



Opinions of candidate teacher in the pedagogical formation certificate program with regard to the teacher profession and the certificate program

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Abstract

In this research, the aim is to determine opinions of students participating in the pedagogical formation certificate program with regard to the teaching profession and the formation program. Study group of the research consists of 136 students who receive teaching formation education in the Faculty of Educational Sciences in Mehmet Akif Ersoy University as of fall term in the academic year of 2014-2015. In the research as a qualitative study, the phenomenological pattern is used. The data used in the study was collected by means of a question form developed by researchers and consisting of three parts. Research data was analyzed using the frequency analysis and the content analysis techniques. As a result of analyses, it was concluded that most of the participants considered teaching profession as a suitable profession for their personalities, and they thought that formation training was necessary for teaching profession and formation program brought teachers in the knowledge, skills and attitudes required for the teaching profession. In addition, for improving the quality of the program, it was also observed that the participants gave so many suggestions that the program should not be provided in concentrated form and that teaching practice duration and effectiveness should be increased, the program seriously should be taken by both students and instructions, the number of students in classes should be reduce and should be brought criteria in student acceptance.

Keywords: Pedagogical formation certificate program; teaching profession; student opinions; candidate teacher

1. Introduction

In Turkish history of education, teacher training in modern sense started with the establishment of "Darülmüallimin" (Teacher Training School). Inherited from the Ottoman Empire, these schools constituted a basis for teacher training after the establishment of Turkish

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Republic, however, this institution has undergone several changes in terms of professional and technical structure. In addition to increase in number and duration of these schools with the establishment of the Republic, Primary School Teacher Schools and Village Teacher Schools were established with a view to meet the need for primary school teachers. Then, Village Teacher Schools closed for certain reasons were reestablished under a new structure and, in 1940, they were transformed into Village Institutes. Having trained teachers for a period of fifteen years, Village Institutes were closed by an amendment entered into force in 1954, and Primary Teacher Schools were established instead. In academic year of 1974-1975, parts of the Primary School Schools were transformed into Institution of Learning, and some of them were closed (Çelebi, 2014; Özdemir, Yalın & Sezgin, 2012; Şişman, 2014).

As in Primary Education step, also in Secondary Education during the Republic process, name of the Darülmualimin (Teacher Training School) was changed into High Teacher School, and education duration was increased to four years. Then, name of these schools were changed into Higher Teacher Training School, and they were closed during the academic year of 1978-1979 because of political unrest. During the period until teacher training institutions were transferred to Higher Education Council, Training Institutions served as another source for training teachers in addition to Higher Teacher Training Schools (Çelebi, 2014; Şişman, 2014).

With the establishment of the Higher Education Board (HEC), task of teacher training in all levels was transferred universities (Akyüz, 2013). Also following this period, there have been various changes in Faculty of Educational Sciences training teachers. It was also foreseen to train teachers in bachelor's degree for not only primary education teachers but also foreign language, music, art, physical education and computer teachers and in masters none-thesis (3,5+1,5 or 4+1,5) for science, mathematics and social sciences by primary education teachers (Özdemir, Yalın & Sezgin, 2012). In addition to these important changes taking place in historical process of teacher training in Turkey, rapid teacher training applications were conducted with the oppression to find teachers for large body of students. To meet the need for teachers during different periods, applications such as village teacher, reserve officer teacher, substitute teacher, peace volunteers, soldier teachers and correspondence teachers training were conducted (Akyüz, 2013; Çelebi, 2014, Fat, 2014).

From time to time, to meet teacher demand computationally and sometimes as a result of government policies, solutions were searched for providing teachers who did not graduated from faculty of educational sciences with the knowledge and skills required for teaching profession. In accordance with this search, 21 credits of teaching formation and 33 credits of elementary

education teacher certification programs were launched during 1980s and 1990s (Bilir, 2011). These programs were closed in 1997 on the grounds that they were away from practice and inadequate in terms of duration and content. Based on the decree by HEC regarding reconfiguration in teacher training, non-thesis master's degree programs were established with a plan to serve for purposes similar to that of formation programs (YÖK, 2007). This application was canceled after a period of ten years and based on the decree taken by HEC in the meeting on August 27, 2009, students attending Faculty of Science and Literature were granted with the right to receive pedagogical formation training during their undergraduate education (Bilir, 2011). Thus, this training that used to be only available upon graduation became available even during bachelor's degree education. As per a new decree taken by the HEC in May, 2012, pedagogical formation was abolished, however, a year later, this decree was canceled. As of 2013-2014 academic year, pedagogical formation program accepted students centrally by ÖSYM placement based on the results by Academic Personnel and Postgraduate Education Entrance Exam (ALES) for quotas allocated as per fields (<http://www.yok.gov.tr>). According to the decree on this issue by the HED dated September 25, 2014, now these programs admit students in accordance with criteria determined by university senates. The program can also be carried out either by dividing into two semesters in an academic year or through concentrated program on condition that it will have at least seven weeks of training (YÖK, 2015).

However, these programs have been criticized from various aspects ranging from their qualification to their methods, from trained teacher candidates' professional competencies to their attitudes towards the professional. It was specified that certificate programs had useful aspects but there were clear dysfunctional and useless aspects (Can, 1991; Elkatmış, Demirbaş and Ertuğrul, 2013; Memduhoğlu and Topsakal, 2008; Senemoğlu, 1989; Tepeli and Caner, 2014; Sürücü, 1997; Şenel, 1999). It is emphasized that teaching profession is not a profession that can be carried out with certificates granted by compacted certificate programs in a short term and with people who do not consider being a teach (Kavcar, 2003). It is stated that appointing teachers those who do not acquire knowledge and skills towards teaching professions will definitely complicate only professionalization of the profession and will not meet qualified teacher needs and also create a negative perception in the society towards teaching profession (Aydın, 1998; Dalgıç, Doyran and Vatanartıran, 2012). Because regardless of how better the goals of education are determined, how suitable used tools, methods and techniques are for modern conditions, if the teacher is incompetent, expected results cannot be achieved in education (Gündüz 2003, Sünbül 1996). In other words, teacher is the person who holds the key to success

in the process of education and who opens locked doors. Prerequisite for the quality in education is qualified teachers (Buchberger, Campos, Kallos and Stephenson, 2000; Sağlam and Kürüm, 2005).

Having qualified teachers who adore their profession is largely possible by the fact that teachers are well prepared to the profession. The realization of the objectives of education can be achieved largely with training the teacher qualitatively (Demokratik Eğitim Kurultayı, 2004; Dünya Bankası, 2011; Şişman, 2014). Good training programs increase number of good teachers; good teachers increase the chance of creating a good society (Karagözoğlu, 2008). Therefore, quality of teachers training programs should not be ignored. In this case, how effect on the candidate teachers' teaching competencies of pedagogical formation certification programs being carried out by universities arises about an important question.

Reviewing the field literature, it is evident that in studies conducted towards pedagogical formation, generally, attitudes of teacher candidates toward the profession of teaching are analyzed (Can, 1991; Eraslan and Çakıcı, 2011; İlğan, Sevinç and Arı, 2013; Polat, 2013; Özkan, 2012; Sürücü, 1997; Şen and Göğüş, 2011; Şenel, 1999; Şimşek, 2005). On the other hand, despite not entirely related to the program, issues are discussed such as teacher candidates' attitudes towards teaching practice and school experiences (Şaşmaz-Ören, Sevinç and Erdoğan, 2009; Tepeli and Çaner, 2014); motivations towards teaching profession (Altınkurt, Yılmaz and Erol, 2014); academic achievements (ÖzdemirAlici, 2005); levels of hopelessness (Ceyhan, 2004) and the metaphors they have regarding the program (Dündar and Karaca, 2013; Yapıcı and Yapıcı, 2013). Apart from these studies, in the field literature, it is possible to discover studies with regard to non-thesis master's program in the secondary education teaching field as the previous version of pedagogical formation training. Considering the studies conducted accordingly, again mainly discussed issues are attitudes and opinions of teacher candidates towards the profession of teaching (Başbay, Ünver and Bümen, 2009; Kartal, 2009; Oğuz and Topkaya, 2008; Sarı, 2010; Şimşek, 2005). The nature of the program and experienced problems are also among the topics taken into consideration (Memduhoğlu and Topsakal, 2008).

Judging from researches available on the subject, we can infer that studies conducted towards the efficiency of the pedagogical training certificate program are rather limited. Therefore, it seems obligatory to determine the steps that will improve efficiency of these programs included in Turkish educational history with different formats for the long term. However, as in the statement by Baskan (2001), the way to overcome the problems faced in teacher training system in Turkey is not only becoming follower of modern developments but

also effector of these systems based on personal experiences. Sarı (2010) states that researches to be conducted on this subject are of great importance in achieving this objective. However, it is important not only to conduct these studies but also ensure their continuity.

Under the circumstances, the more the pedagogical program is analyzed and discussed on scientific criteria as a second alternative in teacher training in our country, the more we can find opportunity to grab and eliminate weaknesses in this program. According to OECD (2009), one of the effective ways to be employed in evaluating a program is to receive opinions of individuals attending that program. In this way, very important progress can be made both in understanding the design of the program, education processes, and in developing these processes. Starting from this point of view, to provide both more effective execution of pedagogical formation program and an insight for researchers and policymakers in reconstruction of this program in the future, in this research was aimed to determine experiences and opinions of teacher candidates receiving pedagogical formation training related to the teaching profession and the program itself.

2. Method

In the research as a qualitative study, phenomenological pattern is used. The purpose of phenomenological pattern is to reveal individuals' experiences on this phenomenon, their perceptions and meanings imposed on it. With the phenomenological pattern, it may not be possible to reach generalizable conclusions. However, it could be possible to reach results, examples, explanations that will help to understand the phenomenon by defining it better (Yıldırım and Şimşek, 2006).

2.1. Working Group

Research data was obtained from a total of 136 volunteer students comprising of 85 females and 51 males who are attending teacher formation training in Faculty of Educational Sciences in Mehmet Akif Ersoy University in 2014-2015 academic year. Ages of students attending the research range from 20 and 38. Among these students, 52 of them are graduated from or attending the Turkish Language and Literature, 37 of them Maths, 31 of them Physics-Chemistry-Biology and 16 of them History-Geography departments. While 71 of the participants do not have any teaching experience, 65 of them have teaching experience (25 of them for 1 month-year; 18 for 1,5 and 3 years; 22 for 4 years or more). Among the students with teaching experience, 27 of them worked as substitute teachers and 38 of them in private teaching institutions.

2.2. Data Collection Instrument

Research data were collected through questionnaires developed by researchers. While preparing the questions included in the questionnaire, the objective of the research and the corresponding field literature were taken into consideration. Established items were presented for reviews of two educational sciences experts and one assessment and evaluation expert. In accordance with these reviews, some items were eliminated, and in some items, necessary amendments in terms of statements and expression were applied to give the form its final form. In the first part of the three-part questionnaire, there are 6 questions included that aim at determining information about participants' gender, age, department, whether they have teaching experience, if they have, on which status, where and how long they worked. In the second part of the questionnaire; 4 items are included in which participant are request to give ratings such as 'I totally disagree', 'I disagree', 'I neither agree nor disagree', 'I agree' and 'I totally agree'. In the third section of the questionnaire, there open-ended questions are used such as "Has formation program changed your opinion on teaching profession, why?", "Has the formation program contributed to you? If your answer is yes, on which subjects did the program contribute?", "What are your suggestions towards improving the competence of the formation program?".

2.3. Data Collection and Analysis

The questionnaire used in collection of research date was implemented by researchers on students attending formation training in Mehmet Akif Ersoy University in fall term of 2014-2015 academic year. The questionnaire was distributed to 190 students who wished to participate in the research as a volunteer. A general statement was made to the students about filling of the questionnaire. Filling out the questionnaire took around 25-30 minutes. Feedback was received from 162 candidates, and 26 of them were excluded from the scope of the study since answers were incomplete and they were written in an unreadable handwriting. As a result, data collected from 136 participants were used in the study.

While analyzing the research data, primarily percentage and frequency values of answers given to the rating questions were calculated. Answers given to the open-ended questions of the questionnaire, though, were analyzed using content analysis. Within the framework of the content analysis, firstly, each researcher read answers given to open-ended questions and determined codes and themes. Then, codes and themes determined separately by researchers were compared. Codes and themes upon which the researches agreed and disagreed were determined. Regarding codes and themes upon which the researches disagreed were submitted for expert

opinion. Based on the expert opinion, a secondary reading was carried out by the researchers, and codes and themes were put into their final form. Frequency of the code on which code the students' answers corresponded was accepted as "one", and this process was repeated for all students' answers. In this way, frequency and percentage values for the distribution of codes were calculated. In cases where it was necessary in the interpretation of the findings, opinions of students were quoted. When students' opinions were quoted as exact, students were coded in the form of S1, S2, ...S136. Also age, sex and teaching experience (Teaching experience TE, lacking teaching experience LTE) of students were reported.

3. Results

In this part of the study, primarily findings regarding answers given by the students attending the pedagogical formation certification program, then findings regarding students' answers given to open-ended questions of the questionnaire were included.

1. Frequency and percentage values of students' answers towards the first 4 items of five graded questionnaire were calculated and findings were given in Table 1.

Table 1. Percentage and frequencies of responses given by formation students to rating items

Items	I Totally Disagree		I Disagree		I Neither Agree nor Disagree		I agree		I Totally Agree	
	f	%	f	%	f	%	f	%	f	%
Teaching is a profession suited my personality.	3	2	6	4	13	10	52	38	59	43
If it were possible for me to get employed in my relevant field, again I would join the formation program to become a teacher.	8	6	27	20	19	14	39	29	36	26
Formation training is necessary for the teaching profession.	9	7	19	14	13	10	45	33	55	40
I believe that formation program provides knowledge, skills and attitudes required for the teaching profession.	10	7	19	14	34	25	39	29	31	23

Analyzing the Table 1, it can be seen that approximately 81% of the students who participated in the pedagogical education consider the teaching profession as a proper profession for their personalities. 55% of the students state that they will participate in this program despite having the possibility to find a job in their field. While 73% of them regard formation training as

necessary for teaching profession, 52% of the students consider that formation program bring in knowledge, skills and attitudes required for the teaching profession.

2. This first open-ended questions posed to students is as such "Has the formation program changed your opinion about the teaching profession, why?". Codes and themes emerging in content analysis conducted relating to this question are given in Table 2.

Table 2. Themes and codes related to opinions of students attending the formation program about the teaching profession

Theme	Codes	f	%
Opinions towards teaching profession	There have not been any changes in my opinion	33	24
	It is a more difficult job than I thought	44	32
	It is a suitable profession for me	26	19
	It is a profession that requires a serious training	11	8
	It is not a suitable profession for me	7	5

Analyzing the Table 2, while the formation program has not caused any changes in some students' opinions (%24) about the teaching profession, the great majority of them have changed their opinions. Since students who reports no changes in their opinions regarding the profession did not made any further statements, their point of view regarding the profession could not be understood thoroughly. Most of the students who state that their opinions towards the profession have changed indicate that the teaching profession is harder than they thought it would be (%32). Some of the students have stated that teaching profession can be carried out with a serious education (%8) and their beliefs regarding the suitability of the profession to their personalities have increased (%19) and a small portion of them (%5) have stated that they understood with the program that the profession was not suitable for them.

Some reviews by students who state that teaching profession is harder than they think and it requires effort and dedication are given below:

"Before starting the formation program, I was aware of the challenges of the profession, but I was not aware that it was a profession requiring so much self-devotion and self-sacrifice."(S59, F, 23, LTE).

"While I used to consider the teaching profession as an easy job at first, however, I realized that I judge forehand on this issue in time. I have realized how important the classroom management is and how much personal skill it requires. I have realized that I should improve myself and become more equipped."(S95, M, 26, LTE)

"I used to think teaching profession as 'tell and leave' but at the end of the program, I have realized that one should always be energetic and informed and the teaching profession is a sophisticated profession and began to believe that a teacher should improve himself/herself in all respects." (S102, M, 30, 2 years TE).

Example opinions from students who realized that teaching profession is suitable for their personalities are given below:

"While I used to think that teaching is not suitable for me before the program, at the end of the program, I think this job is just for me." (S37, M, 23, LTE).

"At the beginning, I used to think the teaching profession is not suitable for me. At the end of the program, I have realized that teaching is a very nice job. I get very happy while I am teaching, I like students and have gained my self-confidence back"(S40, F, 24, LTE).

Samples of opinions by students who consider that teaching is a serious profession and it can be carried only following a serious training are given below:

"Initially, while I used to think such a training is not required for teaching profession, now I think a good training is necessary for the profession" (S92, F, 22, 1 year TE).

"I have realized that teaching is not a coincidental profession and it requires special skills and talents and training is a must"(S110, F, 42, 8 years TE).

"In the beginning, while I used to think that field information is enough to become a teacher, now I think it is necessary to combine pedagogical formation knowledge and field information to become a teacher"(S87, M, 25, LTE).

Examples of opinions by students who stated that their views became negative at the end of the program are as follows:

"I do not want to be a teacher of this system" (S115, M, 29, 7 years TE).

"I used to like teaching more; it seems not much attractive now" (S122, F, 23, LTE).

"Seeing students' disrespect and their indifference, I began to think whether I have made the right choice by becoming a teacher"(S126, F, 26, LTE).

3. The second open-ended question posed to formation training students is as such "Did the formation program contribute to you? If yes, on which issues did the program contribute to you?". While 20 participants state that the program did not contribute to them, most of the participants think that the program contributed from certain aspects. Codes and themes emerging in content analysis conducted relating to this question are given in Table 3.

Table 3. Themes and codes related to the contribution of the formation program

Theme	Codes	f	%
Contribution of the Formation Program	I have learned how to approach students	57	42
	I have learned how to interpret courses	53	39
	I have learned how to manage classroom	31	23
	The program contributed to my self-improvement	14	10
	I have corrected my mistakes	10	7
	I have acquired knowledge about school's operations	2	1
	The program has not contributed	29	21

Analyzing the Table 3, it can be understood that some of the students (%21) participating in the program consider the program as useless. Some of the participants, however, have reported that they gained knowledge about how to approach students (%42), how to lecture (%39) and how to manage the classroom (%23). Some participants have stated that they found opportunity to correct their mistakes by means of the program (%7) and has contributed to their personal development (%10) and a small group stated that the program gained experience and knowledge related to the profession.

Samples of opinions by students who have stated that the program contributed to issues about how to approach students, how to interpret the course and how to manage classroom are given below:

"During the bachelor's degree education, only field information is given, I have learned with this program about how to use this knowledge at school, how to teach, how to manage classrooms and how to approach students." (S46, M, 23, LTE).

"Thanks to the program; I have learned how to approach students, how to attract students to the lesson, how to prevent distractions and how to make students understand and how to facilitate understanding students." (S56, F, 23, 1 year TE).

"I can say that this program has contributed to issues such as how I can teach a lesson effectively, how I should approach to students, how I can understand them, how I can control classroom and which methods and techniques I should use in courses." (S98, M, 27, 1 year TE).

Opinions by the students who think that the program contributed to their self-improvement except professional terms are as follows:

"I can say these contributions are towards being more patient, confronting the society and the ability to express myself." (S16, F, 22, LTE).

"I have learned how I can express myself better and I can understand my own children" (133, M, 28, 6 years TE).

Some of the students stated that they found the opportunity to correct their deficiencies and correct their mistakes with the formation program. Examples of students' opinions on this issue are given below:

"Even though I have worked as a substitute teacher for 8 years, I have realized with this program that I have deficiencies. Through this program, I have realized that I had wrong behaviors during teaching. This program contributed in becoming a more conscious teacher rather than a simple one." (S118, M, 34, 8 years TE).

"Although I am a substitute teacher, I have noticed my deficiencies thanks to this program and found the opportunity to profess my profession better." (S99, M, 26, 2 years TE).

Students indicating that they have gained knowledge about school processes also remarked that they have gained experience related to duties and responsibilities of school administrators, meetings arranged at school and e-school application. A student's views on the subject are as follows:

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"I have gained insight about processes conducted over e-school system, data entry, about subjects discussed in meetings such as teachers board and times of these meetings, what a school principals and deputies do during the day" (S43, F, 23, LTE).

Examples of opinions by students who state that the program does not have contributions are given below:

"I have worked as a teacher for 5 years. This program for me is what a driving license means for someone who knows how to drive a car."(S101, M, 30, 5 years TE).

"The program did not contribute to me because teaching is an experience requiring many years. How can someone gain experience in teaching only through a 3-month program. Already, everything is financial. Who pays the piper calls the tune. Formation should be abolished. " (S47, M, 23, LTE).

4. The third open-ended questions posed to the formation students is as such, "What are your suggestions for improving the competence of the formation program?" . Codes and themes emerging in content analysis conducted relating to this question are given in Table 4.

Table 4. Themes and codes related to improving the competence of the formation program

Theme	Codes	f	%
Suggestions for improving the competence of the formation program	The program should not be provided as concentrated	82	60
	Duration and effectiveness of the teaching practice should be increased	55	40
	Students should be encouraged to care for the program	36	26
	Training should be suitable for practice and lifestyle	26	19
	Prejudices of instructors regarding the program should be eliminated	21	15
	Student acceptance criteria should be determined	21	15
	The number of students in the class should be reduced	17	13
	The program should be provided with the bachelor's degree education	16	12
	The program should be taken from the city of residence	14	10
	Courses should be supported with visual materials	9	7

Examining the Table 4, it is understood that students have given so many suggestions for carrying out the program healthier and more efficiently. Most of the students (%60) suggested that the program should not be provided in concentrated form and that teaching practice duration and effectiveness should be increased, some of them suggested that both students and instructions take the program seriously. Some of the students discussed their suggestions under topics such as suitability of training to applications and lifestyle (%19), providing the program along with the bachelor's degree (%12), reducing the number of students in classes (%13), bringing criteria in student acceptance (%15) and supporting courses with visual materials (%7).

Most of the students have suggested that the program be given in a longer period of time. Since courses are packed in one or two days when the program is provided in concentrated form, students stated that they are obliged to take 12 hours of lessons a day. They stated that this situation means attending courses from too early in the morning to late hours and causes physical and mental fatigue. Consequently, they stated that they enter course with time spending pressure. Most students emphasized that this program should be conducted in two semesters if the objective of formation program is to provide candidates with knowledge, skills and attitudes required by the teaching profession. Example opinions related to this suggestion are as follows:

"Since it is a concentrated program, effectiveness of the program was reduced by long duration of courses until late hours and inadequate teaching in courses. Therefore, the program should be divided into two semesters rather than an accelerated program" (S89, F, 24, 2 years TE).

"It would be better to have a program spread over two semesters rather than a program of 5 months. Since this is an accelerated program, we had to take courses over and over, and until late hours repeatedly. This situation prevented the program from reaching the target" (S24, F, 26, 2 years TE).

"Despite being an important program, it has not reached its goal since it was given in a short time. Therefore, it should be given in a longer period of time, course hours should not be extended for such late time." (S87, F, 25, LTE).

One of the proposals submitted by students is that duration spared for the teaching application and effectiveness of this application should be increased. They stated that only increasing the teaching practice duration would not be enough but strict monitoring was of importance. They criticized the number of students sent to schools for teaching practice. They stated that teaching practices with large groups decreased the competence of the teaching practice and negatively affected their performance. Therefore, among the suggestions, there was establishment of teaching practice groups with fewer students.

"As a person engaged in teaching in various schools around Turkey, I think teaching can be learned at schools, namely in fields of practice. Therefore, teaching practice duration should be increased and followed strictly" (S115, M, 33, 11 years TE).

"Teaching practice should be given importance rather than theoretical courses. Thus, candidates might have a chance to practice what they have learned in courses. However, together with increasing the practice, teaching practice should be provided effectively rather than random." (S94, M, 26, LTE).

"Number of students sent to schools for teaching practice should be reduced. While attending a class with more population distorts the natural atmosphere of the classroom, on the one hand, this situation limits our lecturing experience (S76, F, 23, LTE).

One of the students stated that this program was only arranged with financial concerns, and this situation resulted in underestimating the program on side of both students and instructors. Students stated that the most important obstacle to achievement of the program's target was students' and instructors' point of view regarding the program. Therefore, it was stated

that, in order for the program to be successful, primarily both parties paid attention to the program.

"I had no prior experience with teaching prior to formation program. However, I have enough studentship experience to utter that a program conducted within 3 months is not healthy. Already, everything is financial. Who pays the piper calls the tune. Formation should be abolished." (S47, M,23, LTE).

"Because it is purchased with money, it completely consist formalities. I don't think teachers and students care much for this program." (S58, F, 25, 2 years TE).

Some students reported that the training provided in the program should be appropriate to the practice and the real world. Considering the fact that most of the students giving these suggestions have teaching experience, delivering such opinions is one of the interesting findings revealed in the research. Some of the students' opinions about this suggestion are as follows:

"I think some of the teachers, the National Education and schools are not aware of the current situation. Besides, we will become a high school teacher, but in the program, we were treated as if we would become elementary school teachers. More effective use of the duration of the program will be ensured by omitting the information on elementary school level in our courses." (S99, M, 26, 2 years TE).

"Course contents should be applicable under current country conditions. I can say that the program is provided in pursuant of primary school level, and not in relation to the high school level." (S60, M, 34, 12 years TE).

Students in another suggestion noted the importance of performing the student admission in accordance with certain criteria. According to students, granting everybody with training opportunity with political concerns brings some problems in practice. Some of the problems are that having to attend courses in crowded classrooms and decreasing the importance of the program on the side of students and instructors some of opinions by students who have made suggestions on this issue are as follows:

"Everyone should not be provided with the formation program by abolishing the base point application. Interviews must be made before training the program and admission of students to the faculty of educational sciences, everyone should not be teachers, initially applicants should be tested to find out whether they are psychologically ready for this profession (S50, F, 28, 2 years TE).

"Since formation is allowed to everyone because of forthcoming elections, classes were overcrowded and we could not get intended efficiency from the courses. Political connection with the formation training should be cut, the program should admit students based on certain criteria as applied in the past (S82, F, 24, LTE).

"Elimination should be applied in admission to the program, everyone should not be admitted. Thus, both teachers and candidates take the program seriously. I think that good results will be achieved when a certain level of seriousness is applied." (S110, F, 42, 8 years TE).

Some students suggested that formation training should be granted with the bachelor's degree education. Students' opinions on this issue are as follows:

"Formation training should be provided along with the bachelor's degree education. Because I've been working as a teacher without this training for many years. I am expected to wear more than one hat in this issue." (S101, M, 30, 5 years TE).

Most of the students reported that they had to participate in the program traveling from different provinces. Participants stated that this program caused them to have problems in terms of regular attendance, financial and psychological sense, thus participants regard the program as a chore. Therefore, some students think that program's success is overshadowed by the fact that they live in cities far away from the program location. Therefore, they suggested that opportunity should be created for them to take the program in their cities. Examples of opinions by students who bear such thoughts are given below:

"Since we attend this program in faraway cities from where we live, this situation prevents us from benefiting from the program enough. This situation was reflected on our attendance; caused extra fatigue; led to compatibility issues. Therefore, everyone should be able to get this education from the university in the province they live in" (S70, F, 30, 7 years TE).

One of the proposals submitted by the students was towards supporting the courses with visual materials. Some of the students' opinions about this suggestion are as follows:

"Field knowledge of the teachers is enough, but their narrative style is boring, therefore, courses are not attention grabbing and they are monotonous. Video, documentary and experimental aspects should be emphasized and visual perspective of courses should be increased" (S56, F, 23, LTE).

"Lessons should be made funner, they should not have a straight narrative. Courses should be enriched with visual materials, and supported by videos. In brief, instructors of courses should demonstrate the courses while narrating them. Current situation is just like doing what the teacher say but don't do as she/he does" (S64, F, 22, 1 year TE).

4. Discussion and Conclusion

In this research, experiences and opinions of teacher candidates receiving pedagogical formation training related to the teaching profession and the program are analyzed. Analyzing the obtained findings, it is revealed that most of students attending the pedagogical formation training consider the teaching as a profession suitable to their personality and nearly half of the participants will attend this program if there is opportunity to find relevant jobs related to their field. Students' answers to the open-ended also seem to support this judgment. These findings can be interpreted as students have more positive attitudes towards the teaching profession. This obtained result is consistent with the results achieved in other researches. İlğan, Sevinç and Arı (2013) have reached findings regarding fact that attitudes of teacher candidates towards the teaching profession were changed positively thanks to this program. Similarly, Özkan (2012) found out that students attending the pedagogical formation program tend to have positive attitude points towards the teaching profession. Polat (2013) revealed that attitudes of students attending the pedagogical formation certificate program towards the teaching profession were meaningfully higher than those of students from the faculty of educational sciences. Özgür (1994) reached the finding that participants of certificate program were more eager to work as a

teacher. In addition to these programs, findings were found regarding the fact that even students attending the non-thesis master's program had attitudes with higher points towards the teaching profession with its feature of serving a similar purpose just like the pedagogical formation certificate program (Başbay, Ünver and Bümen, 2009; Sarı, 2010; Tambağ, 2007). Such oriented results may be caused by existence of Science-Literature Faculty in almost every university and increasing quotas of these departments, employment problems faced by graduates of these faculties and their employment as substitute teachers or paid teachers in private teaching institutions. This situation may have made the teaching profession more attractive to graduates of the Science-Literature Faculty. Consequently, reason for high motivations of teacher candidates who attend the pedagogical formation program may be their hopes towards becoming a teacher by obtaining pedagogical formation certificate (Altınkurt, Yılmaz and Erol, 2014).

From the research findings, it is understood that most students hold the idea that pedagogical formation training is required for teaching profession, and some think such training is not necessary. This result is consistent with findings by Gören and Deniz (2003). In the research in question, findings are reached stating that teaching certificate is required for the teaching profession but not obligatory. In addition, analyzing the research findings, it is understood that almost half of the students think that this program brings in knowledge, skills and attitudes required for the teaching profession, one out of four do not have a clear idea and approximately one out of five hold the view that it does not contribute in such sense. Including the undecided ones, we can say that almost half of the students do not have positive views regarding the issue. This finding can be interpreted as that students find this training inadequate. If the objective is to train qualified teachers, this finding of the research is thought-provoking. In the field literature, there are other researches that have reached results on the fact that this and similar programs remain incapable of bringing in knowledge, skills and values required for the teaching profession. In the research conducted by Sarı (2010), the result was found showing that teacher candidates generally do not find the pedagogical formation training sufficient as given within the scope of non-thesis master's degree program in secondary education teaching department. In addition to this, in a study conducted by Memduhoğlu and Topsakal (2008) analyzing the quality of non-thesis master's program of secondary education field teaching, it was concluded that while the program was evaluated as efficient, the expected result cannot be achieved because of certain problems in application. Ceyhan (2004) determined that most students attending the teaching certificate program considered it necessary and they benefited

from the program fairly. Tambağ (2007) reached the finding that certificate program provided students with benefits with which they serve as teachers.

From research findings, it became apparent that opinions of most students regarding teaching profession changed with the formation program. Most of the students expressing their opinions in this direction begin to consider teaching profession as a job more than they used to think, requiring effort and self-devotion. Besides, others believe that teaching can be performed after attending a serious training. This finding is consistent with other research findings. In a study conducted by Sarı (2010), it was observed that students of non-thesis master's program for secondary education field considered the teaching profession as requiring serious training and as a difficult profession. Ceyhan (2004) reached the conclusion that it is wrong to be a teacher without proper teaching training. The reason for such findings is considered as the fact that, with the program, students comprehended definitions of the profession; they understood high level of knowledge training solely was not enough for teaching and they understood the importance of having knowledge and skills to better convey this information to students.

Analyzing the research findings, it was observed that the program did not make any contributions to some of the participant students; the majority benefited from training in the program, and gained important knowledge and skills. It is revealed that most of the students with positive opinions about the contribution of the program obtained information about issues such as how to approach students, how to narrate courses and how to manage classroom thanks to the program. This result reached in the research shows similarities with other research results. In a study conducted by Dalgıç, Doyran and Vatanartıran (2012), similarly, formation students stated that they learned how to approach their students thanks to this training. In another study conducted by Altınkurt, Yılmaz and Erol (2014), it was determined that, thanks to formation training, students learned how to manage classroom and what, how and why to do as a teacher. In a study by Memduhoğlu and Topsakal (2008) towards analyzing the quality of non-thesis master's program in secondary education teaching, they revealed that the program contributed to candidates about how they approached their students and about student psychology. It was observed that for some of the students who reported positive opinions about the contribution of the program, the program contributed the students in terms of personal development and correcting their mistakes and school operations. These results of this research show similarity to the findings by Memduhoğlu and Topsakal (2008). In this study, some students stated that they were currently working as substitute teachers and thanks to the program, they realized their

mistakes and began to serve better as teachers and their approaches and communication towards students improved.

From research findings, it was revealed that students attending the formation program inserted many suggestions regarding the competence of the program including duration, content and implementation of the program. Analyzing the submitted proposals and listing them in order of frequency, these were listed as such: not to provide the program in concentrated form, increasing the duration and effectiveness of the teaching practice, compatibility of the training to practice and lifestyle, eliminating prejudices of students and instructors regarding the program, implementing criteria in student admission, decreasing the number of students in classes, providing the training together with bachelor's degree education and supporting the courses with visual materials.

In the study, it was found that most of the students criticized regarding duration of the formation duration and concentrated form of the training. These students stated that concentrated form of the program should be abolished, and duration and effectiveness of the teaching practice should be improved. This obtained finding is in line with research findings by Dalgıç, Doyran and Vatanartıran (2012), Memduhoğlu and Topsakal (2008), Sarı (2010) and Tepeli and Caner (2014). As in many researches, also students in this research reported that it was necessary to strengthen both theoretical and application perspective in terms of improvement of program competence. Therefore, students can be allowed to gain experience before professional teaching career by finding opportunity to apply theoretical acquisitions they obtain within the scope of the program and to receive feedback from other teachers and their peers. In addition, instructors' negative opinions about students' capability to carry out teaching duty may reduce with such programs conducted in a concentrated form in three or four months. Their prejudices may be eliminated with such programs. As stated Başbay, Ünver and Bümen (2009), determination of courses, hours/credits and course definitions and transferring the these regulations prepared in this respect to relevant parties within these programs as an alternative model in teacher training may not allow focusing on targets. Therefore, it is important for improvement of the program quality to clearly put forward cognitive and emotional objectives of the pedagogical formation program and adoption of the program by instructors and students rather than leaving only on paper. Likewise in the program, students suggested that instructors' prejudices towards the program should be eliminated to improve success and efficiency of the program. These findings show similarities with some research findings (Memduhoğlu and Topsakal, 2008).

According to the research finding, some of the students stated that quality of the pedagogical formation program was lower. One of the reasons for this situation is proved to be negative perceptions of students regarding the program and their disinterest in the job. Memduhoğlu and Topsakal (2008) also ascertain that necessity and benefit of the program were overshadowed by the fact that students knew that they would graduate even despite their indifference. In the research, another suggestion made by formation training students is that their training be suitable for implementation and lifestyle. There are students opinions suggesting that the program is more in elementary school level and not suitable for high school level. This situation may arise from absence of secondary education department in the faculty of educational sciences where formation program is provided. In addition, in the research, students suggested supporting of course with visual materials. It was found that students held the view that courses became more interesting by avoiding monotony when instructors applied the things taught to students. In another study, similar opinions were brought forward. In a study conducted by Memduhoğlu and Topsakal (2008), it was indicated that while instructors were told to narrate courses in student-centered manner, especially field instructors were egocentric and tended to narrate lessons by sitting in their seats. Even, students uttered assertive sentences by suggesting that these courses should be given to the instructors first. The absence of any criteria for student admission to the program was also criticized by students and they reported the necessity for certain criteria in student admission. It was reported that admission of everybody to the program caused disinterest in the program on the side of both students and instructors. Memduhoğlu and Topsakal (2008) suggested to implementation of base point in program admission and raising admission point for healthier and effective performing of the program. It was stated that, thus, number of students applying to the program would decrease and value of the program on the side of students and instructors would rise. In the research, some students also emphasized the importance of reducing the number of students in the classes.

In the research, another suggestion made by students was related to providing the program together with the bachelor's degree education and taking the program in the city of residence. Students reported that, otherwise, they experienced problems in terms of attendance, transportation and financial status, and this situation added the fatigue of transportation in addition to day load created by concentrated program schedule. In addition, candidates stated that, since they started their career upon graduation and got married, they tried to carry out formation training along with various other responsibilities and even if the program was sufficient, they had less chance to benefit from it. Also in a study conducted by Memduhoğlu and

Topsakal (2008), the finding was reached regarding the fact that students having working in a work and being over a certain age caused them to underestimate the training program, not to care for attendance and demand support from instructors. Therefore, it is considered that providing the program during bachelor's degree period will resolve such issues.

5. Suggestion

The following recommendations can be made regarding pedagogical programs in accordance with the research findings: In the short term, measures should be taken to improve pedagogical formation certification program. In this context, the duration, content, curriculum, course hours of the pedagogical training certificate program can be revised and more time can be spared for application. Effectiveness of the internship and sensitivity of advisors in this regard can be increased. Criteria can be determined during student admission to the program and these criteria can be revised. The program can be evaluated based on opinions collected from students at the end of the program and improvements can be implemented. Departments producing training policies and developing the program can apply arrangements regarding the formation certificate program, and they can cooperate with executives and instructors during this process. However, considering gradually increasing number of graduates from faculties of Educational Sciences who wait assignment by the Ministry of National, it can be said that these programs implemented with the aim of meeting teacher needs in the past, today have lost their functionality. Besides, considering the research findings regarding professional competence of teacher candidates attending these programs and effectiveness of the program itself, it can be suggested that certification programs be abolished.

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