

Evaluation of Pre-Service Teachers' Perceptions for Teaching Practice Course

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Abstract

Pre-service teachers gain experience, positive and negative attitudes towards teaching-learning process, school administration, teacher, student and even school in teaching practice course in pre-service teacher training programs. The purpose of this research was to identify pre-service teachers' perceptions of teaching practice course. Case study research design was used in this qualitative research method. The study group of the research comprised of 42 pre-service teachers who took teaching training course in 2014-2015 academic year. The purposeful sampling method was used to determine the study group. The data was derived from the semi-structured interview form. Content analysis was employed to analyze the data. The themes were generated as a result of the analysis. The results of the research indicate that pre-service teachers gain experience in teaching profession and be self-confident, learn to be patient and use materials and acquire the importance of communication. On the other hand, they notice some negative cases such as teachers' failures in classroom management, lack of materials, school administrations' negative attitudes and behaviors and teachers' being passive in discipline matters. To overcome these negative cases, suggestions were put forward.

Keywords: *Pre-service teachers, teaching practice and school*

DOI: 10.29329/epasr.2018.143.5

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Introduction

It is known that teachers undertake significant roles in fulfilling educational objectives. Teachers' roles in teaching-learning process increase. The issue for teacher training should be studied on account of several reasons. First of all, teachers, school administrators, parents and politicians' complaints with regard to teaching practices become evident. Secondly, a number of researches have been conducted in the last years of the 21st century and reasonable justifications for some complaints in relation to teacher training have been put forward. The third one is that developments in the field of information happen, new meanings to information are ascribed and new concepts for teaching and learning emerge (Korthagen, Loughran & Russell, 2006; Eryaman, 2007). The question how to improve teacher training becomes more complicated in the increasingly sophisticated world and in a fast changing world (Parker, Murray-Orr, Mitton-Kukner, Griffin & Pushor, 2017). As education is regarded one of the most important factors in students' achievement in a number of countries, teacher training has immediately occupied the agenda for education policy (Darling-Hammond, 2017).

While teacher is a source of information and sole conveyer of information in a traditional sense (YÖK, 1998), he/she is considered to undertake new roles such as coordinator, facilitator and advisor for source nowadays (Özden, 2005). The development of the expected roles from teachers makes especially teacher training necessary. A balance between theoretical and practical aspects in the curriculum for teacher training need to be organized. Teaching practice course is one of the courses to serve this purpose in teacher training.

Teaching practice course enables pre-service teachers to acquire teaching skills in their subject matter in their level of education in real classroom setting and teach a particular course or courses in a planned order and discuss and evaluate the activities which occur in classroom setting (MEB, 1998). Every profession has a particular training process. Some professions are based on theoretical information, whereas others require theoretical and practical information to be applied (Kale, 2011). Pre-service teachers can have opportunity to familiarize with their profession and practice what they have learnt in their teaching training programs through teaching practice course. One of the broad objectives of teacher preparation programs is to ensure pre-service teachers to have a solid foundation to start their teaching professions (Eryaman, 2008; Goodnough, Falkenberg & MacDonald, 2016).

Teaching practice course, which is the most important course in vocational training practices, involves teaching practices and activities toward teaching profession and pre-service teachers acquire skills and experiences and build opinions and thoughts for teaching profession in pre-service teachers training program. The effect of this course is significant on pre-service teachers' teaching skills (Karadüz, Eser, Şahin & İlbay, 2009). Teaching practice course is a crucial period in which they get the first experience to utilize throughout their professional teaching life. Only if teaching practice is

conducted in real classroom setting, pre-service teachers can gain aimed experiences. The real setting for teaching practice is school (Shafqat & Ibrahim, 2015; Ngidi & Sibaya, 2003; YÖK, 1998). This setting is a process for pre-service teachers to be acquainted with their teaching professions, schools, teachers and students. In this process, pre-service teachers, teachers, school administrations and students have duties, responsibilities and mutual expectations. School administrations and related parts are responsible for fulfilling these responsibilities and expectations (Çetintaş & Genç; 2005). Teaching practice enables pre-service teachers to realize their strengths and weaknesses with regard to teaching profession (Eryaman, 2009; Shafqat & Ibrahim, 2015).

The research conducted by Veenman (1984) indicates that teachers encounter matters in relation to student motivation, classroom management, individual differences, effective use of materials and organization of teaching activities. In this respect, teacher training is important to be competent in teaching profession. Through this training, theoretical information is put into practice. Theoretical information which is not supported with practice, is forgotten over time. So, the dimension for practice should be taken into account to obtain long-standing information (Yılmaz, 2011). Pre-service teachers can ensure their personal and vocational development, track their vocational developments, be aware of their educational needs and evaluate their own decisions with this course (Yalın Uçar, 2012). Teaching practice course enables pre-service teachers to practice in teaching processes in real school settings under the supervision of a mentor teacher to prepare for teaching profession. This course also gives a chance to pre-service teachers to observe and make a comprehensible test in relation with school life (Çiçek & İnce, 2005). This course is also the name of the course to prepare pre-service teachers teaching through practice. It involves practicing strategies, methods, techniques, practical uses of principles of teaching and different activities in daily school life (Gujjar, Ramzan & Bajwa, 2011).

Pre-service teachers' training is predominantly based on theoretical information. However, teaching profession involves artistic, social and leading dimensions which require to be put into practice in addition to the theoretical information (Ekinci, 2010). The primary objectives of teaching practice course are to inform pre-service teachers about schools' structures and functions, put theoretical information into practice through appropriate activities and help them be acquainted with teaching profession (Eryaman & Riedler, 2010; Demir & Çamlı, 2011). The most important duty of practice teachers during training course is to guide pre-service teacher by enabling practice activities successfully to be fulfilled, track and supervise these activities (MEB, 1998). Practice teachers are supposed to inform pre-service teachers about strategy, technique, method and materials to be used and prepare a convenient setting where all these can be conducted. Observation and practice are important phases to positively influence pre-service teachers' attitudes to teaching profession behaviors. In this process, it is fundamental for mentor teachers to accompany pre-service teachers,

make a contribution to their professional developments and provide them with necessary feedbacks (Çetintaş &Genç; 2005). Pre-service teachers are constantly expected to make effort to develop their personal and professional qualifications (MEB, 1998) and put their acquired knowledge and skills into practice in school setting (Bektaş & Ayvaz, 2012). Pre-service teachers' qualifications are one of the most important inputs to influence the level of quality in education. The quality of training service in particularly training course, physical and technical facilities are effective to train qualified teachers (Adıgüzel, 2008).

Pre-service teachers are generally expected to be aware of their own abilities, know students, practice strategy, method and techniques, effectively manage teaching-learning process, use time well, have communication skills, acquire classroom management skills, make assessment and evaluation and manage inappropriate student behaviors in the context with the teaching-learning process of teaching practice course.

Purpose and Importance of the Research

Teaching practice can be defined as realizing and putting theoretical information such as classroom management, communication skills, management of inappropriate behaviors, and teaching and learning process, and assessment and evaluation and so forth into practice under the supervision of experienced teachers. Applications and activities with regard to teaching professions are included in teaching practice course. For that reason, this course is vital for pre-service teachers. It is aimed that pre-service teachers gain experience and skills through this course before they become teachers at schools. Practice process is required to both acquire theoretical information and test it in learning setting. Applied training which supports theoretical one will make teacher training effective. The purpose of this research is to reveal pre-service teachers' perceptions of teaching practice course. Based on this general purpose, the answers for the following questions were sought.

- 1- What are the positive cases pre-service teachers encounter in teaching practice course?
- 2- What are the negative cases pre-service teachers encounter in teaching practice course?

Method

Research Design

Case study research design, which is a type of qualitative research method, was used to reveal pre-service teachers' perceptions of teaching practice course. Case study research design enables researchers to profoundly comprehend and question cases as data are various and detailed in the research design (Patton, 2002). Case study is a qualitative research design which deals with a current topic in its real life framework (Yıldırım & Şimşek, 2011). Pre-service teachers' perceptions of the

subject matter were examined thoroughly. In this way, the data concerning the positive and negative cases pre-service teachers faced were obtained.

Study Group

The study group of the research consisted of 42 pre-service teachers who took teaching training course in 2014-2015 academic year. Purposeful sampling method was used to determine the study group. Purposeful sampling is a sampling approach which allows to study the cases which are thought to have rich data (Patton, 2002). The reason why this sampling method was chosen is that the researcher knows the pre-service teachers and can easily access them. In purposeful sampling, researcher chooses the most convenient samples for research purpose. In this respect, a part of the most appropriate population is observed for the studied subject (Balcı, 2009).

Data Collection Instruments

The data was derived from the interview form which was developed by the researcher. The data collection instrument consists of the semi-structured interview form with two questions. Experts' opinions (one associate professor in educational sciences and three assistant professors) and the related literature (Kiraz, 2002; Dursun & Kuzu, 2008; Demir & Çamlı, 2011; Bektaş & Ayvaz 2012; Nayır & Çınkır 2015) were taken into account to develop the instrument. In the interview form, the participants were addressed the questions below: 1- What are the positive cases pre-service teachers encounter in teaching practice course? and 2- What are the negative cases pre-service teachers encounter in teaching practice course?

Validity and Reliability Studies

The literature recommendation was taken into account for the validity and reliability of the study (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2012; Yıldırım ve Şimşek, 2011; Merriam, 2009; Creswell, 2008; Shenton, 2004; Patton, 2002). Participants' confirmation and voluntariness were taken as criteria for the validity of the interview form. Yıldırım and Şimşek (2011) stressed out that participants' voluntariness and collection of profound data thorough face to face interviews with participants are important to ensure validity and reliability of research. Data was collected by the means of face to face interviews with the participants at the end of teaching practice course. Detailed analysis of collected data and researcher's explanations how to reach conclusions are among the important criteria to ensure validity in qualitative research (Yıldırım & Şimşek, 2011). Experts' opinions were also consulted to make the interview form valid. Draft questions were prepared for the subject matter in the research and the opinions of two academicians in the department for educational sciences were obtained to evaluate the questions. The interview form was examined in terms of fluency, comprehensibility and coverage, and the final form was given after the corrections.

Data Analysis

Content analysis was employed to analyze the research data. The data were analyzed by two researchers. The coding was created based on the results while each researcher's findings were similar. Codes and themes were formed based on the results of the analysis and the tables were generated with the frequency technique. The obtained data was displayed with descriptive approach and frequencies. Of the data, two themes and nine sub-themes were formed. Cohen Kappa agreement coefficient values which are used to determine agreement among rates as follows: Job familiarity (.70); contribution to vocational development (.76); school familiarity (1.00); classroom management (1.00); matters oriented with teacher (.72); matters oriented with school (.76); matters oriented with student (.83) and matters oriented with implementation-regulation (.80). According to Viera and Garrett (2005), the agreement coefficient values indicate .20 or <.20 = poor, .21-.40 = fair, .41-.60 = moderate, .61-.80 = good and .81-1.00 = very good. So, it can be stated that Kappa agreement coefficient values for the current research (.71-1.00) are at good/very good levels. The direct quotations from pre-service teachers' perceptions were taken, the sentences were determined for this purpose and they were provided in the findings section. Codes were used to present pre-service teachers' perceptions. The first two letters in the coding refer to pre-service teachers, third letter to their gender (E: male; K: female) and numbers to their order. To illustrate, ÖAK9 code refers to female pre-service teacher in the 9th order. The perceptions with high frequency values were directly taken and commented in the analysis of the data. Content analysis method was used to analyze the data. Content analysis consists of cycle including concept development, exemplification, data collection, data coding, data analysis and comment. The purpose analysis is to be systematic and analytic. Although categories and variables may be leading at the first phase, some of them are allowed to appear throughout study. Therefore, cases, settings, styles, images, meanings and differences concerning content analysis deal with fixed discovery and constant comparisons (Altheide, 1987). The treatments conducted in the context with content analysis depend on aggregating similar data under particular concepts and themes and commenting on these concepts and themes by making them comprehensible for readers (Yıldırım & Şimşek, 2011).

Findings

The derived findings from pre-service teachers' perceptions of teaching practice course were displayed in tables under separate themes. Their perceptions of how the course positively influenced their interest and willingness with regard to teaching professions were analyzed and the results were presented in Table 1.

Table 1. Pre-service teachers' perceptions of the positive cases they encountered in teaching practice course

Theme	Content	f	%
Job Familiarity	Gaining professional experience (39), Familiarity with new generation and students (12), Experiencing different methods and techniques (11), learning specific issues in professional teaching (10), learning matters and difficulties in teaching profession (7), learning how to teach (5), learning official transactions (5), learning teaching profession an honorable job (4), learning school administrator's functions (1).	94	62.67
Contribution to professional development	Learning the importance of communication skills (8), learning how to use materials (5), being aware of self-confidence (5), realizing his/her insufficiencies (5), learning practice course motivating (4), creating awareness (3), putting acquired knowledge in courses into practice (4), acquiring empathy skill (3), learning to be calm (3), reason to increase courage (3), being aware of his/her competences (3), learning to be patient (2),	48	32.00
School Familiarity	Importance of school system (2), school's physical conditions (1), school's being a secure place (1)	4	2.66
Classroom management	Acquiring classroom management skills (3), acquiring problem solving skills (1)	4	2.66
Total		150	100

Pre-service teachers' perceptions of how teaching practice course positively influenced their interest and willingness with regard to teaching professions were examined in Table 1. Their perceptions were categorized under four themes namely "Job Familiarity", "Contribution to Professional Development", "School Familiarity" and "Classroom Management". It is seen that pre-service teachers' perceptions mostly intensified under "Job Familiarity" theme (62.67%). To illustrate, ÖAK9 coded pre-service teacher mentioned that teaching practice course enables to acquire professional experience and this course prepares them affectively. *"I have gained experience before I become a teacher. So, I think that I will not get excited when I start my teaching profession. I have had some idea about posture, voice-intonation, behavior development and so forth. I have acquired practice."* A similar perception was cited by ÖAE7 coded pre-service teacher. *"When you are a student, you learn by practicing the importance of going to work on time, satisfaction to completely fulfill the duty you undertake, excitement to embark on to learn something new. However you are informed about a job, however you participate in education and presentations, none of them will make*

a contribution to you as much as you work." ÖAK37 coded pre-service teacher stated her positive thoughts in terms of putting her theoretical knowledge into practice as *"it is a great pleasure and excitement to convey the obtained knowledge throughout pre-service teacher training to students and to get their feedbacks that they learn. They are open to all knowledge coming from their teachers in a classroom environment and their enthusiastic eyes once more remind teachers of their teaching profession' sacredness and beauty."* Another pre-service teacher coded ÖAE25 expressed that he experienced pleasure to teach something, learned to be patient and guided his students. *"It is a very good feeling to teach something to people. You not only teach them but also be an elder-brother or sister and a mother to them. You learn patience in teaching profession. When you feel that you teach children without expecting any return from them, you relieve spiritually and become peaceful. This is teaching profession."* It is quoted from ÖAE1 coded pre-service teacher as *" I had a teaching setting to practice the teaching techniques I have learned. In this way, I practiced."* ÖAK36 coded pre-service teacher mentioned that she realized the importance of communication, learned how to ensure classroom management and acquired personal and vocational development as *"I have learned how a communication should be made with students, how classroom management can be ensured, how a subject can be taught in the simplest term. Briefly, I have had even a little experience in pre-service teaching and come to conclusion that teaching is a good profession on the condition that it is conducted to the fullest extent."* It was quoted from ÖAK3 coded pre-service teacher that *"Some of the positive aspects are that those who like dealing with children and people, are willing to perform their works in whatever area they work. If a teacher can manage discipline by ensuring balance not severely frightening students, positive mutual interactions happen. Besides, a positive communication with school administrators influences teachers' teaching practices positively."* ÖAE5 coded pre-service teacher indicated *"There has been increase in my interest in teaching profession and affection for students. I am more closed and ready to my teaching profession. I think that I can perform teaching profession to the fullest extent."* ÖAK6 coded pre-service teacher stated *"I have realized that conveying my knowledge I acquired throughout the four year period in my pre-service teacher training, is a different taste."* It was quoted from ÖAK16 coded pre-service teacher that *"The fact that I listened to the students despite not being fully consciously with regard to pedagogical aspect, attracted even the weakest student with regard to academic achievement in the lesson and witnessed positive changes in the students was the biggest happiness in the world."*

Table 2. Pre-service teachers' perceptions of the negative cases they encountered in teaching practice course

Theme	Content	f	%
Matters oriented with teacher	Teacher centered approach (14), teachers' indifference (13), lack of communication among teachers (10), difficulty of teaching profession (7), teachers burnout (7), teachers' not being a role model (7), Teachers' negative attitude (5), teachers' coming to class unprepared (6), teachers' not using materials in lesson (5), insufficiency of teachers' salary (4), teachers' use of verbal violence (4), teachers' coming to lesson late (4), lack of communication between teacher and student (4), teachers' professional dissatisfaction (4), lack of dialogue between teacher and parent (3), inadequate activities in class (3), difficulty of classroom management (2), not implementing curriculum (1).	103	50.49
Matters oriented with school	School administrators' indifference (15), insufficiency of physical conditions (10), overcrowded class (5), insufficiency of school facilities (7), negative relationships between school administration and teacher (4), negative relationships between school administration and student (2),	44	21.56
Matters oriented with student	Inappropriate student behaviors (8), problematic students (7), students lack of knowledge (7), students' being reluctant (7), disrespect to teachers (4), negative attitude to teacher (4)	37	17.64
Matters oriented with implementation and regulation	Insufficiency in teaching practice course (7), teaching practice course's hours insufficient (3), teachers' inadequacy in regulation (1), matters oriented with regulation (1), students' undertaking heavy responsibility (1)	13	6.37
Other matters	Teachers' not being shown the value they deserve (4), teacher shortage (1), schools' inadequacy (1), schools' not having budget (1)	7	3.43
Total		204	100

Pre-service teachers' perceptions of how teaching practice course negatively influenced their interest and willingness with regard to teaching professions were examined in Table 2. Their perceptions were grouped under five themes, namely "Matters oriented with teacher", "Matters oriented with student", "Matters oriented with school", "Matters oriented with implementation and regulation" and "Other matters". When Table 2 is examined, it is seen that almost half of their perceptions intensified under "matters oriented with teacher" theme (50.49%). A few examples concerning their perceptions of how the course negatively affected their interest and willingness in relation to teaching professions were provided below. **ÖAK14** coded pre-service teacher expressed her

experiences with regard to teacher centered approach in teaching practice course as *"I was disappointed with the fact that the high school is still at the same place I had left before. Nothing has changed. Teacher teaches his/her subject matter in classical approach and students listen to their teachers. If such a teaching approach exist, I am anxious to be such a teacher. Because if most teachers embrace such a teaching approach, it will be hard to be different and keep up with them. ..I am worried to train individuals who memorize not question."* Another pre-service teacher coded **ÖAE20** indicated his sadness not to face the positive cases, which he had experienced during the pre-service teacher training, at the school where he did internship as *"After realizing what we were told with regard to classroom management, use of materials, teaching methods and so forth in teacher training were not implemented at the school where I did internship, my interest in teaching profession, frankly speaking, somehow decreased."* **ÖAE1** coded pre-service teacher pointed out the negative dialogue between teacher and student as *"The fact that teacher constantly tossed insulting with the students in class and sometimes scolded them, offended me firstly as a human and as a teacher."*

Another matter encountered in teaching practice course is the matter oriented with student. This matter was expressed by **ÖAK9** coded pre-service teacher as *"I was scared to see the students with problems."* A similar case was revealed by **ÖAK6** as *"Students' reluctance and nonchalance caused me to be pessimistic for future. I realized this was not the case what I had imagined for students for years. So, I was disappointed."* **ÖAE5** coded pre-service teacher stated his possible anxiety which he would experience in future as *"The current student types may leave me in a difficult situation. I think that these are the most important cases."* **ÖAK30** coded pre-service teacher indicated how she realized the reality at the school as *"I had not been aware of being a teacher by the time I made observations at the school. I had dreams before the internship. However, unfortunately, negative characteristics of teachers and students burst my bubbles."*

The other matters perceived by pre-service teachers are the matters oriented with school and implementation-regulation. Their perceptions of the matters as follows: **ÖAE2** coded pre-service indicated *"School administrators' insufficient assistance for internship, wrong attitudes and behaviors."* A similar perception was cited by **ÖAE10** coded pre-service teacher as *"The fact that school administrators behave in a relaxed manner and do not fulfill their responsibilities are examples for the inappropriate behaviors. That teachers do not come to classes on time despite the problematic lesson hours and administrators ignore this issue and behave in a relaxed manner under no supervision, decreases quality issue in education. That curriculum is not implemented and school administrators neglect teachers' mistakes, also causes to decrease quality in education."* The matters including lack of materials were stated to cause negative outcomes in education. To illustrate, **ÖAK15** coded pre-service teacher mentioned this matter as *"There was not curtain in the class. Therefore, students could not see the board very well. Owing to the overcrowded class, the teacher had difficulty*

in concentration. ÖAK3 coded pre-service teacher uttered what the insufficiencies at school could cause as *"Insufficiency of physical conditions decreases teacher's motivation."* A similar perception was also indicated by ÖAK37 coded pre-service as *"The fact that schools cannot meet educational requirements because of limited means, tire and wear down both students and teachers during training process."*

Discussion and Conclusion

In this research, it was aimed to identify pre-service teachers' positive and negative perceptions with regard to teaching practice course. Pre-service teachers specified 150 positive and 204 negative opinions in relation to this course. The most remarked positive opinions are gaining professional experiences, familiarity with students, experiencing different methods and techniques, learning specific issues in professional teaching and knowing the importance of communication skills. Their negative opinions of the course as follows: school administrators' indifferences, teacher centered approach, teachers' indifference, lack of communication among teachers, difficulty of teaching profession, teachers burnout and teachers' not being a role model.

One of the basic functions to be a qualified teacher is to be experienced in professional domain. Besides, personal development should not be ignored. When pre-service teachers are considered to make observations for 14 weeks, teach, ensure classroom management, manage inappropriate student behaviors and so forth in the context with teaching practice course, they are expected to acquire significant experiences in personal and professional aspects. In the literature, the importance of professional and personal development is also emphasized (Göksoy, Sağır & Şenyurt, 2014). According to Gökçe and Demirhan (2005), pre-service teachers remarked that they increase their self-confidence and explore their strengths and weaknesses before starting teaching profession in the teaching practice course. In a similar study, most of the pre-service teachers uttered that they gain teaching experience and have opportunity to correct their mistakes. In addition to these, they indicated that this course makes a contribution to their personal and professional developments (Nayır & Çınkır, 2015). In another research implemented by Selvi, Doğru, Gençosman and Saka (2017), pre-service teachers indicate that they acquire professional experience, learn their responsibilities by familiarizing with their teaching profession and contribute to their professional developments through teaching practice course. The studies (Karadüz, Eser, Şahin & İlbay, 2009) revealed that pre-service teachers transform their theoretical knowledge into skills in teaching practice setting and develop themselves. When the results of the current research and the related literature are examined, it can be stated that teaching practice course enables pre-service teachers to gain experience in professional domain. The results of the research reveal pre-service teachers' expectations in this regard (Kurt Erhan, 2016).

Another positive perception pre-service teachers regarded is that they have the opportunity to familiarize with students. In the individual and group interviews conducted with pre-service teachers, the positive characteristics of students including technology literacy, quick and practical thinking, effective use of social media, participating into lessons resolutely were encountered. On the other hand, their negative characteristics such as their indifferences, inability to express themselves and mostly being interested in multiple choice questions were articulated. A pre-service teacher (**ÖA28**) summarized these negative traits of students as *"I was disappointed when I saw the student profile I had not expected so."* Pre-service teachers generally identify the current student profile unfavorable. They compare the student profile with their own ones as *"the student profile was like this in our time and now it is radically different."*

There are other issues that pre-service teachers dwell on with regard to professional experience. For instance, they experience different methods, techniques, learn specific issues in teaching profession, and realize the importance of communication skills. Pre-service teachers' ensuring classroom management by themselves under the supervision of mentor teachers, communications with students, managing student behaviors, employment of different methods and techniques can be said to make a significant contribution to their professional experience. It is known that professional experience cannot be acquired alone, but it can be gained just through experienced teachers' guidance. In the study implemented on this issue (Gökçe & Demirhan, 2005) more than half of the mentor teachers indicated that they always or usually fulfill their duties and responsibilities in teaching practice course. However, there are other research results which do not support the former ones. To illustrate, it was revealed in the study conducted by Karadüz, Eser, Şahin and İlbağ (2009) that any change does not occur in the pre-service teachers' capability to use teaching methods and techniques. Monotonous teaching and teachers' not using different teaching methods and techniques can be argued to negatively affect pre-service teachers' professional experience acquisition (Yüksel, 2017).

The current research findings indicate that there are negative perceptions of pre-service teachers with regard to teaching practice course unlike the mentioned positive ones. In this regard, pre-service teachers reveal school administrators' indifferences. It is obvious that school administrators have a number of matters including physical matters, matters oriented with teacher, student, parents and budget and so forth to deal with. All these matters can cause to disregard pre-service teachers' matters. The findings concerning indifferences, neglect or lack of guidance support show consistencies with the other research results. It was concluded in the study carried out by Ekinçi (2010) that school principals do not provide pre-service teachers with sufficient guidance support in teaching practice. It was revealed in another study conducted by Yılmaz and Tepebaş (2011) that starting social sciences teachers are not sufficiently supported by their colleagues and school administrators and when they

need guidance, they cannot get assistance from them. Besides, mentor teachers' professional guidance levels do not meet primary school teachers' expectations (Süral, 2017).

Another negative case pre-service teachers regarded is that teachers employ teacher centered approach in teaching. However, it is seen that student centered approach comes into prominence when the current curriculum is examined with regard to both philosophical and teaching-learning approaches. According to student-centered approach, learner is prominent and active. In teaching-learning process based on student-centered approach, conducting activities rather than conveying information and developing skills to carry out research, question and problem solving are expected. It is understood from pre-service teachers' perceptions that they have developed an expectation for student centered approach in their pre-service teacher training programs and their expectation has not been met in teaching practice course. As argued by Meade (2016) that different teaching methods have to be used to inspire students. However, it is understood from the data in Table 2 that pre-service teachers often face teacher centered approaches within the context of teaching practice course. These results show parallelisms with the ones of the results in the literature. It was determined in the study conducted by Soylu (2009) that both the pre-service teachers and mentor teachers employ teacher-centered presentations instead of student centered methods in the mathematics lesson. It was seen in other studies that teachers cannot go beyond traditional methods and techniques adequately (Özdaş, 2018, Çelikkaya & Kuş; 2009). These results are also supported with the study conducted by Yılmaz and Tepebaş (2011).

Another negative case pre-service teachers mentioned is that teachers are not interested in pre-service teachers very much. About one- third of the pre-service teachers pointed out this issue indicating that teaching practice course causes workload for teachers. This workload may cause indifference to pre-service teachers. The second reason may stem from the fact that teachers meet this new process and are not experienced in this sense. This case negatively affects pre-service teachers no matter what the reasons are. This result is supported with the other research in the literature. It was revealed that the mentor teachers and academicians do not provide the pre-service teachers with sufficient guidance (Seçer, Çelikkaya & Kaygılı; 2010). It is seen in another study that pre-service teachers complain about teachers' indifference (Kale, 2011). There are other studies showing the similar results (Kiraz, 2002; Eraslan, 2008).

Teacher burnout is another negativity observed by teacher candidates. Maslach and Jackson (1981) are described as emotional exhaustion and pessimism syndrome seen in employees who work in close relationships with people, and explain it in three dimensions; emotional exhaustion, depersonalization and personal accomplishment. Edellwich & Brodsky (1980) defined burnout as loss of idealism, energy, purpose, and anxiety, progressing as a result of business conditions. Teachers are

shown as one of the working groups experiencing high burnout because of the intense stress they are exposed to. Among the sources of environmental stress that cause burnout in teachers are scarce resources, inadequate teaching facilities, a high number of problems encountered in class, excessive bureaucracy, and problems stemming from school management in general (Akın & Oğuz 2010). The burnout situation negatively affects the teachers as well as the students who benefit from the teaching services. The results of the study show that there is an association between occupational efficiency assessment and burnout (Cemaloğlu, 2007; Angerer, 2000; Meade, 1996).

The other negative cases pre-service teachers mentioned as follows: lack of communication among teachers, the matters stemming from the difficulty of teaching profession, burnout teachers, teachers' not being a role model and inappropriate student behaviors. When the matters pre-service teachers encountered in teaching practice course are considered, it is seen that more than half of the matters are oriented with teachers. It is thought that overcoming the matters oriented with teachers will solve a number of the matters encountered in Turkish Educational System.

Suggestions

The following suggestions have been developed based on the results of the current research.

1. Teachers should prefer student centered approaches to teacher centered ones. In this regard, teachers' inadequacies should be dealt with in in-service trainings and seminars.
2. Studies such as weekly evaluation studies, group studies and so forth should be conducted to strengthen communication among teachers.
3. Students should be directed to activities, sportive activities to manage inappropriate student behaviors.
4. School administrators should plan consulting hours with teachers and students at regular intervals.

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