The perceptions of supervising teachers on the prospective-teacher training: A phenomenographic research[1]

Sevda Koç[2]
Koray Akran[3]

Abstract

The main purpose of this research is to identify the perceptions of supervising teachers on prospective- teacher training through phenomenographic method. Phenomenography is a method which determines how the people perceive the events and issues around them and how they explain them by conceptualizing. The working group of the research includes Subject and Classroom teachers working in the central provinces of Siirt and Batman chosen by random sampling. As data collection tool, questions that teachers' personal information take place and a semi-structured interview form including three open-ended questions trying to state the perceptions about prospective- teacher training are prepared and in order to determine the validity of the questionnaire it was submitted to two experts. In accordance with the expert opinions, the interview form has been made ready to apply with necessary corrections. The first question in the interview form is "To me, the prospective- teacher training means…… " the second one is "The positive sides of prospective- teacher training are……………………. Because……..", and the third one is "The negative sides of the prospective-teacher training are ………......Because……". A period of 20-25 minutes is given to specify the perceptions of teachers on the prospective- teacher training. Teachers' answers to these questions / opinions have been adopted as the main source of research data. These concepts and statements have been transferred to the computer and as a result of eliminations made in the computer, the remaining concepts and statements are divided into certain categories. Proposals have been made in accordance with the categories obtained.

Keywords: Teacher; Prospective-Teacher; Prospective-Teacher Training; Supervising Teacher.

1. Introduction

Candidate teacher education is "Candidate Teachers Training Program" which is published in the Official Gazette dated 17/04/2015 and numbered 29329 and based on the Ministry of Education's Teacher Appointment and Relocation Regulation. In the program, the candidate teacher is being trained for six months. It is aimed to educate candidate teachers who know the mission of the teaching profession, who are aware of the education understanding underlying our culture and civilization, who know the general policies of national education and who have knowledge about the educational perspectives of our country (MEB, 2016). In line with this goal, the candidate teacher, if desired, will get language training, keep a diary, read certain books and

watch movies. "Consutant teachers" will be the ones who are guided in this training of the prospective teacher, who share their experiences with them and take into consideration certain criterias (for example, the advisor has worked ten years including candidacy, worked as coordinator in national and international projects, participated in social and cultural activities, etc.). "Candidate Teacher Training Process Consultant Teacher Training Seminar" is given to the consultant teachers after the criteria specified in the program are met. The aim of the seminar is to train advisor teachers who are able to analyze the concept of teacher training process, the issued directive and the role and qualifications of the counseling, and the in-school and out-of-school applications of candidate teachers (MEB, 2016). Thus, it can be said that the candidate teacher will try to learn his / her professional knowledge by observing his / her professional knowledge with the help of experienced and guidance teachers, and will reinforce the teaching education with the relation of advisor (teacher). So, it is necessary to determine the extent to which this service is concerned, and to study it with the view of the teachers. When looked at the literature on this subject, it seems that there are few studies (Kabadayı, 2010; Kabadayı, 2015; Kabadayı, 2016a). Teachers, however, must be aware of new practices. Sometimes these explanations are not enough for the teachers to make necessary explanations to MEB teachers about these applications. In this, scientists should do studies that enable teachers to better perform "professional skills" and "teaching profession" and share with them the results they have achieved. From this point of view, the problem sentence of the study is to determine the opinions of the consultant teachers on the candidate teaching education through the phenomenological method.

1.1. Aim of the Research

The main purpose of this research is to identify the perceptions of supervising teachers on prospective- teacher training through phenomenographic method. Based on this general aim, answer for the following questions have been sought

1. To me, the prospective- teacher training means…… "
2. "The positive sides of prospective- teacher training are……………… Because…….."
3. "The negative sides of the prospective-teacher training are …….......Because……".

2. Method

Phenomenography (phenomenology) is used in this research as qualitative research methods. Phenomenographic research focuses on "phenomena that we do not have an in-depth and detailed understanding." (Yıldırım and Şimşek, 2006:72). The phenomena can be confronted as any perception, experience or event.

2.2 Working Group

The working group of the study includes classroom and branch education teachers working in Siirt and Batman province and consists of 17 classroom teachers and 90 branch teachers including (17) Classrom teaching, (17) mathematics, (10) Turkish, (10) Social Sciences, (10) Science and Technology, (5), Physical Education and Sports, (5) Visual Arts, (18) English, (10) Religious Culture and Ethics, and (5) Music Teacher chosen by random sampling method.

2.3. Data Collection Tool

The semi-structured interview form developed by Koç (2016) was used as data collection tool in the research. Semi-structured interviews are expected to reflect the views of participants in a sincere and natural way (Kabadayı, 2016b). It was presented to two experts to determine the validity of the interview form. The interviews were conducted using the recording device.

In the research, a semi-structured interview form consisting of three "open-ended" questions to ask teachers questions about personal information and their perceptions about candidate teacher education was prepared and presented to two experts to determine the validity of the interview form. Experts expressed opinions using the triple likert as "Eligible", "Not Applicable", "Corrected" in order to determine whether the questions in the interview form are appropriate for interview purposes. The necessary remedies have been made in line with the expert opinions and the interview form has been made ready for implementation. Using this prepared form, 20-25 minutes interviews were held with school and branch teachers in the school library, reading room. These interviews were made using the recorder. Meetings with teachers were held on different days.

3. Findings and Result

3.1 Statistical Analysis

Descriptive analysis and content analysis methods were used in the analysis of qualitative data. In the descriptive analysis method, "the obtained data are summarized and interpreted according to the predetermined theme. In content analysis, "... a deeper process and concepts and themes that are not recognized by a descriptive approach can be explored in this analysis" (Yıldırım ve Şimşek, 2006: 227). The data obtained from the interviews with the advisor teachers in the study were deciphered by listening to the voice recordings.

3.1.1 According to Teacher Opinions, Candidate Teaching Education Concepts Categories

The data obtained in the direction of the consultant teacher opinions are tabulated by subjecting to the content analysis.

Category 1: Candidate teacher education is like *"apprenticeship education"..* The opinions of 53 teachers regarding the category of candidate teacher education is like "apprenticeship education" are given in Table 1.

Table 1. The opinions of teachers regarding the category of candidate teacher education is like "apprenticeship education

Category	Statements	f	%
Aprenticeship Education	It is to meet what they have learned in college with their real life.	7	13,2
	It is to transform into practice by teaching it besides theoretical knowledge.	6	11,3
	It is to meet with the basis of education (student, teacher, parents..).	6	11,3
	It is what, how, why, what for to teach about occupation.	6	11,3
	It is to meet students.	6	11,3
	It is the process in which the teacher is experiencing problems related to his / her profession and trying to find solutions.	6	11,3
	It is to recognize the environment and the structure of the training.	6	11,3
	It is to learn about the course process. (Plan, selecting course material, etc.)	5	9,4
	It is to learn about management processes.	5	9,4
	TOTAL	**53**	100

As seen in Table 1, according to the advisor teachers, candidate teacher education is defined as apprenticeship education [(convergence with real life (f=7), convergence of theoretical

knowledge with practice (f=6), the process in which the teacher has problems related to his / her profession and the solutions are tried to be found (f=6), the environment in which he / she will be working (f= 5), knowledge about the management process (f=5)]. From this point of view, according to the advisor teachers, the candidate teacher education is the process of transferring the information that the candidate teacher has taken from any higher education department to the real life (eg 1-2-3-4-5-6-7) (school-class environment) and passing of knowledge and skills learned / observed.

[1] "……. the implementation phase the university" (Classrom[1])
[2] "Continuation of teaching practice in the last semester …….(M[at1])
[3] "…Application of information in the field" (T[urkish1])
[4] "….it is learning by doing where observation is the most beautiful education" (P[Sport1])
[5] "….The implementation of the book information and the face of real life" (Classrom[2])
[6] "The information in the university is used and is carried into practice." (M[usic1])
[7] " the transfer of education into real life" (T[urkish2])

Category 2: Candidate teacher education is like "meeting with experience": The opinions of 24 teachers regarding the category of candidate teacher education is like " *meeting with experience* " are given in Table 2.

Table 2. The opinions of teachers regarding the category of candidate teacher education is like " *meeting with experience*

Category		Statements	f	%
Meeting with experience		It is the guide of the masters.	7	29,2
		It is to observe the accumulations of years.	6	25,0
		It is the sharing of information of the good ones in the field.	6	25,0
		It is information exchange with the beginning of the profession.	5	20,8
		TOTAL	**24**	100

As seen in Table 2, according to the advisor teachers, the candidate teacher education is defined as meeting with experience [master's guiding (f = 6), observation of years accumulation (f = 6), sharing of knowledge of good in field (f = 6) information exchange with the beginning of the profession (f= 5)]. From this it can be said that the candidate teacher has learned a number of out-of-class knowledge and skills under the guidance of the consultant teacher and that this knowledge and skills have shed light on the future professional skills of the candidate teacher (eg 8-9-10-11-12-13-14).

[8] "…..training taken with the master" (M[at2])
[9] "The apprentice is educated with the guide" (S[ocial1])
[10] "……observation of accumulation" (Classrom[3])
[11] "It is to benefit from experience ……. (Classrom[4])
[12] "…it is to take a step into the profession by taking part in years of accumulation" (R[Culture 1])
[13] "…following experience Step by step" (S[Technology1])
[14] "it is to benefit from the experience of experienced teachers (E[nlish1])

Category 3: Candidate teacher education is like "exploring differences*":* The opinions of 11 teachers regarding the category of candidate teacher education is like " *exploring differences* " are given in Table 3.

Table 3. The opinions of teachers regarding the category of candidate teacher education is like " *exploring differences* **"**

Category	Statements	f	%
Exploring differences	It is to learn the languages of the place where you will teach.	4	36,4
	It is to adapt to different environmental conditions.	3	27,3
	It is to live with different people.	3	27,3
	It is to discover new human profiles.	1	9,1
	TOTAL	**11**	100

As seen in Table 3, according to the advisor teachers, the candidate teacher education is defined as exploring differences [learn the languages of the place where you will teach (f = 4), adaptation to different conditions (f = 3), living with different people (f = 3), discovery of new human profiles (f=1)]. From this point of view, the advisor teachers will be able to communicate with the students through the candidate teacher education, "candidate teachers" who are familiar with different traditions-customs, learn the language of the place where they work (eg 15-16-17-18) and can be interpreted as encountering people who show different personality and behavior over time.

[15] "Language provides communication between people so you need to know different languages" (Classrom $_5$)
[16] "You need to know the language of where you work" (E$_{nlish2}$)
[17] "This communication is not established without knowing the language communication tool" (T$_{ürkish3}$)
[18] "We need to know the language where you work to understand and listen" (S$_{Sciences2}$)

Category 4: Candidate teacher education is like "loading burden on shoulders": The opinions of 16 teachers regarding the category of candidate teacher education is like " *loading burden on shoulders* " are given in Table 4.

Table 4. The opinions of teachers regarding the category of candidate teacher education is like " *loading burden on shoulders* **"**

Category	Statements	f	%
loading burden on shoulders	It is a burden for teachers about presenting events**.**	5	31,3
	It is the skein of advisor teachers	4	25,0
	The burden placed on the teacher about filling out the given forms.	4	25,0
	They are responsible for the responsibilities of the teachers who start the profession.	3	18,8
	TOTAL	**16**	100

As seen in Table 4, according to the advisor teachers, the candidate teacher education is defined as loading burden on shoulders [a burden to offer activities to prospective teachers outside the classroom (f=5), a skein of consulting teachers (f=4), the burden placed on the

teacher about filling out the given forms (f=5).loading the responsibilities of teachers who start profession (f = 4)]. From this point of view, according to the advisor teachers, the candidate teacher education is not only the responsibility of the students in the classroom, but also the responsibilities of another colleague (eg. 19-20-21-22-23) and this situation is reflected in the performance of the consultant teacher in the learning, the presence of a teacher prevents students from participating in the lesson and that the counselor is striving to add the students to the lesson again and that all these results are a burden for the counselor.

[19] "….Teaching the activities to others should not be my task" (S_{ocial2})

[20] "I am telling candidate teacher how to make activities, the learning process is not working" (Classrom $_6$)

[21] "….The burden of the teacher does not disappear I am teaching how to do activities to someone else is that my duty? (M_{at3})

[22] "….I gave enough information about the activities to students, a candidate teacher turned out, too (E_{nlish2})

[23] "The fact that the candidate teacher is in the class and teaching is hard" (Visual $_{Arts1}$)

3.1.2 Findings and comments on the positive aspects of the candidate teacher education

Descriptive analysis and content analysis of the opinions of the 17 class and 61 branch teachers regarding the positive aspects of the candidate teaching education were made. The analysis made is given in Table 5.

Table 5. Teacher views on the positive aspects of the candidate teacher education

Branch	Category		Statements	f	%
CLASSROOM TEACHING	Observation		Observation of course lecture.	3	27,3
			Seeing in-class activities.	2	18,2
			Observation of communication between teacher and student.	2	18,2
			Observation of the use of instruments in the class.	2	18,2
			Candidate teacher observe classroom atmosphere.	2	18,2
			TOTAL	**11**	100
	Research and inquiry		It is investigating how to solve the problems faced in class.	2	33,3
			It is investigating the values around him.	2	33,3
			It is to discover student profiles.	2	33,3
			TOTAL	**6**	100
BRANCH TEACHERS	Application	Maths	The application of appropriate activities in line with the plan.	4	30,8
		English	Concretizing information.	3	14,3
		Social Sciences.	Using different method-techniques.	3	14,3
		Science	Applying what they learn.	3	14,3
		Turkish	Showing how the problems encountered are resolved.	3	14,3
		Physical Education	They are implemented using the step-by-step guide.	3	14,3
		Visual Arts	Seeing implementation of the program from experience.	2	9,5
			TOTAL	**21**	100

Table 5.

Branch	Category	Statements	f	%
Communciation	Science	The eye contact of master and apprentice. It is to exchange information with teachers.	3	23,1
		Gesture-mimics used when describing applications.	1	7,7
	English		4	30,8
	Social Science	First communication with management.	3	23,1
	Religious Affairs	the bond established with the coterie teachers.	1	7,7
	Music			
		Interaction with institutions outside the school.	1	7,7
		TOTAL	**13**	**100**
feedback for Consultant teacher	Maths	Questioning professional knowledge.	3	18,8
	Religios Affairs	Questioning the adequacy of being a guide for candidate teacher.	3	18,8
	Turkish	The skill in introducing the living environment	3	18,8
	English	The competency in telling administrative work for the candidate teacher.	3	18,8
	Science.	Effectively transfering what you want to tell.	2	12,5
	Social Science	Learning experiences of classroom practices.	2	12,5
		TOTAL	**16**	**100**
Observation	Maths	Observing the professional knowledge of the experiences.	3	27,3
	Social Science.	Observing communication skills of the guide with the managers.	2	18,2
	Turkish	Observing communication of teachers with students.	2	18,2
	Music	Observing how tools are used.	2	18,2
	English	Observing communication of teachers with their colleagues and parents.	2	18,2
		TOTAL	**11**	**100**

As seen in Table 5, classroom and branch supervisor teachers' opinions on the positive aspects of candidate teacher education are included. According to the advisor classroom teachers, the candidate teacher education process contributes to the observation of candidate teachers (f = 11) and to the research-questioning (f=6). In this process, the candidate teacher was able to use both the activities (f=2), the equipment (f=2), the classroom communication (f=2), and closely observe the classroom atmosphere (f=2). In addition to this, the candidate explores how to resolve the problems faced by the teacher in the teacher education (f=2), observe the values around him (f=2) and student profiles (f=2). When branch teachers' opinions on candidate teaching education are examined, in the application (21) category, the activities of the mathematics teachers according to the topic were applied in the plan direction (f=4), in the communication category (f=13), using the gesture-mimics used in describing the applications of the English teachers (f=4); in the consultant teacher feedback category (f=16), the mathematics teacher questioned the professional knowledge (f=3); in the observation category (f=11), mathematics teachers were observed to observe the professional knowledge of the experience (f=3). From this point of view, according to the consultant classroom teachers, the candidate teacher is able to observe the learning-teaching processes through the candidate teacher education, solve the problems they encounter and carry out this effectively with the help of the

guidance teacher (eg 24-25-26); According to the mathematics teachers, the candidate teacher completes the training process in a plan context (eg 27-28-29-30).

[24] " *"One of the positive aspects of this training is solving the problem by observing it experiance"*(Classrom $_3$)

[25] "*It is thought how to deal with the problems encountered*" (Classrom $_7$)

[26] "*Problem solving techniques are taught from the primary source"* (Classrom $_8$)

[27] *"…it is clear what to do and how to do with weekly plans.* " (M $_6$)

[28] *"…Learning-teaching process is planned."* (M $_7$)

[29] *"…..Teaching the candidate teacher how to plan the learning process before starting the profession."* (M $_8$)

[30] *"……acting planned-programmed"* (M $_9$)

3.1.3 Findings and comments on the negative aspects of the candidate teacher education

Descriptive analysis and content analysis of the opinions of 17 class and 29 branch teachers regarding the negative aspects of the candidate teaching education were conducted. The analysis made is given in Table 6.

Table 6. Teacher views on the negative aspects of the candidate teaching

Branch	Category		Statements	f	%
SINIF ÖĞRETMENİ	**Neglect of Volunteerism**		It is the responsibility teacher undesire.	4	44,4
			This is the training in which the Teacher's opinion is not taken.	3	33,3
			Supervising teachers' volunteering is ignored.	2	22,2
			TOTAL	**9**	100
	Anxiety		It is constantly under the supervision of someone else.	3	37,5
			This is anxiety about not being enough.	3	37,5
			This is a concern to face difficulties in front of students.	2	25,0
			TOTAL	**8**	100
BRANCH TEACHERS	Document Burden	Maths	This is the burden of making multiple plans.	4	28,6
		English	It is a requirement to fill out forms.	3	21,4
		Religios Affairs	It is the process of bringing documents.	2	14,3
		Visual arts	It is filling out the daily paperwork.	2	14,3
		Physical Educaiton	This is the time wasted filling it with the paper.	1	7,1
		Science.	It is filling the documents unwillingly.	1	7,1
		Turkish	It is the process stolen from teaching by making plans.	1	7,1
			TOTAL	**14**	100
	Adaptation Problem	Religious Affairs	This is the problem of class compliance of a different teacher.	2	28,6
		Music	This means that the teacher does not conform to the classroom atmosphere.	2	28,6
		Maths	This is the Candidate Teacher's not compliance with the environment.	2	28,6
		Turkish	It is the fact that the students do not adapt to a different teacher.	1	14,3
			TOTAL	**7**	100

Table 6.

Branch	Category		Statements	f	%
BRANCH TEACHERS	Test Anxiety	English	This is Candidate teacher's test anxiety.	3	37,5
		Religious Affairs	This is the interviewee's concern for the Candidate teacher.	2	25,0
		Maths	It is a fear of professional evaluation of the Advisor teacher.	1	12,5
		Visual Arts	This is the fear that the Teacher can not express himself.	1	12,5
		Physical Education	The candidate's teacher is afraid of failing.	1	12,5
			TOTAL	8	100

As seen in Table 6, classroom and branch consultant teachers' opinions on the negative aspects of candidate teacher education are included. Consultant class teachers expressed that they did not voluntarily participate in the candidate teaching education process (f = 9) and that their concerns were high (f=8). In other words, according to classroom teachers, the candidate teacher is uncomfortable in this training process, voluntarily not participating in the process (f = 4) and constantly under the supervision of another (f = 3). Mathematics teachers, on the other hand, found that they had more than one plan (f = 4) in the candidate teacher education; (F = 2) in the different classes of education of religious affairs teachers in the adaptation category and that the English teacher in the test anxiety category also formed test anxiety (f = 3) in the candidate teacher at the same time. As can be seen, according to the consultant class teachers, the consultant teacher training process does not voluntarily participate (eg 31-32-33-34), and the fact that there is another teacher in the class makes them uncomfortable (eg 35-36-37). According to mathematics teachers, there are many plans in candidate teacher education (eg 38-39-40-41), and according to English teachers, the exams made at the end of the training process are worried about the candidate teacher (eg 42-43-44).

[31] "*In the selection of the consultant teacher, the request of the teacher is requested and the applications of the teachers who are willing to do this work should be taken.*" (Classrom S_{14})

[32] "*….I wish our opinions were taken….*"(Classrom $_{15}$)

[33] "*….We have to be willing to do something, but without it we became consultant*" (Classrom $_{16}$)

[34] "*…..I am more successful when I take responsibility for something, but nobody got our idea here.* (S_{17})

[35] "*It can be anxious to feel that the observer is constantly being supervised by the teacher and know that the scoring is done*" (Classrom $_6$)

[36] " *…. Different person's presence affects performance in class*" (Classrom $_{10}$)

[37] "*When someone else, I am distracted* " (Classrom $_{11}$)

[38] "*Overload of the paperwork occupy the the candidate and the consultant eacher unnecessarily.* " (M_1)

[39] "*I think it is boring because there are a lot of document filling procedures in the candidate teaching process.*" (M_2)

[40] "*The very detailed and overly large documents that need to be filled in are always overwhelming and candidate teachers are overwhelmed by paperwork.*" (M_3)

[41] "*…..I get tired of filing documents …..*" (M_4)

[42] "*At the end of the process the test and interview are constantly creating pressure.*" ($E_{nglish2}$)

[43] "*….Continuous test anxiety is reflected in the performance of the candidate*" ($E_{nglish3}$)

[44] "*.The re-examination reflects the attitude of the teacher candidate towards the profession*" ($E_{nglish5}$)

4. Discussion and Result

There were four categories of perceptions of advisor teachers regarding the candidate teacher education: "apprenticeship training, experiential meeting, exploring differences, burden on shoulders". In these categories, more candidate teacher education is likened to master-apprentice relation. This analogy of consultant teachers has also been emphasized in journals and guidelines. For example, in the Journal of 30.1.1995 / 2423 Communiqués, the concept of guide teacher was used instead of consultant teacher and "guide teacher" was defined as "teacher assigned to train candidate teacher". In 2015-2016, the concept of "consultant teacher" was used instead of the guidance teacher and "The candidate teacher will be consulted during the candidate training process" (Official Gazette, 2015, Communiqués, 2016); According to the directive no. 2456947 dated 02.03.2016, the candidate teacher is described as the person who is "appointed by appointment to the teaching staff for the first time". From the past, these concepts can be defined differently on a day-to-day basis. However, it was seen that the guidance duty of the consultant teacher did not change in the definitions. This task of the consultant teacher can be a critical process in the professional career of the candidate teacher (Balcı, 2000). Because the positive and negative attitudes of the consultant to the candidate teacher can affect the perception of him/her to the teaching profession (Toker Gökçe, 2013:134).

According to the advisor teachers, candidate teachers teach the different cultures and different human profiles which are a part of these cultures, teach how to plan the learning-teaching process in their professional life, and the consultant teacher gives the opportunity to give feedback about vocational knowledge. In addition to this, this training offers the opportunity to learn the languages people speak in order to make comfortable contact with the students in the region where the candidate teacher works. Teachers who do not know different cultures and especially languages may encounter many problem / problems especially during the learning-teaching process. The study of Taşkaya, Turhan and Yetki (2015) supports this view. Especially, it has been seen that the fact that the students who are studying in the rural and eastern and southeastern provinces who do not know Turkish language in the classes have a negative effect on the performance of the teacher especially in the learning-teaching process.

According to the consultant teachers, many forms are filled in candidate teacher education, another teacher's responsibility is given and is not voluntarily participating in the training process. According to the advisor teachers, however, this training process should be based on willingness and volunteering. A consultant who does not voluntarily participate in the process may provide a positive and negative attitude towards the profession of the candidate teacher (Özdemir ve Yalın, 2000:19). As Köymen also pointed out (1991: 90) under the guidance of consultant teachers, the candidate teacher can complete the lacking points of pre-vocational education (different method - skill, ability to use material, measurement-evaluation knowledge) (Hacıoğlu, 1991:220; Erkoç, 2010:3; Ataklı, 1992: 11-12; Buluç, 1998: 784), and do "monitoring, evaluation and guidance for the training of candidate teachers in accordance with the work programs" and the candidate teacher conveys the experiences and experiences of the candidate teachers with professional knowledge, skills, attitudes and behaviors" (Communiqués,, 2016:187).

4.1 Suggestions

✓ In the process of candidate teacher training, it is possible to investigate whether advisor teachers participate in "advisor teacher identification" criteria or not.

✓ Problems experienced by consultants in and out of school and what skills they have developed can be investigated.

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