

Beliefs about the Consistency of Primary School Teaching Undergraduate Curriculum and Perceptions on the Efficiency of Pre-Service Education

Research Article

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ABSTRACT

The aim of this study is to determine the effects of beliefs on the consistency of primary school teaching undergraduate curriculum, which was put into practice by The Council of Higher Education on 2018-2019 academic year, on teaching planning and implementation and relations with students, professionals, managers, parents and society, which is one of the sub-dimensions of perception scale related to adequacy of pre-service education. This research conducted in a screening model is a cross-sectional-correlational screening. As a matter of fact, the aim of Cross-sectional-Correlational screening is to test some correlational results over the instant photograph of the sample group in which the research was conducted in a certain time interval. The study group of this research consisted of 74 teacher candidates who study at 2nd grade of primary school teaching in 2019-2020 academic year fall semester in the faculty of education at a university from Western Black Sea region in Turkey. In the research, "Beliefs of Elementary Mathematics Teacher Candidates About the Consistency of Teacher Training Curriculum Scale, which was developed by Tatto, Ingvarson, Schwille, Peck, Senk and Rowley (2008) and adapted to Turkish by Aydın and Çelik (2017), and "Teacher Perception Scale Regarding the Adequacy of Pre-service Education" developed by Kozikoğlu and Senemoğlu (2018) was used. SPSS and SmartPLS curriculums were used in the analysis of the research data. According to the results of the analysis, it has been determined that the beliefs of teacher candidates about the consistency of the teacher training curriculum were high, and perceptions of the teacher candidates about the adequacy of pre-service training are good in total and sub-dimensions of the scale. Both of the hypotheses put forward in this study were accepted as a result of statistical analysis. In other words, the beliefs about the consistency of the teacher training curriculum developed for primary school teacher candidates have been found to affect positively the perceptions related to the planning and implementation of teaching, which is one of the sub-dimensions of perceptions about the adequacy of pre-service training, and the adequacy of the curriculum for students, professionals, administrators, parents and society.

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Keywords:

Primary school teaching undergraduate curriculum, effect, belief, consistency

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Introduction

The ultimate aim of education systems is to raise independent individuals who are socially beneficial, respect social values, acquired effective communication skills, are able to adapt to change, to gain access to learning resources and benefit from them effectively, to use information communication technologies efficiently, to make peace with themselves and the society, to take initiative, to investigate, to question and have critical thinking skills. The most important task in the construction of a society consisting of individuals with these qualifications falls to the teachers (MEB, 2017). Teachers are the most important factors of educational institutions that have an important role in raising the human power to meet the needs of the society. As a matter of fact, when considering the place and importance of a primary school teacher in the education system, it needs to be dwelled with precision on process of the teacher candidates of primary school teaching from admittance to pre-service undergraduate education curriculums to graduation. The functionality and effectiveness of the curriculum is very important in gaining the necessary features of the classroom teacher because the training of teachers well depends primarily on the quality of pre-service education. There are three basic elements in pre-service education: students, lecturers, and training curriculums. The realization of the aims of education at the highest level depends on the relationship and harmony between these elements. The fact that even one of these elements does not have the desired qualities directly affects the education process (Tüfekçi, 1999). In this context, a steady and coherent teacher training curriculum is one of the most important indicators of the level of development of countries (Azar, 2011). As a matter of fact, training the teacher candidates as individuals who are able to observe, analyze, look at events from different angles, evaluate learning-teaching situations, develop unique ways of solution as a result of their evaluations, develop principles in accordance with the situation, and revise their own principles and theories is the most important aim of modern teacher education curriculums (Senemoğlu, 1994). Considering within the context of primary school teaching, one of the most important elements in achieving this aim is beliefs on the consistency of the primary school teacher training curriculum; therefore, in order to evaluate the quality of Turkish teacher training system, studying this issue will make a significant contribution to Turkey , which has been developing , and will enable to better understand the results of other previous studies in this field through international comparisons (Aydın & Çelik, 2017). According to Çeliköz (2006), the role of the teacher in the development of education is known by everyone today. For the development of a society, trained manpower is needed at first. Trained manpower is possible with schools of high quality. The high quality of a school, in other words, training its students well mostly depends on the quality of the education provided by the teachers. In order for the teacher's education to be of high quality, the teachers themselves must be well trained. The high quality of teachers is related to both training them well before the service and enabling them benefit from the opportunities that will improve himself in the service (Seferoğlu, 2001). If teaching is a profession and teacher training is a science that investigates the intricacies of this profession, it is clear that the practice of training teachers of the future cannot be left to chance and common sense. Many researchers agree that one of the most important issues to be considered in teacher training curriculums is the very good balance of theory and practice (Latham & Vogt, 2007; Parsons & Stephenson, 2005; Smith, 2004; Cited in Baştürk, 2015). Within this context, studies related to the training of teachers in Turkey can be summarized as follows: In each study of Yavuzer, Dikici, Çalışkan and Aytekin (2006) determined that the graduates of primary school teaching could not benefit from many courses adequately. Tutkun and Gür- Erdoğan (2012), in their studies, found that the students evaluated instructors' efficiency as neither positive nor negative; female students compared to male students; the 4th grade students compared to the other grade students; daytime education students compared to evening students evaluated instructors' efficiency as more inadequate. In the study titled "Evaluation of Primary School Teaching Undergraduate Curriculum in line with the Opinions of Faculty Members and Teacher Candidates", faculty members and teacher candidates generally emphasized that it is necessary to reduce the weight of the major area courses, and to increase the weight of the knowledge of

profession, liberal education and elective courses. Regarding the courses, they also mentioned that some courses should be removed from the curriculum, some should be combined into one, some should be changed in terms of their content categories, and some new compulsory and elective courses should be added to the curriculum. Regarding the distribution of courses according to the periods, one group argued that the major area courses should be in the first semester, another group stated that they should be in the senior years and the instructors and teacher candidates stated that a primary school teacher needed to practice besides theoretical knowledge (Doğan-Taş, Kunduroğlu-Akar & Kıroğlu, 2017). Kılıç Özmen (2019), in her study, concluded that the newly modified primary school teaching undergraduate curriculum meets the expectations of primary school teachers and teacher candidates. It has been concluded that the majority of the courses, which teachers and teacher candidates wish to be included, exists in the pool of courses under the name of elective courses. It has been also concluded that taking courses such as General Physics, General Chemistry, General Biology, History of Civilization out of the new curriculum is in line with the expectations of the participants. Moreover, it has been found that starting the major area education courses from the first year is important in preparing teachers and teacher candidates and recognizing the profession, and the subject criticized in the new curriculum was to take the "Teaching Practice" out of course in the third grade. For the participants who want courses related to teaching practice to be included in the curriculum from the beginning year, it was concluded that the only situation that does not meet the professional needs is that the Teaching Practice course is only in the senior year, not in the 1st, 2nd and 3rd years. Finally, it was concluded that the expectations of the primary school teachers and teacher candidates during the implementation of the new curriculum were that designing of the content of the courses as they could realize the harmony of the Ministry of National Education and The Council of Higher Education, the courses were mainly based on practice, and the academics should have teaching experience. In their study, Akdoğdu and Uşun (2017) also stated that primary school teacher candidates described the curriculum as moderate enough; in particular, they emphasized that the curriculum developers should work on the inputs of the curriculum and that the candidates should develop all dimensions of the curriculum (target, content, teaching learning experience, evaluation). In the study titled "Change in teacher training undergraduate curriculums and suggestions for open and distance training courses", Usta (2018) stated that Open and Distance Learning "course was added to the teaching curriculums of the faculties of education in 2018, and it would contribute to the progress of the application level in all teaching curriculums.

It has been found that the General Competencies of Teaching Profession and Teacher Strategy Document (2017-2023) has been taken as the focus of the development studies in the teacher training undergraduate curriculums conducted by the Council of Higher Education in 2018 (Usta, 2018). In addition, it has been determined that adaptation studies towards the Bologna process in Higher Education were taken into consideration and it has been tried to create a lesson-teacher-technology partnership by adding technology-oriented content and application-centered courses.

In his study titled "Examining the Content of Undergraduate Curriculum in Changing Primary School Teaching", Yurdakal (2018) has stated that a number of regulations were observed in the curriculum of primary school teaching in changing curriculums, and the course density of the new undergraduate education curriculum was 46% major area education courses, 35% vocational knowledge courses and 19% liberal education courses and the current 178 hours of undergraduate education course were reduced to 150 hours with the new update, and also stated that a number of courses were removed from the curriculum and replaced with other courses needed, and some similar courses were combined. In addition, based on the results of this study, the following suggestions are given: After the curriculum is implemented in at least one academic year, it needs to be updated again with the opinions of the major area experts. The basis for updating undergraduate curriculums should be the needs of teachers and teacher candidates, rather than the international feedbacks, such as the Bologna process. It is necessary to take the opinions of teachers and teacher

candidates in updating undergraduate curriculums. As a matter of fact, one of the most important criteria to evaluate the effectiveness and quality of primary school teacher training curriculums is the consistency of teacher training curriculum. Thus, with this study, it can be reached to very useful information about primary school teacher training curriculums in Turkey, and important studies can be made to determine the nature of curriculum the within the context of its consistency. In addition, it will enable to evaluate their own teaching activities for instructors and to determine their own institutional quality and activities for universities (Aydın & Çelik, 2017). Moreover, in order to increase the quality of teacher, it is necessary to increase the quality of teacher training practices before the service. Even few surveys, assessment forms and etc. were used in determining the adequacy of pre-service teacher training in the studies regarding the body of literature in Turkey, it could not be found any scale regarding this case (Kozikoğlu & Senemoğlu, 2018). In this context, there has not been found any research by the researcher regarding the evaluation of the primary school teaching undergraduate curriculum, put into practice by the Higher Education Institution in 2018-2019 academic year, within the context of the variables. It has been believed that determining the perceptions of teacher candidates of primary school teaching regarding the adequacy of the pre-service training and their beliefs about the consistency of the curriculum will make significant contributions to both teacher trainers, training curriculums and teaching specialists, and policy makers in the evaluation and development of the current curriculum. The aim of this study is to determine beliefs about the consistency of primary school teaching undergraduate curriculum on perceptions on the efficiency of pre-service education.

Method

This study conducted in a screening model is a cross-sectional-correlational screening. As a matter of fact, the aim of Cross-sectional-Correlational screening is to test some correlational results over the instant photograph of the sample group in which the research was conducted in a certain time interval. In this study, cross-sectional-relational screening design was applied because it was aimed to reveal the relationships between the pre-service teachers' beliefs about the consistency of the primary school undergraduate curriculum and their perceptions about the adequacy of pre-service education (Karasar, 2011; Metin, 2014; Creswell, 2009).

Research Model

As a result of literature review, the model of the research is created based on the variables used in the researches. The models and hypotheses which were formed in accordance with the aim of the research are as follows.

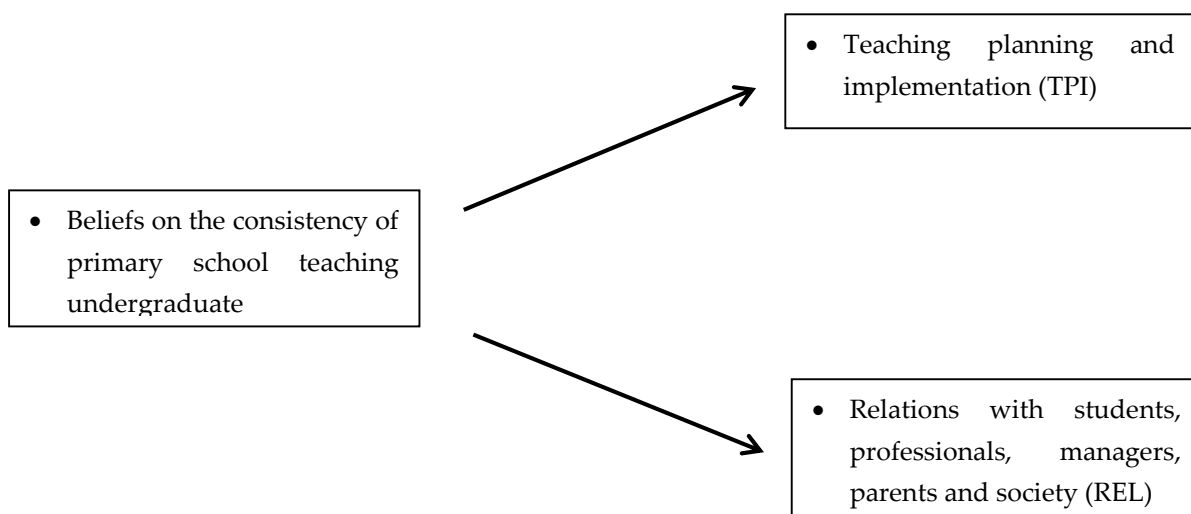


Figure 1. Research model

Hypothesis of the Research

H₁: Beliefs on the consistency of primary school teaching undergraduate curriculum affect positively the perceptions of the dimension of teaching planning and implementation related to the adequacy of pre-service education.

H₂: Beliefs on the consistency of primary school teaching undergraduate curriculum affect positively the perceptions of the dimension of students, professionals, managers, parents, and societies related to the adequacy of pre-service education.

Study Group

The study group of this research consisted of 74 teacher candidates who study at 2nd grade of primary school teaching in 2019-2020 academic year fall semester in the faculty of education at a university in Western Black Sea region in Turkey. The study group consisted of 74% female, and 27% male teacher candidates. Besides the explanations in the introduction part (see the introduction), the reason for the selection of 2nd grade from primary school teachers is that they are the first groups which the new curriculum was applied to.

Data Collection Tools

In the research, "Beliefs of Elementary Mathematics Teacher Candidates About the Consistency of Teacher Training Curriculum Scale, which was developed by Tatto, Ingvarson, Schwille, Peck, Senk and Rowley (2008) and adapted to Turkish by Aydın and Çelik (2017), and "Teacher Perception Scale Regarding the Adequacy of Pre-service Education" developed by Kozikoğlu and Senemoğlu (2018) was used. Internal consistency reliability coefficient of the one-dimensional and 6-item Beliefs of Elementary Mathematics Teacher Candidates about the Consistency of Teacher Training Curriculum Scale was 0.91; The Cronbach Alpha values of the Teacher Perception Scale Regarding the Adequacy of Pre-service Education, which has a structure of 25 items, two factors (teaching planning and implementation, and relations with students, professionals, managers, parents and society); 0.94 for the first factor, 0.89 for the second factor, and 0.94 for the total scale.

Data Collection

Data were collected at one time and the data collection process took approximately 9 minutes. After the participants were informed that the participation in the study was voluntary, they were asked to respond sincerely so that no empty substance was left. It was emphasized that the data would not be evaluated individually, and their identities would not be disclosed. As the study was not likely to cause any harm to the participants, consent forms were not taken from the participants.

Data Analysis

SPSS and SmartPLS curriculums were used in the analysis of the research data. When using SPSS in descriptive statistics, the SmartPLS curriculum was preferred because of its advantages such as small sample size, lack of normal distribution requirement and testing of formative structures (Ringle, Sarstedt & Straub, 2012).

Validity and Reliability Analysis of Scales

Prior to the analysis of the research model, within the scope of the validity and reliability studies of the structures included in the research; internal consistency reliability, convergent validity and discriminant validity were evaluated. For internal consistency reliability, Cronbach's alpha and composite reliability (CR=Composite Reliability) coefficients were examined. The average variance (AVE) explained by factor loads was used to determine the validity of the merger. Cohen (1988)'s effect size classification was taken into consideration in the interpretation of effect sizes. According to this; the effect is considered as small between

0,15-0,40, medium between 0,40-0,75, large between 0,75-1,10, very large between 1,10-1,45 and excellent in larger than 1,45. It is expected to be the factor loads ≥ 0.70 ; Cronbach Alpha and combined reliability coefficients ≥ 0.70 ; average variance extracted value ≥ 0.50 (Hair, Black, Babin, Anderson and Tatham, 2006; Hair, Tomas, Hult, Ringle & Sarstedt, 2014; Fornell & Larcker, 1981). Table 1 below shows the results for the internal consistency reliability and merger validity of the structures in the research.

Table 1. Measurement model results

Variable	Term	Factor Load	Cronbach Alfa	CR	rho_A	AVE
Beliefs n The Consistency Of Primary School Teaching Undergraduate Curriculum (Belief)	B2	0,638	0,665	0,669	0,800	0,502
	B3	0,730				
	B5	0,789				
	B6	0,668				
Perceptions about the adequacy of primary school teaching pre-service education (paapstpe)	TPI2	0,584	0,886	0,895	0,908	0,500
	TPI3	0,757				
	TPI4	0,786				
	TPI5	0,779				
	TPI6	0,768				
	TPI7	0,780				
	TPI8	0,515				
	TPI9	0,652				
	TPI12	0,742				
	TPI13	0,648				
Relations with students, professionals, managers, parents and society (REL)	REL17	0,694	0,902	0,907	0,919	0,558
	REL 18	0,686				
	REL 19	0,756				
	REL 20	0,816				
	REL 21	0,784				
	REL 22	0,752				
	REL 23	0,748				
	REL 24	0,696				
REL 25	0,779					

It can be said that internal consistency reliability was provided because Cronbach Alpha coefficients of the structures were between 0,665 and 0,902; CR coefficients were between 0,669 and 0,907. When the values in the table are examined, it can be stated that the merger validity was achieved as the factor loads were between 0.515 and 0.816, and the AVE values were between 0.500 and 0.558. The criteria proposed by Fornell and Larcker (1981) and the HTMT criteria proposed by Henseler, Ringle and Sarstedt (2015) were used to determine the segregation validity. Rho a values were between 0,800 and 0,919.

According to Fornell and Larcker (1981) criteria, the square root of the average variance extracted (AVE) values of the structures included in the study should be higher than the correlations between the structures involved in the study. Table 2 shows the results of the analysis according to the criteria of Fornell and Larcker (1981).

Table 2. Discriminant validity results (fornell and larckell criteria)

	rel	belief	tpi
rel	(0,747)		
belief	0,580	(0,708)	
tpi	0,643	0,540	(0,707)

The values in parentheses in Table 2 are the square root values of AVE. When the values in the table are examined, it can be seen that the square root of the average variance extracted value of each structure is higher than the correlations with other structures.

According to the criteria of Henseler et al. (2015), HTMT (Heterotrait-Monotrait Ratio), means that rate of the correlations' average of the terms that belongs to all variables (the Heterotrait-Heteromethod correlations) to the correlations' geometric average of the terms that belongs to same variables (the monotrait-heteromethod correlations). The authors stated that the value of HTMT should be less than 0.90 and should be less than 0.85 in terms of content. In addition, it was observed that the factor loadings of the variables that the indicators of the scales were related to were higher than the factor loads of the other variables. Therefore, cross-loading criteria were also met, and further evidence of discriminant validity was obtained. Table 3 also provides the HTMT values.

Table 3. Discriminant validity results (HTMT criteria)

	rel	belief	tpi
rel			
belief	0,716		
tpi	0,699	0,687	

When the values in the table are examined, it can be seen that HTMT values are below the threshold value. Based on the findings in Table 2 and Table 3, it can be said that the discriminant validity is achieved.

Findings

Descriptive Statistics

The descriptive statistics of the pre-service teachers' beliefs about the consistency of the primary school undergraduate curriculum and their perceptions about the adequacy of pre-service education, and the scores obtained from the scale of teaching planning and implementation and relations with students, colleagues, administrators, parents and the society sub-dimensions were examined. Table 4 provides these statistics.

Table 4. Beliefs of the teacher candidates about the consistency of the undergraduate curriculum and their perceptions about the adequacy of pre-service education

	n	\bar{X}	Sd	Minimum	Maximum
belief	74	3,40	0,44	2,25	4,25
tpi		4,12	0,49	2,21	4,79
rel		4,29	0,58	2,11	5,00
paapstpe		4,12	0,49	2,21	4,79

When Table 4 is examined, it can be seen that the average beliefs of the teacher candidates in the study group about the consistency of the teacher training curriculum are 3,40 and the standard deviation is 0,44. Accordingly, it can be stated that beliefs of the teacher candidates about the consistency of their training

coincide with the range of agree. It can be concluded that beliefs of the teacher candidates about the consistency of the teacher education curriculum are high. In addition, it can be seen that perceptions of the teacher candidates about the adequacy of pre-service training are good in total and sub-dimensions of the scale.

Testing the Research Model and Results

The measurement model created to test the hypotheses of the research is shown in Figure 2.

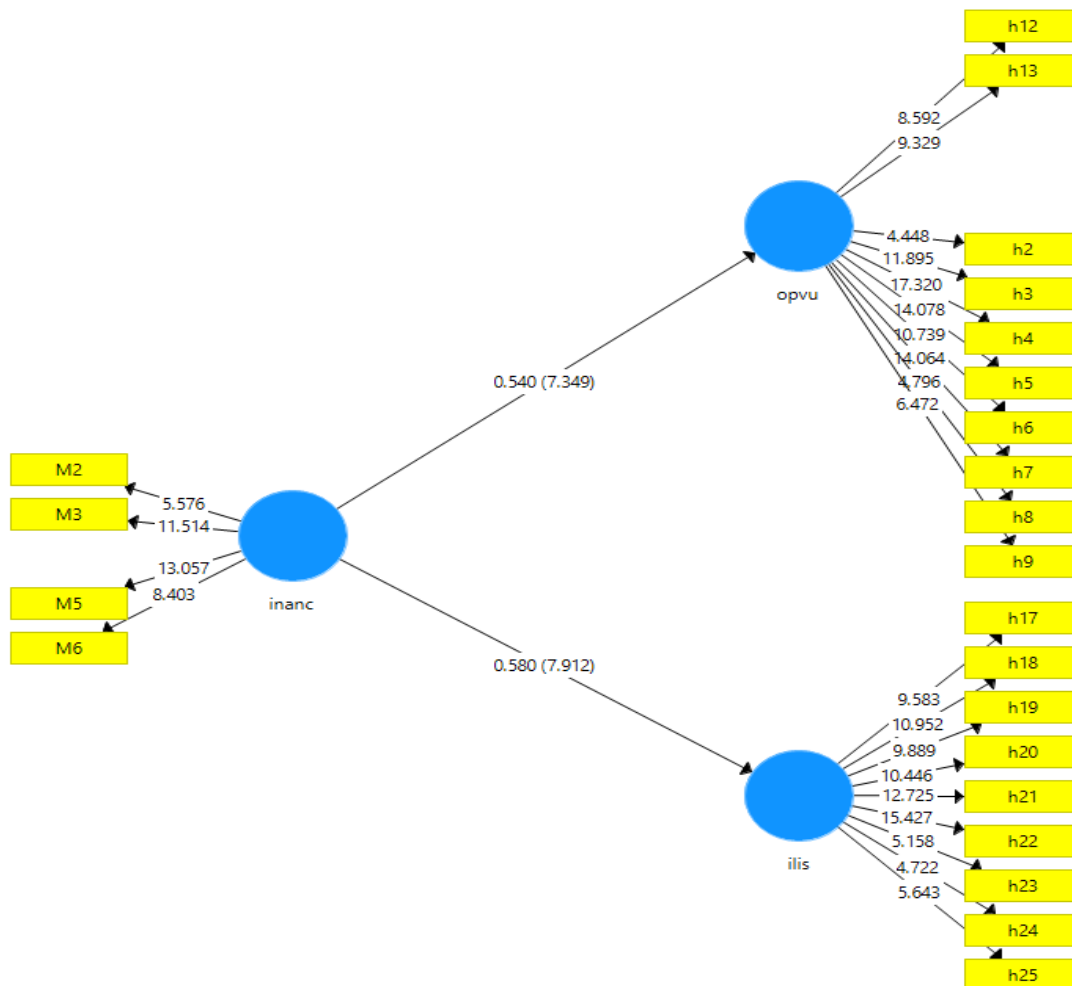


Figure 2. Measurement model

Partial least squares path analysis (PLS-SEM) was used to analyze the research model. Data were analyzed using the SmartPLS 3.2.8 statistical curriculum (Ringle et al., 2015). Regarding the research model; PLS algorithm was used to calculate path coefficients and R². To evaluate the significance of PLS path coefficients, t-values were calculated by taking 5000 sub-samples from the sample by re-sampling (bootstrapping). The items that did not meet the factor loadings were removed from the scale respectively (B1, B4, TPI1, TPI10, TPI11, TPI14, TPI15, TPI16) and the curriculum was run again after each removal. After removal of the last item, the AVE and CR values were examined, the items were found to meet the threshold value criteria and necessary statistical calculations were made by running the curriculum over the remaining items. Table 5 provides the results of the research model.

Table 5. Research model coefficients

variables		VIF	R ²	f ²	Q ²
belief	tpi	1,000	0,292	0,412	0,114
	rel	1,000	0,336	0,507	0,154

When the VIF (Variance Inflation Factor) values between the variables were examined, it was found that there was no linearity problem between the variables since the values were below the threshold value of 5 (Hair et al., 2014). When the R² values of the model were examined, it was found that belief variable was explained as tpi by 29% and rel by 34%. According to Cohen (1988), the effect of these statement rates is moderate (especially close to high in the rel dimension). The effect size coefficient (f²) of 0.02 and above is low; 0.15 and above is medium; 0.35 and above is considered to be high (Cohen, 1988). According to Sarstedt et al. (2017), it is stated that it is not possible to talk about an effect when the coefficient is below 0.02. When the effect size coefficients (f²) were examined, it was found that belief had a high level of effect size on tpi and rel. The fact that the predictive power coefficients (Q²) calculated for endogenous variables is greater than zero indicates that the research model has the predictive power of endogenous variables (Hair et al., 2014). In other words, since the Q² values in the table above are greater than zero, it can be stated that the research model has the power to predict tpi and rel variables.

Table 6. Research model direct effect coefficients

Variables		Standardized β	Standard Error	t value	p
belief	tpi	0,580	0,073	7,912	0,000
	rel	0,540	0,074	7,359	0,000

As can be seen in Table 6, belief variable positively affects tpi ($\beta = 0.580$; $p < 0.01$) and rel ($\beta = 0.540$; $p < 0.01$). In the light of these results, hypotheses 1 and 2 of the study were supported.

Conclusion and Discussion

In this study, it has been focused to the effects of beliefs on the consistency of primary school teaching undergraduate curriculum, which was put into practice by The Council of Higher Education on 2018-2019 academic year, on teaching planning and implementation and relations with students, professionals, managers, parents and society, which is one of the sub-dimensions of perception scale related to adequacy of pre-service education. Therefore, revealing the current situation regarding teacher training which was put into practice by The Council of Higher Education on 2018-2019 academic year, it was tried to be revealed the effect of beliefs on the consistency of the curriculum on the perceptions about the adequacy of pre-service training, and in this context, it is thought that it will guide the evaluation and development studies aimed at the evaluation and development of the newly introduced curriculum on the one hand and the effectiveness of the applications on the other hand. According to the results of the analysis, it has been determined that the beliefs of teacher candidates about the consistency of the teacher training curriculum were high, and perceptions of the teacher candidates about the adequacy of pre-service training are good in total and sub-dimensions of the scale. Various factors affect the success of primary school teachers in the educational process. One of the most important factors is pre-service training (Şahin & Kartal, 2013). As a matter of fact, teacher training curriculum is an important indicator of the level of development of countries (Azar, 2011). In this context, it is very pleasing that the teacher candidates perceive the teacher training curriculum as consistent even in the second year of their undergraduate education. Considering that the belief, which is described as a decision making process in favor of the predominant party after favorable and unfavorable evidences are evaluated, is consisted of a decision making process (Ölmez, 2013), it can be thought the positive beliefs in that aspect affect positively to the perceptions of the teacher candidates about the adequacy of pre-service (undergraduate) education. It is very important to evaluate teacher training curriculums in the context of different variables because a well-designed and implemented training curriculum needs to be evaluated and developed correctly (Gözütok, 2001). In this framework, it is very important to be revealed the response of the curriculum's interlocutors to

the curriculum and the harmony of the planned and implemented activities, in terms of taking therapeutic measures for the problems that may arise during the ongoing teacher training stages and developing the curriculum in practice. Although teacher education is a continuous process, pre-service teacher training has an important place in vocational development of teacher candidates and teacher competencies are largely gained during school-based experiences and teaching practice (Senemoğlu, 1991). In the curriculum, all components of teacher training system should be questioned in a continuous evaluation process and continuously improved in order to train teachers with the quantity and quality required by today and the future (Atanur-Başkan & Aydın, 2006). Aykaç and Çelik (2014) stated that examining the perceptions and beliefs of teachers and teacher candidates which act as mediators in the implementation of training curriculums has a great importance for the success of educational reforms. However, in some studies on previous training curriculums (Senemoğlu, 2001; Okçabol, 2004; Özabacı & Acat, 2005; Şahin & Kartal, 2013; Kaya, Polat & Orkun, 2014), teacher candidates evaluated formation courses, in other words teacher training curriculum, negatively in general. Teacher candidates emphasized the shortcomings of the Primary School Teacher Training Curriculum which was implemented before 2018 (Şahin & Kartal, 2013), and 52% found the universities unsuccessful in terms of the success of universities in teacher training. 58% of the teacher candidates stated that teacher training curricula are not organized in universities in line with primary education curricula (Kaya, Polat & Orkun, 2014). In fact, as in this study, it is thought that the presence of teacher candidates in the pre-service period, and their positive feelings and thoughts about the curriculum applied to them may increase the functionality of the curriculum. As a matter of fact, the functioning of the education system is possible with the continuous monitoring of the teacher training system and solving and developing the problems (Özer, 1990). It is known that the consistency of the curriculum is an important quality criterion of teacher training curriculums and that the beliefs of the teachers candidates should be determined (Tatto, Ingvarson, Schwille, Peck, Senk & Rowley, 2008).

Both of the hypotheses put forward in this study were accepted as a result of statistical analysis. In other words, the beliefs about the consistency of the teacher training curriculum developed for primary school teacher candidates have been found to affect positively the perceptions related to the planning and implementation of teaching, which is one of the sub-dimensions of perceptions about the adequacy of pre-service training, and the adequacy of the curriculum for students, professionals, administrators, parents and society. It is quite natural that belief, defined as a process that begins with a suspicion and reaches certainty by passing through probability (Erdoğruca-Korkmaz, 2014), or the acceptance of a thought, a phenomenon, an object, an existence by a person or society (Boratav, 1994), affects the perceptions of the teacher candidates about the adequacy of the same curriculum. Furthermore, both belief and competence perception are among the most central and permanent mechanisms that activate individuals (Derbedek, 2008: 36). There is a very close relationship between the beliefs of the individual and the behaviors they will exhibit as well as their future behaviors (Bandura, 1997). When the specific knowledge which provides the power to do a job, ability, competence which defined as the power to do the duty is considered as the adequacy of the curriculum, it can be understood that the curriculum is quite powerful in doing the duty for teachers candidates, and the beliefs that the teacher candidates developed in relation to the same curriculum have an effect on this power. Considering that the first step of increasing the quality of teachers is to increase the quality of teacher training curriculums and ensure that teacher candidates have professional competencies (Atik-Kara & Sağlam, 2014), it can be concluded that the renewed primary school teaching curriculum is qualified within the framework of the opinions of teacher candidates. According to the results of the research, the following suggestions can be made.

This research was conducted within the scope of primary school teacher candidates. Process evaluation can be made by carrying out the same research within the longitudinal studies in order to see the development of perceptions of current beliefs and competences, including other teaching branches and grades 1,2,3 and 4.

In addition, the same subject can be designed by building on teachers in the current system, and in this case the effectiveness of the undergraduate teacher training curriculum can be tested in practice. Although the result of the research was obtained in the context of very strong statistical techniques, it can be considered as a limitation that the research is carried out from a relatively small sample and cross-sectional data is based only on quantitative analysis. Therefore, the designing of future research on larger samples with mixed method research using quantitative and qualitative data and especially on the basis of a curriculum evaluation model may provide a deeper and more comprehensive discussion of the data.

GENİŞLETİLMİŞ ÖZET

Sınıf Öğretmenliği Lisans Programının Tutarlılığı Hakkındaki İnançlar ile Hizmet Öncesi Eğitimin Yeterliliğine İlişkin Algılar

Giriş

Eğitim sistemlerinin nihai amacı; topluma faydalı, toplumsal değerleri gözeten, etkili iletişim becerilerini edinmiş, değişime uyum sağlayabilen, öğrenme kaynaklarına erişme ve bunlardan etkin bir şekilde yararlanma becerilerini kazanmış, bilgi iletişim teknolojilerini verimli kullanabilen, kendisiyle ve toplumla barışık, inisiyatif alan, araştıran, sorgulayan ve eleştirel düşünme becerilerine sahip özgür bireyler yetiştirebilmektir. Bu niteliklere sahip bireylerden oluşacak bir toplumun inşasında en önemli görev ise öğretmenlere düşmektedir (MEB, 2017). Toplumun ihtiyaçlarını karşılayacak insan gücünün yetiştirilmesinde önemli role sahip olan eğitim kurumlarının en önemli ögesi öğretmenlerdir. Nitekim, bir sınıf öğretmenin, eğitim sistemi içindeki yeri ve önemi düşünüldüğünde; sınıf öğretmenliği öğretmen adaylarının hizmet öncesi lisans eğitim programlarına kabulünden mezuniyetine kadar ki süreçleri üzerinde hassasiyetle durulması gerekir. Sınıf öğretmeninde bulunması gereken özelliklerin kazandırılmasında uygulanan programın işlevsellik ve etkililiği oldukça önemlidir. Çünkü, öğretmenlerin iyi yetiştirilmesi, öncelikle hizmet öncesi eğitimin niteliğine bağlıdır. Hizmet öncesi eğitimde öğrenci, öğretim üyesi ve eğitim programları olmak üzere üç temel öge bulunmaktadır. Eğitimin amaçlarının en üst düzeyde gerçekleştirilebilmesi, bu öğeler arasındaki ilişki ve uyuma bağlıdır. Bu öğelerden birisinin bile istenilen niteliklere sahip olmaması eğitim sürecini doğrudan etkilemektedir (Tüfekçi, 1999). Bu bağlamda güçlü ve aynı zamanda tutarlı bir öğretmen eğitimi programı, ülkelerin gelişmişlik düzeyinin en önemli göstergelerinden biridir (Azar, 2011).

Lisans programlarının güncellenmesinde temel dayanak Bologna süreci gibi uluslararası dönütler yerine öğretmenlerin ve öğretmen adaylarının ihtiyaçları olmalıdır. Lisans programlarının güncellenmesinde öğretmen ve öğretmen adaylarının da görüşleri alınmalıdır. Nitekim, sınıf öğretmenliği öğretmen eğitimi programlarının etkinliği ve kalitesini değerlendirmek için ele alınacak kriterlerin en önemlilerinden birisi de öğretmen eğitimi programının tutarlılığıdır. Dolayısıyla bu çalışma ile bir yandan Türkiye'deki sınıf öğretmeni eğitimi programları hakkında çok yararlı bilgilere ulaşılabilecek bir yandan da programın tutarlılığı bağlamında niteliğini belirlemek için önemli çalışmalar yapılabilecektir. Ayrıca öğretmen adaylarının bu konudaki düşüncelerinin tespiti ile eğitimciler için kendi öğretim faaliyetlerini değerlendirmek, üniversiteler içinse kendi kurumsal kalite ve etkinliklerini belirlemek mümkün olacaktır (Aydın ve Çelik, 2017). Ayrıca öğretmenin niteliğini artırmak için hizmet öncesinde öğretmen eğitimi uygulamalarının niteliğinin artırılması gerekmektedir. Türkiye'de alan yazındaki çalışmalarda hizmet öncesi öğretmen eğitiminin yeterliliğini belirlemeye yönelik az sayıda anket, değerlendirme formu vb. ölçme araçları kullanılsa da herhangi bir ölçeğe ulaşılamamıştır (Kozikoğlu ve Senemoğlu, 2018).

Bu bağlamda araştırmacı tarafından da YÖK tarafından 2018-2019 eğitim-öğretim yılında uygulamaya konulan sınıf öğretmenliği lisans programının ele alınan değişkenler bağlamında değerlendirilmesine yönelik bir araştırmaya rastlanamamış olması; sınıf öğretmenliği öğretmen adaylarının almış oldukları hizmet öncesi eğitimlerinin yeterliliğine ilişkin algıları ile programın tutarlılığına ilişkin inançlarının belirlenmesinin gerek öğretmen eğitimcilerine gerek eğitim programları ve öğretim alanı uzmanlarına gerekse konu ile ilgili politika geliştiricilere mevcut programı değerlendirme ve geliştirme boyutunda önemli katkılar sağlayacağı düşünülmektedir.

Bu çalışmanın amacı, sınıf öğretmenliği öğretmen adaylarının YÖK tarafından 2018-2019 eğitim yılında uygulamaya konulan sınıf öğretmenliği lisans programının tutarlılığı hakkındaki inançlarının, hizmet öncesi eğitimin yeterliliğine ilişkin algı ölçeğinin alt boyutlarından olan öğretimi planlama ve uygulama ile öğrenci, meslektaş, yönetici, veli ve toplumla ilişkiler üzerindeki etkilerini tespit etmektir.

Yöntem

Tarama modelinde yürütülen bu araştırma, kesitsel-ilişkisel taramadır. Nitekim Kesitsel-İlişkisel taramanın amacı, araştırmanın gerçekleştirildiği örneklem grubunun belirli bir zaman dilimindeki anlık fotoğrafı üzerinden birtakım ilişkisel sonuçların sınanmasıdır. Bu çalışmada da öğretmen adaylarının sınıf öğretmenliği lisans programının tutarlılığı hakkındaki inançları ile hizmet öncesi eğitimin yeterliğine ilişkin algılarının alt boyutları arasındaki ilişkileri ortaya koymak amaçlandığından kesitsel-ilişkisel tarama desenine başvurulmuştur.

Araştırmanın Hipotezleri

H₁: Sınıf öğretmenliği lisans programının tutarlılığı hakkındaki inançlar, hizmet öncesi eğitimin yeterliğine ilişkin algıların, öğretimi planlama ve uygulama boyutunu pozitif yönde etkiler.

H₂: Sınıf öğretmenliği lisans programının tutarlılığı hakkındaki inançlar, hizmet öncesi eğitimin yeterliğine ilişkin algıların; öğrenci, meslektaş, yönetici, veli ve toplumla ilişkilere yönelik boyutunu pozitif yönde etkiler.

Çalışma Grubu

Araştırmanın çalışma grubunu 2019-2020 eğitim yılı güz döneminde Türkiye'nin Batı Karadeniz Bölümü'nde yer alan bir üniversitenin eğitim fakültesinin sınıf öğretmenliği anabilim dalı 2. sınıflarında öğrenim gören 74 öğretmen adayı oluşturmaktadır.

Veri Toplama Araçları

Araştırmada, Tatto, Ingvarson, Schwille, Peck, Senk ve Rowley (2008), tarafından geliştirilen ve Aydın ve Çelik (2017) tarafından Türkçeye uyarlaması yapılan "İlköğretim Matematik Öğretmeni Adaylarının Öğretmen Eğitimi Programının Tutarlılığı Hakkında İnançlar Ölçeği" ile Kozikoğlu ve Senemoğlu (2018) tarafından geliştirilen "Hizmet Öncesi Eğitimin Yeterliğine İlişkin Öğretmen Algı Ölçeği" kullanılmıştır.

Verilerin Analizi

Araştırma verilerinin analizinde SPSS ve SmartPLS programlarından yararlanılmıştır. Betimsel istatistiklerde SPSS kullanılırken örneklemin küçük olması, normal dağılım şartının aranmaması ve biçimlendirici yapıların test edilebilmesi gibi avantajlarından dolayı SmartPLS programı tercih edilmiştir.

Bulgular Tartışma ve Öneriler

Bu çalışmada, sınıf öğretmenliği öğretmen adaylarının, YÖK tarafından 2018-2019 eğitim yılında uygulamaya konulan sınıf öğretmenliği lisans programının tutarlılığı hakkındaki inançlarının, hizmet öncesi eğitimin yeterliğine ilişkin algı ölçeğinin alt boyutlarından olan öğretimi planlama ve uygulama ile öğrenci, meslektaş, yönetici, veli ve toplumla ilişkiler üzerindeki etkilerine odaklanılmıştır. Dolayısıyla YÖK tarafından 2018-2019 eğitim yılında uygulamaya konulan öğretmen eğitimine yönelik var olan durumun ortaya konulması; programın tutarlılığına yönelik inançların, hizmet öncesi eğitimin yeterliğine ilişkin algılara yönelik etkisi ortaya çıkarılmaya çalışılarak bu bağlamda bir yandan uygulamaya yeni konulan programın değerlendirilerek geliştirilmesine yönelik; diğer yandan da uygulamaların etkililiğine yönelik değerlendirme ve geliştirme çalışmalarına yol gösterici olacağı düşünülmüştür. Yapılan analiz sonuçlarında öğretmen adaylarının öğretmen eğitimi programının tutarlılığı hakkında inançlarının yüksek düzeyde; öğretmen adaylarının almış oldukları hizmet öncesi eğitimin yeterliğine ilişkin algılarının toplamda ve ölçeğin alt boyutlarında iyi düzeyde olduğu saptanmıştır. Sınıf öğretmenlerinin eğitim sürecindeki başarılarında çeşitli faktörler etkili olmaktadır.

Bu çalışmada ileriye sürülen iki hipotez de yapılan istatistiksel analizler sonucunda kabul edilmiştir. Yani sınıf öğretmeni adayları için geliştirilmiş olan öğretmen eğitimi programının tutarlılığı hakkında

inançların, hizmet öncesi eğitimin yeterliğine ilişkin algıların alt boyutlarından olan öğretimi planlama ve uygulama ile öğrenci, meslektaş, yönetici, veli ve toplumla ilişkilere yönelik programın yeterliğine ilişkin algıları pozitif yönde etkilediği saptanmıştır. Bir şüphe ile başlayıp olasılıktan geçerek kesinliğe ulaşan bir süreç (Erdoğan Korkmaz,2014), ya da kişi ya da toplum tarafından bir düşüncenin bir olgunun, bir nesnenin, bir varlığın gerçek olduğunun kabul edilmesi (Boratav; 1992) olarak tanımlanan inancın öğretmen adaylarının aynı programın yeterliğine ilişkin algılarını etkilemesi oldukça doğaldır. Ayrıca gerek inanç gerekse yeterlik algısı, bireyleri harekete geçiren en temel ve en kalıcı mekanizmalar arasında yer alır (Derbedek, 2008:). Bireyin inançları ile hem sergiledikleri hem de ileride sergileyecekleri davranışları arasında çok yakın bir ilişki vardır (Bandura, 1997).

Bu araştırma sınıf öğretmenliği öğretmen adayları kapsamında yürütülmüştür. Aynı araştırma diğer öğretmenlik dalları ve 1,2,3 ve 4. sınıfları da kapsayacak şekilde mevcut inanç ve yeterliğe ilişkin algıların gelişimini görmek adına boyutsal çalışmalar dahilinde yapılarak süreç değerlendirmesi yapılabilir. Ayrıca aynı konu mevcut sistemdeki öğretmenler üzerine kurgulanarak tasarlanabilir ki bu durumda lisans öğretmen yetiştirme programının uygulamadaki etkililiği de test edilebilir. Araştırma sonucu oldukça güçlü istatistiksel teknikler bağlamında elde edilmiş olsa da, araştırmanın görece küçük bir örneklemden hareket edilerek ve kesitsel verilerle gerçekleştirilmiş olması; sadece nicel analizlere dayalı olarak yapılması gibi durumlar birer sınırlılık olarak düşünülebilir.

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