were to continue your professional life working as a practice teacher, what you would consider the most to be a qualified practice teacher?"
- What additional views do teacher candidates want to indicate on guidance skills of their practice teacher?

### *2. 1. Research sample*

The research was carried out on students, who were enrolled in the teaching practice course, from two undergraduate and four secondary school non-thesis master level departments in the Faculty of Education at Firat University. Random sampling was employed for the selection of these departments. Data collection tool was applied to 384 students; however, due to several reasons the number of scales with usable data was realized to be 322.

### *2. 2. Data collection tool*

Data collection tool is developed by Kiraz [24]. The scale is made of three sections. Personal information is collected in the first section. This section aims to detect gender, department, practice teacher's gender, practice teacher's seniority, and the number of candidates practicing at the same time. The second section is made of 25 items collecting

expectations from practice teachers and aiming at teacher candidates' questioning the qualifications of his/her practice teacher. These items are answered as "I absolutely agree, I agree, I have no idea, I do not agree, and I absolutely do not agree". In the last section, there are two open ended questions for the teacher candidates. Cronbach's alpha coefficient of the scale is 0.96.

### 3. Findings

The analysis described in this section. First finding is related to the study group. Approximately half of the students sent to schools for teaching practice are male (160 people, 49.7%), and the remaining half are female (162 people, 50.3%). When seniority of practice teachers is considered, it is observed that the most crowded group (127 people, 39.4%) is the group of 10-14 years of experience. On the other hand, teachers with 21 years or more of experience constitute the smallest group (22 people, 6.8%). 227 (70.5%) of practice teachers are male, and the remaining 95 (29.5%) of them are female. 255 (79.2%) of the students sent for teaching practice are enrolled in secondary school subject area teaching, and the remaining 67 of them (20.8%) are enrolled in departments of Faculty of Education. When the number of students practicing at the same time is analyzed, it is observed that the largest group (87 people, 27%) was made of three people, whereas the smallest group (2 people, 0.6%) was made of six people. In addition to this, as an interesting finding, it is also observed that 19 people (5.9%) indicated that they were practicing in a group of 10 or more students at the same time.

#### 3. 1. Findings about the significant difference related to teacher candidates' gender

Independent samples t test was used to test whether there is a significant difference in terms of gender between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations. The results of this analysis are given in Table 1.

**Table 1. Results of t test with respect to gender between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations**

	Male (N=160, 49,6%), Female (N=162, 50,4%), Total (N=322, 100%)		Levene		T testi		Mann W. U	
	$\bar{X}$	SS	F	p	t	p	Z	p
expectations from their practice teachers	4,28	0,614	11,161	0,01	-3,63	0,00	-3,033	0,002*
qualifications of practice teachers for satisfying these expectations	3,88	0,681	2,877	0,091	2,494	0,013*	-2,425	0,015
	4,48	0,331						
	3,69	0,742						

As it can be seen in Table 2, there is a significant difference with respect to gender between the expectations of teacher candidates from their practice teachers in favor of female teacher candidates ( $t = -3.63$ ,  $p < 0.05$ ). Similarly, a significant difference in favor of male teacher candidates is observed between the views on qualifications of practice teacher ( $t = 2.494$ ,  $p < 0.05$ ).

#### 3. 2. Findings about the significant difference related to practice teacher's gender

Independent samples t test was used to test whether there is a significant difference in terms of practice teacher's gender between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations. Results are given in Table 2.

**Table 2. Results of t test with respect to practice teacher’s gender between teacher candidates’ expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations**

Male (N=227, 70,5%), Female (N=95, 29,5%), Total (N=322, 100%)								
	$\bar{X}$	SS	Levene		T testi		Mann W. U	
			F	p	t	p	Z	p
Expectations from their practice teachers	4.39	0.548	1.041	0.308	0.510	0.610		
	4.36	0.369						
Qualifications of practice teachers for satisfying these expectations	3.80	0.689	1.046	0.307	0.591	0.555		
	3.75	0.785						

When the practice teacher’s gender is taken into account, no significant difference is found between both teacher candidates’ scores for expectations from practice teacher and scores for qualifications of practice teacher with respect to practice teacher’s gender ( $t_{exp} = 0.510, p > 0.05; t_{qual} = 0.591, p > 0.05$ ).

3. 3. Findings about the significant difference related to practice teacher’s seniority

Anova test is used to determine whether there is a significant difference in this dimension or not. Results obtained are given in the Table 3.

**Table 3. Anova test results to determine the difference between teacher candidates’ expectations from their practice teachers with respect to practice teachers’ seniority**

Seniority	N	$\bar{X}$	Source of Variance	Sum of Squares	df	Mean Square	F	p
3-5 Years	26	4.34	Between Grp.	0.571	4	0.143	0.564	0.689
6-9 Years	93	4.35	Within Grp.	80.235	317	0.253		
10-14 Years	127	4.41	Total	80.806	321			
15-20 Years	54	4.36						
21 Years and over	22	4.50						
Total	322	4.38						

Levene (F = 0.769, p = 0.546)

As it can be seen from Table 4, there is no significant difference between expectations of teacher candidates from their practice teachers with respect to practice teachers’ seniority,  $F(4.317) = 0.564, p > 0.05$ .

3. 4. Findings about the significant difference related to practice teacher’s seniority

Anova test results conducted to determine whether there is a significant difference between qualifications of practice teachers for satisfying teacher candidates’ expectations are given in Table 4.

**Table 4. Anova test results between qualifications of practice teachers for satisfying teacher candidates’ expectations with respect to practice teachers’ seniority**

Seniority	N	$\bar{X}$	Source of Variance	Sum of Squares	df	Mean Square	F	p
3-5 Years	26	3.45	Between Grp.	3,838	4	0.959	1.878	0.114
6-9 Years	93	3.76	Within Grp.	161,951	317	0.511		
10-14 Years	127	3.87	Total	165,788	321			
15-20 Years	54	3.79						
21 Years and over	22	3.77						
Total	322	3.78						

Levene (F=1.171, p = 0.324)

There is no significant difference between scores for qualification of practice teachers of teacher candidates with respect to practice teacher’s seniority,  $F(4.317) = 1.878, p > 0.05$ .

### 3. 5. Findings about the significant difference related to teacher candidates' branch

Anova test is conducted to determine whether there is a significant difference between teacher candidates' expectations from their practice teachers with respect to teacher candidates' branch. Results of this analysis are given in Table 5.

**Table 5. Anova test results for the difference between teacher candidates' expectations from practice teachers with respect to teacher candidates' branch**

Department	N	$\bar{X}$	Source of Variance	Sum of Squares	df	Mean Square	F	p
T. L. and Literature	73	4.45	Between Grp.	2,077	5	0.415	1.667	0.142
History	70	4.29	Within Grp.	78,729	316	0.249		
Geog.-Philosophy	75	4.45	Total	80,806	321			
Phy.-Chem.-Bio.	37	4.45						
Elem. Mat. Tea.	31	4.33						
Comp.and Inst. Tea.	36	4.26						
Total	322	4.38						

Levene (F = 0.840, p = 0.522)

There is no significant difference between teacher candidates' scores for expectations from practice teachers with respect to teacher candidates' branch,  $F(5.316) = 1.667$ ,  $p > 0.05$ .

### 3. 6. Findings about the significant difference related to teacher candidates' branch

Anova test is used to determine whether there is a significant difference between qualifications of practice teachers for satisfying teacher candidates' expectations with respect to teacher candidates' branch. Results of this analysis are given in Table 6.

**Table 6. Anova test results for the difference between qualifications of practice teachers for satisfying teacher candidates' expectations with respect to the branch of teacher candidates**

Department	N	$\bar{X}$	Source of Variance	Sum of Squares	df	Mean Square	F	p
T. L. and Literature	73	3.76	Between Grp.	10,267	5	2.053	4.172	0.001*
History	70	3.93	Within Grp.	155,522	316	0.492		
Geog.-Philosophy	75	3.92	Total	165,788	321			
Phy.-Chem.-Bio.	37	3.38						
Elem. Mat. Tea.	31	3.58	Tukey HSD (PhyChemBio- GeogPhilos ve PhyChemBio-History)					
Comp.and Inst. Tea.	36	3.85						
Total	322	3.78						

Levene (F=5.583, p=0.00)  
Kruskal W. H (12.399, p=0.030\*)

There is no significant difference between teacher candidates' scores for qualifications of practice teachers for satisfying teacher candidates' expectations with respect to teacher candidates' branch,  $F(5.316) = 4.172$ ,  $p < 0.05$ .

### 3. 7. Findings about the significant difference between teacher candidates' expectations from their practice teachers with respect to the number of teacher candidates practicing at the same time

Anova test is used to determine whether there is a significant difference between teacher candidates' expectations from their practice teachers with respect to the number of teacher candidates practicing at the same time. Results of this analysis are given in Table 7.

**Table 7. Anova test results for the difference between teacher candidates' expectations from their practice teachers with respect to the number of teacher candidates practicing at the same time**

Number of Can.	N	$\bar{X}$	Source of Variance	Sum of Squares	df	Mean Square	F	p
1	63	4.34	Between Grp.	1,153	8	0.144	0.566	0.805
2	82	4.43	Within Grp.	79,653	313	0.254		
3	87	4.38	Total	80,806	321			
4	30	4.25						
5	16	4.39						
6	20	4.46						
7	2	4.33						
8	3	4.26						
10 and over	19	4.49						
Total	322	4.38						

There is no significant difference between teacher candidates' scores for expectations from their practice teachers with respect to the number of teacher candidates practicing at the same time,  $F(8.313) = 0.566, p > 0.05$ .

*3. 8. Findings about the significant difference between qualifications of practice teachers for satisfying teacher candidates' expectations with respect to the number of teacher candidates practicing at the same time*

Anova test is used to determine whether there is a significant difference between qualifications of practice teachers for satisfying teacher candidates' expectations with respect to the number of teacher candidates practicing at the same time. Results of this analysis are given in Table 8.

**Table 8. Anova test table for the difference between qualifications of practice teachers for satisfying teacher candidates' expectations with respect to the number of candidates practicing at the same time**

Number of Can.	N	$\bar{X}$	Source of Variance	Sum of Squares	df	Mean Square	F	p
1	63	3.79	Between Grp.	2,110	8	0.264	0.504	0.853
2	82	3.88	Within Grp.	163,678	313	0.523		
3	87	3.77	Total	165,788	321			
4	30	3.77						
5	16	3.75						
6	20	3.73						
7	2	3.64						
8	3	3.61						
10 and over	19	3.54						
Total	322	3.78						

There is no significant difference between scores for qualifications of practice teachers for satisfying teacher candidates' expectations with respect to the number of candidates practicing at the same time,  $F(8.313) = 0.504, p > 0.05$ .

*3. 9. Findings about the significant difference related to the faculties of teacher candidates*

Expectations of students participating in teaching practice, who are from Faculty of Humanities and Social Sciences, Faculty of Science, and Faculty of Education, from their

practice teachers and qualifications of practice teachers for satisfying these expectations are compared by Anova test. The comparison in question is given in Table 9.

**Table 9. Anova test table for the difference between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations with respect to the faculties of candidates**

Hum. and Soc. Scien. (N=218, $\bar{X}$ =4.40); Science (N=37, $\bar{X}$ =4.45), Education (N=67, $\bar{X}$ =4.38)							
expectations from their practice teachers	Anova		Levene		Kruskal W. H		Tukey HSD
	F	p	F	p	F	P	
	1.493	0.226	0.140	0.869	-	-	No Sig. difference
Hum. and Soc. Scien. (N=218, $\bar{X}$ =3.87); Science (N=37, $\bar{X}$ =3.38), Education (N=67, $\bar{X}$ =3.72)							
qualifications of practice teachers for satisfying these expectations	Anova		Levene		Kruskal W. H		Tukey HSD
	F	p	F	p	F	p	
	7,828	0,000	7,036	0,001	9,235	0,010	Hum.-Scien. and Educ.-Scien.

As it can be seen from the table, no significant difference was found in terms of expectations from practice teacher dimension. On the other hand, significant difference was found between qualifications of practice teachers for satisfying these expectations with respect to the faculties. It was understood from Tukey Hsd test that this difference was between Faculty of Humanities and Social Sciences and Faculty of Science, and between Faculty of Science and Faculty of Education.

### 3. 10. Correlation between teacher candidates' expectations from their practice teacher and qualifications of practice teachers for satisfying these expectations

Correlation analysis was conducted to determine the status of the relationship between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations. Results of this correlation analysis are given in Table 10.

**Table10. Correlation of teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations**

	$\bar{X}$	Sig.	Pearson	Comments
expectations from their practice teachers	4.38			
qualifications of practice teachers for satisfying these expectations	3.78	0.069	0.101	Very low correlation

According to Table 10, it could be said that there is a very weak relationship between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations. When average scores are considered, it is observed that teacher candidates' expectations are higher.

### 3. 11. The issues that teacher candidates will consider in case they become practice teachers

Teacher candidates were asked the question: "What would you consider the most if you were a practice teacher?". Answers given to this question by teacher candidates and percentage and frequency of these answers are summarized in Table 11.

According to Table 11, the issues teacher candidates will consider the most in case they become practice teachers are guidance (N = 81, 31.9%), efficient use of class management (N = 41, %16.1), planned and programmed teaching (N = 39, 15.4%), and valuing practice (N = 21, 8.3%), respectively. It could be said that these views may be the missing qualities in practice teachers.

**Table 11. List of answers given to the question: “If you were to work as a practice teacher in your professional life, what would you consider the most to be a qualified practice teacher?”**

Opinions	T.L.and Literature	History	Geog.-Philosophy	Phy.-Chem.-Bio.	Elem. Mat. Tea.	Comp.and Inst. Tea.	N	%
Using effective class management	3	12	11	5	5	5	41	16.1
Planned and programmed teaching	8	11	10	5	1	4	39	15.4
Taking care of respect and tolerance	5	1	3	4	1	5	19	7.5
Sharing the experience and knowledge			2				2	0.8
Guiding	27	13	15	8	7	11	81	31.9
Giving confidence			3				3	0.12
Giving importance to the application	7	2	5	1	1	5	21	8.3
Student centered teaching		1	1				2	0.08
Efficiency in the sense of profession	4	6	1	1		4	16	6.3
Taking care of school environment and socio-economic level		2	3	1			6	2.4
Taking care of clothing	2	1		1			4	1.6
Taking care of communication		2	6	4		5	17	6.7
Being neutral			1				1	0.04
Being a model				2			2	0.08
Total	56	51	61	32	15	39	254	100.00

### 3. 12. Teacher candidates' views about guidance skills of their practice teachers

Teacher candidates were asked whether they had any additional views they wanted to indicate about guidance skills of their practice teachers. The answers given are presented in Table 12.

**Table 12. Additional views of teacher candidates that they wished to indicate on guidance skills of their practice teacher**

Opinions	T.L. and Literature	History	Geog.-Philosophy	Phy.-Chem.-Bio.	Elem. Mat. Tea.	Comp.and Inst. Tea.	N	%
Inefficient to guide	2	1	3	3		1	10	16.12
A good guide	4	2		1	2	1	10	16.12
Not an expert in field			1				1	1.61
Good in field		1	1	1		1	4	6.45
Disinterested in his/her students			1		1		2	3.22
Orderly	1		1				2	3.22
Lack of communication	2		1				3	4.83
Having good communication	1		2	1	1	3	8	12.90
Inefficient to orientate	1						1	1.61
Not exchanging their experience	1				1		2	3.22
Sharing experience with students well						1	1	1.61
Knows their students well	1					1	2	3.22
Poor classroom management	1						1	1.61
Good classroom management	1		1			3	5	8.06
Not making the students active	1	2		1	2		6	9.67
Tolerated	1						1	1.61
Intolerated				1			1	1.61
Not using materials		1					1	1.61
Trying to finish the fixed time					1		1	1.61
Total	17	7	11	8	8	11	62	100.00

It could be said that in general, teacher candidates have different opinions about “*guidance*”; however they regard practice teachers as sufficient in terms of “*communication*” dimension. Moreover, “*not providing medium for active participation of students*” and “*good class management*” views are detected to be other dimensions which are prominent.

#### 4. Results and discussion

Practice teachers provide important contribution on assuring adaptation of teacher candidates to work life. Teacher candidates state that they feel themselves as teachers in practical courses such as this one [25]. As it is indicated in the research of Gurbuz [26], it can be said that through these courses, teacher candidates develop positive perceptions such as seeing good and weak aspects, establishing the theory – practice connection, understanding the importance of courses with pedagogical content, providing motivation, and building up a passion to become a teacher.

According to the independent samples t test, a significant difference was found between average scores of teacher candidates’ expectations from their practice teachers with respect to gender ( $t = -3.63$ ,  $p = 0.00$ ). However, since it was detected that the distribution was not homogeneous (Levene  $F = 11.161$ ;  $p = 0.01$ ), Mann Whitney U analysis was conducted ( $Z = -3.033$ ;  $p = 0.002$ ); according to this, it was detected that there was a significant difference between teacher candidates’ expectations from their practice teachers with respect to gender, in favor of women teachers. Another situation under consideration in terms of gender variable is whether there is significant difference between qualifications of practice teachers for

satisfying these expectations with respect to variable. According to the result of independent samples t test ( $t = 2.494$ ;  $p = 0.013$ ), significant difference is found with respect to this dimension as well. Therefore, it can be concluded that gender is a variable which could make significant difference in terms of teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations.

No significant difference was found between expectations from practice teacher in terms of the gender of practice teacher ( $t = 0.510$ ;  $p = 0.610$ ). A similar finding was obtained for qualifications of practice teachers for satisfying these expectations. According to this, it can be said that regarding the views of teacher candidates, the gender of practice teacher is not a factor that can make a difference in terms of this dimension.

Seniority of practice teachers in a way indicates their experience level and this is particularly important for the teaching practice course. Higher performance can be expected from teachers with greater seniority in terms of experience transfer along the education of teacher candidates. When it was analyzed within this context, no significant difference was found between teacher candidates' expectations from their practice teachers ( $F = 0.654$ ;  $p = 0.689$ ) and qualifications of practice teachers for satisfying these expectations ( $F = 1.878$ ;  $p = 0.114$ ) with respect to seniority variable.

Teacher candidates' branch can be selected as another independent variable within the scope of teaching practice course because skills required on the basis of branch may present differences. Some branches include more practice and this situation may cause a teacher candidates to have difficulties in practice and hence develop negative attitudes. When it was analyzed with respect to this variable, according to the Anova test, no significant difference was found between teacher candidates' expectations from their practice teachers with respect to teacher candidates' branch ( $F = 0.840$ ;  $p = 0.522$ ). On the other hand, significant difference was found between qualifications of practice teachers for satisfying these expectations ( $F = 4.172$ ;  $p = 0.001$ ). However, since it was detected that the distribution was not homogeneous, Anova test results were disregarded and Kruskal Wallis H test was employed ( $12.399$ ;  $p = 0.030$ ) and the finding that there was significant difference was strengthened. According to Tukey HSD test, this difference is between Physics, Chemistry, Biology teacher candidates and Geography, Philosophy teacher candidates as well as Physics, Chemistry, Biology teacher candidates and History teacher candidates.

The number of candidates practicing at the same time is another situation that is tested with the measurement tool application. High numbers of candidates practicing at the same time will make it difficult for the practice teachers to attend all of these candidates. Therefore, teacher candidates' expectations from their practice teachers and the degree of their agreement with the qualifications of practice teachers for satisfying these expectations can be expected to be at low levels. When analyzed in this dimension, it is observed that this hypothesis is not verified. There is no significant difference between teacher candidates' expectations from their practice teachers ( $F = 0.566$ ;  $p = 0.805$ ) and between qualifications of practice teachers for satisfying these expectations ( $F = 0.504$ ;  $p = 0.853$ ) with respect to the number of candidates practicing at the same time. However, according to Kalyoncu and Sazak [27], high numbers of students practicing at the same time cause problems in terms of student control, observation, and guidance. The number of teacher candidates per class was also mentioned by Alaz and Konur [28] as a negative situation in terms of teaching practice course. The problem about the number of candidates was also addressed by Oral [29], Yigit [30], Karamustafaoglu and Akdeniz [31], Gokce and Demirhan [32], Kizilcaoglu [33], Davran [34], Yesil and Caliskan [35], Paker [36], and Pirasa and Cinar [37].

A total of 322 teacher candidates from Faculty of Science, Faculty of Humanities and Social Sciences, and Faculty of Education participated in the research. Since teaching practice

also includes pedagogical formation skills, it is tested whether there is difference between faculties with respect to the views of teacher candidates. While no significant difference was found between faculties in terms of expectations from practice teacher ( $F = 0.140$ ;  $p = 0.869$ ), significant difference was found between Faculty of Humanities and Social Sciences and Faculty of Science and between Faculty of Science and Faculty of Education in terms of qualifications of practice teachers for satisfying these expectations ( $F = 9.235$ ;  $p = 0.010$ ). When average scores of teacher candidates' views were compared, it was observed that teacher candidates from Faculty of Education stated views at lower levels ( $\bar{x} = 4.38$ ) in terms of expectations from practice teacher and teacher candidates from Faculty of Science stated views at lower levels ( $\bar{x} = 3.38$ ) in terms of qualifications of practice teachers for satisfying these expectations.

A match between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations may be accepted as an indication that teaching practice course is productive for teacher candidates. For this purpose, correlation between teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations was analyzed. However, a very low relationship coefficient ( $r = 0.10$ ) was found. It can be concluded that teacher candidates' expectations from their practice teachers and qualifications of practice teachers for satisfying these expectations are not coherent.

Teacher candidates were asked what they would consider the most in case they became practice teachers. It was observed that in such case teacher candidates primarily brought forward issues such as guiding teacher candidates and then effective use of class management, carrying out planned and programmed education, and valuing practice, respectively. These results can be interpreted as teacher candidates have the greatest problems in these dimensions [38, 39]. In fact, findings of a research conducted by Ozgan and Yilmaz [40] revealed that as for the shortfalls of teachers, Inspectors had views in issues such as practice, not knowing student development characteristics, not being able to guide, not getting prepared for the class, and communication which also are consistent with the findings of this research [41].

Another open ended question provided teacher candidates with the opportunity to state their views about guidance skills of their practice teachers. Guidance skill is an area where candidates had different views. Communication and class management dimensions were expressed as areas where practice teachers were perceived sufficient. On the other hand the fact that practice teachers did not allow active participation of students was addressed as a shortfall. Again, Aydin et al. [25] reached the finding that there were shortfalls during teaching practices in issues such as faculty–practice school coordination, communication, and guidance. There are other research studies which address communication problems encountered within the scope of teaching practice course [42-49].

In conclusion, the importance of teaching practice course in terms of teaching profession cannot be denied. However, teaching practice course, which can be defined as a course for teacher candidates where they gain their first professional experience in pre-service, should be carried out in a very well planned manner in terms of all variables. We can say that teacher candidates need to be more careful, increase their awareness related to the process, take more responsibility by practice teachers cooperatively because of the concerns they have [50]. It is thought that the following suggestions can provide useful for lecturing this course in a productive way;

- Certain criteria should be determined for the selection of practice teachers.
- In the selection of practice schools both the adequacy and the inadequacy of tools-equipment and physical conditions should be taken into account.
- Reasons for the shortfalls of practice teachers detected once more with this research as not being able to guide, lack of communication, and not valuing the practice should be studied.

- The number of students practicing at the same time should be increased under no circumstances. A second thought should be given to this issue and it will be useful to keep these numbers limited to a few students.
- Considering course load, number of teacher candidates, practice school, and number of practice teachers variables, practice duration of teacher candidates should be lengthened and they should be allowed to repeat these practices in different circumstances.
- It is thought that since the courses planned to serve the purpose of teaching practice are very close to graduation date, students getting prepared for the Public Personnel Selection Examination neglect their duties arising from these courses. Therefore it may be beneficial to provide these courses either in the third year or in the first semester of the fourth year.

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