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An Investigation of the Effectiveness of the Gender Equality Course with A Specific Focus on Faculties of Education

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Abstract

In 2015, the Turkish Council of Higher Education declared that the gender equality course would be compulsory or elective in the education programs of universities. This decision is considered to play an important role in ensuring gender equality. The present study was conducted in a faculty of education in Turkey which includes gender equality in its education program as a compulsory-elective course. The aim was to investigate the opinions of the students of the faculty of education on the effects of the course on their views on gender. The comparison of the data collected through the Gender Equality Scale before and after the course shows that the participants were, unexpectedly, more likely to develop the opinion that men are superior to women after the course. Whereas the course did not affect participants' approaches to the opinion that women are dependent on men. Whether teachers' gender perspectives or views on gender equality affect classroom practices; it is envisaged that gender perception, which is shaped by most patriarchal and conservative patterns, will be transferred to future generations through education and will adversely affect the demand for equality in the future. After the findings of this study were discussed with similar research results and then in the application of gender equality in higher education institutions, it was tried to give an idea about the issues to be considered.

Keywords: Gender, gender equality, gender course, faculty of education, students of faculty of education

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Introduction

Many of the articles on gender begin by revealing the differences between gender and sex (Aydın, Bekar, Goren & Sungur, 2016; Budak & Kucuksen, 2018; Gozutok, Toraman & Acar-Erdol, 2017; Kıran & Avcı, 2018; Ozen, 2018; Peter & Mikayla, 2018; Vatandas, 2007...). Gender, which differs from one's biological characteristics (i.e., sex), is "socially oriented" and is "the social position that one associates with being a woman or a man" and it is the "personal characteristics" that are the reflection of this position (Diamond, 2002). Thus, "gender is a dimension of social organization that shapes one's communication with others and their thoughts about themselves" (Macionis, 2012, p. 328). It is "a cultural process that juxtaposes the notions of womanhood and manhood and imposes the roles assigned to men and women" (Heywood, 2014, p. 241). These social identities constructed by society, as prejudiced as possible (for example it does not include LGBT people) affect values, image, behaviours, belief, academic achievement, the use of intelligence and memory, creativity, choice of profession, financial gain, perceptions of self-efficacy and success, and even stress level (Altunbay, 2015; Amogne, 2015; Chevalier, 2007; Chyung, 2007; Dayioglu & Turut-Asik, 2007; Hare-Mustin & Marecek, 1988; Hindal, Reid & Whitehead, 2013; Horner, 1978, cited in Schunk, 2011; Gilbert, 2009; Okere & Ndeke, 2012; Pomerantz, Altermatt & Saxon, 2002).

Gender varies from society to society, from culture to culture. Gender may differ even in crisis periods of societies (Nonviolent Education and Research Association, 2019). Because cultural elements come to the fore even in meeting the most basic needs (e.g., "hunger is hunger, but what is food is determined by culture and food is obtained depending on culture") "every society has a gender system" (Rubin, 2016, p.180). Indeed, feminist evidence shows that gender has been built by society for decades (Briggs, 2018); that it has "a fluid structure" (Nystrom, 2007, as cited in Kreitz-Sandberg, 2013), "reproduced throughout identity creation" and cannot be considered "as a *natural* identity within the basic identity categories" (Butler, 1990, p. xxix). Obviously, this construction, fluid structure, and this unnatural identity production are problematic for many societies. Most of the researches on gender focus on prejudice against women, neglect, discrimination, inequality of opportunity, financial gain differences, psychological and physical exploitation, role equality, gender equality, gender freedom, justice, and these researches demand the acceptance, even the appreciation of gender differences, and claims for equity and positive discrimination and more equitable and fair world for men and women (usually for women!) (Demir, 1997; Donovan, 2001; Heywood, 2014; Hogg & Vaughan, 2017; Reiter, 2012; Unterhalter, 2005).

Even though anthropologists have not reached a common conclusion about how male and female roles and behaviours are produced in societies and how they become repetitive, they argue that male domination and male hierarchy among nonhuman primates are genetically determined as a result of natural selection and result as an adaptation to "original environments". These characteristics were

differentiated between settled human communities and hunter-gatherer peoples, and “depend on behaviours *learned* rather than hereditary traits.” “While masculine power existed among settled peoples engaged in agriculture, it is uncertain whether it existed in hunter societies” (Gough, 2012, pp. 61, 76). Engels (2018) argues that the systematic exploitation of women by men is caused by the control of the surplus of production, state, social stratification, and property by men. With the emergence of the state structure, men who were exempted from the child-rearing were more able to undertake economic and political roles; (some) men (especially the men of the ruling class) had power over other men and women due to their monopoly on weapons. Thus, it can be considered that gender and its inequalities originate from *learned* (or *taught*) behaviours, and influenced by the lifestyles of societies and the policies of states.

Faculties of Education and Gender

Today, gender-related problems need to be evaluated and examined together with women, men, children and especially family policies of governments and other social problems and social categories such as international policies, city, class, social networks, immigration, ethnicity, sexuality and generation (Jarvis, Kantor & Cloke, 2012; Lykke, 2010). According to Kreitz-Sandberg (2013), the participation of all actors is essential for the establishment of a sustainable structure in gender equality.

Considering the importance of learning in the acquisition of role behaviors for men and women, it can be predicted that there is a strong link between gender and education. Many theories have attempted to define learning so far. One of these theories is Bandura’s Social Cognitive Theory. The theory asserts that “people acquire knowledge, rules, abilities, strategies, beliefs, and approaches by observing others” (Schunk, 2011, p. 78). According to Vygotsky, learning takes place under the guidance of the teachers, depending on the interest of the learner in the social environment (Korkmaz, 2013, pp. 250-251). According to Thorndike, there is a close relationship between knowledge and teaching practices, and individuals repeat their behaviours with satisfactory results (learning) (Bozkurt, 2016). At this point, Bandura states that individuals can comprehend the suitability and consequences of their behaviours and are aware of the consequences of their behaviours (Gurel, 2014). Thus, it may be more proper to say that the behaviours acquired by individuals are not imitations of the behaviours observed by them in their social circles or the behaviours provided by their guides, but they are interpreted individually. Considering the effects on learning, teachers, schools and educational systems produce a structured environment (learning area) and learning situations (knowledge, behaviour, and learning outcomes) for learners. Although learning situations are designed for the continuity of countries’ cultures and ideologies, and even though it is known that the knowledge conveyed to new generations through education cannot be isolated from the beliefs and preferences of the people who produce it (Cetin, 2001), today, this contradiction is tried to be solved by increasing the qualities of

teachers. In 2011, the United Nations Educational, Scientific and Cultural Organization (UNESCO) stressed that teachers are key to ensuring gender equality. To ensure gender equality in the world, especially in developing countries, UNESCO considers that gender equality should be included in the education programs of countries and that these programs should be disseminated through teacher education. UNESCO even considers gender equality as the organization's medium-term strategy for 2014-2021 and recognizes it as a global priority. The organization believes that gender-related practices of teacher training institutions are an integral part of their duties (UNESCO, 2015).

According to UNESCO, it is necessary to train teachers who will maintain equality to ensure gender equality in teacher training institutions. To this end, it is essential to understand gender, establish gender-sensitive policies, plans, corporate culture, and environment, provide support services, teaching programs and materials for both employees and prospective teachers, conduct gender studies, and create budgets to finance them. When evaluating their performance, teacher-training institutions should demonstrate their gender-based practices through concrete evidence to be obtained from self-evaluation and self-monitoring (UNESCO, 2015).

In 2015, the Council of Higher Education (YOK) in Turkey organized a workshop on Universities Sensitive to Gender Equality, attended by representatives from 70 universities. During the workshop, the issues collected under four themes were discussed to ensure gender equality in the academic field: integration of gender equality courses into the education programs as a compulsory subject, providing academic and administrative staff with awareness of gender equality, making visible the activities of universities related to gender and prevention of violence, sexual harassment, abuse, and mobbing in the university environment. Following the workshop, a Women's Studies Unit was established in YOK affiliated academy (YOK, 2015). In the following year, YOK shared with the universities a text (Higher Education Institutions Gender Equality Attitude Certificate) demonstrating its attitude towards gender equality and justice in the academy. The attitude text required that gender equality courses be included as compulsory-elective courses in the education programs of universities (YOK Academy Women's Studies Unit, 2016).

The present study aims to determine whether the gender equality course has achieved the desired effects on the prospective teachers enrolled in a faculty of education that includes this course as a compulsory-elective course. Within this framework, answers to the following questions have been sought:

1. What are the opinions of the students of the faculty of education about gender equality?
2. To what extent their opinions on gender equality have changed after the course?

Method

The present study is a descriptive study. Within the scope of the study, “Gender Equality Scale” (developed by Gozutok, Toraman & Acar-Erdol, 2017) was applied before and after the course in a faculty of education where gender equality courses are offered as a compulsory-elective course; thus, the results with regard to test-retest technique were evaluated. Repeated measures are “frequently used in the social sciences to determine changes in the knowledge level of subjects or to evaluate the impact of a training program over time” (Akgul & Cevik, 2003, p. 239). In this study, it was aimed to determine the opinions of the students of a faculty of education about gender equality and to compare their opinions before and after taking the course of gender equality (Buyukozturk et al., 2014).

Research Group

The present study aims to determine to what extent the gender equality course affects the opinions of the students of a faculty of education. For this reason, the research group should first include a faculty and students of this faculty. In this respect, the research group can be evaluated within the scope of criterion sampling (Yildirim & Simsek, 2011). The data were obtained from the students who volunteered to participate in the research in two stages: both before the course and after the course. Thus, the research group included an easy-to-reach group. In this respect, the research group can be evaluated within the scope of purposeful sampling (Yildirim & Simsek, 2011; Senol, 2012). The characteristics of the students in the research group are presented in Table 1.

Table 1. Distribution of participants in the research group

		Frequency (f)	Percentage (%)
Gender	Female	319	73,7
	Male	114	26,3
	Total	433	100
Departments	Computer and Instructional Technologies (CIT)	28	6,5
	Science Teaching	72	16,6
	Pre-school Teaching	122	28,2
	Psychological counselling and Guidance (PCG)	58	13,4
	Classroom Teaching	86	19,9
	Turkish Language Teaching	53	12,2
	Music-Art Teaching	14	3,2
	Total	433	100
The geographical regions where the students' families reside	Marmara	23	5,3
	Aegean	22	5,1
	Mediterranean	53	12,2
	Central Anatolia	62	14,3
	Black Sea	166	38,3
	Eastern Anatolia	54	12,5
	Southeastern Anatolia	53	12,2
	Total	433	100

A total of 433 students of faculty of education, most of whom were female (73.7%), participated in the study. The families of the majority of the participants live in the cities of the Black Sea Region (38.3%).

Application

University administration adopted gender equality as a compulsory-elective course in order to provide university students with the awareness of gender equality. This course is offered at the first grade level in all faculties and departments of this university. The content of the course and the resources to be used were determined by the instructors with the coordination of the Center for Women's Studies at the university. The content of the program that would take one semester includes the following subjects: "the introduction of the concept of gender, sociology of gender, gender and family, gender and religion, gender and language, gender and media, gender and body images, gender, work life and labour, feminist movements and social change". A training program was organized by the experts at the university (who were from the sociology and other related departments) for the teaching staff who volunteered to teach the gender equality course. The teaching staffs were academic personnel at the university. In the traing program experts only used lectures to train instructors. At the end of the two weeks training program, the presentations used during the training program were shared with the instructors and additional resources were recommended for the course.

Data Collection Tool

To collect data, the Gender Equality Scale (GES) developed by Gozutok, Toraman, and Acar-Erdol (2017) was used. The scale was developed to determine the opinions of high school students about gender equality. The scale has two factors: the first factor shows the opinion that men are superior to women (OMSW), and the second factor shows the opinion that women are dependent on men (OWDM). This five-point Likert type scale has eight items in the first factor and five items in the second factor. The Cronbach Alpha reliability coefficients for the sub-dimensions of the scale without any inverse item were calculated as .88 and .70. The GES confirmatory factor analysis fit indexes were: $\chi^2 / sd = 1.83$, CFI = 0.99, AGFI = 0.92, RMSEA = 0.056, SRMR = 0.04. These values are acceptable according to literature.

The GES was developed for high school students. Since the scale was to be applied to the students of a faculty of education in this study, it was necessary to determine whether the scale could be used for the university students. To this end, a pre-application was made with the participation of 723 students of a faculty of education in the academic year of 2016-2017. The pre-application group included 723 students from Ankara, Giresun, and Nevsehir Haci Bektas Universities Education Faculties. These universities are from the Anatolian part of Turkey. Of these students, 523 were female, and 200 were male. Also, of these students, 99 were enrolled at the science teaching department, 65 at the primary school maths teaching, 21 at the English teaching, 34 at the pre-school

teaching, 54 at the special education for the handicapped department, 100 at the psychological counselling and guidance, 196 at the classroom teaching, 92 at the social sciences teaching, 41 at the Turkish language teaching, and 21 at the teaching of mentally handicapped. 182 students were at the 1st grade, 138 at the 2nd grade, 166 at the 3rd grade, and 237 at the 4th grade. When selecting the students to be included in the pre-application, volunteering and easy-data-collection were considered; therefore, the pre-application group was determined by the purposeful sampling method.

Confirmatory factor analysis was used to determine whether the two-factor structure of GES was validated for the students of the faculty of education. The CFA fit indices obtained as a result of the analysis made through the IBM-AMOS program are shown in Table 2, and the diagram is shown in Figure 1.

Table 2. Confirmatory factor analysis fit indices

Fit Index	Value
Chi-Square (χ^2)	223.825
Degrees of Freedom (df)	113
χ^2/df	1.98
The Goodness of Fit Index (GFI)	0.946
Adjusted Goodness of Fit Index (AGFI)	0.919
Root Mean Square Error of Approximation (RMSEA)	0.067
Root Mean Square Residual (RMR)	0.062

According to Joreskog and Sorbom (1993), Kline (2005), Sumer (2000), Ozdamar (2013), and Simsek (2007), the values in Table 2 are within acceptable limits.

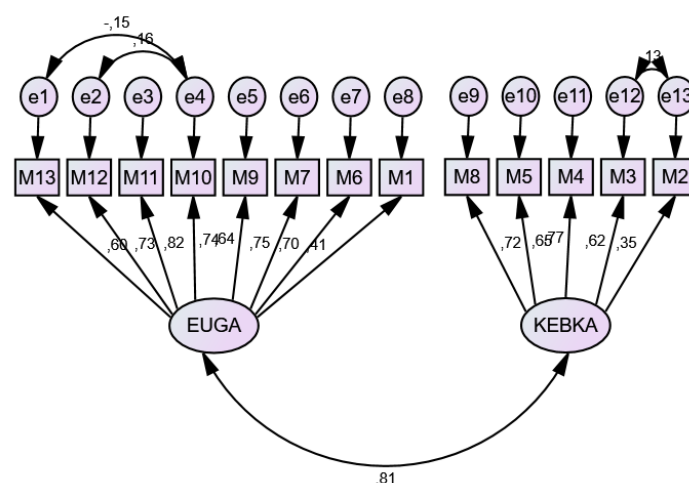


Figure1. Factor structure of GES in university students

According to the data in Table 2 and the diagram in Figure 1, GES provided valid and reliable data on gender equality opinions of the students of the faculty of education.

Data Analysis

In line with the first sub-goal of the study, descriptive statistics of students' responses to GESs before and after taking the course of gender equality were examined.

In line with the second sub-goal of the study, the difference between the total points obtained by the students before and after the course was determined. Kolmogorov-Smirnov test showed that the difference scores were not normally distributed ($p < .05$). To compare the difference scores, the nonparametric *equivalent* Wilcoxon Test was applied instead of the parametric T-Test which was planned to be used (Buyukozturk, 2013; Ozdamar, 2013).

In line with the third sub-goal of the study, it was necessary to determine to what extent the explanatory variables (sex, departments, educational background of parents, whether family members read newspapers at home regularly, whether family members go to theatres, whether family members watch movies, whether family members read, whether parents take the opinions of their children and the geographical region where the family resides) predict the opinions of the students on gender equality. This requires the use of regression analysis. The explanatory variables in the research are all categorical. For categorical variables to be put into the model as explanatory variables in linear regression analysis, these variables need to be taken as dummy variables. Addition of ten different explanatory variables to the model as dummy variables prevents correct analysis (Ozdamar, 2013). Therefore, it was decided to perform a logistic regression analysis for the analysis with independent variables. For the logistic regression analysis, the output variable (students' opinions on gender equality after the course) was clustered as the opinion that men and women are equal/ the opinion that men are superior to women, and the opinion that women are independent of men/the opinion that women are dependent on men.

Findings

Descriptive statistics of the scores that the students obtained from the scale before and after taking the gender equality course, i.e. their opinions on gender quality, can be seen in Table 3.

Table 3. Descriptive statistics of GES

Descriptive Statistics	Variables			
	The opinion that men are superior to women (Pre-test)	The opinion that women are dependent on men (Post-test)	The opinion that men are superior to women (Post-test)	The opinion that women are dependent on men (Post-test)
N	433	433	433	433
Arithmetic mean	14,32	12,63	16,06	12,46
Median	12,00	12,00	15,00	12,00
Mod	8	13	8	11
Standard deviation	5,964	4,057	7,082	4,379
Lowest Score	8	5	8	5
Highest Score	37	25	40	25

Gozutok, Toraman, and Acar-Erdol (2017) stated that GES provides information in two sub-dimensions. The highest score that can be obtained from the first dimension, namely the opinion that men are superior to women, is 40 and the higher the score is, the more likely the participant is to be of this opinion. On the other hand, the highest score that can be obtained from the second dimension, namely the opinion that women are dependent on men, is 25 and the higher the score is, the more likely the participant is to be of this opinion as well.

In this study, the mean score obtained in the pre-tests for the opinion that men are superior to women was 14.32 and the most frequently repeated score was eight. This finding shows that the extreme views with regards to men's superiority to women increased the average score whereas most of the participants had moderate opinions. This result can be interpreted that the students were not of the opinion that men are superior to women, according to the scores from the pre-test. In the post-test scores, the mean score was 16.06 and the most frequently repeated score was eight. That is, the result is similar to the result of the pre-test. However, it that should be noted with regards to the findings is that the mean score of the opinion that men are superior to women increased after the course. This result shows that the course did not decrease the average as expected.

The results of the analysis show that the mean score of the pre-test with regards to the opinion that women are dependent on men was 12.63 and the most frequently repeated score was 13. Considering that the highest score that can be taken from this dimension is 25. This finding shows that the students have a moderate level of the opinion that women are dependent on men. In the post-test scores, the mean score was 12.46 and the most frequently repeated score was 11. This result shows that there is no significant change in the mean scores obtained from the scale before and after the gender equality course. To put it in another way, the course of gender equality did not decrease the average.

The GES scores of the students before and after the gender equality course were compared. The results of the comparison are shown in Table 4.

Table 4. Comparison of the GES scores before and after the gender equality course

Scale	Pre-test-Post-test	n	Mean Rank	Rank Sum	z	p
The opinion that men are superior to women	Negative Rank	193	162,69	31399,50	-4,053	0,000
	Positive Rank	211	238,91	50410,50		
The opinion that women are dependent on men	Negative Rank	217	186,79	40533,50	-0,902	0,367
	Positive Rank	175	208,54	36494,50		

According to the results of the Wilcoxon analysis shown in Table 4, there is a significant increase ($p < .05$) in favour of the scores of the post-test in the dimension of the opinion that men are superior to women. On the other hand, there is no change in the dimension of the opinion that women

are dependent on men ($p>.05$). While the gender equality course was expected to promote the idea that men and women are equal, the application of the course increased the opinion that men are superior to women.

To determine whether variables such as sex, departments, educational background of parents, whether family members read newspapers at home regularly, whether family members go to theatres, whether family members watch movies, whether family members read, whether parents take the opinions of their children and the geographical region where the family resides predicted the participants' opinions on gender equality, "Logistic Regression Analysis" was applied to the data obtained.

The participants were asked to respond to the variables in the data file in the following way: sex: female-male; departments: CIT, science teaching, pre-school teaching, PCG, classroom teaching, Turkish language teaching, music-art teaching; educational background of parents: primary school, secondary school, high school, university and above; whether family members read newspapers, go to theatres, watch movies: Yes-no; whether family members read: in the past month, in the past year, I do not remember, never; whether parents take the opinions of their children: Yes-no; the geographical region where the family resides: Marmara, Aegean, Mediterranean, Central Anatolia, Black Sea, Eastern Anatolia, and Southeastern Anatolia.

The binary logistic regression analysis determined the reference groups for the opinion that "men are not superior to women", and the opinion that "women are not dependent on men" as follows: sex, male; departments, "CIT"; educational background of parents, "primary school"; whether family members read newspapers, go to theatres, watch movies regularly, "yes"; whether family members read, "in the past month"; whether parents take the opinions of their children, "yes"; the geographical region where the family resides, "Marmara". The results of the analysis with the "Enter" method are summarized in Tables 5, 6, 7, 8, 9 and 10.

Table 5. Blog "0" Prediction–The first classification obtained as a result of the LRA

Observation		Prediction		Percentage
		Men are not superior to women	Men are superior to women	
OMSW	Men are not superior to women	0	213	50,8
	Men are superior to women	0	220	
	Total Percentage			
		Women are not dependent on men	Women are dependent on men	Percentage
OWDM	Women are not dependent on men	0	191	55,9
	Women are dependent on men	0	242	
	Total Percentage			

According to Table 5, before the blog “0” predictor variables were imported into the model for the sub-dimension of the opinion that men are superior to women. The groups formed for the sub-dimension of the opinion that men are superior to women were predicted at 51%. In other words, the results of classification indicate that without the predictor variables, correct classification percentage of the opinion that men are superior to women for all the students in the research group was 51%. Before the blog “0” predictor variables were imported into the model for the sub-dimension of the opinion that women are dependent on men the groups formed for the sub-dimension of the opinion that women are dependent on men were predicted at 56%. In other words, the results of classification indicate that without the predictor variables, correct classification percentage of the opinion that women are dependent on men for all the students in the research group was 51%.

Table 6. Blog “1” prediction

Observation		Prediction		Percentage
		Men are not superior to women	Men are superior to women	
OMSW	Men are not superior to women	134	79	64,9
	Men are superior to women	73	147	
	Total Percentage			
		Women are not dependent on men	Women are dependent on men	Percentage
OWDM	Women are not dependent on men	104	87	66,5
	Women are dependent on men	58	184	
	Total Percentage			

According to Table 6, when the blog “1” predictor variables were imported into the model for the sub-dimension of the opinion that men are superior to women. The groups formed for the sub-dimension of the opinion that men are superior to women were predicted at 65%. When the blog “1” predictor variables were imported into the model for the sub-dimension of the opinion that women are dependent on men, the groups formed for the sub-dimension of the opinion that women are dependent on men were predicted at 67%.

Table 7. The omnibus test for the correlations in the model and summary of the model

			X ²	sd	p	Cox and Snell R ²	Nagelkerke R ²
First (OMSW)	Step	Step	64,950	26	0,000	0,139	0,186
		Block	64,950	26	0,000		
		Model	64,950	26	0,000		
First (OWDM)	Step	Step	76,409	26	0,000	0,162	0,217
		Block	76,409	26	0,000		
		Model	76,409	26	0,000		

When Table 7 is examined, it can be inferred from the positive and sufficiently high chi-square value (X²=64,950, p<05). The chi-square statistic is significant in the model. This allows the

rejection of the hypothesis (H_0) that there is no difference between the initial model with the constant term (blog "0") and the final model (blog "1") in which the explanatory variables enter the analysis. This means that the relationship between the predicted variable and the explanatory variables is supported. From the Cox and Snell R^2 and Nagelkerke R^2 values, it is understood that there is a 14% and 19% relationship between the dependent variable and the independent variables. Also, it can be inferred from the positive and sufficiently high chi-square value ($X^2=76,409$, $p<.05$). From the Cox and Snell R^2 and Nagelkerke R^2 values, it is understood that there is a 16% and 22% relationship between the dependent variable and the independent variables.

Table 8. Results of Hosmer and Lemeshow tests

	X²	sd	p
Block 1 (OMSW)	5,655	8	0,686
Block 1 (OWDM)	3,388	8	0,908

According to the Hosmer and Lemeshow test, the suitability of the model is not significant for the OMSW and OWDM sub-dimensions ($p>.05$). The fact that this value is not significant means that the model has acceptable compliance.

Table 9. Relationships in the model for the OMSW sub-dimension

	β	Standard Error	Wald	sd	p	Exp (β)
Constant	-1,226	0,991	1,530	1	0,216	0,293
Sex (Male)	-1,015	0,256	15,675	1	0,000	0,362
Department (Science Teaching)	1,457	0,757	3,703	1	0,054	4,293
Department (Pre-school Teaching)	0,283	0,688	0,169	1	0,681	1,327
Department (PCG)	1,747	0,676	6,683	1	0,010	5,738
Department (Classroom Teaching)	0,928	0,701	1,754	1	0,185	2,529
Department (Turkish Language Teaching)	1,703	0,684	6,207	1	0,013	5,493
Department (Music-Art Teaching)	1,089	0,711	2,349	1	0,125	2,971
Educational Background of the Father (Secondary School)	-0,457	0,362	1,594	1	0,207	0,633
Educational Background of the Father (High School)	0,193	0,369	0,273	1	0,602	1,212
Educational Background of the Father (University and above)	0,009	0,341	0,001	1	0,978	1,009
Educational Background of the Mother (Secondary School)	0,228	0,478	0,228	1	0,633	1,256
Educational Background of the Mother (High School)	-0,236	0,506	0,217	1	0,641	0,790
Educational Background of the Mother (University and above)	0,268	0,505	0,281	1	0,596	1,307
Whether Family Members read Newspapers (No)	-0,415	0,264	2,463	1	0,117	0,660
Whether Family Members go to Theatres(No)	0,336	0,538	0,390	1	0,532	1,399
Whether Family Members go to Cinema (No)	0,149	0,279	0,284	1	0,594	1,160
Whether Family Members read (In the past year)	0,712	0,576	1,527	1	0,216	2,039
Whether Family Members read (I do not remember)	0,836	0,631	1,751	1	0,186	2,306
Whether Family Members read (Never)	0,716	0,728	0,968	1	0,325	2,046

Whether Family Members take the Opinions of Their Children (No)	-0,241	0,308	0,612	1	0,434	0,786
Region (Aegean)	1,027	0,576	3,174	1	0,075	2,791
Region (Mediterranean)	0,315	0,554	0,323	1	0,570	1,370
Region (Central Anatolia)	1,025	0,446	5,285	1	0,022	2,787
Region (Black Sea)	0,210	0,411	0,262	1	0,609	1,234
Region (Eastern Anatolia)	0,226	0,349	0,419	1	0,517	1,254
Region (Southeastern Anatolia)	0,044	0,427	0,011	1	0,918	1,045

The estimates in Table 9 are based on the reference groups previously described. According to the model, sex and the departments of PCG and Turkish language teaching are significant predictors ($p < 0.05$). Also, males are 2.7 (1/0.362) times more likely to be of the opinion that men are superior to women. The participants enrolled in the department of psychological counselling and guidance are 5.7 times more likely to be of the opinion that men are not superior to women than those in the department of CIT. Those enrolled in the department of Turkish language teaching are 5.5 times more likely to be of the opinion that men are not superior to women than those in the department of CIT.

Table 10. Relationships in the model for the OWDM sub-dimension

	β	Standard Error	Wald	sd	p	Exp (β)
Constant	0,563	1,023	0,303	1	0,582	1,756
Sex (Male)	-1,049	0,266	15,532	1	0,000	0,350
Department (Science Education)	1,332	0,771	2,985	1	0,084	3,787
Department (Pre-school Teaching)	-0,633	0,648	0,955	1	0,328	0,531
Department (PCG)	0,666	0,638	1,090	1	0,297	1,946
Department (Classroom Teaching)	-0,166	0,665	0,062	1	0,803	0,847
Department (Turkish Language Teaching)	0,181	0,644	0,079	1	0,778	1,199
Department (Music-Art Teaching)	0,763	0,683	1,247	1	0,264	2,145
Educational Background of the Father (Secondary School)	-0,894	0,373	5,752	1	0,016	0,409
Educational Background of the Father (High School)	-0,047	0,381	0,015	1	0,903	0,954
Educational Background of the Father (University and above)	-0,220	0,354	0,387	1	0,534	0,803
Educational Background of the Mother (Secondary School)	0,883	0,490	3,254	1	0,071	2,419
Educational Background of the Mother (High School)	0,573	0,515	1,237	1	0,266	1,774
Educational Background of the Mother (University and above)	0,761	0,514	2,196	1	0,138	2,141
Whether Family Members read Newspapers (No)	-0,564	0,268	4,444	1	0,035	0,569
Whether Family Members go to Theatres (No)	0,987	0,553	3,188	1	0,074	2,684
Whether Family Members go to Cinema (No)	-0,004	0,281	0,000	1	0,988	0,996
Whether Family Members read (In the past year)	-0,615	0,652	0,890	1	0,345	0,541
Whether Family Members read (I do not remember)	-0,373	0,705	0,280	1	0,597	0,689
Whether Family Members read (Never)	-0,640	0,804	0,632	1	0,427	0,527
Whether Family Members take the Opinions of Their Children (No)	-0,124	0,315	0,154	1	0,695	0,884
Region (Aegean)	0,701	0,583	1,449	1	0,229	2,016
Region (Mediterranean)	0,557	0,562	0,981	1	0,322	1,745

Region (Central Anatolia)	-1,358	0,456	8,864	1	0,003	3,887
Region (Black Sea)	-0,876	0,429	4,164	1	0,041	2,400
Region (Eastern Anatolia)	0,604	0,359	2,823	1	0,093	1,829
Region (Southeastern Anatolia)	0,096	0,433	0,049	1	0,825	1,100

The estimates in Table 10 are based on the reference groups described previously. According to the model, Educational Background of the Father: Secondary School, Whether Family Members Read Newspapers: no, and Region: Central Anatolia and the Black Sea are significant predictors ($p < .05$). Males are 2.9 times (1/0,350) more likely to be of the opinion that women are dependent on men. The participants who had secondary school graduate fathers are 2.4 times (1/0,409) more likely to be of the opinion that women are dependent on men than those who had primary school graduate fathers. The participants whose family members do not read newspapers are 1.8 times (1/0,569) more likely to be of the opinion that women are dependent on men than those whose family members read. The participants whose family resides in the Central Anatolia region are 3.9 times more likely, and the participants whose family resides in the Black Sea region are 2.4 times more likely to be of the opinion that women are dependent on men than those whose family resides in the Marmara region.

The results of the research can be summarized as follows:

- The GES can be applied to university students (faculty of education) with the same items and the same sub-dimensions applied to the high school students.
- The gender equality course promoted (though unintentionally) the opinion that men are superior to women.
- The gender equality course did not decrease the percentage of the opinion that women are dependent on men.
- Males are more likely to be of the opinion that men are superior to women and that women are dependent on men.
- The participants enrolled in the departments of Turkish language teaching, and psychological counselling and guidance are less likely to be of the opinion that men are superior to women.
- The participants whose fathers are secondary school graduates are more likely to be of the opinion that women are dependent on men.
- The participants whose family members do not read newspapers regularly are more likely to be of the opinion that women are dependent on men.
- The participants whose families reside in the Central Anatolia and the Black Sea regions are more likely to be of the opinion that women are dependent on men.

Discussion

The actions of people arise from the interaction of previous learning, experiences, existing interests, goals and objectives (Carignan, Sanders & Pourdavood, 2005). Teacher cognitions are the unobservable cognitive aspect of teaching and are related to “what the teacher knows, believes, and thinks.” The process in which teachers develop their cognition is influenced by their own learning processes and the courses that they take at universities affect their practices in their classrooms (Borg, 1999, 2003). Because both experiences and cognition are known to affect one’s practices (Berry, 2010), gender perceptions of the students of faculties of education are important. These perceptions will affect their classroom practices during the period they work as teachers. The present study aimed to provide insight into the gender-related opinions of the students of a faculty of education, whether the gender equality course affected their opinions (whether the course affected their opinions positively or negatively), and some variables that affect their opinions on gender (sex, educational backgrounds of the mother and father, the region where their families reside, whether their parents take their opinions for the decisions taken within the family, whether their parents go to theatres or watch cinemas etc.).

The study concludes that the majority of the participants (except some extremists) were not of the opinion that men are superior to women. However, the gender equality course had a negative effect on the participants with regards to this opinion. This can be explained by the fact that “we crystallize our early decisions and thus become increasingly resistant to change” (Anderson, 1981, p.191). Gadamer (1975) suggests that our knowledge is not universal or abstract. It is shaped by tradition and prejudice (cited in Hekman, 2016).

In their study evaluating gender practices of Swedish education faculties, Kreitz-Sandberg (2013) reported that although education is quite a *feminine* field as a study area, the faculties of education have horizontal and vertical segregation in the context of gender. According to the researcher, while the students enrolled in the early childhood, primary and secondary school teaching departments of faculties of education are mostly female. The prospective male teachers prefer more complex areas such as mathematics and science. Moreover, school administrators in Sweden are generally male (although the number of female administrators has increased in recent years). The Turkish education system has a similar profile. For example, the number of prospective female teachers studying in the faculties of education and educational sciences is almost twice that of men (Ulkar, 2016). If we look at the people working in the faculties or institutions of education, it can be seen that the number of female and male lecturers has been equalized in recent years. However, when this number is examined in terms of academic staff, the number of male professors and associate professors working in the field of education in the country is 1.8 and 1.3 times the number of female academic staff, respectively. Moreover, the administrative staffs of the faculties of education and

educational sciences, where the majority of students are female, consist of men (Higher Education Database [YOKSIS], 2019). This is also the case for teachers working in schools affiliated to the Turkish Ministry of National Education (MoNE). The number of female teachers working in public pre-schools and primary schools in the academic year 2017-2018 is 17.4 and 1.62 times the number of male teachers. At the secondary level, these rates change in favour of men. Besides, the number of male teachers in science high schools, which are the most distinguished institutions of the country in secondary education with their science-intensive curriculum, is about twice the number of female teachers (MoNE, 2017/18, pp. 55, 70, 129). Even though the statistics of the gender of the administrators of the educational institutions are not shared by the relevant institutions (YOK and MoNE have not shared such statistics with the public), it is stated that the percentage of male administrators in the schools affiliated to the MoNE is more than five times higher than the percentage of female administrators (Iste MEB'in mudurleri, 2017). Moreover, the prospective teachers who participated in the study of Ozen (2018) think that the school administration is the field of men, and they normalize the power provided by this role. For these reasons, we can also argue that there is both horizontal and vertical segregation in the context of gender in the educational organizations in the Turkish education system.

Socialist feminists draw attention to a different point about the fact that education becomes an increasingly feminine field. According to socialist feminists, the limitation of women to domestic areas such as housework and motherhood serves the purposes of the capitalist economy. Women who form labour stocks are directed to low-paid and low-status jobs and especially to the service sector in case of need or crisis. Thus, women do not pose a threat to men with higher status and higher wage jobs and provide a competitive advantage by balancing their salary rates. When the period of need and crisis is over, they can be returned to their domestic duties (Heywood, 2014). Indeed, according to the effective teacher policies text prepared by the OECD in 2018 based on the 2015 PISA results, in countries where teachers' salaries are high, the number of male and female students who want to pursue a career in teaching is equal and the career choices of men are more sensitive to the salary return. This result may indicate the possibility that more women in the future will prefer a teaching career whose income level is not high anywhere in the world.

The results of the present study show that the students of the faculty of education have a moderate level of the opinion that women are dependent on men, that the gender equality course did not decrease the number of students who were of this opinion before the course as expected. The male students in the study are more likely to be of the opinion that women are dependent on men. Marx and Engels considered the division of labour in reproduction "natural." However, Mies (1998, cited in Brown, 2015) points out to distinguish between the production of life and the production of daily necessities, to accept the first as "natural", and second "social" Marx and Engels were inadvertently contribute to the biological determinism that we still suffer today" (p. 65). Gough (2012) states that,

from the very beginning, “women have been dependent on men in some key areas of status, mobility and public leadership”, that this change became apparent with the birth of states in 4000 BC, “with the development of class society and male domination in the ruling class, women’s secondary positions reinforced” (p. 81). The secondary position of women has also been reinforced with the development of patriarchy and conservatism. Traditional conservatism advocates that the gender-related gap between “public” man and “private” women is natural and unavoidable due to the patriarchal structure of society where women are born to be housewives and mothers (Heywood, 2014, p. 244). When transforming the concept of patriarchy into a theory, Walby (1990) mentions that it is as flexible as historical, and in cooperation with other forms of oppression. Patriarchy opposed by the second wave of Western feminism and regarded as the main reason for the pressure on women, also cooperates with capitalism and industrial relations. In other words, as Sancar (2009) stated it, “it is patriarchy that restricts women to the private sphere and subordinates their production area” (as cited in Aliefendioglu, 2013, pp. 16-17). Since the teaching profession is regarded as a continuation of women’s motherhood and domestic responsibilities, the fact that the students of the faculty of education had a moderate level of the opinion that women are dependent on men. That’s why the gender equality course did not change education faculty students’ opinion in this regard can be considered as an expected result. However, the finding from female students about the dependent on men is inconsistent with the findings of some previous studies. The results of previous studies show that female students have more egalitarian attitudes and roles (Baykal, 1991; Ognen & Aytac, 2013; Secgin & Tural, 2011). However, the results of recent research with Generation Y indicate that this generation adopts values related to gender equality more, but that they carry the traces of traditional roles and values of men and women (Budak & Kucuksen, 2018).

The results of this study also indicate different opinions in terms of gender equality among the students at different departments, from different geographical regions, with fathers of different educational backgrounds, and different habits of reading newspapers. Similarly, the findings of some previous studies have pointed out different opinions in terms of gender equality among students in different departments. For example, the results of a study conducted by Cangoz (2013) with the students of four different faculties of communication have demonstrated that the students who will become the “media professionals of the future” have highly limited knowledge and awareness about sexist violence and women’s rights, and that the vast majority of students think with the values and judgments of the patriarchal structure. Furthermore, some previous studies in Turkey have also reported findings that equitable social role attitudes for women and men are influenced by the age, educational levels and the regions of the participants. For example, Can and Buyukbayraktar (2018) have reported that women’s egalitarian social role attitudes are positively influenced by their education levels and negatively affected by their age. For men, on the other hand, only higher education graduation has a positive effect on their egalitarian role attitudes. Using official statistics results

Gazioglu (2014) documented that, women living in the Eastern Black Sea Region are subordinated in education and employment and domestic roles by patriarchal beliefs and practices.

The introduction of gender as a course in higher education institutions and revision of the traditional roles of women and men shaped by culture will be an opportunity to create a more fair structure for women and men who make up the society. However, the content of the program, the teaching methods, and techniques to be used, and the evaluation of the course will affect the intended results. Therefore they should be taken into account when preparing and teaching the course. This study found that the gender equality course offered as a compulsory-elective course in a faculty of education did not produce the expected results on students. In fact, UNESCO (2015) recommends that gender equality should be *integrated* into the whole program of faculties of education, rather than being included as a course. Acar-Erdol and Gozutok (2018) report that the learning outcomes, content, learning experiences and measurement and evaluation in the curriculum prepared for the gender equality course should be appropriate to the students' level and needs. Esen (2013) found that in an undergraduate course in faculties of education focusing on gender equality, prospective teachers started to question their traditional judgments about gender and were motivated for transformation and change. Verge, Ferrer-Fons and González (2018) have reported that when integrating gender into higher education programs, it is important that the relevant qualifications of the teaching staff be developed, resistance to institutional change related to gender be taken into account, monitoring and evaluation established in which the results obtained from the application will be continuously evaluated and corrected.

According to Vygotsky, "the school is not only a word or a physical structure, but also an institution that seeks to improve learning and qualifications of citizenship." (Schunk, 2011, p. 243). Because the education programs and teaching materials offered by schools to students so far have contained elements related to gender discrimination (see: Kalayci & Hayirserver, 2014; Unlu-Cetin, 2016 research results), it is especially important that teachers are sensitive to gender-related problems and are trained to overcome these problems. This requires careful integration of gender equality into the education programs of the faculties of education.

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Determine Pre-Service Teachers' Burnout Levels and Anxiety of Not to be Appointed to Teacher Profession

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Abstract

This study aims to determine the pre-service teachers' burnout levels, their anxiety about not to be appointed to teacher profession, their academic achievements and the relation of these variables with each other. In accordance with this purpose, this study was designed according to correlational survey model. "It has been found that pre-service teachers' burnout levels are moderate. It has been concluded that their emotional burnout levels are particularly high. While pre-service teachers' depersonalization/cynicism levels are close to the average value, it has been seen that their burnout levels on the subject of academic proficiency are low and their anxiety about being not to be appointed to teacher profession is high. Most pre-service teachers' fear levels on being not to be appointed are also high. Their personal perception level is average. Among the departments, there are differences in variables like burnout levels, anxiety about not being appointed to teacher profession and academic achievement. It has been found that academic average of group is 3.05 point and the grade point average differ between the departments. It has been concluded that burnout levels of those who choose their department willingly are lower than those who choose their department unwillingly. And also, the first group's grade point average is higher than the second group. Besides that, all pre-service teachers have anxiety about being not to be appointed. When the correlation between pre-service teachers' burnout levels, their anxiety about not being appointed to teacher profession and their grade point average have been examined, it has been found that there is a negative oriented moderate correlation between their grade point average and their burnout total points, and there is a positive oriented weak correlation between their burnout total points and their anxiety about not to be appointed as teachers.

Keywords: burnout, teacher profession, being appointed to teacher profession

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Introduction

Each occupation that requires specialization, involves a long-term training with significant effort. Teaching profession, too, is an occupation which requires specialization in pedagogical formation, general culture and general ability fields (METK,1973). In Turkey, those who receive certificate from Faculty of Education Pedagogical Formation Certificate Program (PFCEP) can have a chance of being a teacher as well as those who graduate from Faculty of Education. However, being graduated from faculty of education of a university or receiving a certificate from PFCEP are not enough to service as the government's official teacher. After graduation, teacher candidates have to take an examination called Public Personnel Selection Examination (PPSE) and have to succeed in this exam. In order to take up a position on the permanent staff or on contract staff at schools under Ministry of National Education (MONE), Public Personnel Selection Examination has been carried out since 2002 (CHE, 2007). Pre-service teachers had to succeed in educational sciences, general culture and general proficiency tests until 2013. Since 2013, Teacher profession pedagogical knowledge examination has become yet another grade which pre-service teachers have been expected to be successful. Effect rates of these exams have differed over years. In order to be appointed to teacher profession, pre-service teachers have to succeed in these four exams and in addition to these they have to take an oral exam since 2016 (Karaer, Karaer and Kartal, 2018). PPSE is a critically stressful exam for pre-service teachers (Akpınar, 2013; Arı and Yılmaz, 2015; Atav and Sönmez, 2013; Eskici, 2016; Gündoğdu, Çimen and Turan, 2008).

Teachers who already work at the schools under the MONE, can serve in three different categories. These categories are stated as permanent, contracted, and substitute teacher professions. Contracted teacher profession has been put into effect in 2005. Since 2016, teacher appointments have been made only by contract. The permanent teacher assignment has been terminated. The teachers who are appointed as a contractor serve as a candidate teacher for one year. In order to remove their candidates, they must be successful in the exam. After working as a contracted teacher for 4 years, they can become permanent teachers (Resmi Gazate, 2016). The practices related to contracted teaching service are carried out on the basis of Article 4, B of the Civil Servant Law no. 657. In addition to this, "*regulations for contracted teacher profession employment*" was published in official gazette in 3 August 2016. Although teachers working on contract have more advantageous conditions than substitute teachers (salary, job guarantee etc.), it is not wrong to say that they have some disadvantages (like not having seniority and degree, remaining as pre-service teacher etc.) in comparison with teachers working permanently (Karadeniz and Demir, 2010). On the other hand, substitute teachers are paid in exchange for the lecture hours they give in accordance with the Article 89 of the Civil Servants Law No. 657. In other words, when compared with teachers working permanently and on contract, substitute teachers have many disadvantageous conditions particularly

like not having a fixed income. Pre-service teachers who want to teach at the state schools and could not get high degrees in PPSE, have to work as substitute teachers.

Pre-service teachers have to complete a lot of stages to become a teacher. While they are preparing for their occupation in their education period, there should be a proper environment that make them feel strong enough to overcome all obstacles, work in solidarity and become academically qualified. On the one hand while they are equipped with the qualifications required by the profession, on the other hand they should not lose their strength and desire for this preparation effort. Otherwise they will have to face the feelings of burnout before they are appointed to teacher profession (Balkıs, Duru, Buluş and Duru, 2011).

“Burnout” is defined in updated online dictionary of Turkish Language Association as “being in the position of loss of strength, being unable to endeavor” (2019). It is observed that the students who reach the burnout point, feel exhausted and develop a sarcastic attitude towards their own work (Küçüksüleymanoğlu and Onuray Eğilmez, 2010; Salanova et., 2010). While Maslach and Jackson (1985) explaining the burnout, they refer to the emotional burnout which underlines the individual’s depletion of the sources where he/she is fed emotionally and he/she has nothing left to offer to others; to the depersonalization (cynicism) which is about the individual’s developing negative emotions towards the people he/she works with; and lastly to the personal success in which individual begins to evaluate his/her personal achievements negatively. In the beginning, burnout notion was studied as occupational burnout (Maslach, Schaufeli and Leiter, 2001) but later school burnout has entered into literature on the grounds that in schools there is a whole range of pressure on students where they are expected to be successful (Parker and Salmena-Aro, 2011). It is thought that higher education system which centers upon receiving bachelor’s degree and taking exam, requiring constantly being prepared for a course and compulsory attendance, can cause burnout for some undergraduate (Salanova vd, 2010). In their studies, Çam, Deniz and Kurnaz (2014) discover that social support reduces the burnout level and increasing stress level increases burnout level as well and that depersonalization (cynicism) increases as burnout escalates. It is necessary to concentrate upon students’ assignment load, their devotion to school and learning motivations (Özdemir, 2015). The academic performance of a student with burnout may decrease (McCarthy, Pretty and Catona, 1990; Yang, 2004) and also their self-efficacy perception may weaken (Rahmati, 2015). Therefore, during the process, they need to feel eager and find all the preparations they have done meaningful, and they need to believe that they can cope with all difficulties academically. It is thought that the social support provided to the pre-service teachers in the process will help them to level down their burnout levels and not to create situations that will cause intense stress on them will have a similar effect. (Çam, Deniz and Kurnaz, 2014). As mentioned before, to become a teacher, pre-service teachers need to be succeed in an examination called PPSE after they complete prerequisites. There are studies revealing that PPSE creates anxiety

on pre-service teachers (Akpınar, 2013; Arı and Yılmaz,2015; Epçaçan, 2016; İnce-Aka and Yılmaz,2018; Eskici, 2016; Gündoğdu, Çimen and Turan, 2018; Şahin, 2011).

Anxiety is defined in updated online dictionary of Turkish Language Association as “worry, being concerned about a thought, sorrow”. Anxiety levels of pre-service teacher may increase if they see PPSE as an obstacle that they can not break through. (Karaca,2011). It is thought that appointment statistics are also lead to the notion of non-appointment of pre-service teachers. In 2016, the number of applications to PPSE made by pre-service teachers was 333.532 and 18.506 of these candidates became successful and had the chance of appointment and 315.026 could not be appointed to teacher profession (Kiraz and Kurul, 2018). Each year, the number of candidates waiting to be appointed to teacher profession is increasing considerably. Therefore, pre-service teachers are anxious about their future and they consider the passing the PPSE as a matter of life and death. In that case, increasing anxiety about exam can lead the decrease of success and make it difficult to cope with negative emotions and this state of uncertainty can complicate the life of pre-service teachers (Arı ve Yılmaz, 2015; Akpınar, 2013).

This study attempts to determine the burnout levels and anxiety of pre-service teachers’ not to be appointed to teacher profession and whether there is a relationship between grade point averages, burnout levels and appointment anxiety.

Method

The aim of this study is to determine (to describe) the grade point average of pre-service teachers, their burnout and anxiety levels and to establish the relationship between these variables. This study can be considered as a descriptive study since it has been done to reveal a situation that already exists. In this study, it is aspired to determine the relationship between more than two variables (grade point average, burnout level and anxiety about being not to be appointed to teacher profession). For this reason, it is designed for research in accordance with correlational design (Karasar, 1995: 81-82; Fraenkel and Wallen, 1993:331). Research questions are as follows:

- 1) What are the burnout levels of pre-service teachers?
 - a. Do the burnout levels of pre-service teachers differ to variable of department?
 - b. Do the burnout levels of pre-service teachers differ from variable of choosing the department willingly?
 - c. Do pre-service teachers’ levels of burnout differ according to variable of being interested in the department?
- 2) What are the anxiety levels of pre-service teachers’ not to be appointed to teacher profession?

- a. Does the anxiety of pre-service teachers' not to be appointed to teacher profession differ according to variable of department?
- b. Does the anxiety of pre-service teachers' not to be appointed to teacher profession differ according to variable of choosing the department willingly?
- c. Does the anxiety of pre-service teachers' not to be appointed to teacher profession differ according to variable of being interested in the department?
- 3) What are the academic achievements of pre-service teachers?
 - a. Does the academic grade point average of the pre-service teachers differ according to the variable of department? Does the academic grade point average of the pre-service teachers differentiate according to variables of choosing the department willingly and being interested in the department?
 - b. Does the academic grade point average of the pre-service teachers differentiate according to variable of being interested in the department?
- 4) Is there a relationship between academic grade point average, levels of burnout and anxiety about being not to be appointed to teacher profession?

Research group: The sample of the study consisted of 265 pre-service teachers studying their senior years of seven different undergraduate programs at Ege University Faculty of Education, which was preferred since it was easily accessible (Convenience sampling), in the academic year 2017-2018. Groups, abbreviations of the group names in the text and number of the students are given in Table 1.

Table 1. The groups where the research data is collected, the abbreviations of the group names in the text and the number of the students

Groups	Shortening	Number of students
1- Guidance and Psychological Counseling	(RPD)	63
2- Social Studies Education	(SBÖ)	37
3- Primary Education	(SÖ)	44
4- Preschool Education	(OÖ)	30
5- Turkish Language Education	(TÖ)	27
6- Science Teaching	(FBÖ)	25
7-Computer and Instructional Technology	(BÖTE)	39
Total		265

Data Collection Tools

Data in this research was collected with 2 different data collection tools.

- 1) The anxiety of pre-service teachers not to be appointed to teacher profession scale: developed by Eskici (2016), this scale consists of 2 sub-dimension and 13 items. There are 10 items in

sub-dimension called as “fear not to be appointed to teacher profession” and there are 3 items in sub-dimension called as “personal perception”. The reliability coefficients of scale in original work were calculated as Cronbach Alpha value .96. The fit indices of the scale were found as $\chi^2/df = 4.88$, TLI= .92, CFI= .94 ve RMSEA= .091 Alpha reliability coefficients calculated in this research are; for sub-dimension of personal perception of fear of not to be appointed to teacher profession, the result was .84, for sub-dimension of fear of not to be appointed to teacher profession, the result was .97, for total scale, the result was .96.

2) Student Version of Maslach Burnout Scale: It was adapted by Balkis, Duru, Buluş and Duru (2011), this scale was factored in the same way with the original scale developed by Schaufeli and et al. (2002). There are 15 items in scale. Researchers reported that they found these results for reliability co-efficients of adapted scale: for emotional burnout dimension (5 items) $\alpha = .83$, for depersonalization (cynicism) dimension (4 items) $\alpha = .81$, for academical efficiency dimension (6 items) $\alpha = .70$ and for total scale $\alpha = .83$. And in this study, reliability co-efficients were found for emotional burnout sub-dimension as $\alpha = .90$, for depersonalization (cynicism) sub-dimension as $\alpha = .86$, for academical efficiency as $\alpha = .82$ and for total scale as $\alpha = .89$.

Analysis of Data

Before conducting further tests, normality tests of the data were performed.

Table 2. Result of normality test

	Skewness	Kurtosis
Burnout Levels	-.023	-.834
Not to be appointed to teacher profession	-.602	-.494
Academic Grade	-.575	.416

As seen in Table 2, the skewness and kurtosis values of data are in the desired value range for parametric statistics. (Skewness-Kurtosis values are between +1,5 and -1,5) (Tabachnick and Fidell,1996).

Findings and Review

This section includes statistical findings and reviews on research questions.

1. The burnout levels of the pre-service teachers were presented in Table 3.

Table 3. Descriptive statistics of burnout levels of pre-service teachers

Sub-Dimension	Number of Item	N	X	SS	Average of the Sub-Dimensions (X/Number of Item)
Emotional Burnout	5	265	21.29	8.25	4.25
Depersonalization/ Cynicism	4	265	15.24	6.74	3.81
Academic Efficiency	6	265	15.54	6.02	2.59
Total	15	265	52.07	16.94	3.47

It was found that according to pre-service teachers' burnout scale total point their mean was $X = 3,47$, emotional burnout sub-dimension was $X = 4,25$, depersonalization/ cynicism sub-dimension $X = 3,81$, academic efficiency sub-dimension $X = 2,59$ (low values mean that pre-service teachers feel good about themselves).

1 a) The results of the Anova test for the research question are presented in Table 4.

Table 4. ANOVA Results of Burnout Total Points of Pre-service Teachers

	Sum of Squares	sd	Mean Square	F	P	Difference
Between Groups	13358.786	6	2226.464	9,198	,000	1<2 1<4 1<7
Within Groups	62449.704	258	242.053			3<2 3<7
Total	75808.491	264				

The results of the Anova test given in Table 4 indicated that the burnout levels of pre-service teachers ($F(6-258) = 9,198$, $P < 0.05$) there are significant differences among the groups. According to the results of the Tukey test, performed to find the interdepartmental differences, it has been determined in which sections the differentiations were. It has been found out that in the department of Psychological Counseling and Guidance (1) the burnout levels of pre-service teachers who study at $X = 45,28$, are lower than the pre-service teachers who study at Social Science Teachings (2) ($X = 64,43$), Preschool Teaching (4) $X = 57,74$ and Computer Education and Instructional Technology (7) $X = 55,71$. On the other hand, it has been seen that Primary Education pre-service Teachers (3) $X = 43,43$ experience lower level of burnout than Social Studies pre-service Teachers (2) $X = 64,43$ and Computer Education and Instructional Technology pre-service Teachers (7) $X = 55,71$ $F(6,258) = 9,198$, $p < 0.05$).

1 b) The T-test results for the research question are presented in Table 5.

Table 5. T-test results in regard to pre-service teachers' willingly choosing the department variable

Groups	N	X	S	t	p
Willingly choosing	203	49.53	16.13	-4.586	.00
Unwillingly choosing	62	60.40	16.99		

In Table 5, t-test results are presented according to pre-service teachers' willingly choosing the department variable. It has been found that pre-service teachers who choose their department unwillingly ($X = 60,40$) have significantly higher burnout levels than pre-service teachers who choose their department willingly ($X = 49,53$), ($t(263) = -4,59$, $p < 0,05$).

1c) The T-test results for the research question are presented in Table 6.

Table 6. T-test results according to pre-service teachers' loving their department variable

Groups	N	X	S	t	p
Loving Their Department	212	48.62	15.63	-7.24	.00
Not Love the Department	53	65.86	14.96		

In Table 6, t-test results are presented according to pre-service teachers' loving their department. It has been understood that pre-service teachers who do not love the department they study, have higher burnout levels than the ones who love their department ($t(263) = -7.24, p < 0.05$).

2. Descriptive statistics results for research question are presented in Table 7.

Table 7. Descriptive Statistics for anxiety of pre-service teachers' not to be appointed to teacher profession

Sub-Dimension	Number of Item	N	X	SS	Average of the Sub-Dimensions (X/Number of Item)
Fear of not to be appointed to teacher profession	10	265	37.70	11.39	3.70
Personal perception	3	265	8.68	3.73	2.89
Total	13	265	46.39	14.45	3.56

According to descriptive statistics presented in Table 7, it has been found that in regard to "anxiety of pre-service teachers' not to be appointed to teacher profession scale" total points, their mean is $X = 3.56$, in regard to "fear of not to be appointed to teacher profession", their mean is $X = 3.70$, and in regard to "personal perception" their average is $X = 2.89$.

2 a) ANOVA test results for research result is presented in Table 8.

Table 8. ANOVA test results in regard to anxiety of pre-service teachers' not to be appointed to teacher profession total points department variable

	Sum of Squares	sd	Mean Square	F	P	Difference
Between Groups	8250.299	6	1375.050			1<2 1<4 1<5
Within Groups	46912.886	258	181.833	7,562	,000	7<2 7<5
Total	55163.185	264				

ANOVA test results presented in Table 8, show that anxiety of pre-service teachers differentiate significantly differ in terms of department variable $F(6,258)=7,562, p < 0.05$). ANOVA was significant.

The differences of departments have been determined by using the results of Tukey test, which is performed to find the interdepartmental differences. It can be said that anxiety levels of pre-service teachers who study at Psychological Counseling and Guidance Department (1) $X=39,22$ is lower than the pre-service teachers who study at Social Sciences Teaching Department (2) $X= 53,29$, Preschool

teaching Department (4) $X=51,23$ and Turkish Language Department (5) $X= 54,40$. It has been found out that anxiety level of pre-service teachers who study at Computer Education and Instructional Technology Department (7) $X=41,84$ is lower than the pre-service teachers who study at Social Sciences Teaching Department (2) $X= 53,29$ and Turkish Language Department (5) $X= 54,40$.

2 b) T-test results in regard to research question are presented in Table 9.

Table 9. T-test results in regard to willingly choosing the department variable

Gruplar	N	X	S	t	p
Willingly choosing	203	46.12	14.06	-.538	.591
Unwillingly choosing	62	47.25	15.74		

In Table 9, T-test results are given in regard to willingly choosing the department variable. It has been found out that there isn't a significant difference between two groups ($t(263) = -.538$, $p>0,05$).

2c) T-test results in regard to research question are presented in Table 9.

Table 10. T-test results in regard to loving the department variable

Gruplar		N	X	S	t	p
Loving Department	Their	212	46.49	13.39	.22	.826
Not Love the Department		53	46.00	18.22		

In Table 10, T-test results are given in regard to loving the department variable. It was found that there isn't a significant difference between two groups ($t(263) = -.22$, $p>0,05$).

3. Descriptive statistics for research question are presented in Table 11.

Table 11. Descriptive statistics of pre-service teachers' average grade points

Number of Items	N	X	SS	Minimum	Maximum
Academic grade (Total)	265	3.05	.35	1.90	3.87
(RPD)	63	3.21	.28	1.90	3.83
(SBÖ)	37	2.79	.30	2.23	3.42
(SÖ)	44	3.26	.24	2.76	3.87
(OÖ)	30	3.04	.33	1.98	3.64
(TÖ)	27	3.23	.23	2.80	3.69
(FBÖ)	25	2.76	.29	2.00	3.28
(BÖTE)	39	2.88	.35	2.20	3.59

It was found that pre-service teachers' academic grade point mean in 4 point grading system are $M=3,05$. According to their undergraduate program they attend, pre-service teachers' grade point averages are found as RPD $X=3,21$; SBO $X=2,79$; SÖ $X=3,26$; OÖ $X=3,04$; TÖ $X=3,23$; FBÖ $X=2,76$ ve BÖTE $X=2,88$, respectively.

3 a) ANOVA test results for research question are presented in Table 12.

Table 12. ANOVA results in regard to department variable of pre-service teachers grade point average

	Sum of Squares	sd	Mean Square	F	P	Difference
Between Groups	9.973	6	1.662			1>2 1>6 1>7
Within Groups	22.518	258	.087	19.044	.00	2<3 2<4 2<5
Total	32.490	264				3>4 3>6 3>7 4>6 5>6 5>7

Anova test results was significant $F(6,258)=19,044$, $p<0.05$).

The differences of departments have been determined by using the results of Tukey test, which is performed to find the interdepartmental differences. It can be said that grade point mean of pre-service teachers who study at Psychological Counseling and Guidance Department (1) $X=3,21$ is higher than the pre-service teachers who study at Social Sciences Teaching Department (2) $X= 2,79$, Science teaching Department (6) $X=2,76$ and Computer and Instructional Technologies Teaching Department (7) $X= 2,88$. It has been found out that the grade point average of pre-service teachers who study at Social Sciences Teaching Department (2) $X= 2,79$ is lower than the grade point average of pre-service teachers who study at Primary School Teaching Department (3) $X= 3,26$, Preschool Teaching Department (4) $X= 3,04$ and Turkish Language Teaching Department (5) $X= 3,23$. It can be said that, grade point average of pre-school teachers who study at Primary School Teaching Department (3) $X= 3,26$, is higher than those who study at preschool teaching department (4) $X= 3,04$, science teaching department (6) $X=2,76$ and Computer and Instructional Technologies Teaching Department (7) $X= 2,88$. It can be stated that grade point average of pre-service teachers who study at preschool teaching department (4) $X= 3,04$ is higher than those who study at science teaching department (6) $X=2,76$; and grade point average of pre-service teachers who study at Turkish Language Department (5) $X= 3,23$ is higher than those who study ar science teaching department (6) $X=2,76$ and Computer and Instructional Technologies Teaching Department (7) $X= 2,88$.

3 b) T-test results for research question are presented in Table 13.

Table 13. T-test results in regard to willingly choosing the department variable of grade point average of pre-service teachers

Gruplar	N	X	S	t	p
Willingly choosing	203	3.09	.34	3.198	.00
Unwillingly choosing	62	2.93	.33		

In Table 13, t-test results in regard to willingly choosing the department variable of grade point average of pre-service teachers are presented. It has been found that between two groups there is

a significant distinctness in favor of those who choose their department willingly ($t(263) = 3,198$, $p < 0,05$).

3 c) T-test results for research question are presented in Table 14.

Table 14. T-test results in regard to loving the department variable of grade point average of pre-service teachers

Gruplar	N	X	S	t	p
Loving Their Department	212	3.10	.32	4.95	.00
Not Love the Department	53	2.85	.38		

In Table 14 T-test results in regard to loving the department variable of grade point average of pre-service teachers are presented. It has been found that between two groups there is a significant distinctness in favor of those who love their department ($t(263) = 4,95$, $p < .05$).

4. The results of Pearson test for research question are presented in table 15.

Table 15. The results of Pearson Test in regard to relationship between the academic final grade of pre-service teachers, their burnout level and anxiety of pre-service teachers' not to be appointed to teacher profession

		Academic final grade	Burnout level	Not to be appointed to teacher profesion
Academic final grade	Pearson Correlation	1	-.393	-.060
	Sig. (2-tailed)		.00	.329
	N	265	265	265
Burnout level	Pearson Correlation	-.393	1	.243
	Sig. (2-tailed)	.00		.00
	N	265	265	265
Not to be appointed to teacher profesion	Pearson Correlation	-.060	.243	1
	Sig. (2-tailed)	.329	.00	
	N	265	265	265

Table 15 shows that there is a negative oriented moderate relationship between the grade point average of pre-service teachers and their burnout total points (Büyüköztürk, 2009, 32). On the other hand there is a positive oriented weak relationship between pre-service teachers' burnout total points and their anxiety about being not to be appointed to teacher profession (Büyüköztürk, 2009: 32).

Conclusion and Discussion

This study aims to determine the pre-service teachers' burnout levels, their anxiety about not to be appointed to teacher profession, their academic achievements and the relation of this variables with each other. At the end of the study, it has been found out that pre-service teachers have moderate burnout, that their burnout levels differ according to department variable, and that pre-service teachers who choose their undergraduate program willingly and who love their undergraduate program have less burnout than others, that all pre-service teachers feel highly anxious about not to be appointed to

teacher profession and that their anxiety show differences according to their programs. The grade point averages of pre-service teachers also differentiate according to the variables like choosing the department willingly and loving their department. It has been found out that there is a negative oriented moderate relationship between the grade point average of pre-service teachers and their burnout total points and there is a positive oriented weak relationship between pre-service teachers' burnout total points and their anxiety about being not to be appointed to teacher profession.

Another result of this study is that the burnout level of pre-service teachers is moderate. When determined in terms of sub-dimensions, it has been clearly seen that regarding their emotional burnout and academic efficiency dimensions, their burnout level is above the medium and regarding their academic achievement dimension, their burnout level is below the medium. In other words, pre-service teachers feel slightly burnout in the sense of academic efficiency. However, they begin to feel emotionally burnout and indifferent above the medium. There are studies in literature that reach similar results (Çankaya et al., 2012; Köse, Diken and Gül, 2017; Balkis et al., 2011). Study shows that there are significant differences in emotional burnout, depersonalization (cynicism) and academic efficiency sub-dimensions with regards to the department variable of pre-service teachers. One can come across studies in literature that demonstrate the differences between the burnout levels of students who study in different departments (Gündüz, Çapri and Gökçakan, 2012; Ören and Türkoğlu, 2006). It is thought that there are many reasons for this situation such as choosing the department willingly, various instructors who give lecture in undergraduate lessons, change of the appointment vacancies according to departments, different course loads. Akpınar (2003), Küçükşüleymanoğlu and Onuray Eğilmez (2013), states that pre-service teachers feel stressful due to similar reasons. It has been found out that pre-service teachers who choose their department unwillingly and who do not love their department feel burnout more than the ones who choose their department willingly and who love their department. This finding corresponds to the findings of Köse, Diken and Gül (2017).

In this study it has been found that pre-service teachers feel highly anxious about being not to be appointed to teacher profession (above the average), but personally they do not perceive themselves much negatively ($X=2.89$). In many studies it has been stated that pre-service teachers feel seriously anxious / have negative emotions about the conditions of being appointed to teacher profession-being not to be appointed to teacher profession (Akpınar, 2013; Arı and Yılmaz, 2015; Epçaçan, 2016; İnce-Aka and Yılmaz, 2018; Eskici, 2016; Gündoğdu, Çimen and Turan, 2018; Şahin, 2011). As of November, unemployment rate in Turkey is revealed as %12.3 by Turkish Statistical Institute (2018) and this data justifies the concerns of pre-service teachers.

It has been seen that there is a significant difference in pre-service teachers' anxiety about not being appointed to teacher profession according to department variable and sub-dimensions of personal perception. There might be many reasons for this situation. The fact that the pre-service

teachers who have graduated from different departments have not equal chances while appointing to teacher profession, variation of instructors, receiving different social support might be counted as some of these reasons. When the distribution of the contracted teachers according to the branches in February 2019 is analyzed, the gap between the chances of the appointment of the departments will be seen. For instance, the contracted teacher assignment base points and the number of people assigned in the corresponding assignments are; for Preschool Teaching 79/ 1601, for Primary School Teaching 75/3047, for Social Sciences Teaching 82/577, for Turkish Language Teaching 79/1093, for Science Teaching 78/919, for Computer and Instructional Technologies Teaching 81/91, for Psychological Counseling and Guidance 81/1056. As it is seen, there are significant differentiation between the points and also the number of appointed teachers. In addition to that, job opportunities are not equal in the case of not being appointed to teacher profession in state schools. For example, graduates of Psychological Counseling and Guidance department and Computer and Instructional Technologies Teaching department can find jobs in different positions in private sector. It is thought that this might be one of the affecting factors of feeling equal anxiety in the case of being appointed to teacher profession/being not appointed to teacher profession.

It is seen that there is no significant difference in the anxiety levels of pre-service teachers in regard to variables like choosing the department willingly and loving the department. Given the ages of these pre-service teachers who have entered the system and almost completed the process (period of marriageable age, financial income independent from parents) one of the reasons for this situation can be attributed to the intense emotions they feel such as anxiety for future and desire to earn money.

The grade point average of pre-service teachers at 3.05 level supports the idea that they do not have negative thoughts about their personal perceptions and their academic efficiency. Academic grade point averages of pre-service teachers show differences in regard to department variable. Also, the grade point average of pre-service teachers who choose their departments willingly and love their departments are higher than the ones who choose their departments unwillingly and do not love their departments. It has been found out that as academic grade point averages are higher, burnout scores decrease, so there is a negative mediocre correlation between two variables. In addition to this, as the levels of burnout increased, the anxiety level increases, so it can be said that there is a positive oriented weak correlation between two variables. There are attention-grabbing studies in literature that support these findings. For instance, Köse, Diken and Gül (2017) state that there is an advanced correlation between burnout and PPSE. However, in the same study they find that no correlation exists between grade point average and burnout. Even though findings of this study and the obtained result contradict with each other, there are studies that support the study in literature (Küçüksüleymanoğlu and Onuray Eğilmez, 2013; Balkıs et al. 2011). Beside this, some studies point out that the anxiety for exam affect the success negatively (Karataş and Güleş,2013).

Based on all these results, it can be said that pre-service teachers should be able to make their choice of profession willingly. It is thought that to make the teaching profession more prestigious, to increase the salaries of teachers, to make teachers feel better by increasing their autonomy might serve for this purpose. In order to strengthen the pre-service teachers' faith about appointment, it is necessary to plan the employment of teachers efficiently and to determine the number of students admitted to the Faculties of Education in line with the requirements carefully. It is known that the time allocated to assignments on school burnout is also an effective fact (Özdemir,2015). Instead, necessary social support should be provided to pre-service teachers, and they should be guided to how to deal with the stress they experience. Also, persons who have positive emotions towards the teaching profession should be encouraged to choose faculties of education and help them strengthen their initially positive feelings until their graduation by accommodating qualified education. As a result, this research will provide an insight into future researches by presenting an overall picture of current pre-service teachers' burnout levels and anxiety of not to be appointed to teacher profession. Based on these findings, longitudinal studies with the same variables can make a significant contribution to the field.

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Value Literacy – A New Model for Education of Character and Values

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Abstract

Life without interaction and communication cannot exist, neither without choices. In communication, firstly every source and then every message has a value; likewise, every choice humans are to make each and every second is a result of an e‘value’tion. Because there exists no moment or field without ‘value’ and e‘value’tion, they end up in a numerous value exchanges and e‘value’tion processes occurring in numerous ways. Under all disagreements and conflicts lies the failure to perform a proper analysis of the value to be passed across in the exchange of value before us in particular and then this limitless value exchange process and the values governing our choices and the consequences thereof for ourselves and people around us. The primary concern of the present paper is to discuss the conceptualization of ‘*value literacy*’ as a learning model allowing for an analysis of this kind. This is an analytical study based on an exhaustive review of the literature related to literacy, values, and character education. By allowing for the construction of relationships with an elevated awareness and sensitivity concerning the values underlying interpersonal relationships, ‘*Value literacy*’ has a notable potential for the resolution of conflicts in these relationships and reasoning thereof worthy of human dignity and for its capacity to complete literacy types such as values education, character education, personality development, emotion management, ethics literacy.

Keywords: Education, Values, Value Literacy, Values Education, Character Education, Literacy

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Introduction

Interaction and communication are sine qua nons for human existence and development (Gaus/Drieschner, 2011, p.7; Ergen, 2011). Moreover, any perceived and non-perceived existence, primarily humans, in the realm of entities absolutely has a meaning for they are “values” and “anti-values” (Hartmann, 1962). Thus, any entity we interact and communicate has an authentic value. In communication act, this is what underlies the fact that every message is a value. In daily life, messages put across through any communication means, ranging from the simplest individual communication to the most complicated social, political, and intercultural communication, are referred to as a value conveyor and transmitter. Value and meaning exchange, in other words interaction and communication processes, occurring in unlimited ways and number, has become more complicated thanks to media and informatics technology. In the event of failure to understand values underlying bulks of simultaneously sent and received messages and the authentic value concerning the source of the message, it is impossible to describe a high-quality interaction worthy of human dignity and an effective communication. It is possible to suggest that failure to analyze properly the authentic value of humankind interacting and communicating and the value and meaning to be transmitted in this limitless value exchanging process underlies not only individual and socio-cultural but also political and intercultural disagreements and conflicts. Briefly, an interaction and communication of low quality, i.e. intended to degrade human dignity, are likely to serve as the initiator of all disagreements and conflicts. The way to ameliorate the quality of interactions and communications and minimize the occurrence of such disagreements and conflicts is to be personally aware of the unique value of the person we interact and communicate with and to analyze and encode properly the values and value perceptions, interpretations, and judgments, and eventually to exhibit attitudes and behaviors appropriate for these; that is, *to opt for acting in compliance with human dignity*. Any intentional act appears and develops as a result of multidimensional and very complicated patterns of relations between value perceptions, interpretations, and judgments produced in the mind based on knowledge, experience, and background. Moreover, every individual’s perception, interpretation, and judgment pertaining to concepts and values may greatly vary. This is because individuals’ considerations about a value, their preferences concerning the act of knowing, understanding, comprehending, and consecutively accepting or refusing it, and siding with it if and when accepted and staying loyal to it through sense of belonging, internalizing it and eventually their levels and forms to realize it with their attitudes and behaviors vary considerably. In this sense, whereas will as the sum of intelligence and emotions is referred to as individuals’ entire mental power and potentials as well as their ways of displaying their existence, i.e. everything they intentionally (start to) realize, value perceptions, interpretations, and judgments refer to everything to determine the ways they use their will. These value perceptions, interpretations, and judgments varying in every individual and underlying all human attitudes and behaviors, particularly ways of thinking (Parsons, 2005, p.7) underlies the

different ways of realizing all voluntary capabilities and potentials as the mental and emotional integrity of individuals in consideration of these differences. To minimize these differences and to agree upon a shared perception, interpretation, and judgment can be primarily achieved through individuals' awareness of their own perception, interpretation, and judgments and other perception, interpretation, and judgments, and thusly capacity to create new syntheses out of them. Therefore, the prerequisite for the development of effective syntheses is '*value literacy*'. Value literacy is very important for it allows for *choosing as human dignity entails* as the attitude and determination of expressing continuously and regularly our love, respect, care, and feeling of collaboration for people.

Humans as free as they are able to use their intelligence and will are accordingly expected to make instant choices. Each choice is a product of an e'value'tion process relying on knowledge, postulations, principles, causes, judgments, and beliefs and exhibited in the form of behaviors. Values determine humans' priorities and choices and individuals' priorities and choices disclose their values and what they deem valuable. Individuals' every choice and its resultant act lead to a consequence concerning their own and people around. Hence, every choice and the related act are a message communicating at least one value and having consequences for our social network. In other words, people have to make decisions and act according to these decisions. There are people, as agents or addressees, affected by the act. This is the reason why each act has a moral value; that is to say; each act either produces/communicates or preserves, or violates a value (Tepe, 1997: 75). However, it is impossible to claim that humans' choices and perception, interpretation, and judgments concerning the consequences thereof are based on an in-depth analysis. Individuals incapable of analyzing and predicting the consequences of their choices even for themselves are not mostly aware of their choices' consequences for other people. Because our choices certainly lead to consequences for ourselves and other people, we should assume the responsibility and obligation to know about values and e'value'tions governing our choices. When an individual make a choice regardless of the values, beliefs, criteria underlying the e'value'tions human perform when making choices, one cannot mention a 'good' choice or evaluation, i.e. made responsibly. On the contrary, these would be nothing more than irresponsibly made choices, not only for people around but individuals themselves as well. Such choices irresponsibly made as a result of failure to prefer what is worthy of human dignity are the primary causes of any kind of dispute and conflict.

In the lives of individuals always expected to interact and communicate with an entity which has a unique value, in other words, which is valuable and to make choices, there is no moment and medium without values and e'value'tions. Humans' capacity to foresee the long-term consequences of the life style and actions of their own choice even for themselves entails a substantial level of awareness. The ability of e'value'ting the short- and long-term consequences of this particular lifestyle for others by foreseeing them entails a higher level of consciousness and awareness. Humans born into an exchange of values and meanings occurring in numerous ways and numbers need a high level of

conscious, sensitivity, and awareness related to values and what is valuable to be able to lead a sustainable, humane, and virtuous life. Freyer stresses that societies need spiritual and moral energy reservoirs as much as they need such energy reservoirs as oil and uranium (Freyer, 1954, p.50); similarly, Fukuyama expresses that moral and technological developments should be achieved simultaneously; otherwise, technological advancements tend to damage humanity (Fukuyama, 1992). The aim of '*value literacy*' discussed herein is to help individuals develop a high level of consciousness and moral sensitivity and awareness required to lead a virtuous life and acquire *the competence and capacity to make preferences worthy of human dignity*.

Additionally, the state of being ignorant of values and what is valuable due to value exchange in limitless ways and numbers and the profusion of value perception, interpretation, and judgments adversely affects individuals' personality and character development. Individuals unable to be sensitive to unique values in their lives and ignorant of and contradicting values governing their lives, unable to analyze these guiding values and the communicated ones as needed, and incapable of foreseeing the consequences of their choices tend to turn into unreliable, and inconsistent people. This results in many other problems. Interindividual, intersocial, and intercultural disputes and conflicts are repercussions of these problems. The analysis of the causes of the failure to implement all values, primarily basic universal and humane values is likely to reveal that such failures result from lack of a proper character or values education and failure to pay the proper attention to such educations given that no human is purely 'evil'. Therefore, it is obvious that educational programs fall short of helping individuals develop the affective domain, i.e. emotions, knowledge, skills, and competencies pertaining to character education and values because they more often highlight the acquisition and assessment of technical knowledge and skills (Lickona, 1991; Goleman, 1995; Bacanlı, 1999, Kenan, 2007). As a matter of fact, since humans are both thinking and feeling entities, educators have to consider and develop not only the mental but also the affective side to learners (Wellington, 2006). As put by İnam, it is possible to account for the vast difference between the meaning age and knowledge age of individuals with this negligence. It would not be wrong to suggest that humans are still in the childhood state in terms of values, meaning, and ethics and morals; therefore, in terms of virtues needed for a life worthy of human dignity.

As evident from the abovementioned framework, humans need a high level of consciousness, awareness, and sensitivity concerning values and what is valuable for them to be able to prefer what is appropriate for human dignity. It is clear that the proposed designs and approaches of character and values education having been produced by the modern world so far fall short of satisfying this need. Actually, the incompetency of classical approaches of values education such as value transfer/teaching, value explanation, value analysis, moral reasoning (Superka, 1975; Kupchenko & Parsons, 1987; Standop, 2005; 2016) in producing individuals with a high level of values awareness has resulted in the emergence of such literacy types as moral literacy (Tuana, 2007). Because

contemporary approaches of values education discuss values merely from a functional, superficial, monodimensional, reductionist, and eclectic perspective, they cannot help realize the values, in other words paradigms, underlying values. Hence, current educational approaches and practices cannot do more than helping individuals acquire simple nomenclatures and symbols but helping them develop higher levels of sensitivity and awareness concerning the interrelation between values themselves and their effects on humans' attitudes and behaviors through in-depth discussion of values. For example, 'Value Transfer' (Brezinka, 1986; Michaelis & Garcia, 1996) can be regarded as the attempt to help individuals additively internalize the values thought to be important and beneficial. 'Value Analysis' approach (Naylor & Diem, 1987; Ryan, 1991; Welton & Mallan, 1999) briefly overlooks the relationship between significance and hierarchical priority of values by proposing to discuss values *per se* in certain contexts, in other words, in terms of their meanings in analysts themselves. 'Value Explanation' and 'Value Realization' approaches (Simon, Leland, and Kirchebaum, 1972), aiming to help individuals develop awareness of their own emotions, beliefs, and values and inform them about values and eventually making values totally subjective and relative, is far from presenting values multidimensionally. In fact, considering that each and every value has an irreplaceable place in its respective category, namely assigned, generated, and discovered or individual, social and global values (Ergen, 2015), the perceptions produced by these approaches in relation to values suggest that values are personal, condition-bound and values cannot be equally important. 'Moral development' approach (Kohlberg, 1984; 1995; 2001) proposes the ways to cope with conscientious dilemma cases, that is, moral development through conscientious reasoning. Since the resolution of these artificial dilemmas necessitates a higher level of knowledge and experience, therefore remains too theoretical, they fall short of helping individuals internalize values. As discussed above, most optimistically what is acquired is to understand and know values as mental representations, opt for values in line with their own needs, and finally appreciate the functional importance of values in establishing an order mandatory for social life (Kluckhohn, 1951; 1962; Rokeach, 1973; 1976). Approaches of this kind obviously fail to help individuals develop 'moral maturity' requiring a high level of awareness, sensitivity, and experience pertaining to values (Lickona, 1991). Lickona states that moral maturity comprises of moral knowing, moral feeling, and moral behavior. Accordingly, moral knowing refers to awareness of moral values and making moral decisions, while moral feeling is associated with conscience, self-esteem and humility and moral behavior means automatic real-life reflections of moral thinking and feeling.

In consideration of Lickona's statements, moral maturity can be briefly defined as the culmination of individual's moral knowing, feeling, thinking, judgment, attitude, and behavior and the bulk of moral qualities attaching the most essential, basic and the richest, deepest, and vastest semantic attributions to this situation. According to Lickona, moral maturity is the level of perfection allowing for immediate detection of any immorality and deviation in an individual's feelings, thinking,

judgments, attitudes, and behaviors. An individual having achieved such a moral level is a reliable, responsible, respectful, fair, self-monitoring, empathizing, and good person (Lickona, 1991, p. 51-58). It is evident that *value literacy* can make considerable contributions to the achievement of such a level of moral maturity because ‘*value literacy*’ conception is intended for the development of a high level of awareness of unique value of entity and values and the identification of values as ontological facts by allowing for the analysis of values from an ontological, in-depth, analytical, multidimensional, holistic, and dialectical viewpoint. From this perspective, because ‘*value literacy*’ is a prerequisite for and cover such fields as character and values education, personality development, emotion management, moral literacy, ethics literacy, culture literacy, information literacy, media literacy, it is expected to attribute a different quality and dimension to this and many other literacy types. Because the aforementioned literacy types are directly related to values, it is possible to foresee that these models will fall short of improving their potentials without a high level of awareness of values. This is because one cannot depict high-quality literacy lacking a deep awareness of values nurturing personality, character, ethics, knowing, feelings, culture, and media.

Since the discussion of both character and values education and the aforesaid literacy types will go beyond the scope of the present paper, these matters will not be handled in the present study.

Values and Ontological Prerequisites for Values: ‘Authentic Value of Being’

Values refer to the source of criteria allowing for characterization, evaluation, and judgment of individuals’ thinking and acts. These permanent judgments and criteria individuals acquire by internalizing as a result of interaction with the environment and guiding their acts are generalized behavioral principles accepted to be the best, the most correct, and the most beneficial (Turgut, 2010, p. 3). Accordingly, there are various definitions of values which exert a decisive effect on individuals and societies. For Aristotle, values refer to the criteria and principles to right knowing, right thinking, right evaluation, right acting (Kuçuradi, 1999). According to Kluckhohn, values refer to the characteristic features for a group or the discriminative features of an individual, but also an explicit or implicit qualitative representation known to affect and determine certain preferences of vehicles and goals and of what is needed and desired (Kluckhohn, 1951, p. 395; 1962). Rokeach (1973) defines values as the sum of internalized principles and rules supporting individuals’ beliefs and attitudes, governing their choices, and playing a decisive role in their basic individual tendencies. From this viewpoint, values serve as standards or criteria to guide such social behaviors as comparison of “the self” – primarily action, attitude, ideology, moral judgment, rationalization, and argument – with others, representation of “the self,” and affecting others. Therefore, as principles and beliefs associated with ideal behaviors and ultimate state, values affect humans by means of conscious and unconscious acts (Rokeach, 1973; 1976, pp. 124-125, p. 162).

As in the definitions above, all the definitions most commonly accepted and referred to depict values only as principles and mental representations governing relationships and determining behaviors. Therefore, such statements as changing values, lost values, and degraded values are frequently observed in the related literature. These definitions of and approaches towards values provide no insight into ‘what is valuable’. Actually, cause of existence and prerequisite of values as principles and mental representations governing relationships and determining behaviors are the existence of ‘inherently valuable’. In other words, the primary cause of value-based government of relationships majorly with other individuals and with the realm of beings is the fact that the interacted and communicated being is inherently valuable (Hartmann, 1962). Values’ cause of existence is embedded in the fact that every entity (every being in the universe) has a unique value. Thus, values which are derived from the unique value of being which are their source and prerequisite and serve as behavioral principles worthy of human dignity refer to fundamental criteria needed to characterize, evaluate, and judge our thinking, attitude, and acts. When being which has an inherent value is eliminated, such criteria will make no sense. Therefore, any value conceptualization, perception, judgment, and representation produced by overlooking ‘the valuable’, i.e. the authentic value of entity, (will) fail to fulfill its purpose. As a result, values are perceived as functional and relative mental constructs intended to facilitate activities in daily life even though nothing is more valuable than itself rather than as criteria for what is worthy of ‘the valuable’ and how to act accordingly. Different from values system deriving its power from the authentic value of being, the claim of a values system overlooking the valuable cannot be more than a relative claim attaching some value to a certain way and system of thinking because it assumes itself nullified. This is because no value-oriented claim, consideration, perception, interpretation, and judgment unable to grasp the objective and semantic reality of being can lead to knowing right, thinking right, evaluating right, and finally acting right. Whereas decent analysis of the valuable and values are prerequisite to knowing right, thinking right, and evaluating right, moral thinking, moral feeling, and moral acting as described by Lickona are to moral maturity (Lickona, 1991).

In the realm of being and organisms, there are countless phenomena, qualities, and realities, briefly ‘values’, independent of experience, to be discovered, and containing unlimited amount of significance and meaning. Much as these supraindividual values are discovered thanks to individuals’ awareness and capacity of perception through experience and are expressed in proportion to repertoire of knowledge and behaviors, as of the moment that they are discovered and expressed they turn into a new source of inspiration to facilitate other people’s discovery. Because ‘being’s authentic value’, primarily that of humans, is accepted as the prerequisite to values, the concept of value is used to encompass the meaning of ‘being’s authentic value’. One of the lacking basic conceptions of classical values and values education is its negligence in sensitivity towards and awareness of ‘being’s authentic value’. This shortcoming is listed among the basic causes of classical values and values

education approaches' impotence. Thus, perception, interpretation, and judgments concerning the valuable and values incorporate "interesting" discrepancies. As stressed by Ehrenfels, things priceless for humanity are often considered "worthless". For example, gold good for almost nothing is deemed very valuable. Is iron with a vast range of uses from the most complicated technology to edifices less valuable? The invaluablely crucial oxygen and water as prerequisites to and sources of life are not attached their righteous value (Ehrenfels, 1983). Is the reason why oxygen is not attached a fatal importance the fact that we do not pay for it while we pay for steam or fume we like to breath in? Even though there is a price of every object we can see, is it due to the worthlessness of sight that there is no price tag on it? As can be understood from these examples, it is possible to discuss misconceptions of perceptions, interpretations, and judgments concerning being's authentic value and values. How effective the paradigm of classical values built on such misconceptions is in taking humans to 'the valuable' and 'values' is a crucial question and problems. This must be the reason why the phrase "to value someone" can be found in 97 languages, Turkish, German, and English in particular, on search engines, e.g. Google. Only in Armenian, Cambodian, and Chewa, an official language of Malawians can one observe the linguistic usage 'to discover a person's value'. As a matter of fact, a person "cannot value" another; that is, an individual is either aware or unaware of the value of another individual that is inherently valuable and dignified (Ergen, 2015).

To be open for value discovery entails an acceptance and belief that every entity with which we interact with a high level of sensitivity and awareness has an authentic value. The acceptance and belief that every being has an authentic value obligate the development and exhibition of attitude and behavior worthy of that particular being's value. A contradicting perception, interpretation, judgment, attitude, and behavior come to mean that we neglect meanings, significances, and realities other than ours. This means an attempted lynch and tyranny intended for the valuable and values, particularly human dignity, at best by demeaning values as subjective and relative mental representations and at worst by overlooking authentic values in the realm of being. Conceptions of classical values education consider values as subjective and relative mental conceptualizations due to the effect of the positivist paradigm and define values as a kind of precipitation left over from the evaluations of values (Bochenski, 2000), thus nothing is valuable in deed (Hobbes, 1996; 56). This paradigm is satisfied only with a discursive and artificial agreement at least for the purpose of ending up tyranny through values education. It is clear that the positivist paradigm's doctrine that humans and all other creatures has no meaning and significance for they have come into existence by chance has infiltrated all social and natural sciences. To sum up, according to positive philosophy, values are mental conceptions produced to minimize interpersonal and intersocietal chaos and values education is nothing more than an effort to condition people "act or behave as if valuable". As proposed by this paradigm, even values education itself is controversial because values education is an open endeavor for the development and

realization of values and which values to teach students is the primary matter of discussion (Dale 1994; Lickona 1993; Superka, Ahrens, Hedstrom, Ford & Johnson 1976).

As a matter of fact, in values education relying on the belief in genesis, since the stance and consciousness that man and being have inherent values underlie values education, it bestows a very different dimension to the need to discover these values and values themselves particularly from an ontological perspective. The values paradigm the present study builds on presumes that every entity, humans and their dignity in particular, has an authentic value and regards values as the criteria of behaving in accord with this fact. Different from classical values education models, '*Value literacy*', developed based on such a paradigm, is the nomenclature of the process of developing attitudes, behaviors, skills, and potential, in other words, the proficiency, competency, and capacity to make choices worthy of human dignity within the framework of the adventure of discovering authentic value of being as a whole and the effort to be worthy of it. *Value literacy* is also important to solve the question of 'which values to teach' (Brynildssen 2002; Vess & Halbur 2003), artificially generated by the positivist paradigm because helping individuals develop a high level of awareness and consciousness of values and anti-values and how these affect the life is more important than the question of which values educator will transmit for the development of *value literacy*. The Hierarchical Structure of Values model (Ergen, 2015), manifesting the ontological structure of values, reveals how multidimensional, in-depth, and multilateral values education is.

However further values, value perceptions, interpretations, judgments are explained, including the discussions herein, value can only be exposed by awareness and analysis. Values basically determining the personality and then character, attitudes, and behaviors of a person (Kluckhohn, 1951; Rokeach, 1973) can be identified by the analysis of firstly behaviors, attitudes, character, and lastly personality. Hence, to be able to analyze all these domains of humans in terms of values, i.e. by testing with them, is the prerequisite to knowing the self and other people and constructing their attitudes and behaviors in line with values. Such an analysis either manifests that a person leads a life style abiding by values internalized and declared by himself/herself or reveals his/her '*implicit values*'. One can mention implicit values in the event that individuals' choices, priorities, and behaviors contradict the values they have adopted, internalized, and declared. In fact, the necessity to describe the values which must be exposed by analyses as implicit values depends on at least three reasons. The first reason is an individual's failure to be aware of his/her own value. The second is the unintentional failure to exhibit proper choices, priorities, behaviors, and attitudes appropriate for the internalized and declared values. The last one is intentional failure to exhibit proper choices, priorities, behaviors, and attitudes appropriate for the declared values. In these three cases, there is a discrepancy between the values the one conducts analysis concerning values and the values claimed by the one who is analyzed in relation to values; therefore, one can talk of '*clandestine*' or '*implicit values*'. *Value literacy* enables people to analyze and expose their own and others' *implicit (clandestine) values*.

In the end, the following can be reported about values: Values are expressed in acts and behaviors are the most superficial side to values. Values are like icebergs, and behaviors are only its visible tip. Values refer to evaluations achieved by reasoning meanings, phenomena, sets of knowledge, principles, causes, experiences related to the good, bad, right, wrong, desired, undesired, positive, negative, beautiful, and the ugly and the ones that should be aimed at which humans realize in their minds as a means of constructing relationships worthy of being's ontological value, primarily human dignity. These evaluations exhibit consistency and constancy in a process and continuity other than extraordinary conditions given that these values are present- and future-oriented. Values have an intensive, interdependent, and hierarchical relationship; therefore, it is impossible to care one value and to neglect the other. Values should be discussed in their respective categories and discovered, global, the most comprehensive, and the most sustainable are located in the category at the top of the hierarchy and referred to as the superior values. Assigned, individual, subjective, and narrow-scoped and the most transient values refer to the lowest values (Ergen, 2015). Each value has an unlimited significance and a virtuous behavior is to be able to opt for and abide by higher values when faced with an extraordinary and artificial case. Deciding upon the contrary is either lack of knowledge or illiteracy, or selfishness and self-seeking, so this is neither a responsible preference and act nor virtue. Failure to recognize and defy such a hierarchy is the fundamental cause of turmoil, tyranny and irresponsible behavior and lifestyle.

Meaning, Significance, Aims and Goals of *Value Literacy*

At the present time, 'literacy' has been associated with many fields. Among the literacy types having emerged from these associations are computer literacy, science literacy, geography literacy, world literacy, critical literacy, economy literacy, prehistorical literacy, culture literacy, library literacy, media literacy, cinema literacy, political literacy, history literacy, technology literacy, television literacy, consumer literacy, citizenship literacy (Snively and Cooper 1997: 12), information literacy, global literacy, mathematics literacy, and technical literacy (Gürdal, 2000, p. 178). Literacy is by and large referred to as "the ability to use the communicational symbols assigned particular meanings by the society" (Kellner, 2001; Kress, 2003). Literacy of this kind different from reading and writing skills requires *encoding* and *semantic matching* along with higher level of mental processes such as *meaning construction* (Potter, 2005).

In the present global world where people are "bombarded" by messages, to analyze authentic values of such messages and values communicated in them, to be aware of e'value'tions and value perceptions, interpretations, and judgments underlying their own choices out of countless choices, to analyze and foresee the short- and long-term consequences of their own e'value'tions and value perceptions, interpretations, and judgments for people around, and lastly to have a high level of awareness of human dignity and value and to implement suitable one after weighting all the

e'value'tions, value perceptions, interpretations, judgments, and choices, in other words *to choose and lead a virtuous life worthy of human dignity* will be absolutely listed among the most important skills and abilities of the upcoming centuries. The 'value literacy' model devised and designed to fulfill such a competency and potential is an analysis and learning model to identify and analyze values and causes underlying an individual's identity, character, attitudes, behaviors, and preferences (Kluckhohn, 1951; Rokeach, 1973). Because this model is expected to increase the awareness of and sensitivity towards the valuable and values to a maximal level and develop the capacity of make choices in accord with human dignity, it is capable of settling effectively disputes at any level ranging from individual to intercultural interactions and communications. Value literacy allows for the development of value perceptions, interpretations, and judgments and the exhibition of attitudes and behaviors in line with these by helping people develop a high level of awareness of and sensitivity towards individual, social, cultural perceptions, interpretations, and judgments and particularly their own values and values at individual, organizational, social, cultural and global level (Ergen, 2015)

Will as the sum of mind and feelings is the prerequisite to value awareness; therefore, value discovery cannot occur without mind, i.e. thinking capacity just like mind cannot be without values, in other words feelings. Since such non-consumable concepts as will, mind, feelings, values, education, learning enable the development of value literacy, value literacy too is a non-consumable, open-ended competency and potential and the extend of value literacy is limited by the extend of perception, awareness, and will power. In other words, value literacy is directly and closely related to the sum of such components as perception capacity, comprehension, knowing, understanding, thinking, feeling, awareness affecting and determining will power and to all other components such as all perceptions, interpretations, and judgments concerning the valuable and values and individual, social, and global perspectives affecting all these perceptions, interpretations, and judgments, the scope, sustainability, and historicity of these perceptions, interpretations, and judgments (Ergen, 2015).

From this perspective, because value literacy is capable of developing all mental/spiritual capacities, will power in particular, at the highest level possible, whatever world view, ideals, and belief a value literate individuals internalize, they have the opportunity to develop the highest level of awareness of these values' worthiness of human dignity and the highest level of sensitivity towards all and of consistency with world view, ideals and beliefs, to be exemplary and ideal, in other words virtuous individuals. To be virtuous, one should possess such data as the dates and sources of values. To be virtuous is to face confidently and to be open to new and different value systems, and this is achievable only by being aware of values underlying and nurturing our virtues and to be virtuous means to take values seriously, to adopt them as standards and guides for our lives, to live them and help them live on, and to engage in them.

'Value literacy' refers to;

1) being aware of the authentic value of being, particularly humans and human dignity it interacts with and being in compliance with and worthy of it,

2) being conscious that under all attitudes and behaviors lie values and value perceptions, interpretations, and judgments and being aware of the values underlying own attitudes and behaviors,

3) Individuals' abilities (a) to analyze which values and value judgments interaction and communication process include, (b) to analyze which values and value judgments messages of the source(s) rely on and convey in the communication process, (c) to interpret correctly these values and value judgments messages are based on and convey in consideration of their purposes and categories, and finally (d) to offer feedback, behave and act in compliance with values and value judgments suitable for these as individuals' competency and capacity to communicate effectively at both individual and social level, to communicate effectively the message they wish to put across considering its purpose and to receive a delivered message in a manner appropriate for its purpose.

4) being aware of value perceptions, interpretations, and judgments resulting in problematic situations,

5) developing the consciousness of the necessity to be aware of value underlying problem-solving and decision-making process in a problematic case and being able to diagnose and analyze them,

6) being aware of and being able to analyze values and principles underlying choices,

7) being able to foresee the short- and long-term consequences of their choices for themselves and people around.

8) possessing multilateral analysis capabilities to analyze values underlying human relationships from a narrower angle and organizational, socio-cultural, political, legal, religious relationships from a wider perspective owing to the multidimensionality of values and being able to implement them effectively.

9) being able to revise and rearrange their attitudes and behaviors in accordance with internalized values,

10) being able to transfer value literacy to every component of their lives.

Individuals should be value literate to be able to develop a high level of awareness of and sensitivity towards their own values in particular and individual, organizational, social, cultural, and global values and to be able to produce and develop shared and powerful value perceptions, interpretations, and judgments at organizational, social, cultural, and global level. As put forward in the framework above, value literacy is prerequisite to the competency and capacity to characterize, analyze, evaluate, and communicate primarily one's own values and all other values, analyze and synthesize values according to their meanings, sources, purposes, functions, scopes, significance, priorities, consequences, and sustainability (that is, in a time-bound or -independent manner), and lastly to implement them. Value literate individuals can integrate newly detected and discovered

values into the existing value perceptions, interpretations, judgments, sets of knowledge and systems and internalize them, analyze values of contextual significance according to their dimensions, scopes, and structures, and skillfully and effectively implement such values after testing them in consideration of global values - values at the top of the hierarchical structure. Thusly, they can analyze values underlying moral dilemmas and problems and value perceptions, interpretations, and judgments leading to dilemmas and identify the values required for solution. Eventually, they find the opportunity to achieve the highest level of moral development. In this sense, value literacy can also be defined as the competency to analyze the most basic, effective, and important values at problem-solving and (moral) decision-making stage and implement effectively the results of this analysis. As discussed here, value literacy is of great importance for a sustainable world and life because value literacy is prerequisite and key to character education and production of an ethical culture and a virtuous society. Relatedly value literacy is crucial for it makes it possible for individuals to lead a productive, healthy, and nurturing life in a virtuous society, allows for the creation of a better future for upcoming generations, and it encourages individuals to take part in social life more actively and in a more constructive way. This is because value literate individuals are humane, environmentally conscious, environment-friendly, peaceful, highly qualified people since they are individuals aware of and sensitive to all values and everything valuable. For a virtuous life, value-wise tested knowledge and thinking - i.e. valuable knowledge and thinking -, value-wise tested feelings - i.e. valuable feelings -, value-wise tested choices and priorities - i.e. valuable choices and priorities -, thusly value-wise tested behaviors - i.e. valuable behaviors are needed. Value literacy as a dialectic synthesis of all knowledge, skills, abilities, and qualities individuals will need to lead a virtuous and sustainable life in the world is gravely important due to the fact that it has the potential to create a virtuous individual habitus and a virtuous organizational, social, cultural, national and global habitus. Values play a key role for individuals to be able to understand and make sense of the self and the environment. Individuals' self-knowing, -understanding, and -discovery are achievable through an awareness of the values underlying their own attitudes and behaviors and their knowing, understanding, and discovering the environment, society, and culture is possible through the awareness of values underlying them. Therefore, values has a guiding influence and media messages in particular should not be overlooked because they contain certain ideologies and values. Thus, it is very important to be aware of how our values, value perceptions, interpretations, and judgments guide us and our environment and how other values, value perceptions, interpretations, and judgments guide us, the fact that individuals may attempt to impose their own values on each other, the fact that being capable of analyzing value is essential to 'valuable' decision-making, and the fact that there is no worthless moment or field. Value literacy highly matters because it allows for the development of an awareness and sensitivity at this level.

Awareness of basic values determining and governing people, environments, societies, and cultures we interact and communicate with is a *sine qua non* to understand them correctly and to build high-quality relationships because being aware of others' values and acting by taking these values seriously and into account, being able to know values based on thoughts and behaviors, being able to express values with thoughts and behaviors, and being aware of basic attitudes and approaches related to values are of the utmost importance to be able to form high-quality relationships. One must know that the meaning of a value does not occur based on either a single situation or a single person, these components do incessantly change, thus there are countless combinations of countless concepts, situations, and people. Hence, because the meaning of a value has a dynamic structure and these components emerge from the interaction among themselves, value perceptions, interpretations, and judgments must be reconstructed through a new reasoning of each new situation, phenomenon, event, and relation. Even though it is true that the road to an enlightened mature adult goes through individuals' ability to use their minds proficiently (Kant, 1873), it is impossible to become a conscientious adult without a high level of awareness, sensitivity, and reasoning concerning values. Without being conscientiously mature, in other words a virtuous individual, it is impossible to use the mind proficiently because to use the mind in misconceptions through incomplete, limited, and dependent value perceptions and judgments does not is not a proficient and independent way to use the mind. Moreover, the prerequisite and the way to choose in a manner worthy of human dignity is to be conscientiously mature.

The primary concern [aims] of value literacy is to help individuals make choices worthy of human dignity and develop a proficiency and capacity of leading a virtuous life. Its *general goal* is to help people become aware of the effects of attitudes and behaviors, choices and priorities governed by values on people and environment and develop the competency to foresee their consequences. Its *specific goal* is help them become knowledgeable about values, value perceptions and judgments, value doctrines and their importance order, priorities, and superiorities within their respective systems and develop the competency to recognize, understand and analyze them. In the light of these goals, *the objectives of value literacy* can be listed as follows:

a) to help individuals develop a moral thinking, a responsible conscience by the aid of a high level of sensitivity and awareness by using reflective and critical thinking skills intended for values and value perceptions, interpretations, and judgments

b) to help individuals become aware of the fact that moral behaviors can be developed only by knowing, understanding, internalizing and implementing values and therefore encourage them to learn values voluntarily and consciously and to develop their strategies of sense of belonging intended for values.

c) to help individuals, particularly parents and educators, develop a responsible language and discourse, in other words a moral language, through value-based communication, i.e. the use of valuable concepts and statements.

d) to help individuals, particularly parents and educators, develop an awareness that high-quality education can only be achieved through a value- and love-based interaction and communication and to assist them to acquire the skills and competencies as such.

e) to help individuals realize values' meanings and significance both in daily life and anytime and become virtuous individuals exhibiting valuable and responsible behaviors by means of developing their value attitudes.

f) to help individuals develop an awareness of and sensitivity towards the importance of being virtuous to be worthy of human dignity.

g) to produce responsible individuals, in other words virtuous environment and society, with an advanced capacity to discern valuable from worthless, good from bad, and right from wrong and to retrieve and act by the most current perceptions, interpretations, and judgments by creating an atmosphere of values.

h) to produce a responsible environment and society, in other words a virtuous culture and humanity, by creating and promoting a culture of values.

i) to produce a responsible culture and humanity, a virtuous civilization, in other words a responsible future as a result of responsible values, value perceptions, interpretations, and judgments by creating a civilization of values.

j) to help individuals acquire the capacity to feel responsible, assume responsibility, and act responsibly in the cases concerning values, moral issues, and virtues.

k) to help individuals develop critical perceptions, interpretations, and judgments pertaining to values, moral issues, and virtues.

All the intentional potentials such as behaviors, attitudes, skills, competencies, and proficiency allowing to identify and depict an individual, personality, and character are developed and reinforced through principles, criteria, rules, norms, and priorities as products of values, value perceptions, interpretations, and judgments. These, later on, become individualized in the form of values and motivations by means of internalization, turn into a bulk through experiences, and eventually are implemented by intentional processes. As can be understood from the abovementioned, to exhibit a competent, free, and authentic is possible only by being *value literate*. To develop conscious attitudes and behaviors related to values through literacy can be achieved by realizing, discovering and learning values. This will lay the groundwork for individuals to form, acquire, and develop a sustainable habitus (Bourdieu, 1998) in relation to virtues in the environment and society by participating in their environments and world teemed with values experiencing values and helping people experience them. Thus, it is possible to make values experienceable in society to make contributions to the formation of

a virtuous lifestyle constructed at an individual, social, cultural, global scale and to form a virtuous cultural structure (*habitus*) through value literacy.

Building Blocks and Components of *Value Literacy*

‘Value literacy’ is directly proportional to metacognitive awareness, higher order thinking skills, and metacognitive learning strategies as potentials and capacities of will power. The more powerful and advanced these potentials and capacities, the more potential to develop *value literacy* have because, due to these capacities of will power, building blocks of value literacy allows for the following syntheses styles as the building blocks of value literacy itself. The synthesis types of value literacy in relation to values are as follows:

a) perceptual and comprehensional synthesis, i.e. analysis and synthesis with a higher order awareness.

b) intentional (within the encompassing framework of mind and emotion) synthesis, i.e. analysis and synthesis being aware of one’s own and other people’s thinking and emotions and testing these with values themselves.

c) conceptual synthesis, i.e. verbal-linguistic and etymological analysis and synthesis

d) semantic synthesis, i.e. analysis and synthesis in terms of ontological, individual, social, global, universal, and ideal meanings and testing these with values themselves.

e) epistemological synthesis, i.e. Analysis and synthesis in terms of scientific paradigms and information sources and testing these with values themselves.

f) axiological synthesis, i.e. analysis and synthesis in terms of value philosophy.

g) theological synthesis, i.e. Analysis and synthesis in terms of religious beliefs, world views, ideals, and postulates and analysis and synthesis by testing perceptions, interpretations, and judgments concerning religious beliefs, world views, and ideals in view of values.

h) ethical and conscientious synthesis, i.e. Analysis and synthesis in terms of morals and conscience and testing these with values themselves.

i) operational synthesis, i.e. Analysis and synthesis in terms of values, attitudes, and behavioral consistency, in other words virtues and being able to develop new attitudes and behaviors agreeable to values.

j) judgmental synthesis, i.e. analysis and synthesis in terms of decisions and judgments and testing these with values themselves.

k) critical synthesis, i.e. multidimensional inquisitive analysis and synthesis of knowledge, meaning, perception, interpretation, judgment, etc. and testing these with values themselves.

l) reflective synthesis, i.e. Analysis and synthesis of values by testing them in themselves and with other values and being aware of its own effect, responsibility, and position.

m) derivative/productive synthesis, i.e. Analysis and synthesis in terms of new production and discoveries out of existing ones and testing these with values themselves.

n) empathetic synthesis, i.e. Analysis and synthesis sensitive others' perceptions, interpretations, judgments, thoughts, and experiences and putting one's self in someone else's shoes and testing these with values themselves.

Metacognitive learning strategies are the most effective strategies in the process of becoming 'value literate'. These synthesis types are building blocks of higher-order literacy of values.

Values as Stages of Value Literacy and Their Education

Since the concept of education and the claim 'to educate' necessarily include at least one ideal and a human model, they necessarily contain values and value judgments. Therefore, education without 'values' is impossible (Ergen, 2017). Thus, each and every educational stakeholder should hold a high level of awareness of and sensitivity towards values and must be value literate allowing for the emergence of such a condition. This is how it is possible to analyze values underlying education and to test them in the light of basic universal values and how one can play an active role in acquisition of these values. The way to identify basic universal values can be characterized with the following inquisition: if a single person gets harmed in its absence and when neglected, then it is a basic universal value. Just as value perceptions, interpretations, and judgments cannot exist without education, nor does education without values (Ergen, 2017). Values necessarily underlie almost all attitudes, choices, and behaviors of humankind. To be specific, values necessarily underlie education that is based on more complicated theories and assumptions, contains multidimensional goals and ideals, attempts to realize these with purposeful and planned actions. No activity overlooking the underlying values, failing to question and transparently expose the source, scope, sustainable, and superiorities of these values (Ergen, 2015; 178), or sacrificing values for certain ideologies cannot be construed as a legitimate educational activity. In this respect, education can be referred to as a guiding practice intended to help individuals develop a high level of awareness of and sensitivity towards values and the valuable, primarily basic universal values it features and adopts as the basis of its existence and produce attitudes and behaviors suitable for these values. Yet values and value education as perceived so far are not merely juxtaposition of the value-related concepts and inclusion of behavioral patterns suitable for them. Values are not like numbers; once numbers, even if abstract concepts, are verbally articulated and represented in writing, they come to communicate the same absolute meaning. The same meaning is represented in everyone's mind, thus when a person has learned the numbers, he/she can produce the same results through certain calculations, that is to say by observing certain rules, principles, and formulae. However, there is a single, unanimously agreed-upon way to expose values as tangible aspects. Hence, to be able to produce common perceptions, interpretations, and judgments, it does not suffice to help individuals acquire values by the aid of particular behavioral patterns, codes, and concepts. Principles and rules mark the ultimate solution-oriented limits in natural sciences, such as mathematics and physics and produce the same results in

each and every case and for every one when implemented. However, principles in relation to values, e.g. fairness, only signify the most basic principle and a fair attitude transcends this principle (Ergen, 2017). Values are level-based in both their intrasystemic and intersystemic formations, thus a value should be reconstructed each time in consideration of the shared meaning and context. How to produce common perceptions, interpretations, and judgments concerning values relies on their analyses based on their intrinsic and interrelated meanings and in terms of their individual, social, and universal scope and of their instantaneity or sustainability in terms of temporal aspects (Ergen, 2015). As summarized above, values education approaches having been adopted so far are far from allowing for such analyses. Metaphorically, to be able to pass a judgment about the overall health of a person, it is not enough for a diagnosis to examine whether organs like eyes, ears, stomach, and heart operate properly; whether there is at least a decent interorganal coordination, this coordination's characteristics should be examined and lastly the individual's psychological wellness as the bulk of emotions, mind, and will power should be observed. As can be understood, the interrelation between values and education is more sophisticated and comprehensive than expected. Because value literacy allows for the analysis of values from the perspective of these relations, it differs from previous values and character education models. '*Value literacy*' model constructed in consideration of this intensive relations network entails value-based reconstruction and internalization of all the educational and instructional theories in the light of values and synthesis of goals, attitudes, and behaviors with a higher level of awareness of values.

Values and values education constituting the pre-stages of Value Literacy starts right in the mother's belly. The primary prerequisite for a child to be able to develop healthily and develop a positive sense of the self is to be brought up in a loving, compassionate, and trust-based setting. This also serves as the prerequisite for him/her to be able to develop a perception, awareness, and sensitivity concerning the valuable and values. This process initiated within the family should be supported and developed in different manners according to developmental stages and education tiers. It is possible to summarize the process to help individuals realize and acquire these values varying according to developmental stages and educational tiers as follows:

Values and Values Education as Stage 1 of Value Literacy in Basic Education Tier

Humans' upbringing in a nurturing and compassionate environment from the moment they, as babies, are realized in their mothers' wombs is the prerequisite to the development of values-related perception in them. Therefore, this is how it is made possible for a child that starts to go through a self-realization process to realize that he/she is valuable and a value. This first discovery that he/she is a valuable being and thus a value serves as the first and foremost step of values and values education and then value literacy. The first and the most primitive cases in which they can provide value-based explanation of the causes of their behaviors, recognize and conceptualize values as a result of

experiential learning are observed at this stage. Hence, a child firstly comes to realize the values and significance of the people and entities around him/herself and then becomes sensitive and open to the discovery of new values.

Values and Values Education as Stage 2 of Value Literacy at Middle School

In late childhood and early adolescence, individuals come to realize that people and other beings around them are valuable and associate these with their belief based on which they account for their cause of existence. It is possible to help them raise awareness of the fact that beings are inherently valuable by allowing them to comprehend a paradigm helping them discover authentic values of beings. At this stage, child learns by experiencing and from the experiences of others. Through experiential learning, individuals can characterize and conceptualize their experiences, account for, depict, and conceptualize their own values and their causes and principles. By the end of the middle school, the adolescent can realize and account for attitudes and behaviors, values, causes, principles, and concepts underlying experiences and priorities of other individuals, can learn from them, and ultimately achieve the level of capability of analyzing them from a critical viewpoint and establishing new diagnoses about them. Now, they are aware of what a value is and what is valuable and able to distinguish one from the other. At this stage, individuals should be provided with a wide range of interaction and communication ways and situations to allow them to realize their own values, value perceptions and judgments, beliefs, assumptions, and principles, to raise consciousness of these aspects, and face them. These interaction and communication forms should offer the opportunity to ask question about their own values, value perceptions and judgments and to define their values, value perceptions and judgments. Finally, they should be supplied with the opportunity to revise and re-evaluate their own values in particular, value perceptions and judgments, beliefs, assumptions, and principles and causes thereof.

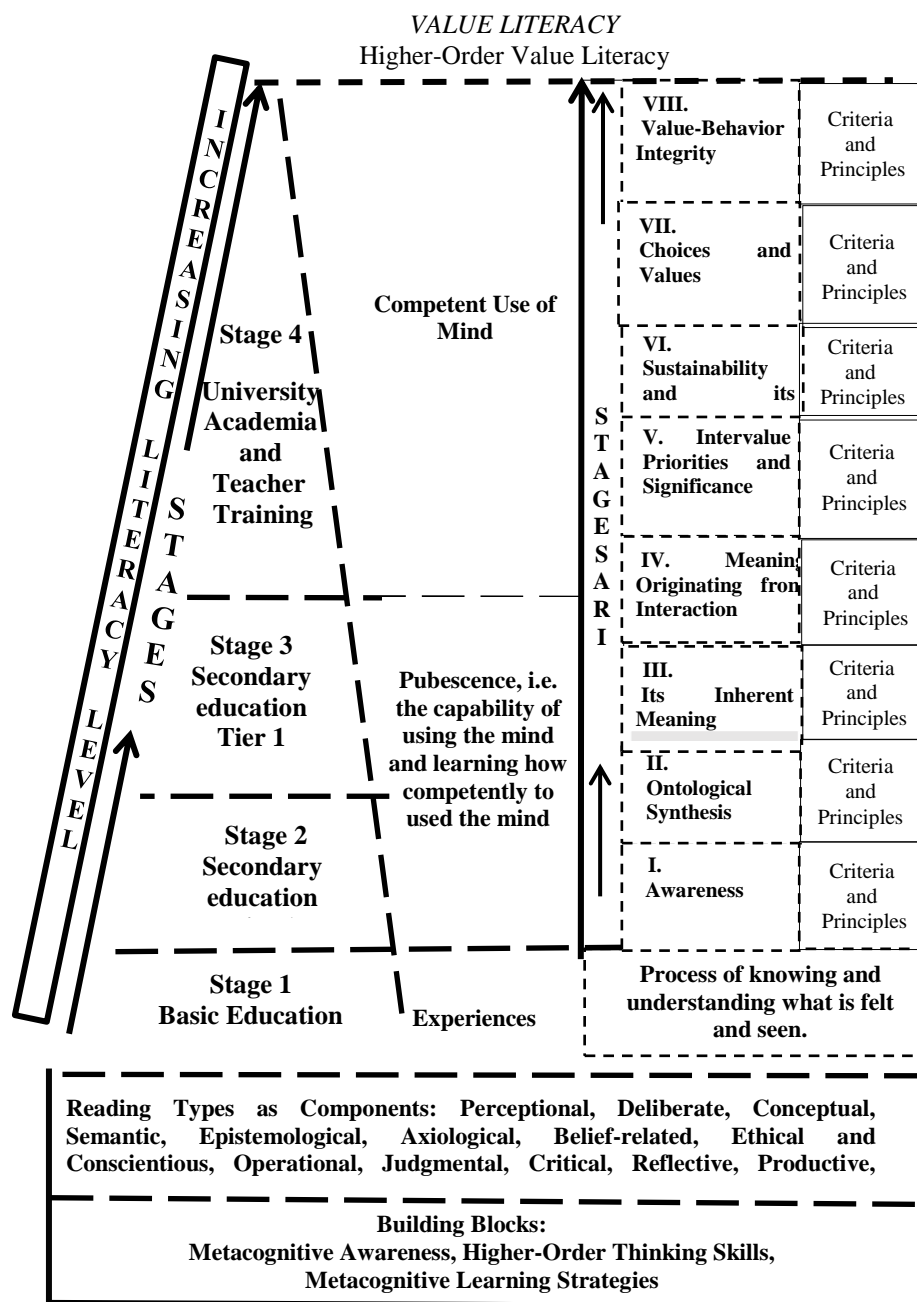
High School as Stage 3 of Value Literacy

This is an open-ended stage and value literacy is limited to the extent of individuals' capacities of perception, interpretation, judgment, mind, will power, and awareness. Any level individuals' perceptions, interpretations, judgments, minds, will power, and awareness can achieve is achievable by value literacy as well. At high school stage, ontology, epistemology, and axiology as the basic questions and matters of philosophy should be tackled and analyzed in detail.

At this stage, the adolescent can realize the patterns and relationships between values, analyze values according to their hierarchical structures (Ergen, 2015), and establish new patterns and relationships between the valuable and values. Moreover, they can make discoveries in relation to values and what is valuable and their intra- and interrelations and associate these with their previous accumulation of knowledge and experiences.

Stage 4 of Value Literacy as in Universities, Academia, and Teacher Training

The adult as an individual capable of using his/her mind competently at this stage can perform multidimensional analyses and in-depth syntheses of values and the valuable. They can analyze the causes and principles of values, attitudes, and behaviors and produce new causes and principles of values. They can also evaluate relations between values and value systems in the values system from top to bottom and from bottom to top by adopting a holistic perspective and analyze anything related to values with their higher-order thinking skills and by acquiring a metacognitive awareness. They can conduct multilateral analyses of philosophy of values, different ideologies, and belief systems from the viewpoint of values in particular and produce new syntheses out of them, analyze different value doctrines and theories and produce new ones. They can expose values and the valuable in every scientific discipline and decode their relationships and networks with every scientific discipline and develop new ones. Moreover and exclusively Value Literacy is absolutely necessary in Teacher Training and it is crucial for education and the future of humanity to help individuals acquire the knowledge, skills, and abilities to teach 'value literacy'. Actually, every educator should assume the responsibility of motivating individuals for positivism, goodness, beauty, and reality and help them realize the negative, evil, ugliness, and what is not compliant with reality.



Value Literacy: Stages, Criteria, and Principles

The capacities of the aforementioned will and the components of 'value literacy' directly determine the quality of 'value literacy'. The criteria and principles of the stages of 'value literacy' that take place through these capacities and components, also including elements also of hermeneutic, phenomenological and critical analysis, are as follows.

I. Be aware of and sensitive to 'valuable being' that is authentic values;

-To be able to recognize, identify and to grasp the meaning of everything that is valuable in the realm of being

-To identify, grasp the meaning of and analyze 'all valuable things' in every kinds of realms of being, context and condition and the values

- To be aware of, grasp the meaning of the authentic values of being and to analyze them
- To develop a high level of consciousness and awareness of what is valuable, values and their meanings.

II. To be able to do ontological analysis and synthesis of valuable being and values;

- To be able to distinguish values as principles that organize the authentic values such as human being and honor and the principles that organize the relations among these values

- To be aware of the fact that values, value perception, interpretation, provisions and estimations are different categories.

- To be aware of that each thing conducting a message has its unique value and each message has its own value as well

- To access to the meaning of value, that is to analyze the meaning of the concept of value

- First, to analyze the values, and then, to analyze the perceptions, interpretations, and judgments in relation to those values

- First, to be able to encode the values, and then, to properly encode the perceptions, provisions and judgments in relation to those values

- To be able to analyze the values according to their means value, aim value, individual value, social value, political value, aesthetic value, etc,

- To be able to analyze the meaning of the conceptual meaning of each value, and to be able to analyze his/her own perceptions and the perception, interpretation and judgments of his/her environment in relation to the same value

- To be able to analyze what kinds of information, feeling and thought the conveyed values include

- To be able to identify and analyze each value according to its value perception, interpretation, judgment that is as a value that is attributed produced or discovered

- To be able to identify and analyze each value, value perception, interpretation and judgment according to its value perception, interpretation, judgment that is as a value that is attributed produced or discovered

- To be able to understand the all values within a structural integrity and to be able to analyze the relations among them

- To be able to test the value preferences in relation to content, importance and sustainability, and to the able to explain the reasons of his/her preference

- To be able to test the preferences and the content in relation to importance and sustainability and to be able to explain the reasons of his/her preference

- To be able to test the values in terms of time, that is in terms of its former meaning, its present meaning, and its possible future meaning

- To recognize, identify and analyze the values in relation to their nature

- To recognize, identify and analyze the ontological values
- To recognize, identify and analyze in relation to the nature of values, that is in relation to their ontology

- To be able to distinguish the values and anti-values (Hartmann, 1962)
- To be able to identify and analyze the anti-values
- To open the values for others to explore and to develop capacity to facilitate this exploration
- To be able to analyze the value systems, theories and doctrines, and to be able to develop new ones

- To study and analyze the formation, foundations and principles of values (value perception, interpretation and judgments)

III. To be able to analyze the valuable being and values according to our own perceptions and in relation to their importance for us;

- To identify and recognize his/her own values and his/her perception, interpretation and judgment in relation to those values

- To analyze the consistency of his/her own values and behaviors with his/her own values
- To be able to analyze all the values, interpretations, judgments and value perception, and value judgments through high level thinking skills

- To analyze and improve the value perception, judgment, level of understanding
- To analyze and improve our value interpretations, judgments and perceptions
- To develop a high-level judgment ability by means of a high-order value consciousness
- To develop an argument and discourse through opening up all value perceptions, interpretations and judgments to discussion

- To develop value attribution, that is to develop an ability of transferring value
- To develop an ability of producing value
- To be able to develop an ability of discovering value
- To be able to develop a critical view of value perceptions, interpretations and judgments
- To develop value perception, interpretation, judgment, analysis and synthesis capacities,
- To be able to analyze and, if necessary, develop and change the values, premises, principles, reasons and beliefs that influence and determine the values that influence our paradigm

IV. To be able to understand and analyze the significance of the meaningful value and values, rising from the interaction and communication; to be able to analyze the meaning in the social, cultural and global contexts, that emerges in the process of interaction and communication of an individual with the environment and points out a dimension beyond the individual, and to be able to create new syntheses thereon.

- The ability to analyze the meaning and value of numerous messages transmitted in unlimited ways

- The ability to analyze the meaning and significance of values in different contexts

- The ability to analyze the meaning and significance of the values for individuals, for society, for culture and for humanity in different dimensions

- To be able to identify the values that are the main principles and motivations of preferences and behaviors in all kinds of interaction and communication processes,

- To be aware of and able to analyze the meaning of a value in a particular context and our own - together with the ones in the society and culture- perceptions, interpretations, verdicts and judgments regarding this value.

- To be able to analyze and evaluate the meaning and importance of a value in a particular context

- To be able to analyze and interpret the meaning of value in the cultural context

- To be able to analyze and interpret the meaning of value in the global context

- The ability to interpret values in different contexts and situations and separately in each dimension

- The ability to analyze the meaning, perception, interpretation, verdict and judgment of the value in the one who transmits it.

To be aware of the limitations in the process of expression, formulation and transfer of values and value perceptions, interpretations, verdicts and judgments, when exhibiting them individually, socially, culturally and as behaviors

- To be aware of how values affect individuals, society and culture, and how individuals, societies, cultures influence values; and to be able to analyze this process.

V. To be able to analyze and synthesize values according to the importance, priority and superiority they possess.

- To be able to analyze and synthesize values ontologically in terms of importance, priority and superiority

- To be able to analyze and synthesize values according to the importance, priorities and advantages they hold against each other.

- To be able to analyze and synthesize values according to the importance, priority and superiority in different contexts

- To be able to analyze and synthesize values in terms of importance and priority in certain contexts

- To be able to analyze values according to their importance, urgency and priorities, and make decisions and develop attitudes and behaviors accordingly

- After analyzing the values according to the priorities and significance they hold against each other, being able to create new syntheses for the relevant interaction and the problem and its solution.

VI. To be able to analyze and synthesize the values in regards to both the individual and the humanity, in the context of their sustainability and short and long term results;

- To be able to test and analyze each value and value perception, interpretation, verdict and judgment in terms of its sustainability

- To be able to analyze the character, attitude, choices and behaviors that develop due to each value (paradigm of values) in terms of short, medium and long term results for himself and his environment,

- To be able to test and analyze the character, attitude, choice and behaviors that develop due to each value (paradigm of values) in terms of their sustainability,

- To be able to foresee and analyze short, medium and long term results of preferences and behaviors depending on each value and value perception, interpretation, verdict and judgment

- To be able to test and analyze the values and perceptions, opinions, verdicts and judgments about values and values in terms of sustainability

- To be able to test and analyze values and perceptions, interpretations, verdicts and judgments related to values in terms of its range and universality

- To be able to foresee the consequences of attitudes and behaviors related to the values (perception, interpretation, verdict and judgment)

- To be able to evaluate the consequences of attitudes and behaviors related to the values (perception, comment, judgment and judgment)

VII. Being able to analyze and synthesize the relations between our choices and our values

- Each choice is a product of an evaluation, thus values determine our choices

- To be able to analyze the short and long term results of our choices (our values, value perceptions, interpretations, verdicts and judgments) for ourselves, society and humanity, through high level thinking skills

- Being able to explain the reasons of value preferences

VIII. To be able to analyze and synthesize values as values, attitudes and behavioral integrity, thus semantic virtue.

- To be able to develop new attitude and behavior codes related to the values and thus expand the relevant behavior repertoire.

- The capacity to test other people's desires, wishes, choices and priorities in the light of values, including and especially his own desires, wishes, choices and priorities

- The capacity to rearrange value-tested desires, wishes, choices, and priorities and the ability to help others in the process of a similar rearrangement

- To be able to analyze the value systems from the simplest to the most complex ones, i.e., value perceptions, interpretation, verdicts and judgments, meanings, causes and principles, all of which underlying the desires, wishes, choices, and priorities shown.

- To be able to analyze the value systems from the simplest to the most complex ones, i.e., value perceptions, interpretation, verdicts and judgments, meanings, causes and principles, all of which underlying all the attitudes and behaviors exhibited

- To be able to analyze whether the inevitably occurring acts are value-generating, -preserving, or -violating acts - acts originating from anti-values.

- To be able to create a high-level awareness of values and what is ultimately valuable and transform individuals into virtuous ones by helping them acquire competence to express this awareness through behaviors.

As revealed in the present study, it is a critical shortcoming, if not a mistake, to consider values as functional, superficial, monodimensional, reductionist, eclectic aspects and to let individuals acquired them as 'relative values' based on self-contradicting values paradigm. It is clear that *value literacy* handled as ontological, in-depth, analytical, multidimensional, holistic, and dialectical elements and help individuals acquired as such will allow for a higher-quality establishment of values sets. For all emotions and values, particularly universal values, as concepts worthy of human dignity, to be able to turn into virtues they should be fostered with knowledge, integrated to mind and reasoning (analysis and synthesis), managed with will power and expressed in behaviors.

Capacity is the prerequisite to the realization of abilities, while competency is developed by means of knowledge and ability and literacy incorporates proficiency and competency, in other words knowledge and skills. Proficiency and competency refers to the capacity/power to come over successfully contextual and situational requirements and to all the cognitive, affective, and motivational sources such as skills, attitudes, and values needed to operationalize this capacity/power (Weinert, 2001). Besides, value literacy denotes the all willful capacity and potential of re-organizing and operationalizing all the components of proficiency potentials such as behaviors, attitudes, skills, capacity, competency, and proficiency in consideration of basic universal values, value perceptions, interpretations, and judgments, moral principles and virtues to analyze any kind of problem concerning values, comprehension, conscience, ethics, morals, and aesthetics and to achieve the best, the most accurate, the most valuable, the most beautiful, and the most sustainable results in favor of all stakeholders in any field, context, and condition. Proficiency refers to practice-oriented behavioral skills, while value literacy to the tested and re-organized version of all in the light of values and virtues. It is obvious that none means anything in the case that one is value illiterate. To be able to appreciate this proposition properly, one should look at savage war and death machines of Nazi

Germany created by competent, skillful ‘engineers’, ‘doctors’, and ‘scientists’ acclaimed in their respective fields. Therefore, the sole goal of education cannot be the resultant acquisition of knowledge, skills, proficiency, and competency; education obligatorily incorporates values. Based on this attitude, value literacy also has a critical potential of allowing for the most comprehensive agreement possible on value-related matters and problems.

Conclusion

Education cannot exist without values, for they are criteria and semantic concepts guiding life and education. Thus, education is influenced by any discussion on values and covers all of these discussion because humans have the capacity to develop themselves by living and thinking uniquely, freely, and competently and should responsibly preserve their freedom and free will. What they need is not knowledge and a rational education. On the contrary, they need meanings and criteria as to for what and how to implement the acquired knowledge, skills and abilities. Therefore, man needs a sense of responsibility and moral judgment rather than flexibility and resilience (Jürgens, 2016). In this sense, for humans to know themselves and become virtuous individuals, they need a value-based education.

As long as education, specifically values education, is conceived and perceived as performing operations on learners, it is "doomed" to failure. Education can fulfill its meant purpose by guiding individuals to become active and competent and enabling them to be able to act on their own for their education to progress properly. This is because education (as *Bildung*) means the process of becoming an individual self-learning and -educating and self-evaluating, self-conscious and of acquisition of self-esteem, of evolving into a responsible person with a characteristic personality, capable of renewing and reconstruct themselves (Mokrosch, 2013, p. 50), and of developing and maintaining intrinsic motivation and becoming an individual with a highly-improved sensitivity and awareness of self-control and values. In other words, education is the process of developing the capacity of realizing, comprehending, internalizing the values making life meaningful and living by these values. As indicated by Tepe, in the event that individuals do not evaluate each incidence as prescribed but adopt an open-minded and informed approach thereto, then such an experience can help them understand what not to do for each single case. However, they cannot be told what not to do in each single case and no rule suffice in determining what to do in each case since the unlimited nature of experiences does not allow for the creation of an overarching rule (Tepe, 1997: 75). Thus, to be able to exhibit a virtuous approach and behavior, in other words to be able to analyze what to do in each individual case, one needs a high level of consciousness and reasoning capability. Value literacy is just the way to develop such a consciousness and reasoning capability.

Values refer to a culturally and socially assigned, dynamic, personally constructed, individual-centered organizational design guiding individuals’ lives, in other words, selectively organizing all

perceived inputs and governing all behaviors as outputs, and allowing them to operate capably and by actively planning and governing their behaviors (Kmieciak, 1976: 150). As exposed above, values do not have a single meaning, a single cause, and a single result due to their multidimensional natures and they transcend individuals, societies, cultures, spaces, and time just like universality and historicity. The fact that values are directly related to all potentials and capacities such as perceptions, judgments, skills, abilities, and will power makes value literacy that multidimensional and multilateral. As can be understood, the dynamic-transactional paradigm underlying both values and value literacy in the present study is a paradigm relying on cause-and-effect networks based on multidimensional, complicated, and multilateral interaction (Früh, 1991, p.18). Thusly, value literacy can also be defined as follows: Value literacy is referred to as the capacity and competency of realizing the meanings of all values and the valuable by identifying any kind of being form and appearance in all existence settings of values and the valuable as assigned based on transparent knowledge and intellectual repository where networks among values become integrated, enriching the repertory of values (in terms of assignment, generation, discovery and appearance) after testing, analyzing and justifying them in consideration of absolute/universal values, ethical values, and aesthetic values, and discussing all by adopting a critical and conscious approach, then responsibly and productively implementing them after reconstructing according to inherent content, semantic and aesthetic perceptions, interpretations, and judgments. From this perspective, it should be reminded that just as education and values cannot be conceived without love, care, grace, politeness, and aesthetics, they cannot be implemented without these aspects. This is why no value can be instilled only by imposition and cruelty, but by inspiring, motivating, encouraging through love, care, grace, politeness and aesthetics.

Human-Value Interaction: Individuals' value perceptions, interpretations, and judgments affect and are affected by social, cultural, and global atmosphere of values. This interaction lay the groundwork for the discovery of new absolute values and the discovered absolute values affect and determine all of them just like a river feeding a basin, the basin feeding ecology, and the ecology feeding the river. This interaction assumes two basic dimensions, namely semantic and objective. The semantic dimension refers to level of understanding, sensitivity, and awareness of values, while objective dimension demotes technical knowledge, intellectual repository, and capabilities concerning values. In this interaction, one needs at least understanding and sensitivity to appreciate the other side's meaning, i.e. His/her perceptions, interpretations, and judgments, and objective knowledge to persuade technically. Therefore, value perceptions, interpretations, and judgments should be tested and questioned in consideration of their suitability in terms of their objective reality. Thusly, changed value perceptions, interpretations, and judgments allow for semantic changes. It is possible to foresee that *value literacy* based on a paradigm relying on value perceptions, interpretations, and judgments in search of the conglomeration of values at a universal level because they have an improvable dynamic structure rather than based on values education approaches relying on a inflexible, unchanging, static

paradigm of values idolized by and for individuals themselves considering that values perceptions, interpretations, and judgments are relative will play a key role for character, values, and their education.

In a world where future lives of humans are becoming more and more complicated, value literacy is of the utmost importance for sustainable humane relationships and a sustainable future. In this respect, as discussed herein, because values determine individuals' existence and will power and hence nurture and shape all intelligence type, it is possible to coin a new term, i.e. values intelligence (VQ).

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Recruiting for School Improvement: The Relationship Between Teacher-Centric School Quality Factors and School Improvement Designations in Kentucky¹

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Abstract

In 2018, Kentucky began the implementation of a new school accountability system. Like other states across the nation, Kentucky's new system was designed to bring state policy into alignment with federal changes brought about by the Every Student Succeeds Act (ESSA) of 2015. In addition to the creation of new school improvement labels, Kentucky's system also reports on a variety of teacher-centric school quality factors. A statistical analysis was conducted to determine if a relationship exists between these school quality factors and the school's improvement designation. The study found that schools identified as needing the greatest improvement (Comprehensive Support and Improvement [CSI]) are statistically more likely to have higher teacher turnover rates, higher percentages of new teachers, and employ teachers with lower rates of advanced education in the year prior to identification than their counterparts with either the Targeted Support and Improvement (TSI) or Other designations. These findings should inform future policy making and elevate teacher recruitment and retention as a school improvement priority.

Keywords: school improvement, teacher recruitment, teacher retention

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Introduction

In 2015, the United States Congress passed the Every Student Succeeds Act (ESSA) which provided new guidance and expectations for states related to school accountability models, more specifically, state school improvement models. Two years later, the Kentucky General Assembly passed Senate Bill 1 2017; a sweeping reform that sought to align standards, assessment, accountability, and school improvement with the ESSA. With this, the Kentucky Department of Education recommitted itself to ensuring a meaningful and high quality education for all students and set forth to create new regulations and procedures related to accountability and school improvement.

Kentucky began implementing its new accountability system in the fall of 2018. In alignment with the ESSA, Kentucky's new system includes two school improvement labels: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). Schools not identified as either CSI or TSI were identified as Other. At the time of this writing, Kentucky is working through the process of dividing the "Other" category into new, more specific labels.

In 2018, a school could be identified as CSI if it was among the lowest performing five percent (5%) of Title I or Non-Title I schools by level, or if it is a Title I or Non-Title I school with a four-year graduation rate of eighty percent (80%) (KRS 160.346). The identification criteria for the TSI designation is similar to that of the CSI designation with the exception that the analysis is applied to a sub-population of students. In 2018, a school could be identified as TSI if it had one or more subgroups performing as poorly as all students in any of the lowest performing five percent (5%) of Title I or Non-Title I schools by level (KRS 160.346). Kentucky's accountability system also includes additional criteria for the identification of TSI and CSI schools that will not go into effect until 2020.

Kentucky used a combination of three accountability indicators to determine which schools fell below the bottom five percent (5%) of all schools. For elementary and middle schools, Kentucky utilized a proficiency indicator (reading and math), a separate academic indicator (other tested areas), and a growth indicator. High school indicators included a proficiency indicator (reading and math), a graduation rate indicator, and a transition readiness indicator (703 KAR 5:240). A standard setting committee used these indicators to establish cut scores and relative weights to determine where the five percent (5%) threshold used for the TSI and CSI designations would lie.

For the purpose of this study, it is important to note that only student-centric metrics were used to compile the aforementioned accountability indicators. While these metrics are important outcome measures, an examination of the input measures is key to diagnosing the effects of low school performance. Kentucky reports on a wide variety of input measures including information about student and teacher demographics, student access to advanced coursework and career and technical education courses, and details about school facilities. This study will focus its attention on a variety of teacher-centric school quality factors reported by the Kentucky Department of Education.

Over the past ten years, the role of the teacher in student success has been heavily studied. It is generally well accepted that quality teaching can have a significant impact on student growth (Daling-Hammond, 2000; Sanders & Rivers, 1996; Wright, Horn & Sanders, 1997; Hattie, 2009). This understanding is deeply rooted in education policy and has informed teacher evaluation systems across the country. Value-added evaluation systems, for example, work by using regression modeling to try to determine teacher effectiveness by measuring a teacher's influence on a student's academic growth (Hawley, Bovaird & Wu, 2017). Other qualitative frameworks, such as Danielson's "Framework for Teaching", attempt to evaluate teacher effectiveness by examining the practices underway in a given classroom (Danielson, 1996). Regardless of model, the underlying assumption is that quality teaching leads to greater results in student achievement.

While there is little debate about the importance of teacher quality, the specific factors that contribute to teacher quality are still being discussed. Teacher credentials are often pointed to as a concrete measure – working under the assumption that better preparation leads to better performance. Generally, research has shown a positive correlation between teacher credentials and student performance (Curry, Reeves, McIntyre, & Capps, 2018; Clotfelter, Ladd, & Vigdor, 2010; Clotfelter, Ladd, & Vigdor, 2007). National Board Certification is an often cited credential that appears to have a positive correlation to increased student outcomes (National Board of Professional Teaching Standards, 2019). Access to teachers with higher levels of professional credentials seems to be another commonly accepted predictor of student success.

It does not matter how high quality a teacher is, or how many formal qualifications they have, if they are not in the classroom in the first place. Teacher attrition, both from the school and the profession, is another heavily studied issue (Buchanan, 2012; Gardner, 2010; Foster, 2010; Kelly, 2004; Shen, 1997; Latifoglu, 2016; Edwards & Nuttall, 2015; Boe, Cook & Sunderland, 2008; Hahs-Vaughn & Scherff, 2008p; Dupriez, Delvaux, & Lothaire, 2016, Mee & Haverback, 2014; Cancio, Albrecht, & Johns, 2013; Hochstetler, 2011; DeMik, 2008; Wang Changying, 2007). This research generally assigns the attrition issue to one of two camps. The first suggests that teachers leave the field due to leadership and administrative burdens. The other suggests that attrition is due to teaching hardships and a general lack of skill, preparation, or support. Whatever the reason, it is clear that teacher retention and longevity is important to school improvement.

A recent study focusing on middle school students found a strong connection between the teacher's years of experience and both an increase in test scores and a decrease in student absenteeism (Ladd & Sorensen, 2017). Roby (2013) explored the role that teacher absenteeism plays on student achievement and found that the lowest performing schools in Ohio had a statistically significant higher rate of teacher absenteeism than the highest performing schools in the same state. Finally, Ronfeldt,

Loeb, and Wyckoff (2013) found in a study of over 850,000 New York City students that high rates of teacher turnover lead to lower scores in both English/language arts and math achievement.

Given what is known about the important role that teachers play in the success and continued growth of students, it stands to reason that an examination of teacher-centric school quality factors would provide insight into the staffing concerns of schools in need of improvement. This study seeks to determine the statistical effect of the teacher-centric school quality factors reported by the Kentucky Department of Education on school improvement designations under Kentucky's school accountability model in an effort to inform future policy decisions related to teacher recruitment and retention in low performing schools.

Methodology

This study utilized inferential statistics to measure the degree of relationship between a variety of teacher-centric school quality factors and school improvement designations under Kentucky's accountability system. The data for this study was retrieved from the Kentucky Department of Education's Open House (Kentucky Department of Education, 2019). Open House is a publically available data portal that provides researchers with a variety of data sets related to school accountability.

The researcher began by identifying the teacher-centric school quality factors that are reported in Kentucky's accountability system. Those factors include the following: the number of National Board Certified Teachers, the number of first year teachers, the percentage of teachers holding various degrees, the teacher turnover rate, the percentage of teachers holding provisional or emergency certifications, and the average years of teaching experience among the faculty. School improvement labels were also retrieved from the Open House system. In 2018, Kentucky utilized three school improvement labels, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Other. The relevant data points were pulled from the 2017-18 data sets and sorted for analysis.

The R statistical package was employed to conduct the analysis (R Core Team, 2013). R is a statistical language and processing environment that is used to effectively process large amounts of data. To identify relationships a series of ANVOA and post-hoc Tukey HSD tests were conducted.

Results

The results of this study indicate that schools designated for Comprehensive Support and Improvement (CSI) are more likely to have higher teacher turnover rates, higher percentages of new teachers, and lower rates of advanced education than their counterparts with either the Targeted Support and Improvement (TSI) or Other designations. Table 1 presents the means for each of the identified school quality factors and the school improvement designation.

School Quality Factor	CSI	TSI	Other
Teacher Turnover Rate	23.35%	16.8%	15.41%
Average Years of Experience	8.84	11.63	12.46
Percent of Emergency/Provisionally Certified Teachers	1.39%	0.86%	0.81%
Percent of New Teachers	11.24%	6.77%	6.28%
Number of National Board Certified Teachers	1.6	2.9	2
Percent of Teachers with Associates' Degrees	0.06%	0.26%	0.12%
Percent of Teachers with Bachelor's Degrees	32.76%	22.48%	23.18%
Percent of Teachers with Master's Degrees	47.88%	45.56%	48.84%
Percent of Teachers with Doctorate Degrees	0.61%	0.33%	0.20%
Percent of Teachers with a Rank I	17.09%	26.81%	29.55%

While this conclusion can be drawn based on the means alone, further statistical analysis was conducted to measure the rate of significance of the differences between the means above. Of the eleven school quality factors studied, nine of them included statistically significant findings. Two school quality factors, the percentage of teachers with Specialist Degrees and the percentage of teachers with emergency or provisional certifications were not statistically significant. The findings for each statistical comparison are presented below:

- There is a statistically significant effect of the rate of teacher turnover on the school improvement designation, [$F(2, 1267) = 20.51, p < 0.001$]. The post hoc Tukey HSD test indicated that the CSI group ($M=23.35$) differed significantly from the TSI ($M=16.8$) and Other ($M=15.41$) groups at $p < 0.001$, while the TSI group differed significantly from the Other group at $p < 0.05$.
- There is a statistically significant effect of the average years of teaching experience on the school improvement designation, [$F(2, 1267) = 63, p < 0.001$]. The post hoc Tukey HSD test indicated that all three groups differed significantly from one another at $p < 0.001$ (CSI $M = 8.84$, TSI $M = 11.63$, Other $M = 12.46$).
- There is a statistically significant effect on the percentage of new teachers on the school improvement designation [$F(2, 1267) = 18.02, p < 0.001$]. The post hoc Tukey HSD test indicated that the CSI group ($M = 11.24$) differed significantly from both the TSI ($M = 6.77$) and Other ($M = 6.28$) groups at $p < 0.001$, while the TSI group did not differ significantly from the Other group.
- There is a statistically significant effect on the number of NBCT teachers in a building on the school improvement designation [$F(2, 1267) = 17.72, p < 0.001$]. The post hoc Tukey HSD test indicated that the TSI group ($M = 2.87$) differed from the Other group ($M = 2$) at $p < 0.001$ and the CSI group ($M = 1.61$) at $p < 0.01$, while the CSI group and the Other group did not differ significantly.
- There is a statistically significant effect on the percentage of teachers with Associates' Degrees on the school improvement designation [$F(2, 1267) = 5.41, p < 0.001$]. The post hoc Tukey HSD test indicated that the TSI group ($M = 0.00063$) differed significantly from the

Other group ($M = 0.00123$) at $p < 0.01$, but did not differ from the CSI group ($M = 0.00256$). The CSI and Other groups did not differ significantly from one another.

- There is a statistically significant effect on the percentage of teachers with Bachelor's Degrees on the school improvement designation [$F(2, 1267) = 19.45, p < 0.001$]. The post hoc Tukey HSD test indicated that the CSI group ($M = 0.33$) differed significantly from the TSI group ($M = 0.22$) and the Other group ($M = 0.23$) at $p < 0.001$, while the TSI group did not differ significantly from the Other group.
- There is a statistically significant effect on the percentage of teachers with a Master's Degree on the school improvement designation [$F(2, 1267) = 11.1, p < 0.001$]. The post hoc Tukey HSD test indicated that the TSI group ($M = 0.49$) differed significantly from the Other group ($M = 0.46$) at $p < 0.001$ and did not differ significantly from the CSI group ($M = 0.48$). The CSI group did not differ significantly from the Other group.
- There is a statistically significant effect on the percent of teachers with Doctorate Degrees on the school improvement designation [$F(2, 1267) = 7.24, p < 0.001$]. The post hoc Tukey HSD test indicated that the CSI group ($M = 0.006$) differed from the Other group (0.002) at $p < 0.01$ and did not differ from the TSI group ($M = 0.003$). The TSI group and the Other group did not differ significantly.
- There is a statistically significant effect on the percent of teachers with a Rank I on the school improvement designation [$F(2, 1267) = 26.11, p < 0.001$]. The post hoc Tukey HSD test indicated that the CSI group ($M = 0.17$) differed from the TSI group ($M = 0.27$) and the Other group ($M = 0.3$) at $p < 0.001$ while the TSI group differed from the Other group at $p < 0.01$.
- There is not a statistically significant effect on the percent of teachers with a specialist degree [$F(2, 1267) = 0.71, p = 0.492$].
- There is not a statistically significant effect of the percentage of teachers with emergency or provisional certifications on the school improvement designation, [$F(2, 1267) = 2.022, p = 0.133$].

An anomaly in the data shows that schools with the CSI designation have a statistically higher rate of teachers with Doctorate Degrees than the other two designations and a higher rate of teachers with a Master's Degree than TSI schools while having the lowest rate of teachers with a Rank I. There are multiple ways that a teacher can earn a Rank I with the two most commonplace being a post-master's degree certificate program or National Board Certification. To examine this anomaly, an additional analysis was performed. The variables *percent of Master's Degree*, *percent of Education Specialist Degree*, *percent of Rank I*, and *percent of Doctorate Degree* were combined for this analysis (the Kentucky Department of Education does not duplicate teachers within these captions). An ANOVA of this combination found a statistically significant effect on advanced training on the school

improvement designation [$F(2, 1267) = 18.83, p < 0.001$]. The post hoc Tukey HSD test indicated that the CSI group ($M = 0.67$) differed from the TSI and Other groups at $p < 0.001$ while the TSI ($M = 0.77$) and Other ($M = 0.77$) groups did not differ from one another.

Discussion

This study set out to measure the relationship between teacher-centric school quality factors and school improvement designations under Kentucky's school accountability system. The statistical analysis outlined in this paper demonstrates that schools identified as needing intensive support (Comprehensive Support and Improvement or CSI) are far underperforming their peers on most teacher-centric metrics. While an analysis such as this cannot make a causal inference, the level of statistical significance described above suggest that teacher recruitment and retention efforts should be classified as a school improvement priority and carefully considered by education leaders and policy makers.

The school quality factors discussed in this paper can be divided into three segments: teacher turnover, teacher experience, and teacher training. These three elements are interrelated and all three of these elements play an important role in the staffing and performance of a school.

One of the most striking relationships outlined in the analysis is the one between teacher turnover and the CSI designation. A school with a CSI designation lost, on average, nearly a quarter of the teaching staff in the year before the designation was made. As was discussed in the introduction, the consistent turnover of a teaching staff can have extremely detrimental effects on student outcomes. Teacher retention is directly related to the next category of school quality factor; teacher experience. It is clear from the data presented here that CSI schools are staffed by professionals with a lower level of prior experience. A student in a CSI school, is much more likely to have a teacher who is within their first ten years of experience than a student in an otherwise identified school. The same student is also nearly twice as likely to have a teacher who is in their first year of teaching than a student at another school.

Perhaps not surprisingly, the data also shows that the teaching staff at a CSI school also have lower credentials than at otherwise identified schools. It stands to reason that if you have a staff with high turnover and low experience that you would also see lower levels of professional qualifications as the staff members have not had the time to earn higher credentials. The traditional licensure route in Kentucky begins with a Bachelor's Degree for initial licensure and requires teachers to earn their Master's Degree within the first ten years of teaching (16 KAR 2:010). In addition to the Master's Degree requirement, Kentucky teachers can also earn pay increases, called Ranks, by earning additional credentials beyond the Master's Degree. When all graduate work is pooled together for analysis, teachers in CSI schools maintain a statistically significant lower level of educational

attainment. These realizations must shape and inform both the moral imperative and philosophical approach of school improvement.

The data presented in this study clearly demonstrates that quantitative measures of teacher quality matter and that a dramatic inequity exists in Kentucky's public school system. Students from low-performing schools do not have access to the same level of teacher quality as students in high performing schools. As Kentucky seeks to build and maintain a competitive economic market and workforce they must ensure that every student has access to experienced, credentialed, and high quality teachers who engage in continued professional growth and learning throughout their careers.

Recruitment and retention programs should be deployed to attract and keep teachers at high need schools. Kentucky has made some strides in this area in recent years. In 2018, the Kentucky General Assembly passed Senate Bill 152, which allows districts to offer incentive pay for the purpose of attracting and retaining experienced teachers into low performing schools. The law requires that this incentive be in addition to the compensation provided in the single salary schedule and granted to all teachers employed in a school that is identified as being in either Targeted or Comprehensive Support and Improvement (TSI or CSI) status (KRS 157.390).

Jefferson County Public Schools, the state's largest school district, was the first to take advantage of this provision by adding recruitment and retention bonuses into their negotiated teaching contract. The agreement between the Jefferson County Board of Education (JCBC) and the Jefferson County Teachers Association (JCTA) (heretofore referred to as the contract) provides a minimum quarterly stipend of four hundred dollars (\$400) to teachers serving in a CSI school. This stipend increases after five consecutive years of service in a low performing school (as defined by the teacher contract). Additionally, the contract provides a signing bonus of one thousand dollars (\$1000) to any teacher with eight or more years of experience in a high performing school (as defined by the contract) who transfers into a low performing school. The contract also allows for the reimbursement of fees associated with National Board Certification for any certified teacher who serves three full school years following their certification. Additionally, the contract requires the district to provide five additional days of paid professional learning and the exploration of scheduling options to allow for additional job embedded training for teachers (JCBE-JCTA Agreement).

Together, these two steps provide a model of policy implementation that reflects the findings shown in this study. The Kentucky General Assembly played its role in opening up the options to allow for effective policy at the local level. The local education agency (JCBE) then worked in collaboration with the teachers union (JCTA) to develop a contract that took advantage of the local flexibility offered by the state. The contract language has three primary objective that are relevant to this study. First, the contract seeks to retain teachers in the building by increasing the stipend amount for teachers by one hundred dollars (\$100) after five consecutive years of service. This encourages

longevity in the staff. If a teacher in a CSI school in JCPS were to transfer into a CSI school, they would receive an additional one thousand two hundred dollars (\$1,200) each year for their service. After five years, that increases to one thousand six hundred dollars (\$1,600) and after ten years the stipends would amount to two thousand dollars (\$2,000) of additional pay. The data presented in this study states that teachers in a school designated as “Other” have an average of 12.46 years of experience. By incrementally increasing teacher pay over the course of ten years, the contract language encourages teachers to stay in the building and gain the additional experience needed for the CSI school to reach benchmarks set by the otherwise designated schools. It should be noted here that the contract is only for a five year period and will renegotiated before these retention incentives will be realized.

The contract also encourages the up-skilling of educators in low performing schools by emphasizing both formal and informal training opportunities. By reimbursing teachers for achieving National Board Certification, for example, the contract is encouraging teachers to pursue additional credentials that have been proven effective in increasing student achievement. The language related to National Board Certification also promotes teacher retention by requiring three years of service before the reimbursement is made. Additionally, the inclusion of paid professional learning time reflects the literature cited earlier in this paper.

Another way that the contract encourages longevity is through a signing bonus for teachers who transfer into a low performing school from a high performing school. This bonus applies to only to teachers with eight or more years of experience with the hope that they will bring their understanding of instructional systems to help inform the turnaround process at the low performing school. This stipend also includes a two year period of service in the low performing school. This recruitment bonus is likely to be a major attraction for teachers in other buildings within the district.

While this policy effort takes a step in the right direction, this data would suggest that other teacher credentials should added to the recruitment and retention bonuses. There are currently no connections to graduate coursework in the contract – presumably due to the requirement that teachers earn a Master’s degree within ten years of teaching in Kentucky for certificate renewal. It is, however, possible that teachers with eight years of experience could transfer into a low performing school and not yet have the additional training that this research suggests is necessary. Additionally, while the contract ensures additional paid professional learning days, there is no guarantee that teachers will continue to grow on individual professional goals. The contract language would be strengthened by including a requirement that continuing education, such as work towards a Master’s, Specialist, or Doctorate degree be included in the standard four hundred dollar (\$400) stipend for all teachers (JCBE-JCTA Agreement).

The contract language could be further strengthened by including special provisions for the support of new, first year teachers in low performing schools. Kentucky's certification process includes a first year experience program called the Kentucky Teacher Internship Program (KTIP) whose success and continuation depend on funding from the Kentucky General Assembly. While this requirement applies to all teachers, those first year teachers assigned to low performing schools have an urgent need for up-skilling and support. Future contract negotiations would benefit from a discussion of support for these teachers who will experience unforeseen hardships that teachers in high performing schools may not experience.

As districts across the state struggle to attract and retain teachers in low performing schools, they would do well to reflect upon the policy arrangement presented here. Both JCBE and JCTA collaborated in good faith to create a contract that fully utilized the local autonomy granted to them by the Kentucky General Assembly. The recruitment and retention incentives included within align with the data presented in this study, and with some minor adjustments, account for all of the teacher-centric school quality factors reported by the Kentucky Department of Education.

Future research is needed to gather more information about the relationship, and potential causal link, between the identified teacher-centric school quality factors and student achievement. While this study reviewed only three broad school improvement identifications, future studies should examine the link between these factors and the additional accountability labels Kentucky will implement in the future. Additionally, non-parametric matching could be used to simulate an experimental study condition and compare school performance based on the identified factors studied in this paper.

It will also be necessary for future researchers to examine the current JCBE-JCTA Agreement and its impact on teacher recruitment and retention in low performing schools within the district. Should this data hold true, one would expect to see that this policy language both attracts and retains experienced teachers and contributes to long term and sustainable school improvement. A future data analysis in five and ten years' time will help to verify these preliminary findings regarding the importance of teacher-centric school quality factors.

In conclusion, the intentional and thoughtful recruitment of high quality teachers must become a top improvement priority for schools identified as needing improvement. These recruitment policies must be informed by the data and should reflect each of the teacher-centric school quality factors identified in this study. In order to achieve lasting improvement, high quality teachers must be employed, trained, and retained for the good of the school and the children it serves.

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Exploring the Relationship Between Teachers' Locus of Control with Different Variables

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Abstract

The research was conducted with 335 Anatolian high school teachers working in Aydın province during 2015-2016 academic year to investigate the relationship between teachers' locus of control and different variables. "*Multidimensional Locus of Control Scale*" was used in the research which is one of the quantitative research methods. The research findings showed that teachers mostly exhibited internal locus of control and this was followed by external and chance locus of control. There was no significant difference in the locus of control according to teachers' gender, marital status, length of service at that school and love the profession. The teachers' locus of control showed significant difference according to age, seniority, teaching specialty and socio-economic status of the school. Based on these findings, the research signified the important of aware raising activities to increase teachers' internal locus of control and delivering practice-based training to teachers through the support of academics working in his field.

Key words: Teacher, Anatolian high school, internal, external, chance, locus of control

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Introduction

It is important to approve by others for some people; but it doesn't matter to some people. These are indeed related to the concept of locus of control. The concept of locus of control comes from the word control. Control is defined as power to influence or direct human behavior or the course of events (Oxford Dictionary, 2018). Expecting that certain behaviours of individuals will lead to certain consequences; response-result expectation, action-outcome expectation, and the degree of the relationship between the results and responses (Bandura, 1977; Heckhausen, 1977) indicate this concept. Skinner (1996) also pointed out different uses of the word control. There are more than 100 different uses of the concept of control, but partially interrelated and / or overlapping terms. These include concepts such as “*personal control, control sense, locus of control, cognitive control, agenda control, proxy control, misleading control, outcome control, primary control, secondary control, action control, decision control, forecast control, information control and representative control.*” In fact, the use of these concepts is somewhat similar. One of these concepts, the concept of locus of control, was developed by Rotter (1954) and the locus of control scale has been used in social sciences, medicine, psychology etc. The locus of control is expressed as the linking of good or bad events that they have experienced throughout their lives to themselves, others, fate and luck (Rotter, 1966).

The concept of locus of control is categorized as internal and external control. Internal locus of control is defined as self-control (Rotter, 1966), an individual's sense of control and belief that the individual is in charge of the control (Ajzen, 1991; Yesilyaprak, 1988). According to Kiral (2012), individuals believe that good or bad results come up because of their own behaviours although they have feel confident and believe in themselves. Individuals who have internal locus of control have high motivation and success, entrepreneurial, conciliatory and social responsibility; and it also relates with self-esteem, and emotional stability (Judge & Bono, 2001b). Individuals who see events depending on their behavior are the focus of internal control (Loosemore & Lam 2004; Judge & Bono, 2001a; Silvester, Anderson-Gough, Anderson & Mohammed, 2002). According to Jones and George (2003), internal control-oriented individuals have internal characteristics such as diverting situations in a way that they align with their benefits and problem-solving skills and producing coherent work. Norton (2005) states individuals with internal locus of control can better manage their skills, experience less stress, and have more positive attitudes towards situations.

The individuals with external locus of control, contrary to the internal locus of control, do not attribute consequences of events to the individual, but other things (e.g. luck, fate, other people) other than oneself (Rotter, 1966; Yesilyaprak, 1988). According to Kiral (2012), externally controlled individuals believe that they do not have the ability to influence the events in their environment and think that their lives are affected by powerful others. They believe that events can be shaped according

to abstract beliefs such as fate, luck, or by powerful others (such as manager, state, mother, father, state).

Individuals with external locus of control are not open to innovation, do not want to take responsibility, have low motivation and low success. In addition, they lead a stressful life and experience disappointments (Ajzen, 2002; Norton, 2005). Individuals with external locus of control are seen weak in managing themselves and others and they are passive throughout their lives (Edwards, 2005; Vickers, Conway & Haight, 1983). Kyriacou and Sutcliffe (1979) found a positive relationship between external locus of control and occupational stress. Individuals with external control focus are more passive and more insecure because they think they have no control over the environment (Findley & Cooper, 1983; Loosemore & Lam 2004, Silvester, Anderson-Gough, Anderson & Mohammed, 2002).

Internal and external locus of control seem to be related to positive and negative qualities. Thus, the findings of the research indicate that those who have internal locus of control have intelligent, and successful features, and those with external locus of control show dull, unsuccessful and inadequate features (Lefcourt, 1982; Spector, 1982). Individuals with internal locus of control tend to be more self-directed, while individuals with external control tend to be in a desire and expectation of specific directions and instructions (Lefcourt, Lewis & Silverman, 1968; Lefcourt & Siegel, 1970). Individuals with high internal locus of control have a perception of directing events in their own environment, whereas individuals with external locus of control believe things are beyond their control. They do not have control over what will happen in their lives or what they will do. They believe in fate or chance and think, these play a role in orienting their lives (Friedman, Lehrer & Stevens, 1983; Friedman & Dies, 1974). The awards and penalties sometimes affect the locus of control. People can behave the position or case (Dweck & Leggett, 1988; Hong, Chiu, Dweck, Lin & Wan, 1999; Weiner & Kukla, 1970).

Levenson (1973, 1974, 1975, 1981) argued his researches that the categorisation of internal and external locus of control, which was developed by Rotter (1966), was very simple and added the chance factor as a third categorisation. The reason for adding this factor is the observation that the chance and fate factor affect the decisions of the individuals in addition to the external factors. In short, he proposed belief in fate and destiny as another factor that will affect the events within or beyond the control of the individual. Being control-oriented can affect not only the individual's private life but also the professional life. Among these professions, teaching affects the community and the future of society.

Some researches (Lefcourt, 1982; Spector, 1982 etc.) show that teachers' perceptions of environment and work-related attitudes are related to the locus of control and that they have a relationship with teaching performance. Teachers are affected by environmental factors. For example,

the organizational structure plays a role in the social norms of other teachers, the type of leadership of the school principal, and teachers' locus of control. (1) *Organizational structure* affects the characteristics of work, participation in decision making, and work attitudes and commitment (Cheng, 1994; Oldham & Hackman, 1981), (2) *Social norms of other teachers* play a significant role in teachers' social relations with each other and their behaviors (Cheng, 1994), (3) *The type of leadership of the school principal* shape the school's organizational characteristics, the values and beliefs of the teachers (Cheng, 1994; Sergiovanni, 1984), (4) *Organizational culture*, beliefs and values shared in the school organization are examples of environmental factors that affect teachers' decisions (Cheng, 1994; Shein, 1985). Overall, these affect teachers' motivation and commitment as well as student achievement and performance (Sadowski & Woodward, 1983; Weiner, 2003; Weiner, Nierenberg, & Goldstein, 1976). Parkay, Greenwood, Olejnik & Proller (1988) found that the locus of control had a negative relationship between teacher stress and effectiveness.

The study of Cheng (1994) with 588 secondary school teachers in Hong Kong investigated the relationship between teachers' locus of control and professional attitude along with school organisation and found that the locus of control was a strong indicator of teachers' professional attitudes. The study also found out the teachers who have internal locus of control have job satisfaction, external satisfaction, as well as satisfaction in their social relations, have clear roles in their lives and display an indication that they can do the work. Czubaj's (2000) research also state that the control-oriented feature of the teachers also affects the students. The research of Kiral (2012) found a significant positive correlation between perfectionism of school principals and internal locus of control. Akkaya (2015) has found that single and teachers have higher level of chance locus of control compared to married teachers. Bein, Anderson & Maes' (1990) study indicated that there was a negative correlation between external control focus and job satisfaction of teachers. Sunbul (2003) found that teachers' external locus of control and their age are positively and directly related to emotional burnout.

As seen, researches on the teachers in this field are limited in Aydin. This also raises and reveals the importance of the research. The results of the research will be shared with the Provincial National Education Directorate of Aydin by the researcher and this research will be effective in planning various trainings for teachers. This means that teachers' trainings can be effective in their personal development, professional qualifications, communication with students, colleagues, parents and administrators, and job satisfaction etc. Therefore, this research is important for teachers. In addition, knowing the relationship between the locus of control and the different variables can help the school administrators. For example, if the administrators know what type of locus of control male and female teachers, they can administrate the teachers the best especially in terms of planning, influencing, coordinating and communicating etc. Another example is to be married or single. If the administrators know that the teachers are married and single (including being divorced), they can

behave accordingly. The variables used in the research are important. For these reasons, the aim of this study is to reveal the relationship between high school teachers' locus of control with different variables. Therefore, following research questions are sought:

1. What are the levels of the teachers' locus of control?

2. Does teachers' locus of control show a significant difference according to gender, age, seniority, specialty, marital status, educational status, school type, length of service at that school, love the profession and the socio-economic status of the school?

Methodology

Descriptive survey model (Buyukozturk, Cakmak, Akgun, Karadeniz & Demirel, 2008; Fraenkel & Wallen, 2006; Karasar, 2012) was used to investigate the relationship between Anatolian High School teachers' locus of control and different variables such as gender, age, seniority, specialty, marital status, educational status, school type, length of service at that school, love the profession and the socio-economic status of the school.

Study Group

The participants of this research are 335 teachers working in public Anatolian High Schools in Aydin during 2015-2016 academic year. The teachers in the research were consist of 68.7 % (n: 230) male and 31.3 % (n: 105) female; 16.1 % (n: 54) 30 ages and less; 20.3 % (n: 68) from 31 to 35 ages; 25.7 % (n: 86) from 36 to 40 ages; 18.2 % (n:61) from 41 and 45 ages; 19.7 % (n: 66) from 46 ages and more; 88.1 % (n:295) of teachers were undergraduate, 11.9 % (n: 40) postgraduate; 20.3% (n: 68) single, 79.7% (n:267) married. The teacher worked in same school 69 % (n: 231) 5 and less years, 17 % (n: 57) from 6 to 10 years, 14 % (n: 47) 11 years and more. The teachers specialties were 61.2 % (n: 205) verbal field, 29.3 % (n: 98) numeric field; 9.6 % (n: 32) skill field. Teachers seniorities were consists of 17.3% (n: 58) 5 years and less; 18.2 % (n: 61) from 6 to10 years; 20.3 % (n: 68) from 11 to 15 years; 21.2 % (n: 71) from 16 to 20 years and 23 % (n: 77) 21 years and more. The teachers who love their professions were 93.1 % (n: 312) and not love their profession 6.9 % (n: 23); the school's socio-economic status were 41.8 % (n: 140) low; 52.2 % (n: 175) medium and 6 % (n: 20) high.

Data Collection Tools

In this study, the locus of control scale and demographic form which included several variables (gender, age, seniority, specialty, marital status, educational status, school type, length of service at that school, love the profession and the socio-economic status of the school) were used. Multi-Dimensional Locus of Control Scale was used in this research. The scale was explained below.

Multi-Dimensional Locus of Control Scale: This scale is developed by Levenson (1974, 1981) to measure teachers' locus of control levels and multi-dimensional structure of it. The scale was

adapted to Turkish by Kiral (2012). In the adaptation process, six-scale Likert style was used [Strongly agree (1) – strongly disagree (6)]. Levenson (1974) categorised the items under three factors in the construct validity of research. The Cronbach's alpha internal consistency coefficient was .75 for Internal Locus of Control, .76 for External and .61 for Chance. The original scale has 24 items, but five items were removed in the adaptation study. The Turkish adaptation of the scale has 8 items for Internal Locus of Control, 6 items for External others and 5 items for Chance. The scale has no reverse items. The Cronbach alpha co-efficient for the scale are .77 for Internal Locus of Control, .60 for External others and .62 for Chance. Cronbach alpha internal consistency coefficient for 19 items is .78. The indices calculated for the fit of the scale is three factor structures to the data are as follows: $X^2(df=149) = 241,04$; $/df = 1,62$; CFI=.92; SMSR=.078; RMSEA= .057. According to these criteria, the model is good. Construct validity study was not conducted, but for this research, the Cronbach alpha co-efficient are .74 for Internal Locus of Control; .61 for External; and .63 for Chance. The Cronbach alpha internal consistency of the scale is .72. These values are sufficient indicators of validity and reliability. According to Tavşancıl (2006), it is sufficient to have a value between .60 and .80 to argue that a scale has valid reliability values.

Data Analysis

Frequency, percentage, mean, standard deviation, parametric and non-parametric difference tests were used to analyze the data. Frequency and percentage was used for teachers' demographic information; mean and standard deviation was utilized for teachers' locus of control (LOC) level. The parametric difference tests (t-test and ANOVA) were used to find out whether teachers' locus of control levels showed significant difference according to independent variables (gender, age, experience, educational status, etc.) in cases where normality conditions of teachers were ensured (Borg & Gall, 1989; Creswell, 2013; Fraenkel & Wallen, 2006; Gravetter & Wallnau, 2004). The Tukey test was used to determine the groups that showed significant difference in ANOVA. Non-parametric difference tests Kruskal Wallis and Mann-Whitney U tests were performed in cases where normality conditions were not. The Kruskal Wallis test was conducted using the Mann-Whitney U Test to determine the source of the difference (Cokluk, Sekercioğlu & Buyukozturk, 2012; Fraenkel & Wallen, 2006; Gravetter & Wallnau, 2004; Salkind, 2015). Before the normality of the data, extreme values and 12 non-filled data collection tools were excluded from the analysis. The remaining 335 data collection tools were analyzed. The normality conditions of the data were analyzed by measures of central tendency, the skewness and kurtosis coefficient of the data groups and the Kolmogorov-Smirnow test. It was found that the central tendency and skewness and kurtosis coefficients were close to each other between +1,5 and -1,5 (Tabachnick & Fidell, 2013). The Kolmogorov-Smirnow test was found to be suitable ($p > .05$). The statistical significance of the data was tested at .05 level.

Findings

The findings are categorized as findings related to teachers' locus of control level and findings concerning teachers' locus of control with different variables.

Findings related to teachers' locus of control levels

Findings related to teachers' locus of control (LOC) levels are presented in Table 1.

Table 1. The teachers locus of control levels

Dimensions	n	\bar{X}	S
Internal LOC	335	4.12	.852
External LOC		3.36	.824
Chance LOC		3.01	.932
General LOC		3.59	.594

When Table 1 is examined, it is seen that Anatolian High School teachers mostly exhibit Internal locus of control and this is followed by external and chance. Teachers' general locus of control is higher than the average.

Findings related to the relationship of teachers' locus of control with various variables

The statistical data regarding the control locus of Anatolian High School teachers regarding gender, age, seniority, specialty, marital status, educational status, school type, length of service at that school, love the profession and the socio-economic status of the school are given below. The locus of control levels of Anatolian High School teachers change according to gender variable are given in Table 2.

Table 2. The results of t-test of teachers' genders

Dimensions	Gender	n	\bar{X}	S	Sd	t	p
Internal LOC	Male	230	4.11	.843	333	.111	.911
	Female	105	4.12	.876			
External LOC	Male	230	3.35	.803		.409	.683
	Female	105	3.39	.872			
Chance LOC	Male	230	3.01	.918		.037	.970
	Female	105	3.02	.966			
General LOC	Male	230	3.58	.593		.265	.791
	Female	105	3.60	.598			

When Table 2 is examined, it is seen that there is no significant difference in locus of control according to the gender of teachers. The t-test results to determine whether the locus of control level of Anatolian High School teachers vary according to the educational status variable are given in Table 3.

Table 3. The results of t-test of teachers' educational status

Dimensions	Educational status	n	\bar{X}	S	Sd	t	p
Internal LOC	Undergraduate	295	4.15	.850	333	1.928	.055*
	Postgraduate	40	3.87	.839			
External LOC	Undergraduate	295	3.38	.822		.925	.356
	Postgraduate	40	3.25	.838			
Chance LOC	Undergraduate	295	2.97	.938		2.150	.032*
	Postgraduate	40	3.31	.838			
General LOC	Undergraduate	295	3.60	.586		.681	.496
	Postgraduate	40	3.53	.656			

When Table 3 is examined, it can be seen that the locus of control levels according to the education level of the teachers do not show a significant difference in the subscale of external, but there is a significant difference in the subscale of Internal locus of control and chance. Teachers with undergraduate education have higher levels of Internal control than those with postgraduate education, whereas teachers with postgraduate education have a higher chance of locus of control than those with undergraduate degrees. The results of the t-test of to determine if Anatolian High School teachers' locus of control changed according to the marital status are given in Table 4.

Table 4. The results of t-test of teachers' marital status

Dimensions	Marital status	n	\bar{X}	S	Sd	t	p
Internal LOC	Single	68	3.95	1.037	333	1.747	.081
	Marrried	267	4.16	.796			
External LOC	Single	68	3.45	.952		.956	.340
	Marrried	267	3.34	.789			
Chance LOC	Single	68	3.09	1.107		.703	.483
	Marrried	267	2.99	.883			
General LOC	Single	68	3.57	.771		.353	.724
	Marrried	267	3.59	.541			

When Table 4 is examined, it is seen that there is no significant difference in locus of control according to the marital status of teachers. The results of ANOVA test to determine if Anatolian High School teachers' locus of control according to age variable are given in Table 5.

Table 5. The results of ANOVA (Tukey test) of teachers' ages

Dimensions	Ages	n	\bar{X}	S	Sd	F	p	Diff.
Internal LOC	30 ages and less	54	4.16	1.104	4,330	1.203	.309	
	31- 35 ages	68	4.03	.757				
	36- 40 ages	86	4.26	.797				
	41 – 45 ages	61	3.98	.660				
	46 ages and more	66	4.11	.928				
External LOC	30 ages and less	54	3.65	1.106		2.059	.086	
	31- 35 ages	68	3.29	.701				
	36- 40 ages	86	3.30	.669				
	41 – 45 ages	61	3.33	.873				

	46 ages and more	66	3.32	.782			
	30 ages and less	54	2.73	1.128		2.977	.019*
	31- 35 ages	68	3.20	.837			
Chance LOC	36- 40 ages	86	2.91	.869			1/2-4
	41 – 45 ages	61	3.22	.911			
	46 ages and more	66	3.00	.889			
	30 ages and less	54	3.63	.789		.100	.982
	31- 35 ages	68	3.58	.541			
General LOC	36- 40 ages	86	3.60	.520			
	41 – 45 ages	61	3.57	.581			
	46 ages and more	66	3.57	.579			

When Table 5 is examined, the locus of control according to the age of the teachers does not show any significant difference in the other subscales except for the chance locus of control. To find the source of the difference, multiple comparison tests were performed, and it was determined that the level of chance locus of control of the teachers at the age of 30 and below was lower than the teachers between 31 and 35 age group and 41-45 age group. ANOVA test results with regard to teachers specialty is presented Table 6.

Table 6. The results of ANOVA (Tukey test) of teachers' specialty

Dimensions	Specialty	n	\bar{X}	S	Sd	F	P	Diff.
Internal LOC	Verbal field	205	4.09	.884	2;331	1.586	.206	
	Numeric field	98	4.22	.739				
	Skill field	32	3.93	.949				
External LOC	Verbal field	205	3.37	.866		.055	.947	
	Numeric field	98	3.34	.721				
	Skill field	32	3.35	.871				
Chance LOC	Verbal field	205	3.08	.960		6.123	.002*	
	Numeric field	98	2.77	.760				2/1-3
	Skill field	32	3.36	1.073				
General LOC	Verbal field	205	3.60	.647		.132	.877	
	Numeric field	98	3.56	.438				
	Skill field	32	3.60	.665				

As table 6 suggests, teachers' locus of control do not show any significance difference according to the teaching specialty. The only difference can be seen in chance subscale. Numeric field teachers' have lower chance based locus of control compared to verbal field teachers. ANOVA test results regarding Anatolian High School teachers' locus of control according to years of seniority are presented in Table 7.

Table 7. The results of ANOVA (Tukey test) of teachers' seniority

Dimensions	Seniority	n	\bar{X}	S	Sd	F	P	Diff.
Internal LOC	5 years and less	58	4.17	.920	4.289	2.051	.087	
	6-10 years	61	4.00	.878				
	11-15 years	68	4.22	.782				
	16 -20 years	71	3.92	.910				
	21 years and more	77	4.25	.756				
External LOC	5 years and less	58	3.65	1.018		2.344	.055*	1/5
	6-10 years	61	3.28	.831				
	11-15 years	68	3.33	.653				
	16 -20 years	71	3.36	.833				
	21 years and more	77	3.24	.751				
Chance LOC	5 years and less	58	2.76	1.096		2.078	.083	
	6-10 years	61	3.09	.812				
	11-15 years	68	3.19	.823				
	16 -20 years	71	3.08	.982				
	21 years and more	77	2.93	.902				
General LOC	5 years and less	58	3.63	.704		.726	.575	
	6-10 years	61	3.54	.581				
	11-15 years	68	3.67	.527				
	16 -20 years	71	3.52	.650				
	21 years and more	77	3.59	.513				

When Table 7 is examined, it is seen that the locus of control levels according to the experience of teachers do not show any significant difference in other subscales except for external locus of control. When the multiple comparison test was conducted, it was found that the teachers who had experience of 5 years or less had higher levels of external locus of control than the teachers with 21 years of seniority. ANOVA test results with regard to the lenght of service at that schools are displayed in Table 8.

Table 8. The results of ANOVA (Tukey test) of teachers' lenght of service at that school

Dimensions	Years	n	\bar{X}	S	Sd	F	p
Internal LOC	5 years and less	231	4.11	.843	2.332	.344	.709
	6-10 years	57	4.07	.898			
	11 years and more	47	4.20	.853			
External LOC	5 years and less	231	3.37	.877		.158	.854
	6-10 years	57	3.38	.672			
	11 years and more	47	3.30	.729			
Chance LOC	5 years and less	231	3.00	.903		.125	.883
	6-10 years	57	3.05	.894			
	11 years and more	47	3.06	1.118			
General LOC	5 years and less	231	3.58	.617		.066	.936
	6-10 years	57	3.58	.553			
	11 years and more	47	3.62	.533			

When Table 8 is examined, it is seen that there is no significant difference in locus of control according to the teachers' length of service at that school. The results of the Mann-Whitney U test are shown in Table 9 to determine if the locus of control levels differ according to the love the profession.

Table 9. The results of Mann-Whitney U Ttest of teachers' love the profession

Dimensions	Love the profession	n	Mean Rank	Sum of Ranks	U	p
Internal LOC	Yes	312	168.77	52657	3347	.590
	No	23	157.52	3623		
External LOC	Yes	312	167.17	52158	33300	.564
	No	23	179.22	4122		
Chance LOC	Yes	312	168.70	52633	3371	.628
	No	23	158.57	3647		
General LOC	Yes	312	168.29	52505.5	3498.5	.842
	No	23	164.11	3774.5		

When Table 9 is examined, it is seen that there is no significant difference in locus of control according to the teachers love the profession. Kruskal Wallis test was conducted to find if teachers' perception with regard to the socio-economic status of the schools they work showed any significant difference. The findings are presented in Table 10.

Table 10. The results of Kruskal-Wallis Test of the socio-economic status of the schools

	Socio-economic status	n	Mean rank	X ²	sd	p	Diff.			
Internal LOC	Low	140	156.48	3.542	2.332	.170				
	Medium	175	177.12							
	High	20	168.85							
External LOC	Low	140	154.29	14.554		2.332	.001 [*]	3/1-2		
	Medium	175	170.55							
	High	20	241.65							
Chance LOC	Low	140	165.97	5.342			2.332	.069		
	Medium	175	164.11							
	High	20	216.30							
General LOC	Low	140	152.95	11.449				2.332	.003 [*]	3/1-2
	Medium	175	173.24							
	High	20	227.48							

As seen table 10, teachers' perceptions showed significance difference only in powerful others subscale and general locus of control. The comparison test (Mann Whitney U test) was conducted to find out the source of the difference, it was seen that the levels of control center and general locus of control of the teachers who perceived the high socio-economic status of the school were higher than the teachers who perceived the socio-economic status of the school as low and medium.

Conclusion, Discussion and Suggestions

It is known that Individuals have three different locus of control; internal, external and chance. Those who have internal locus of control believe that they can change the causes and results of incidents, those who believe in external trust in their families, relative, intimate environment or state in changing the course of events. Lastly, those who believe in chance hold superstitious beliefs or think chance, destiny, god or astrology play a significant role in how events evolve.

As the research shows (Kiral, 2012; Rotter, 1954, 1966; Yesilyaprak, 1988 etc.) individuals with high internal locus of control work more enthusiastically and they are more successful. However, some of the individuals in the society prioritize other types of control rather than internal control in their lives. This does not only affect the personal or family life of the individual, but also the professional life. The locus of control is important in the decisions taken by teachers, identifying the causes and results of the events, acting and deciding freely. This research aimed to determine the locus of control levels of high school teachers according to various variables.

According to the results of the study; it is seen that high school teachers' exhibit the internal locus of control at the highest level and then external and chance based locus of control. Akkaya (2015); Bein, Anderson and Maes (1990); Bulus (1996); Cayli (2013); Kiral (2012); Yesilyaprak (1998) found the similar results in their researches. The reason for this similarity is that the teaching profession is based on control. Because the teachers have to keep the events and students under control. Of course, in addition to what they do and their tendency to keep under control, they should decide the course of events themselves.

There is no significant difference between the locus of control according to the gender of the teachers in this research. Akkaya (2015); Bein, Anderson & Maes (1990); Buluş (1996), Çaylı (2013); Kiral (2012); Yeşilyaprak (1998) found similar results, too. On the other hand, Callaghan and Papageorgiou, (2015); Cakır (2017); Fagbohunge and Jayeoba, (2012); Oguz and Saricam (2016); Sakarya-Kucukkaragoz (1998), Surgen (2014); Stocks, April & Lynton, (2012) found a significant difference. Because of the fact that the sample groups in these studies are different, it can be said that different results can be obtained by the research

In this research and Canbay's (2007) research found that the marital status variable was not effective on teachers' locus of control whereas Jamal, Yaseen, Zahra and Sayyeda (2014) identified significance difference. In addition, other variables that did not differ significantly in this study were the lenght of service at that school studied, whether or not they would like to do their job. No similar studies could be find that examined these variables.

Teachers with an undergraduate degree have higher internal locus of control than those with a postgraduate degree; and teachers with postgraduate education have higher chance-based locus of

control than those with undergraduate degrees. Akkaya (2015); Canbay (2007); Kiral (2012) and Sakarya-Kucukkaragoz (1998) found that postgraduate education did not make a significant difference on teachers' views.

It was found that the level of chance-based locus of control of teachers at the age of 30 and less was lower than the teachers in the age group 31-35 and 41-45. Young teachers under the age of 30, to be a teacher by taking an exam and they were assigned to the teaching profession according to the result. There is no chance factor for passing this exam. If you study, you pass. Therefore, it can be said that the levels of chance-based locus of control are low. On the other hand, Akkaya (2015); Kiral (2012), Sakarya-Kucukkaragoz (1998) found that the age variable did not make a significant difference in the internal locus of control.

This research shows that the levels of exhibiting the chance-based locus of control of numeric field teachers are lower than the verbal field teachers. Numeric field teachers tend to prove all the thing because of their branches. But Akkaya (2015) and Canbay's (2007) researches' that teachers' locus of control has a significant difference.

The research shows that teachers who have experiences of 5 years or less have higher levels of external locus of control compared to teachers with 21 years of seniority and more. Teachers whose seniority have less, they may be under the influence of others and may tend to do until they learn the profession of teaching, what they say. For this reason, external locus of control levels may be higher than experienced teachers. Ahluwalia and Preet (2017); Akkaya (2015); Kiral (2012); Sakarya-Kucukkaragoz (1998) also revealed similar findings in their research.

It was found that the levels of external and general locus of control of the teachers who perceived the socio-economic status of the school were higher than the teachers who perceived the socio-economic status of the school as low. Teachers think that the socio-economic status of the school based on others to act in accordance with this answer can be interpreted that they have given the answer.

The results of the research underline the importance and necessity of informing teachers on internal locus of control through informative booklets. Teachers can be supported by practical training courses given by the academics who have expertise in this field. There may be efforts to encourage inexperienced teachers to be more independent and they can be encouraged by senior teachers and school leaders so that they can work independently. The same research can be conducted with preschool, primary and secondary school teachers or school principals and the results can be compared. By using qualitative research techniques with teachers and school principals, the effects of locus of control on work, friends and family life can be revealed.

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A Comparative Analysis of the 2006 and 2018 Undergraduate Programs of Teaching Turkish

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Abstract

The purpose of this study is to analyze the Turkish Teaching Undergraduate Program implemented since 2006-2007 academic year and the Turkish Teaching Undergraduate Program for 2018, introduced from the autumn semester of 2018-2019 academic year, by comparing their various particulars and dimensions. In the research, the document examination qualitative research method was used.

The updated program consists of courses on Pedagogical Knowledge (33%), General Knowledge (18%) and Subject Knowledge (49%). The Updated Undergraduate Program has been supplemented with Pedagogical Knowledge courses and is thus much stronger. In the updated program, General Knowledge courses retain their prior dominance. Nevertheless, Subject Knowledge courses have been decreased in terms of total hours at theoretical and practical levels as well as in the number of credits (TPC) compared to the former Undergraduate Program. One of the positive amendments made in the updated program is expanding the “Teaching Practice” course over a longer time span. As a result, the program is compatible with the Turkish Language Education Program (grades 1-8) planned and implemented by the Turkish Ministry of Education and inclusive of elective courses as well as a pool of relevant elective courses.

Keywords: 2006 Undergraduate Program of Teaching Turkish, 2018 Undergraduate Program of Teaching Turkish, Pedagogical Knowledge courses, General Knowledge courses, Subject Knowledge courses.

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Introduction

“Teachers play a critical role in the socialization of person, transference of social culture and values to younger generations and raising awareness among individuals and the community” (Keklik, 2013, p. 1913). Given the tasks assigned above, teachers are indisputably the lead actors in the education system.

The very first steps toward teacher training in Turkey can be traced back 171 years. One of the most important advances in the history of Turkish education was the founding of the Darülmualimîn (Teacher Training College) in Istanbul during the reign of Sultan Abdülmecit in 1848 as the first establishment to train prospective teachers. This college offered instruction for male teachers only for a period of three years. In its curriculum, the most noticeable point is that the first course was a teaching methodology course called *Lecturing and Teaching Methods* and other courses subsequently followed this course (Akyüz, 2005). In due course, female teachers were needed to be employed in elementary schools for girls; hence the earliest college to train such teachers, named Darülmualimat, was founded in 1870 during the reign of Sultan Abdülaziz (Akyüz, 2006; Altın, 2017).

“When we take a closer look at teacher training institutes of the post-1923 Republican era, it is evident that from its establishment up to that date, teacher training has been executed by educational institutes at different stages of formal education in a myriad of types and levels” (Atanur Başkan, Aydın & Madden, 2006, p. 36). In this context, primary-education schools, two-year educational institutes, schools for village teachers, courses for village trainers, and village institutes were commissioned to train prospective teachers for elementary schools. Three-year education institutes were commissioned to educate prospective teachers of secondary-education schools and higher teacher-training schools were assigned to train the prospective teachers of high schools (Korkmaz, Bağçeci, Meşe & Ünsal 2013; Akdemir 2013; Atanur Başkan 2001; Dursunoğlu 2003; YÖK 2007a).

“In Turkey, teacher training institutes have been operating since the establishment of the Republic (1923) and in 1982 they were affiliated with the Ministry of Education” (Öztürk, 2007, p. 306). “As of 1982, the Higher Education Law (no. 2547) transformed higher education teacher training institutes into faculties and incorporated them in universities” (MEB, 2010, p. 57). Nonetheless, “universities were inexperienced in teacher training and university boards were decidedly not yet ready to achieve this vital mission” (Kavcar, 2002, p. 5). However, transferring the responsibility for teacher training to universities provided a favorable environment for academic research and producing scholarly knowledge.

At national level, universities lacked a joint program to implement in teacher training. “It is seen that after a hiatus of 15 years, it was only in 1997 that YÖK was able to eventually tackle this major issue” (Kavcar, 2002, p. 5). “In Turkey, the Law passed on 16.08.1997 (no. 4306) applied to the 1997-1998 academic year effected eight-year compulsory elementary education, which triggered a rising demand for class and branch teachers. In response, this fueled attempts to restructure education

faculties and an updated program was applied in the 1998-1999 academic year” (Küçükahmet, 2007, p. 205).

“In the previous decade, the Ministry of Education, universities, and non-governmental organizations held symposiums, panels, workshops, forums, conferences and academic activities to discuss whether the teacher training programs in faculties of education were competent enough to train prospective teachers equipped with modern skills and knowledge and suggestions to solve the problems of these programs were shared in line with data from scholarly research and the views of experts in the field” (YÖK, 2006, p. 4).

As a result, in order to alleviate the defects in undergraduate programs of teacher training, a range of actions was taken to implement the required revisions. Finally, on July 21, 2006, the YÖK General Board approved new undergraduate Teacher Training programs at Faculties of Education, to be put into effect as of the 2006-2007 academic year (YÖK, 2007b). It was then resolved that, percentage-wise, undergraduate programs of teacher training would comprise 50-60% subject knowledge and skills courses, 25-30% pedagogical knowledge and skills courses, and 15-20% general knowledge courses.

Within the framework of these updating measures; “it was detected that there was a lack of program evaluation and corresponding process for program development; therefore, there was a search to find pro-tem shortcut solutions to eliminate these defects” (Atik Kara & Sağlam, 2014, p. 29). Unfortunately, these endeavors failed to have the desired effect.

Structural changes put into place in response to social needs and demands in the Turkish educational system were related to restructuring faculties of education/educational sciences to function with departments and sub-departments and it became mandatory to revise undergraduate programs of teacher training. As a result, firstly the templates of departments and sub-departments were restructured through the 28.02.2017 resolution of YÖK’s General Board, and the new templates were transmitted to universities. Essential updates were then implemented in the relevant faculties and institutes (YÖK, 2018, p. 7).

Reasons for updating the teacher training undergraduate programs that became effective in the academic year of 2018-2019 can be listed as follows [YÖK (Higher Education Institution), 2018: 7-11]:

1. Emergence of the need to eliminate differentiation between elementary teaching and junior high school teaching in the names of faculty departments.
2. The need to harmonize teacher training undergraduate programs with teaching programs being prepared and implemented by the Ministry of National Education.
3. Emergence of the need to educate teacher candidates suitably equipped with respect to social, cultural, moral and intellectual aspects and having a developed personality as well as being

sufficiently equipped with professional (pedagogical) information and skills related to their subjects within the frame of the new undergraduate program.

4. Emergence of the need to update undergraduate programs to conform with new competencies and objectives declared within the frame of the General Competencies of Teaching Profession prepared and published in 2017 and the Teacher's Strategy Certificate.

5. Implementation of the Competencies outlined within the frame of new Turkish Higher Education Competencies, whereas former competencies were related subject education sciences and teacher training.

6. The need for harmonization with Bologna Process quality and accreditation in the field of higher education.

7. The need to establish core programs for undergraduate programs providing education in the same area in Turkey.

8. Existence of the need to have optional courses (minimum 25%) in undergraduate programs within the context of the Bologna Process.

9. The need to eliminate non-conformities in the national credits and AKTSs of Pedagogical Teaching Knowledge (PK) and General Knowledge courses (GK) (YOK, 2018: 8-11). Reasons for the new features in the updated teacher training undergraduate programs are as follows:

It is expected that teacher candidates graduating from teacher training undergraduate programs will graduate as teachers adopting universal, national, and domestic values, as well as professional ethics, and having gained the characteristics of being informed, technologically literate and research-orientated. Furthermore, new undergraduate programs have been structured on the basis of gaining skills, attitudes and values. Within the context of new undergraduate programs, subject knowledge and pedagogical knowledge courses have been re-determined and they are now reflected in the relevant undergraduate programs. In addition, the "Teaching Application" course has been restructured and will be given in two semesters (the academic year in Turkey consists of two semesters, not three or more) in order to give students the chance to carry out more practice in schools.

Gaining knowledge and skills relating to subject knowledge and teaching in teacher training undergraduate programs is among the leading priorities. In language education undergraduate program courses, a standard was determined among the programs with respect to course names and content. By making the total credits of new undergraduate programs match international standards, harmonization with the Bologna Process was also ensured at the same time. Again, in all programs, non-conformities in national credits and AKTSs of Pedagogical Teaching Knowledge (PK) and General Knowledge (GK) courses have been eliminated. In addition to adding optional courses in new undergraduate programs starting from the 3rd half-year, by also leaving room for optional lessons with a ratio of 1/4 in all undergraduate programs, education plans have been harmonized with the Bologna Process.

One of the teacher training undergraduate programs being applied starting from the first classes of the 2018-2019 academic year is the Turkish Teaching Undergraduate Program. Examination of New Turkish Teaching Undergraduate Program, in all its different dimensions, constitutes the subject of this research.

Aim of the Study

The purpose of this study is to compare the Turkish Teaching Undergraduate Program that was implemented from the academic year 2006-2007 and the new Turkish Teaching Undergraduate Program which began to be implemented in the academic year 2018-2019. Aimed at determining differences between the relevant programs, this comprehensive study covers the number and variety of courses, obligatory and optional courses, course hours and credits, semester in which the course is given, and which courses were removed from the program and replaced with the new courses. To analyze the strong and weak aspects of the New Turkish Teaching Undergraduate Program and to make proposals for eliminating relevant deficiencies is also part of this study's objectives.

Method

To determine the differences between the Turkish Teaching Undergraduate Program for 2006-2007 and the Turkish Teaching Undergraduate Program for 2018-2019, a qualitative research method was used. Qualitative research is where “Qualitative data collection methods such as observations, discussions and document analysis are used and which aim to reveal perceptions and events in a realistic and integrative form in a natural environment” (Yıldırım & Şimşek 2008, p. 39). In gathering the data, document examination has been used as the method, since it covers “The process of finding, reading, note-taking and evaluation of sources for a specific purpose” (Karasar, 2008, p. 183).

In the following stages of this study, the 2006 Undergraduate Program of Teaching Turkish will be referred to as the *Former Undergraduate Program* while the 2018 Undergraduate Program of Teaching Turkish will be referred to as the *Updated Undergraduate Program*. When both programs are mentioned, Undergraduate Program of Teaching Turkish will be the referent phrase.

Findings and Discussion

In this part of the study, comparative findings and interpretation with respect to the content of the Undergraduate Program of Teaching Turkish programs will be itemized including the number and categories of courses, course hours and course credits, compulsory and elective courses, course hours-credits, changes of semester, and courses removed and replaced. Evaluation of compulsory courses recently added to the Updated Undergraduate Program and elective courses in the Updated Program will also be listed.

1. Findings and discussion of number and categories of courses

Courses in the Undergraduate Program of Teaching Turkish are divided into three main categories: Subject Knowledge, Pedagogical Knowledge and General Knowledge. As seen in Table 1, in the Former Undergraduate Program there were 33 Department and Subject Knowledge courses (in

the updated program, the “Department and Subject Knowledge” course was re-named the “Subject Knowledge” course), 12 Pedagogical Knowledge and 14 General Knowledge courses. In the Updated Undergraduate Program, on the other hand, there are 34 Subject Knowledge courses, 22 Pedagogical Knowledge courses, and 12 General Knowledge courses.

Table 1: Number and category of courses in compared programs

Former Undergraduate Program (2006)								Updated Undergraduate Program (2018)							
	DSK		PK		GK		Total		SK		PK		GK		Total
	C	E	C	E	C	E			C	E	C	E	C	E	
1. Term	6	-	1	-	2	-	9		3	-	2	-	4	-	9
2. Term	5	-	1	-	2	-	8		4	-	2	-	3	-	9
3. Term	4	1	1	-	2	-	8		6	-	2	1	-	1	10
4. Term	5	-	1	-	2	-	8		5	1	2	1	-	1	10
5. Term	4	-	2	-	1	-	7		3	1	2	1	1	1	9
6. Term	4	-	1	-	2	-	7		3	1	2	1	-	1	8
7. Term	2	-	3	-	-	1	6		2	2	2	1	-	-	7
8. Term	-	2	2	-	1	1	6		2	1	2	1	-	-	6
Total	33		12		14		59		34		22		12		68

Source: YÖK, 2007b; YÖK, 2018

(DSK: Department and Subject Knowledge, PK: Pedagogical Knowledge, GK: General Knowledge, SK: Subject Knowledge, C: Compulsory, E: Elective)

As presented in Table 1, in the Updated Undergraduate Program there is a one unit increase in the Subject Knowledge category and two-unit decrease in General Knowledge. As seen in the Pedagogical Knowledge courses in the Updated Undergraduate Program, there is an approximate twice-fold increase in this category. Another noticeable finding is that in the Former Undergraduate Program, the total number of courses was 59, while in the Updated Undergraduate Program the total is 68. This increase in the number of courses in the Updated Undergraduate Program was achieved by converting 3-hour courses in the Former Undergraduate Program to 2-hour courses in the Updated Undergraduate Program; by which it is aimed to help students take as many different courses as possible.

2. Findings and discussion of course hours and credits

An analysis of the entire undergraduate programs of Teaching Turkish issued by YÖK reveals the number and credits of all theoretical and practical courses. Accordingly, in the Former Undergraduate Program there are 128 theoretical and 34 practical courses, totaling 162 hours/145 credits. In the Updated Undergraduate Program are 143 theoretical and 14 practical courses totaling 157 hours/150 credits (Table 2).

Table 2: Course hours and credits of courses in compared Undergraduate Programs

	Former Undergraduate Program (2006)					Updated Undergraduate Program (2018)				
	T	P	C	Hours	Credits (%)	T	P	C	Hours	Credits (%)
Pedagogical Knowledge	28	14	35	42	24	44	12	50	56	33
General Knowledge	30	6	33	36	23	26	2	27	28	18
Subject Knowledge	70	14	77	84	53	73	0	73	73	49
Total	128	34	145	162	100	143	14	150	157	100

Source: YÖK, 2007b; YÖK, 2018

(T: Theoretical course, P: Practical course, C: Credit)

As seen in Table 2, in the Former Undergraduate Program the credit ratio in the Pedagogical Knowledge category is 24%, in General Knowledge courses it is 23%, and Subject Knowledge courses are 53%. In the Updated Undergraduate Program, the credit percentage of Pedagogical Knowledge courses is 33%, General Knowledge courses 18%, and Subject Knowledge courses 49%. “Theoretical” course hours increased by one hour in the Updated Undergraduate Program, but the “practical” course hours are now less. In terms of total course hours, there is 3.1% decrease compared to the Former Undergraduate program but the decrease in “practical” course hours is noticeably lower. Engaging prospective teachers who have had practical experience is a vital issue in teacher training but, as seen, the balance between theory and practice has not been sufficiently observed.

Pedagogical Knowledge, General Knowledge and Subject Knowledge are among the basic requirements for training prospective teachers to be successful professionals. It is true that teachers who are fully equipped in terms of pedagogical know-how but not competent in subject knowledge are doomed to failure. Güzel, in his paper on the same “Four-Year Undergraduate Program of Teaching Turkish”, suggested a ratio of 67% on the course for subject knowledge (Güzel, 2005, in Keklik, 2013). In the Updated Undergraduate Program it is seen that subject knowledge courses decreased by 4% compared to the Former Undergraduate Program and totaled only 49%. It is evident that this is lower than the required ratio.

“It has been observed that graduates of the Turkish Language Teaching department lack competency to teach departmental courses in universities. One reason for this failure is that courses in the package program are insufficient in terms of subject knowledge and the number of departmental courses. It is not feasible to teach educational techniques without cultivating competency in subject knowledge” (Kırkkılıç & Maden, 2010, p. 484).

3. Findings and discussion of compulsory and elective courses

In the Former Undergraduate program of Teaching Turkish, elective courses were offered in Subject Knowledge and General Knowledge while in the Updated Undergraduate program, elective

courses are offered in the domains of Subject Knowledge, Pedagogical Knowledge and General Knowledge.

In Table 3 it is seen that the Former Undergraduate Program has 54 compulsory and 5 elective courses while in the Updated Program the number of compulsory courses is 52 and the number of elective courses is 16. As shown in Table 3, the number of elective courses in the Updated Undergraduate Program has multiplied more than three times. In the domains of both Subject Knowledge and Pedagogical Knowledge there are six elective courses while General Culture has four elective courses.

Table 3. Comparison of Compulsory and Elective courses in former and updated programs

Former Undergraduate Program (2006)						Updated Undergraduate Program (2018)				
	Compulsory	Elective			Total	Compulsory	Elective			Total
		DSK	PK	GK			SK	PK	GK	
1. Term	9	-	-	-	9	9	-	-	-	9
2. Term	8	-	-	-	8	9	-	-	-	9
3. Term	7	1	-	-	8	8	-	1	1	10
4. Term	8	-	-	-	8	7	1	1	1	10
5. Term	7	-	-	-	7	6	1	1	1	9
6. Term	7	-	-	-	7	5	1	1	1	8
7. Term	5	-	-	1	6	4	2	1	-	7
8. Term	3	2	-	1	6	4	1	1	-	6
Total	54	3		2	59	52	6	6	4	68

Source: YÖK, 2007b; YÖK, 2018

DSK: Department and Subject Knowledge, PK: Pedagogical Knowledge, GK: General Knowledge, SK: Subject Knowledge

Another noteworthy point concerns elective courses. In the Former Undergraduate Program, 14-week one-term elective courses were devised by academics and added to the curriculum upon approval by the department board, faculty board and Rectorate, respectively. Due to this practice, elective courses with the same content under different codes could be offered to students during the same term (for instance, in tandem with the compulsory New Turkish Literature course, Modern Turkish Literature, Republican era Turkish Literature, etc. were offered as elective courses). Instead of selecting a course with different content, the student could choose an already-available course as an elective where the content was familiar though its code was different. In the Updated Undergraduate Program, however, elective courses were assigned by YÖK; hence it was possible to prevent offering elective courses with different codes but identical or parallel content.

4. Findings and discussion of courses in which hours and credits changed

In Table 4, the corresponding courses in which only the course hours and credits changed in the Updated Undergraduate Program are listed.

Table 4. Courses in which hours and credits changed

Former Undergraduate Program (2006)				Updated Undergraduate Program (2018)			
Course name	T	P	C	Course name	T	P	C
Foreign Language I	3	0	3	Foreign Language I	2	0	2
Introduction to Educational Sciences	3	0	3	Introduction to Education	2	0	2
Foreign Language II	3	0	3	Foreign Language II	2	0	2
Educational Psychology	3	0	3	Educational Psychology	2	0	2
Elective I (Subject Knowledge)	3	0	3	Elective I (Subject Knowledge)	2	0	2
<i>Computer I</i>	2	2	3	<i>Information Technologies</i>	3	0	3
<i>Computer II</i>	2	2	3				
Principles and Methods in Education	3	0	3	Principles and Methods in Education	2	0	2
Turkish Language IV: Sentence Structure	3	0	3	Turkish Language IV	2	0	2
General Linguistics	3	0	3	Linguistics	2	0	2
Effective Communication (Compulsory)	3	0	3	Human Relations and Communication (Elective)	2	0	2
<i>Educational Technologies and Material design</i>	2	2	3	<i>Educational Technologies</i>	2	0	2
				<i>Material design in Turkish Language Education (Elective)</i>	2	0	2
<i>Comprehension Techniques I: Teaching Reading</i>	2	2	3	<i>Teaching Reading</i>	3	0	3
<i>Comprehension Techniques. II: Teaching Listening</i>	2	2	3	<i>Teaching Listening</i>	3	0	3
World Literature	3	0	3	World Literature	2	0	2
<i>Narration Techniques I: Speaking Skills</i>	2	2	3	<i>Speaking Skills</i>	3	0	3
<i>Narration Techniques II: Teaching Writing</i>	2	2	3	<i>Teaching Writing</i>	3	0	3
Teaching of Turkish to Foreigners	2	0	2	Teaching of Turkish as a Foreign Language	3	0	3
Measurement and Evaluation	3	0	3	Measurement and Evaluation in Education	2	0	2
<i>Theater and Drama Practice</i>	2	2	3	<i>Theater and Drama Practice</i>	2	0	2
Guidance & Counseling	3	0	3	Student Counseling in Schools	2	0	2
Elective II (Subject Knowledge)	3	0	3	Elective II (Subject Knowledge)	2	0	2
Total	5	16	65	Total	48	0	48

Source: YÖK, 2007b; YÖK, 2018.

(T: Theoretical course, P: Practical course, C: Credit)

Table 4 shows that the number of theoretical hours (T), practical hours (P) and credits (C) for courses in the Former Undergraduate Program decreased from 303 (TPC) to 202 (TPC) in the Updated Undergraduate Program; hence there was a one hour and one credit decrease in all theoretical courses.

Except for Theater and Drama Practice in the Former Undergraduate Program, courses in which the theoretical and practical hours and credits (TPC) were 223 increased to 303 in the Updated Program, so by eliminating two hours of practice the theoretical hours were increased by one hour while their credits remained the same. In courses that were the backbone of Turkish Education; viz. Teaching Reading, Teaching Listening, Oral Speaking and Teaching Writing, the practical hours were eliminated. This can be considered the wrong approach to adopt.

Another noteworthy point in Table 3 is that in the Former Undergraduate Program, “Teaching of Turkish to Foreigners” had 2 hours (theoretical) and 2 credits but in the Updated Program the course became 3 hours (theoretical) with 3 credits. In the Former Undergraduate Program the course was named “Teaching of Turkish to Foreigners” while in the Updated Undergraduate Program it was re-named “Teaching of Turkish as a Foreign Language”. The rise in course hours and credits can be linked to the recent popularity and greater demand for Teaching of Turkish as a Foreign Language. It is thus evident that the adopted approach for this course is logical and appropriate.

In the Former Undergraduate Program, Theater and Drama Practice was coded as 223 (TPC) but in the Updated Undergraduate Program it was coded as 202 (TPC); hence two hours of practice were eliminated, but at the same time it decreased by one course credit. This decision is contradictory to the course name: Theater and Drama Practice.

In the 2018 Undergraduate Program of Teaching Turkish it is seen that, except for Social Service Practices, Teaching Practice I and Teaching Practice II, all other courses had fewer practical hours. In the Updated Undergraduate Program, “the lack of a practice hour in the weekly course schedule does not mean no practice, and although there is no practical course hour/credit, in order to meet course objectives students should be motivated to make observations and carry out practice on the course in various environments (school, classroom, outside, laboratory, etc.)” (<http://www.yok.gov.tr/documents/10279/41805112/SSS.pdf>), thus students are encouraged to practice during the educational components course. Nonetheless, it is evident that if practice is not made compulsory, it would be over-optimistic to believe that educational components can truly motivate “practice”.

5. Findings and discussion of courses in which the term changed

Another modification in the 2018 Undergraduate Program of Teaching Turkish is that the academic term (semester) of a few courses changed (Table 5).

Table 5. Courses of which Academic Term Changed

Former Undergraduate Program (2006)		Updated Undergraduate Program (2018)	
Course name	Term	Course name	Term
Elective I (Subject Knowledge)	3	Elective I (Subject Knowledge)	4
Scientific Research Methods	3	Research Methods in Education *	4
Computer I and II	3 and 4	Information Technologies *	1
Literature for children	5	Literature for children	3
World Literature	5	World Literature	8
Teaching of Turkish to Foreigners	6	Teaching of Turkish as a Foreign Language *	8
History of Turkish Education	6	History of Turkish Education	4
Guidance & Counseling	7	Counseling & Guidance in Schools*	8
Elective I (General Knowledge)	7	Elective I (General Knowledge)	3
Turkish Education system and School Management	8	Turkish Education system and School Management	6
Elective II (Subject Knowledge)	8	Elective II (Subject Knowledge)	5
Elective III (Subject Knowledge)	8	Elective III (Subject Knowledge)	6
Elective II (General Knowledge)	8	Elective II (General Knowledge)	4

Source: YÖK, 2018 * In Updated Program, course names are listed as given above.

Computer I and II courses were unified in one course. Although it was taught during the 3rd and 4th terms in the old program, it was decided to re-name it “Information Technologies” and offer the course during the 1st term in the new program. Since we are living in the age of technology, digital usage now starts as early as pre-school; hence it is a reasonable to offer the Information Technologies course during the 1st term.

In the Former Program, the World Literature course was offered during the 5th term but in the Updated Program it is offered in the 8th term. In the Former Program, the content of the World Literature course was described by the Higher Education Board as “...*practicing critical reading via harnessing clues gained in Teaching Reading course*” (YÖK, 2007b: 92) and in this program the Comprehension Techniques I: Teaching Reading and World Literature courses were offered in the same term. It would be unwise to expect that a student who has not yet learnt reading methods and techniques would be engaged in reading World Literature. Thus it is a feasible approach to shift the World Literature course to the 8th Term.

6. Findings and discussion of courses removed and replaced

Table 6 shows courses removed from the Former Undergraduate Program and new courses added to the Updated Undergraduate Program, or courses of which the substitutes are unclear.

Table 6. Courses removed from Former Undergraduate Program or replaced

Former Undergraduate Program (2006)				Updated Undergraduate Program (2018)			
Course name	T	P	C	Course name	T	P	C
Writing Techniques	1	2	2	-			
Written Expression I	2	0	2	Turkish Language I	3	0	3
Oral Expression I	2	0	2				
Written Expression II	2	0	2	Turkish Language II	3	0	3
Oral Expression II	2	0	2				
Computer I	2	2	3	Information Technologies	3	0	3
Computer II	2	2	3				
Educational Technologies and Material design	2	2	3	Educational Technologies	3	0	3
				Material design in Turkish Education	2	0	2
Special Teaching methods I	2	2	3	Approaches to Teaching and Learning Turkish	2	0	2
Special Teaching methods II	2	2	3	Turkish Education Programs	2	0	2
				Teaching Grammar	2	0	2
				Teaching Vocabulary	2	0	2
				Assessing in-class Learning	2	0	2
				Exam Preparation and Evaluation in Teaching Turkish	2	0	2
School Experience	1	4	3	Teaching Practice I	2	6	5
Total	20	16	28	Total	28	6	31

Source: YÖK, 2007b; YÖK, 2018

(T: Theoretical course, P: Practical course, C: Credit)

The Writing Techniques course, integral to the 2006 Undergraduate Program of Teaching Turkish, was removed in the 2018 Undergraduate Program of Teaching Turkish and was not substituted in the updated program. The course content of the Writing Techniques course was specified by YÖK as: “*The writing concept, fine writing methods and techniques, capital letters, small letters; how to write slanting capital letters, how to write slanting small letters, writing signs and numbers, cursive handwriting, slanting and regular style small and capital letters, composing texts via regular and cursive handwriting, several decorative and antique style writing practices, practicing legible and readable writing*” (YÖK, 2007b, p. 87). As also evidenced in the course content, writing is a crucial course, particularly for students of the Department of Turkish Education. It is therefore a major mistake to remove the course. Also, adding “Teaching Basic Reading and Writing” as an elective course to the Updated Undergraduate Program elevates the gravity of the “Writing Techniques” course; hence removing the relevant course in the Updated Undergraduate Program was not a sound decision.

In the 2018 updated program, the “Turkish 1: Written Expression” and “Turkish 2: Oral Expression” courses were re-named “Turkish Language 1” and “Turkish Language 2”. The content of Turkish Language 1 is divided into written and oral expression and the content of Turkish Language 2 course was reorganized as academic language usage and text writing (YÖK, 2018, p. 18). However, the course content reveals that the Turkish Language I course entails “*Written language and features; writing and punctuation; features of written and oral expression; paragraph organization and paragraph components (introduction, body, concluding paragraphs); developing thinking (explaining, discussion, narration, description, exemplification, evidencing, comparison and similar practices); text structure (structural features of the text, introduction-body-conclusion); textual features (cohesion, consistency; objectivity, acceptability, contextuality, informativity, intertextuality); text writing (drafting, writing, editing and sharing); informative-explanatory text writing; narrative text writing; descriptive text writing; persuasive and argumentative text writing*” (YÖK, 2018, p. 509). The Turkish Language II course content is defined as “*Features of academic language and writing; referencing descriptions, concepts and terms in academic writing; objective and subjective narration; academic texts’ structure and genres (article, report, scientific abstract, etc.); making claims, proposal writing (supporting, opposing or validating an argument); formative features of scientific reports and articles; steps in report writing; explaining, discussion, intertextual relationship, sharing resources (referencing and footnotes, bibliography); writing a title, summarizing, key word writing; ethical principles to observe in scientific texts; practicing of academic text writing*” (YÖK, 2018, p. 510). A closer look at these components reveals there is also an absence of content on the Oral Expression course; hence it is not feasible to claim that the Turkish Language I and Turkish Language II courses also integrate an “Oral expression” course.

It is stated that “In the Teacher Training Undergraduate Program for 2018, Computer 1 and Computer 2 courses have been removed from the program and in their place Information Technologies courses have been added, including current technology usage skills and Teaching Technologies courses incorporating technology usage skills related to education and teaching.” (YÖK, 2018, p. 18).

Another change is related to the “Educational Technologies and Material design” course. In the 2018 Undergraduate Program of Teacher Training, “due its scope there was constant disagreement between department and sub-department branches”. Hence, the course was removed and replaced with an updated *Educational Technologies* course in the new program” (YÖK, 2018, p. 17). It is also stated that units related to material design would be offered “within the context of courses related to teaching of specific content and teaching practice courses” (YÖK, 2018, p. 17). As can be construed from this statement, the Educational Technologies course added to the Updated Undergraduate Program not only replaced the Computer II course but thanks to its updated content, it also replaced the Educational Technologies and Material design course in the former program. Student acquisition in the domain of Material Design can be achieved via the *Material design in Turkish Education* course listed in the pool of Subject Knowledge Elective Courses.

As seen in the 2018 program, Special Teaching Methods I and Special Teaching Methods II courses were removed and these were substituted by new courses that focused on teaching of the relevant domain (YÖK, 2018). In this regard, it is suggested that the Special Teaching Methods I and II courses in Teaching Turkish be substituted with some of the compulsory Subject Knowledge courses, viz. “Learning and Teaching Approaches”, “Teaching of Turkish Program”, “Teaching Grammar”; and from the pool of elective Subject Knowledge courses, it is advisable that use be made of “Teaching Vocabulary”, “Assessing in-class Learning”, “Exam Preparation and Evaluation in Teaching Turkish” courses.

Another change is related to the “School Experience” course. The School Experience course was removed as it no longer achieved any functional purpose and the content of this course was integrated with that of the Teaching Practice I and II course (YÖK, 2018, p. 17). This choice would allow prospective teachers to spend longer hours at school and build up their pre-service experience.

7. Findings and discussion of compulsory courses recently added to Updated Program

In the 2006 Undergraduate Program of Teaching Turkish, the only linguistic course was “General Linguistics”, but in the 2018 Undergraduate Program of Teaching Turkish, in addition to this course, a compulsory “Text linguistics” course and elective “Semantics” course (see Table 8) were added. Inclusion of these courses in the Updated Undergraduate Program is a positive approach because “it is impossible to teach all the components of linguistics in only one course. As a supplement to the General Linguistics course, it is also essential to offer lingua courses such as Semantics, Text Linguistics, etc.” (Keklik, 2013, p. 1918).

Table 7. Compulsory courses recently added to Updated Undergraduate Program

Updated Undergraduate Program (2018)					
	Course name	Category	T	P	C
1. Term	Educational Philosophy	PK	2	0	2
2. Term	Educational Sociology	PK	2	0	2
	Key Concepts in Language Education	SK	2	0	2
3. Term	Approaches to Teaching and Learning Turkish	SK	2	0	2
4. Term	Turkish Education Program	SK	2	0	2
5. Term	-	-	-	-	-
6. Term	Text linguistics	SK	2	0	2
7. Term	Teaching Grammar	SK	2	0	2
8. Term	-	-	-	-	-

Source: YÖK, 2018, PK: Pedagogical Knowledge, SK: Subject Knowledge, T: Theoretical course, P: Practical course, C: Credit

In the Turkish Language course of the 2006 Undergraduate Program of Teaching Turkish, there are four different grammar courses; entitled Knowledge I: Phonetics, Turkish Grammar II: Morphology, Turkish Grammar III: Lexicology, and Turkish Grammar IV: Sentence Knowledge, although there is no independent course to explain how to teach grammar. Grammar and Teaching Grammar have distinctively different focuses. “Grammar is a branch of science that analyzes any language with respect to sound, form and sentence structures in order to arrive at decisive rules on their usage” (Dolunay, 2010, p. 275). However, “Teaching Grammar is the process of helping students sense the sound, form and sentence structures of a language via employing appropriate teaching methods and thereby assisting students to engage in activities that allow an effective, accurate and correct use of language” (Dolunay, 2010, p. 275). In this vein, an analysis of the 2018 Undergraduate Program of Teaching Turkish shows that, for the first time, an independent course in Teaching Grammar is being offered and this approach is indeed an appropriate and agreeable one.

8. Findings and discussion of elective courses in Updated Program

Data on the elective courses in the 2018 Undergraduate Program of Teaching Turkish are as shown in Table 8.

Table 8. Elective Courses in 2018 Undergraduate Program of Teaching Turkish

Field	Course name	
Pedagogical Knowledge, Elective Courses	Open and distance learning	Teaching Hospitalized Children
	Child Psychology	Inclusive Education
	Attention Deficit and Hyperactivity Disorders	Character and Values Education
	Education Law	Comparative Education
	Education Anthropology	Micro Education
	History of Education	Museum Education
	Drama in Education	Outside School Learning Environments
	Extracurricular Activities in Education	Learning Difficulties
	Program Development in Education	Personalization and Adaptation of Education
	Project Development in Education	Sustainable Development and Education
	Critical and Analytical Thinking	Adult Education and Lifelong Learning

General Knowledge, Elective Courses	Addiction and Fight against Addiction	Career Planning and Development
	Nutrition and Health	Culture and Language
	History and Philosophy of Science	Vocational English
	Science and Research Ethics	Art and Aesthetics
	Economy and Entrepreneurship	Turkish Folk Dances
	Traditional Turkish Handicrafts	Turkish Sign Language
	Human Rights and Democracy	Turkish Music
	Education	
	Human Relations and Communication	History of Turkish Art
Subject Knowledge, Elective Courses	Semantics	Vocal training and Diction
	Language Acquisition	Assessing in-class Learning
	Critical Reading	Turkish Coursebook Analysis
	Teaching Turkish to Bilingual Turkish Children	History of Turkish Education
	Teaching Basic Reading & Writing	Material design in Turkish Education
	Teaching Vocabulary	Exam Preparation and Evaluation in Teaching Turkish
	Media Literacy	Creative Writing

Source: YÖK, 2018

In the 2006 Undergraduate Program of Teaching Turkish, it was resolved to offer students a total of 5 elective courses, 3 of which would be from the pool of Subject Knowledge and 2 from the pool of General Knowledge. In the Former Undergraduate Program there was no information on the specifics of these courses and the selection process was assigned to the relevant department/sub-department. In the 2018 Undergraduate Program of Teaching Turkish, an elective course pool of 22 Pedagogical Knowledge, 16 General Knowledge and 14 Subject Knowledge courses was created. Although YÖK affirms adding new elective courses to the relevant pools, it also enforces certain restrictions. Accordingly, “in addition to elective courses proposed in the programs, it is possible to add to Pedagogical Knowledge (PK) and Subject Knowledge (SK) elective course pools; a maximum of six courses that parallel students’ interests, needs and requests on condition that the course definitions are specified and notified no later than the last day of March 2019 to YÖK, from whom approval is necessary.” Elective courses to be added to the “Subject Knowledge (SK) elective course pool should be associated with the teaching of a relevant course. There is no limitation on the type of courses added to the General Knowledge (GK) elective course pool and there is also no need to ask for YÖK’s pre-approval” (<http://www.yok.gov.tr/documents/10279/41805112/SSS.pdf>).

According to the Updated Undergraduate Program, throughout their academic year for a period of eight terms, students are required to take 6 Pedagogical Knowledge, 4 General Knowledge and 6 Subject Knowledge elective courses. The Elective course pool, consisting of “Subject Knowledge”, “Pedagogical Knowledge” and “General Knowledge” courses from which students can acquire skills relevant to their interests and needs, are offered starting in the third term. Nonetheless, in the Updated Undergraduate Program, there is no specification about which elective courses are offered in which term and it is also not feasible to group “elective courses within themselves; also they cannot be categorized with respect to the students’ class or academic term”

(<http://www.yok.gov.tr/documents/10279/41805112/SSS.pdf>). Furthermore; “in every academic term it is required to open a minimum of 6 courses from each group of Pedagogical Knowledge (PK), General Knowledge (GK) and Subject Knowledge (SK) elective courses” (<http://www.yok.gov.tr/documents/10279/41805112/SSS.pdf>). Thus, in order to avoid any confusion, the related department and sub-department are given a huge responsibility in the planning stage of the elective courses.

Conclusion and Suggestions

In the curriculum-updating workshops on teacher training held in 1997, 2006 and 2009, the focus point of discussions was predominantly programs on the elementary education stage; aside from pedagogical knowledge courses there were no suggested updates for teaching the secondary education level. In the new template of the faculty, the distinction between elementary education and secondary education was removed from the departmental code and updating workshops were implemented to cover all undergraduate programs (YÖK, 2018, p. 10). In the programs, Pedagogical Knowledge (PK) courses formed 30-35%, General Knowledge (GK) courses 15-20%, and Subject Knowledge (SK) courses 45-50% of the program.

One of the recent undergraduate programs of teacher training brought into effect as of the 2018-2019 academic year is the Undergraduate Program of Teaching Turkish. In the updated program, Pedagogical Knowledge courses occupy a ratio of 33%, General Knowledge courses 18%, and Subject Knowledge courses constitute 49%. When we make a SWOT analysis of the Turkish Teaching Undergraduate Program for 2018, the strong and weak aspects of this program along with the opportunities it provides and risks it bears are clarified. The strong and weak points, opportunities and risks of the new undergraduate program are listed below:

1. The new undergraduate program being structured on an axis of gaining skills, attitudes, and values, 2. In the new program, “Teaching Application” courses are split into “Teaching Application I” and “Teaching Application II”. 3. New undergraduate programs being harmonized with the Turkish Lesson Teaching Program prepared and put into practice by the Ministry of National Education (1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th classes of Elementary and Junior High Schools). 4. Addition of many new courses aimed at training the students to be better acquainted with subject knowledge, 5. Increasing the number of Pedagogical Teaching Knowledge courses. 6. Preserving previous weight of General Knowledge courses with respect to their number. 7. Formation of a pool of courses with three different options in the areas of Pedagogical Knowledge, Subject Knowledge, and General Knowledge Courses.

The weak aspects of the program can be affirmed as: *a.* A reduction of subject knowledge courses in the new program, both with respect to total theoretical and practical course hours and total credits, compared with the previous program, and *b.* A reduction of practical course hours from 34 to 14 in the new program.

Opportunities provided by the new undergraduate program can be defined as: 1. The opportunity for students to choose 16 optional courses in total during the 6 semi-year periods from the pool of optional courses according to their interests and expectations. 2. Providing the opportunity for students to carry out practice at schools for a longer period during two semesters. 3. The opportunity provided by the Higher Education Council for relevant departments to propose new optional courses for the pool of optional lessons.

The one risk of the new Turkish Teaching undergraduate program is the statement that: *a*. Although the number of application hours of courses is not stated on the weekly course schedule, this does not mean that no practice will be made during the courses.

Proposals made within the frame of the analysis above are as follows:

1. “In Teacher Training, pedagogical knowledge is vital but it should also be noted that no teaching method and technology is capable of teaching something unlearned. Subject knowledge should be further prioritized, concepts should be defined in a constructive manner, and practice should never contradict theory”. (Börekçi, 2015, p. 412). In order to elevate subject knowledge competency of prospective graduates of the Teaching Turkish Program, the relevant department should offer and teach novel, compulsory or elective subject knowledge courses not offered in the Undergraduate Program promoted by the Higher Education Board.

2. Another salient factor in Teacher Training is to balance theory and practice in undergraduate programs since preparing prospective teachers for the teaching profession relies heavily on gaining practice. Yet unlike the Former Undergraduate Program, in the Updated Undergraduate Program the practical course hours have decreased from 34 to 14 and in Subject Knowledge courses, the practice hours decreased to nearly zero, which is a significant deficiency. It is suggested that this omission be remedied via elective courses proposed by the relevant department.

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The Strategies for Designing Activity Related to Listening/Following Skills and Assessment Rubric

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Abstract

This study deals with the experience of prospective teachers of Turkish in creating activities by using strategies suitable for verbal communication skills and designing an assessment tool to evaluate such activities. The aim of this study is to provide the participants with the necessary knowledge about activity designing strategies as well as to improve their proficiency as teachers to develop and use a suitable assessment tool so that the activities could be evaluated. The study has been carried out in accordance with the mixed research design in which the quantitative and qualitative data collecting processes are used together. The result of the review shows that the completed activity designing strategy and the rubric that evaluates the activities support the participants' proficiency in designing the teaching process suitable for listening/following activities and help them during the teaching process. Based on those findings, it has been concluded that the information acquired during a systematical and planned listening/following process has a positive effect on prospective teachers' skills to design a teaching process.

Keywords: listening/following skills, strategy, rubric.

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Introduction

The listening skill has a crucial role in language acquisition. In studies dealing with learning a foreign language or a second language, it has been concluded that the role of the listening skill is very crucial in the comprehension process (Segura Alonso & Rocío, 2012, p.12) since the act of listening helps the individual start learning the new language by listening. The listening skill is divided in two groups as reciprocal and non-reciprocal listening. Reciprocal listening gives the listener the opportunity to communicate with the speaker during the communication process. Non-reciprocal listening, on the other hand, is the act of listening in which a unilateral interaction exists, as in listening to a radio program or an official class (Nunan, 2001, p. 23). Based on this distinction, Anderson and Lynch (2003, p. 4) claim that the listener must have the following skills simultaneously: Identifying the signals from the speaker among the sounds/noise in the environment; focusing on the flow of speaking process in words; comprehending the discourse of a sentence and formulating a suitable reaction for it. These four basic skills have a crucial role in the realization of a successful listening process. These skills suggest that the active listener is in an intense process of comprehension. Hence, the active listener tries to create a configuration process by relating the content of a speech to his/her internal knowledge (Anderson & Lynch, 2003, p. 4). A listening activity in which the listener is an active participant consists of five interrelated important stages. These stages are hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013, p.1-p.2). Underwood (1989) states that the cognitive functions of listening skill should be increased and it should focus on the basic skills of predicting, testing and interpreting, which are thought to motivate students more efficiently. Hence, it is emphasized that the exercises in a listening process should not be restricted to only understanding and testing as these skills work in micro- (sentential) and macro- (discourse) levels so the exercises chosen should reflect this basic reality. In accordance with this wide scope, the tasks of exercises in a listening process range from ticking, circling, marking, ordering, drawing, labeling, selecting, form-filling, making a list, spotting mistakes, table-completing to predicting (Underwood, 1989). Richards (2009) handles the concept of listening from two perspectives. Listening and comprehension, which are used to substitute one another, is a traditional way where the nature of listening is considered. Thus, it focuses on the strategies used in the listening education process. These strategies are handled in two categories as cognitive and metacognitive. Cognitive strategies are examined in three stages which are comprehension processes, storing and memory processes and using retrieval processes. Metacognitive strategies are examined in four stages which are assessing the situation, monitoring, self-evaluating and self-testing.

The research topics of the studies on listening and following skills show that studies focus on developing a scale, using strategies, the relation of listening to other skills and preparing activities. With the scales they developed or adapted, the researchers evaluated students' attitudes towards, perception and ideas in listening skills (Yıldız, 2018; Aslan, Elma & Kiroğlu, 2017; Okur &

Azizoğlu, 2016; Demir Atalay & Melanlıoğlu, 2016; Erdem & Erdem, 2014; Cihangir-Çankaya 2012; Şahin, 2011; Şahin, & Aydın, 2009). In these studies, valid and reliable scales were developed to determine both prospective teachers' and primary/elementary school students' states of using strategies prior to, during and after listening. Another point that recent studies focus on is the impact and relation of listening on and to speaking, reading comprehension skills and vocabulary in both classroom practices and real life communication situations (Bulut, 2013; Bozorgian, 2012; Tavit, 2010; Richards 2008). It was determined how listening could be united with speaking through information gap filling tasks. Besides, it was found that active listening contributed positively to the improvement of fourth graders' listening comprehension, reading comprehension and vocabulary enrichment. Designing activities suitable for the listening skill is another topic that researchers focus on. Such studies dwell on a more efficient teaching of listening and following skills (Doğan, 2010). The relationship between listening development and strategy using is important point (Graham, Santos & Vanderplank 2011). In those studies, it was found that diagnostic listening and metacognitive strategy education improved elementary school students' listening skills (Melanlıoğlu, 2012; Melanlıoğlu, 2011; Goh & Taib 2006). The results of the studies revealed that children were more confident after doing the first two storytelling activity sheets, which helped them realize that there were strategies available for them to try and improve their listening skill (Santos, 2018). Besides, there was an improvement in students' achievement after being exposed by activating their prior knowledge (Nurpahmi, 2015).

These studies show that the assessment of listening skill is the focal point of studies on listening skill, which suggests a large number of experimental research is needed for the improvement of listening/following skills and listening/following skills education. It has been found that Turkish prospective teachers' competency for methods, techniques, strategies and approaches and level of knowledge for different techniques, methods, strategies and approaches are quite low (Çer, 2017). The researcher focused on meeting these needs identified during literature review. Therefore the present study focuses on middle school students' listening/following skills and Turkish prospective teachers' designing activities using strategies that are suitable for listening/following skills. In this scope, the aim of the study has been to design a teaching process that will support middle school students' listening/following skills and to develop an assessment tool in order to enable an efficient evaluation of the designed process. To that end, answers have been sought to the following questions.

1. How is the efficiency of the strategies used to design activities supporting middle school students' listening/following skills?
2. How is the efficiency and functionality of the rubric developed in order to evaluate the activities?

3. How is the participants' opinions on the teaching of the strategy used in the activity designing process?

The main areas of language education are reading, writing, listening and speaking. It has been found that training for listening skill has been pretty effective on both those four basic skills and listening skill. (Aytan, 2016; Segura Alonso, 2012). In addition to this importance, due to the fact that research and evaluation on listening skills products are few, the present study focuses on this aspect (activity design) of listening skills. The fact that following skills have not been examined to a sufficient degree in the relevant studies although they are closely related to listening is another important point that the present study focuses. Therefore, the present study focused on developing suitable strategies for listening and following skills and eliminating the shortcomings related to evaluation process during the training. In this scope, how listening/following-oriented strategies can be used and evaluated in order to examine these skills more closely is among the main aims of the present study.

Materials and Methods

Research Model

Research process was carried out in accordance with the mixed research design in which qualitative and quantitative methods are used together. The qualitative and quantitative data of the study were gathered from the same groups. Following the collection and analysis of the relevant data for the study, the process for the collection and analysis of other type of data was commenced. In line with this method, the data collection process was designed in accordance with *the sequential timing* of the mixed research model. With sequential timing, the study process can begin with the collection and analysis of quantitative data or with the collection and analysis of qualitative data (Creswell & Clark, 2014, p.73).

The part of the study in which quantitative method was used was designed according to the *single-group interrupted time series design* of the quasi experimental design. Hovardaoğlu (2000), Borg and Gall (1989), Kerlinger (1973) explain the characteristics of the experimental design (Narrated by Büyüköztürk, 2014, p. 3).

Creswell (2012) states that in the *single group interrupted time series design* of the quasi experimental design, measurements are taken from a single group at certain intervals before and after the experimental procedure and that data are analyzed. In the qualitative part of the study, the interview technique was used. In addition to the interviews done during the research process, some qualitative data collection tools were used to collect qualitative data (Cansız Aktaş, 2014). Semi-structured interviews and other qualitative data collection tools (notes of the researcher and observer) were used in order to identify the experience the prospective teachers gained during the

implementation process and the insight they gained from such experience and to find out more information.

Study Group

The study group consists of prospective teachers of the Department of Turkish Language Education at a state university. Of 27 participants, 12 were male and 15 were female. The quantitative and qualitative data gathered during the eight-week training-teaching process were examined and evaluated. All the students were interviewed for the qualitative part of the study. The reason for carrying out the study with junior class students is that they take the course *Understanding Techniques: II Listening Education*. Hence, the topic of the research was designed in a way that it would support the students' education-teaching process and consolidate their knowledge.

Data Collection Tools

The 81 activities prepared by the participants during their training of listening/following skills activity designing strategies (LiFoADS), researcher's observation notes including participants' suggestions and comments and records of classroom debates, the rubric for the evaluation of those activities and the semi-structured interview forms applied on the participants are the data of the study. The researcher collected data for eight weeks by making observations on the implementation process. Doing observations in order to thoroughly examine behaviors exhibited in a certain environment or institution is an efficient data collection tool and it served as an efficient data collection tool in the present study (Balci, 2013).

Collection of Data

Data collection was carried out for eight weeks and in three stages. In the implementation process, activities were designed in three stages. With the activities in the first stage (pre-implementation activities), the needs and prior learning of students were identified. In this scope, the students were asked to prepare activities prior to training process in order that the researchers could assess their knowledge, needs and prior learning about RBT (Revised Bloom's Taxonomy), listening/following skills and designing activities suitable for these skills. Hence, it was possible to assess the participants' knowledge, needs and prior learning and started LiFoADS training. Activities in the second stage (development stage activities) were designed during the rendering of information on RBT, listening/following skills and knowledge on designing activities suitable for these subjects in the scope of LiFoADS training. In this way, the efficiency and success of the training process was monitored. The efficiency and success of the LiFoADS training was evaluated by reviewing the activities designed in this stage. Following this evaluation, the deficiencies identified were improved and the activities in the third stage were designed.

Implementation Process

At the end of the three implementations, the texts of 81 activities were collected from students and a semi-structured interview was carried out with students at the end of the implementation. The details of the implementations for planning activity design, designing the activity and evaluating the activity processes in the LiFoADS training were designed for eight weeks as follows.

Practices of the first week: In the first week of the study, prospective teachers' prior learning about listening/following skills, RBT and designing activities were assessed and so the students' needs in these areas were identified. Then, the participants were asked to write activities suitable for listening/following skills for a secondary school Turkish course. The activities written by the participants were reviewed in accordance with the *rubric for the evaluation of activities* that was designed in line with LiFoADS. At the end of this examination, the participants' prior learning and need about listening/following skills, RBT and preparing activities were identified.

Practices of the second and third weeks: Trainings were provided for listening/following skills, RBT and activity designing according to the readiness states and needs of the prospective teachers. While the researcher participated in the process as the trainer, the other two researchers in the thesis phase of their doctorate programs monitored the implementation process as assistants and observers. In this stage of the study, information on cognitive listening skills and RBT was provided, then the details on the cognitive processes of listening and following were presented. In this scope, information on the cognitive processes (remembering, understanding, applying, analyzing, evaluating and creating) and knowledge areas (factual, conceptual, procedural and metacognitive) of RBT was provided. The participants were informed about how to organize the activities of academic listening and following by using the RBT cognitive processes and knowledge types. In this scope, the content of the activities were organized in accordance with the knowledge types of RBT and application of the activities were organized in accordance with the cognitive processes of RBT. Then, the participants were informed about the assessment and evaluation tools and processes to be used before, during and after the activities.

Practices of the fourth week: In order to give feedback on the activities designed by the participants, their submissions were returned and their shortcomings and mistakes in the activity design process were discussed. The participants reviewed and evaluated their peers' activities in accordance with the rubric. Feedback was provided on review. With the help of that feedback, participants noticed their own needs and prepared a needs list for those areas.

Practices of the sixth week: The participants were provided with supplementary training based on the shortcomings and needs identified. During the training processes, details regarding listening/following skills, RBT and knowledge, methods, techniques, strategies and assessment and evaluation tools to be used during activity design process were shared with the participants.

Practices of the seventh week: Following this supplementary training, participants prepared activities for academic listening/following. These activities were evaluated in accordance with the rubric for the evaluation of the activities as well as in-class debates and brainstorming. In accordance with this evaluation, activities were revised and improved.

Practices of the seventh week: Some of the participants were asked to apply their activities in a classroom environment. Participants animated the activities they had prepared in groups. At the end of the animation, the applicability of the activities were evaluated in accordance with the rubric following the review, the second activities were evaluated in terms of their applicability. The efficiency and functionality of the activities designed in accordance with this evaluation were discussed in the classroom. The activities were revised and improved in accordance with the classroom discussions.

Practices of the eighth week: In this part, the process proceeded with the third stage activity design process. The participants were asked to design activities in accordance with the previous outcomes based on their knowledge and experience from the preceding weeks. These activities were examined in accordance with the rubric. These examinations covered the evaluation of the draft activity, evaluation of the activity content, evaluation of the introduction part of the activity, evaluation of the development part of the activity and the evaluation of the completion part of the activity.

At the end of the training, participants' reflections on the design and application of the activities were examined. In order to qualitatively determine the participants' ideas and comments about the activities, a semi-structured interview was carried out with six participants. Interview items dwelt on six themes and were prepared in accordance with the stages of the LiFoADS training. The written comments of the participants were examined according to content analysis. Feedback was provided to the participants on the activities prepared and the training process itself by sharing the findings of the evaluation process with the participants.

Analysis of the Data

A rubric was prepared in order to evaluate the 81 activities designed in the eight-week training process. According to Sezer (2005), rubrics are prepared in two different types, one being holistic, the other being analytic. Analytic rubric categorizes the general performance characteristics to be measured into sub-groups. Definitions regarding the levels of different performances related to these sub-groups are made. In accordance with these steps, an analytic rubric was used in the present study. While designing the rubric, a literature review about RBT and strategies, methods and techniques for the activity designing process was made, and the criteria, dimensions and item pool for the rubric were determined. The criteria, dimensions and items of the preliminary draft rubric were reviewed. A Lawshe analysis was made in order to ensure the validity of the rubric. Lawshe analysis consists of some basic stages such as establishing the expert group; preparing the candidate scale forms;

recruiting the experts' comments; identifying the content validity ratio for the items; identifying the content validity indexes for the assessment and creating the final form in accordance with the criteria of the content validity ratio indexes. Each item is rated by an expert as *the item measures the target structure, the item is related to the structure but redundant or the item does not measure the target structure*. Besides, in addition to content validity, this analysis can also be used to receive expert view about issues such as the suitability or comprehensibility of the item for the sample group (Lawshe, 1975). The designed rubric was presented for the comments of three experts in the field and five teachers of Turkish Language in the scope of Lawshe analysis. In this scope, the randomly chosen six activities were examined by the raters. The agreement percentage between the assessments by the raters was examined. For the agreement percentage, the following notation was used: [$P = \frac{Na}{Na + Nd} \times 100$] "Agreement percentage = agreement amount: (agreement + disagreement) x 100" (Türnüklü, 2000). The result of the calculation made in accordance with this notation gave a 90% agreement percentage for the evaluation results by the raters. The rubric developed in accordance with the analyses is a 29-item analytic measurement tool with five dimensions (activity draft, content, introduction part of the activity, development part of the activity, completion part of the activity) and that makes product evaluation and consists of three achievement levels (2 "sufficient", 1 "partially insufficient" and 0 "insufficient") (See Table 3).

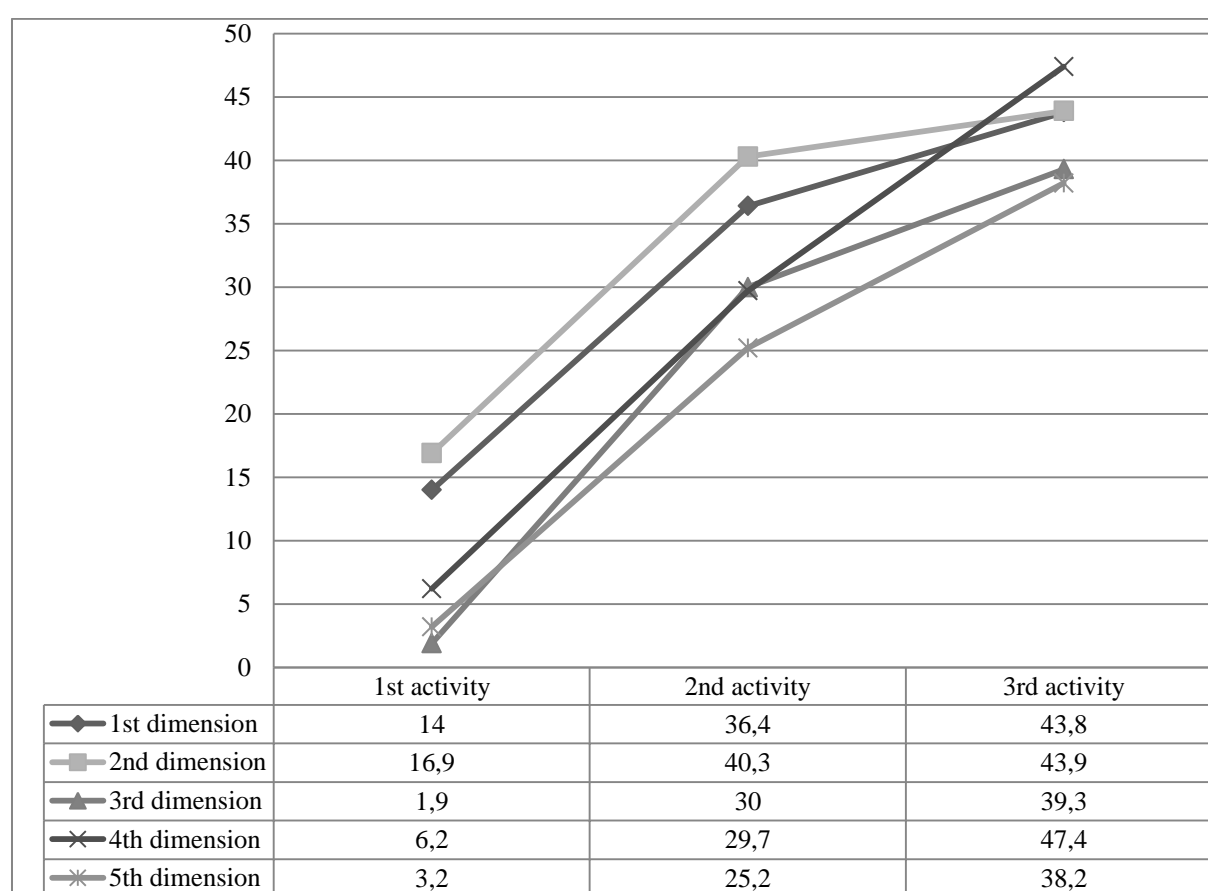
The designed activities were examined with the rubric in accordance with the content analysis. In each item, the values of 2 (for the criterion completed by a participant correctly and completely), 1 (for the criterion completed by a participant incompletely) and 0 (if the participant leaves the part for the relevant criterion blank or fills with an incorrect or irrelevant answer) were given (Osgood et al., 1957, Narrated by Bilgin, 2014, p. 20-21). After rating all the items, the arithmetic average of the items in each dimension in the rubric was determined. The achievement levels of the designed activities according to their proximity or distance to arithmetic average were examined. Achievement levels of activities according to their proximity to arithmetic average of 0 and 2 are determined as follows: "0-0,49: Insufficient (I)", "0,5-0,9: Partially Insufficient (PI)", "1-1,4: Should be Developed (SD)" and "1,5-2: Successful (S)". Based on this analysis, the frequency analysis of the data was carried out and the results were reflected in graphics.

The participants were asked six questions in the scope of the interview carried out in the qualitative part of the study. Data were collected through the items in the semi-structured interview form and analyzed them in accordance with content analysis. In the analysis process, the items were coded as "I1, I2, I3, I4, I5, I6", and participants were coded as "P1, P2, P3, P4, P5, P6". The findings from the content analysis were classified in the frame of certain themes based on their similarities (planning of draft activity, organizing the content, introduction part of the activity, development part of the activity, completion part of the activity, the functionality of RBT in the activity planning process). The results thereof were analyzed and evaluated.

Results

Findings on the first research question

In this part, activities related to listening and following skills for the eight-week teaching process design (activity designing) training that would support the listening/following skills were designed and created. These activities were designed in three stages as before, during and after the LiFoADS training. Information was provided regarding the strategies that would be used in the introduction, development and completion stages of the activities that would be designed during the training process. Findings on this information and the 81 activities that were designed by 27 participants are given in Graphic 1.



Graphic 1. Achievement levels of activity groups according to the dimensions in the rubric

In Graphic 1, activities in stages one, two and three are shown with their evaluation according to the five dimensions in the rubric. Achievement levels of the activities were reviewed based on the results gathered from the total values of the mean score for the 27 activities that was calculated according to five dimensions. For instance, the achievement level of a certain group was determined by adding up the arithmetic averages of the scores that were given to 27 activities in the first group in

the first, second, third, fourth and fifth dimensions of the rubric. Based on this calculation, the following findings were derived about the achievement levels of the activities.

In the first stage of the LiFoADS training, the focus was on activity designing plan before creating the activity draft. Accordingly, the participants were given training about the strategy for designing an activity plan. Before designing the activities, the participants were informed about how to create an activity plan and about the important criteria that should be followed in the whole activity draft based on the plan. In order to determine how the given information was integrated in the activities designed by the participants, the items related to this information were added to the first dimension of the rubric. Based on these criteria, the characteristics of the activities designed by the participants in accordance with the activity designing plan were assessed in the light of the rubric. In the first dimension of Graphic 1, the findings on how those seven criteria were used in the activities designed by the participants are shown. These criteria are as follows: the coherency of the suggested material with the content of the activity (I1), association of language skills (reading, writing and verbal communication) and grammar with the content of the activities(I2), ensuring the active participation of students in the learning process (I3), a successful command of language (narration) in the activity (M4), allocating sufficient coverage for metacognitive domain (M5), allocating sufficient coverage for effective domain (I6) and sufficient use of methods and techniques (I7). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The results shown in the graphic suggest that the LiFoADS training was quite successful since the achievement means show a great variance in the first (14), second (36,4) and third (43,8) activities. From the first activity to the third, the strategies in this dimension were used correctly and successfully in a linear way. This result shows that the activity plans that were designed incompletely and insufficiently in the first activity were improved to the level of successful and/or should be developed in the second and third activities.

In this stage of the LiFoADS training, the participants were informed about the points that should be taken into account during the organization and transfer of the information to be given in the draft activity. In this scope, special emphasis was given to how the participants could make use of the knowledge domains of RBT while designing the activity contents. Next, the participants were informed about the criteria that should be followed while organizing the contents. The criteria that should be followed in the activities to be designed in accordance with this information were indicated in the rubric. In the second dimension of Graphic 1, the findings on how those criteria for the course content were used in the activities designed by the participants are shown. Criteria for the content characteristics, which are the second sub-dimension of the rubric, are as follows by item based on the training given: Rendering the content with an understandable language (I8), ensuring that the knowledge load in the content is coherent with students' interests, learning needs and pace (I9), ensuring the topics in the content are scientific, valid and reliable (I10), ensuring that the topics in the

content are useful and related to real life situations (I11), ensuring that the content supports moral development (distinguishing between good and bad or right or wrong, etc.) (I12) and rendering the topics in the content in accordance with the principles of teaching (I13). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The graphic results for this part show a gradual success in the LiFoADS training. Achievement means show a great variance between the first (16,9), second (40,3) and third (43,9) activities. From the first activity to the third, the strategies in this dimension were used correctly and successfully in a linear way. This result shows that the activity contents that were designed incompletely and insufficiently in the first activity were improved to the level of successful and/or should be developed in the second and third activities.

In this stage of the LiFoADS training, participants were informed about the strategies that would be used to design the introduction part of the activities that would be designed in three stages. In this scope, the participants were informed about the engagement and exploration stages of the 5E model and the sub-cognitive processes of RBT's remembering cognitive process. In order to determine how the given information was integrated in the activities designed by the participants, the items related to this information were added to the third dimension of the rubric. In the third dimension of Graphic 1, results on how the preparation, raising curiosity and remembering stages of the introduction part of the activity were designed in accordance with this strategy are shown. In the rubric, these characteristics were rated based on six criteria. Items prepared in accordance with these criteria are as follows: Associating new knowledge with students' pre-learning (I14), sparing room for curiosity, questioning and research skills in the introduction part (I15), making a needs assessment about the content to be learned (I16), designing of introduction part in coherence with the aim and the whole body of the activity (I17), identifying the interest, attitude and experience regarding the target topic (I18) and reminding (retrieving) the pre-learning of students about the target topic (I19). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The graphic results of this part show that the LiFoADS training was the most successful in this dimension as the achievement level recorded in the first activity was 19, which was quite low, but it was recorded as 30 in the second and as 39,3 in the third activities. From the first activity to the third, the strategies in this dimension were used correctly and successfully in a linear way. This result shows that the introduction part of the activity that was designed incompletely and insufficiently in the first activity were improved to the level of successful and/or should be developed in the second and third activities.

This stage of the LiFoADS training focused on how the participants designed the development part of the activity by making use of the cognitive categories of understanding, applying, analyzing, evaluating and creating and the sub-categories of the same in RBT. In this scope, the participants were informed about these cognitive categories of RBT and how they could be used as a strategy in the

development part of the activity was discussed. In order to determine how the given information was integrated into the activities designed by the participants, the items related to this information were added to the fourth dimension of the rubric. Based on these criteria, how the participants designed the development part of the activity was assessed in line with the rubric. The characteristics of these criteria are as follows: designing of activities in the understanding step in accordance with the sub-cognitive processes (interpreting, exemplifying, classifying, concluding, comparing and explaining) of this step (I20), designing of activities in the applying step in accordance with the sub-cognitive processes (execution, realization) of this step (I21), designing of activities in the analyzing step in accordance with the sub-cognitive processes (sorting, organizing and scrutinizing) of this step (I22), designing of activities in the evaluating step in accordance with the sub-cognitive processes (auditing and criticizing) of this step (I23) and designing of activities in the creating step in accordance with the sub-cognitive processes (generalization, planning and structuring) of this step (I24). Findings on this part of the study are shown in the fourth dimension of Graphic 1. The graphic results for this part show a gradual success in the LiFoADS training. Achievement means show a great variance in the first (6,2), second (29,7) and third (47,2) activities. From the first activity to the third, the cognitive processes in RBT were used correctly and successfully in a linear way in the development part of the activity. This result shows that the development part of the activity that was organized incompletely and insufficiently in the first activity was improved to the level of successful and/or should be developed in the second and third activities.

In this stage of the LiFoADS training, the participants were informed about the strategies that would be used in the completion part of the activity. In this scope, the participants were informed about the characteristics of self-assessment, peer/group assessment and teacher's assessment and the assessment tools that would be used in such assessments types, which would be used to assess the activities designed by the participants. In order to determine how the given information was integrated into the activities designed by the participants, the items related to this information were added to the fifth dimension of the rubric. Findings on this part of the study are shown in the fifth dimension of Graphic 1. Items prepared in accordance with these criteria are as follows: allowing for self-assessment (I25), allowing for peer/group assessment (I26), allowing for teacher's process/product assessment (I27), functional evaluation of the assessment-evaluation process and student performance (I28) and ensuring that the assessment-evaluation process gives information about the shortcomings of the learning process (I29). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The results on this stage in the graphic shows that this dimension was the secondly most successful part of the LiFoADS training since the achievement level in the first activity was recorded as 3,2, which was low, but it was recorded as 25,2 in the second and as 38,2 in the third activities. From the first activity to the third, the strategies to assess the activities in this dimension were used correctly and successfully in a linear

way. This result shows that the completion part of the activity that was organized incompletely and insufficiently in the first activity was improved to the level of successful and/or should be developed in the second and third activities. (For more information about the relevant part in the Appendices rubric see Table 2.).

Findings on the second research question

a. The first draft of the rubric was created in order to evaluate the activities that would be designed in accordance with the stages of the LiFoADS training. The items and dimensions in the draft were designed according to the content of the LiFoADS training. In accordance with this content, a draft rubric of 37 items and five dimensions was created. Then, the value ranges for each item was defined as 2 “sufficient”, 1 “incomplete” and 0 “insufficient”. In order to interpret the achievement levels of the activities to be designed in accordance with these value ranges, the arithmetic average of the items in a certain dimension of the activity was used. A dimension (criterion) with arithmetic average of 70% and above is considered “sufficient”, with an average arithmetic average between 40% and 69% is considered “incomplete” and with an arithmetic average below 40% is considered “insufficient”.

b. The rubric was revised following the evaluation done according to Lawshe analysis by experts in the field. In this regard, it was identified that 3 items were not appropriate for the aim of the assessment and 5 items assessed similar criteria so those items were omitted from the draft rubric. The method for the evaluation of the criteria was also altered in accordance with the comments of the experts. Accordingly, the ranges of “70% and above”, “40% and 60%” and “below 40%” were found to be non-functional. In accordance with the recommendations provided, the ranges for evaluating the items were designed based on the arithmetic average as follows: “0-0,49: Insufficient (I)”, “0,5-0,9: Partially Insufficient (PI)”, “1-1,4: Should be developed (SD)” and “1,5-2: Successful (S)”. Further to that revision, in order to test the functionality of the finalized rubric before the real implementation, a pilot scheme of two weeks was carried out with seven students who were not going to participate in the real study.

c. Participants took the LiFoADS training in the first week of the pilot scheme. At the end of the training, the participants were asked to design an activity and then to evaluate those activities according to the rubric. Participants evaluated the activities using the rubric. Based on the findings from that evaluation, the rubric was revised again. Further to the second revision, three experts in the field and five teachers of Turkish Language were asked to provide their comments in order to ensure the validity of the rubric. In this scope, randomly selected six activities were sent to the raters. Agreement percentage between the evaluation results by the raters was examined. The result of the calculation made based on this notation gave an 90% of agreement percentage between the evaluation results of the raters. After those analyses, the development process of the rubric with five dimensions,

29 items and four evaluation ranges was completed and the tool was made fit for the real implementation. The rubric is given in Appendices, Table 3.

Findings on the changes in the teaching processes of the participants who designed activities in accordance with the rubric

The participants carried out the necessary revisions on the activities they had designed in the implementation process by examining them in accordance with the rubric developed in this regard. Therefore, during the LiFoADS training, the rubric proved to be an important tool for the participants' learning process and activity designing skills. In this scope, the effect of the rubric developed in this regard on the first, second and third activity groups were examined. The findings thereof are given in Table 1.

Table 1. Achievement levels of the activities followed and revised in accordance with the rubric

	1 st dimension				2 nd dimension				3 rd dimension				4 th dimension				5 th dimension			
Achievement Level	S	SD	PI	I	S	SD	PI	I	S	SD	PI	I	S	SD	PI	I	S	SD	PI	I
1 st activity	1	4	9	13	2	2	15	8	11	8	5	3	-	1	5	21	1	-	-	26
2 nd activity	19	6	2	-	18	8	1	-	21	1	4	1	3	16	5	3	3	13	8	3
3 rd activity	19	8	-	-	26	1	-	-	27	-	-	-	22	5	-	-	13	11	1	2

The participants reviewed their activities in each of the three stages in accordance with the rubric. Based on the results of those reviews, they revised their activities by eliminating the deficiencies and weak points therein. Table 1 shows the results of this revision process. In the first dimension of the table, findings on how the seven criteria were integrated into the activities designed are given. When the three activities are compared, it is understood that, from the first activity to the third, those criteria were integrated into the activities in a gradually more successful way as those criteria were used partially insufficiently (9) and insufficiently (13) in the first activity but they were used mostly successfully in the second (19) and third (19) activities. The rest of the criteria, on the other hand, were used to the degree of should be developed.d.

In the second dimension of the table, findings on how the criteria designed for the course content in the rubric were integrated into the activities are given. Similar to the previous dimension, it is understood that the criteria were used in a gradually more successful way in this dimension. While those criteria were used partially insufficiently (15) and insufficient (8) in the first activity, they were mostly used successfully in the second (18) and third (26) activities.

In the third dimension of the table, findings on how the introduction part of the activity (preparation, raising curiosity and remembering) that was designed in accordance with this strategy are given. Data on the table suggest that the rubric has been quite effective on this dimension since the relevant criteria were rated as partially insufficient (5) or insufficient (3) for the activities that had been designed without receiving the training. However, it is understood that the relevant criteria were

mostly used successfully in the second (21) and third (27) activities which were designed during and after the training.

Based on those criteria, how the participants designed the development part of the activity was assessed in accordance with the rubric. Findings in this regard are given in the fourth dimension of the table. Those criteria in the rubric were evaluated according to five items. The graphic shows that the training was also effective on this dimension as those criteria were rated as partially insufficient (5) or quite insufficient (21) for the first activities that were designed without receiving the training. However, it is understood that those criteria were rated mostly as should be developed and good for the second (16) and third (22) activities which were designed during or after the training.

Findings on the completion part of the activity are given on the fifth dimension of the Table. The Table suggests that the rubric was very effective on this dimension, too, as it is understood that in the first activity which was designed without receiving the training, the criteria are either missing or quite poorly followed. However, it is understood that those criteria were rated mostly as should be developed and successful for the second (13) and third (11), (13) activities which were designed during or after the training. The findings in this part give a result that is different from the ones in the first four parts. In order to better see the effect of the rubric on the participants' activity designing skills during the LiFoADS training process, please refer to results indicated in the enclosed Table 2.

Findings on the third research question

This part of the study deals with the comments and observations of the participants on the LiFoADS training they received. In order to receive the participants' comments, the semi-structured interview form was used and six randomly-selected participants were got to fill in the form. The six items in the interview form were designed in accordance with the stages of the LiFoADS training and the five dimensions in the rubric. The participants were given the codes P1, P2, P3, P4, P5, and P6. Each item represented a theme so the findings of the interview were categorized under six themes. The interview breakdowns of the six participants about those six themes are given below.

The difficult and easy parts of the draft activity planning process

Three participants state the difficulties they have encountered during the activity designing process as follows:

P1: I can say that I had difficulty in time management during the process since the activity consists of many parts. We needed a certain amount of time in order to implement all the parts of the activity. P4: I had great difficulty in finding the materials. A very restricted source was available as the activity was about only listening. P6: I had difficulty in deciding on the right topic while designing the draft activity. It was difficult to apply the topic I had decided to use on each level of the taxonomy. Therefore, I had to change the topic several times. I had difficulty in figuring out which topic was suitable for which level. After grasping the logic of the taxonomy, I found the right topic and applied it according to the levels of the taxonomy.

Two participants, on the other hand, state the following regarding the points that they have not had difficulty in.

P1: In the language skills part, while I was designing the activities based on the listening, following and speaking skills, I tried to use the grammar subjects correctly by taking the necessary points into account. I didn't have difficulty in this area as I'm proficient in Turkish grammar, if I speak so myself. P4: I can't say that I had difficulty in time management because when I studied Bloom's taxonomy and grasped it in general, designing an activity didn't take a lot of time.

Observations on the efficiency of the strategy used during the organization of the draft activity

In this part, the participants state the difficult and easy parts of the *organizing the activity contents*. Some of the difficulties encountered by the participants during content organization are as follows.

P3: I had difficulty in creating the content of the categories. I tried to use the sub-categories of each category but I sometimes couldn't use all sub-categories (analyzing, sorting, scrutinizing...) P2: I must say that I had difficulty in this part. The activity consists of several parts. All parts had to be interrelated and connected to one another while creating the draft. Therefore, I think that part was difficult for me.

Two participants state the easy parts of organizing the content as follows:

P4: While creating the content of the draft, I made progress by following Bloom's Taxonomy. I tried to write the activity by considering the sub-categories of the main categories (explaining, exemplifying, classifying...). P1: I realized the importance of the aim of applying everything in accordance with an order. I have had the opportunity to improve my insight regarding how the question designing should be and to realize to what extent a missing part in the content impaired the unity of the activity.

The difficulty or simplicity level of the strategies used in the introduction part of the activity

In this part of the study, the participants talk about the difficulties they have had during the preparation, raising curiosity and remembering processes of the *introduction part* of the activity. Two participants make the following observations in this regard:

P1: The introduction part was a little bit difficult for me as this part is one of the most critical stages of the activity. Therefore, I had to have a clear picture of the topic and plan in my mind in this stage. P4: In the introduction part of the activity, I had no idea about where to start. Rendering the topic according to certain steps was one of the elements that made the introduction part difficult. Well, the introduction part was the most difficult part for me.

Three participants, on the other hand, state that they have found the preparation, raising curiosity and remembering processes of the introduction part easy and fun.

P6: I can't say I had difficulty in the introduction part because everything was clear and explicit. P2: I decided how and in which way I would do the activity in the preparation part and assessed students' needs. It wasn't so difficult. For the remembering, I didn't have difficulty at all as I had revised my previous learning. P3: I don't think I have had difficulty in the introduction part of the activity. I found a topic and I tried to design it by considering dimensions such as preparation, raising curiosity and remembering. It wasn't difficult to find a topic.

3.4. The difficulty or simplicity level of the strategies used in the development part of the activity

Two participants state the difficulties they have had during the understanding, applying, analyzing and evaluating stages of the *development part*.

P2: That part was a little bit difficult because there were many stages and many sub-categories, which meant there were many techniques to use. Besides, most stages were similar to one another so I sometimes saw the applying stage encroach the evaluating stage. Therefore, I had some difficulty. P5: I don't think I have been able to fully realize the understanding stage where I am supposed to form the base for the topic. I couldn't include all of the elements constituting the sub-categories of the understanding stage.

Three participants state the convenience they have had in the understanding, applying, analyzing and evaluating processes of the *development part*.

P4: The understanding stage has many sub-categories. It is difficult to fully realize it. It was easy to divide the topic into pieces but reuniting them was difficult. Applying stage is fun, it gives a chance to put what you design into practice. Evaluating part is important in terms of showing what is correct and what is incorrect. It gives the students the chance to assess both themselves and their peers. Creating stage has been the most fun part of the activity. I had the opportunity to reflect what was in mind in many ways. P1: In the understanding stage, I first gave information about the topic. I made classifications, comparisons. I didn't have difficulty in this part as the topic was presented as a whole. P3: Development part was the easiest and most fun part of the activity. I had the opportunity to use my imagination and creativity in that part. Therefore, I felt free and didn't have difficulty.

3.5. The difficulty or simplicity level of the strategies used in the completion part of the activity

In this part the participants talk about the difficulties in the self-assessment, peer/group assessment and teacher's assessment processes of the *completion part*. Two participants make the following observations in this regard.

P2: Completion part was easy, I did it easily but I had difficulty in the evaluation part, I had difficulty in using and transferring the topic. P6: I think the creating part was difficult because I couldn't receive feedback from students about what I told them.

Three participants state the easy part of the completion part.

P3: I completed the completion part easier than I did the introduction part. When I sorted out the key points at the beginning of the activity, the rest was easy. P1: I don't think creating part was difficult because I gave them a free writing topic. Process evaluation wasn't difficult, either. I reviewed everything I did one by one and noticed what my work lacked. P5: I understood the topic and the activity better in the completion part, hence, I didn't have difficulty. Besides, that part was more fun as I was more or less proficient on the subject.

The difficulty or simplicity in using RBT while designing the activities

In this part the participants talk about the difficult and convenient points while using processes of RBT. Two participants make the following observations about the taxonomy based on the difficulties they have had.

P5: I liked the introduction part of RBT in the activity designing process but I didn't like analyzing stage. I think it is insufficient. For the assessment part, I think problems might occur in the peer assessment, which might cause negative reactions. Therefore, I didn't like the evaluation part, either. I liked the applying part; I think it is quite functional. P2: It is important to design activities in accordance with Bloom's taxonomy. However, my opinion and advice is to design an activity without using all the parts of the taxonomy since students are not automats. We shouldn't apply too much load on the brain.

Three participants make the following observations about the preparation process of RBT in terms of convenient points.

P4: Bloom's taxonomy is a guideline in the design of the activity. The fact that each category has a sub-category lets you know where and what to do. Therefore, the activity flows in a certain order. P1: I find RBT sufficient in terms of designing activities for Turkish course. It is sufficient in explaining the given topics and applying the examples. It is also sufficient for assessment. P3: I think RBT is useful in the activity designing process because it explains the processes that are supposed to be realized in each stage so it serves as a compass.

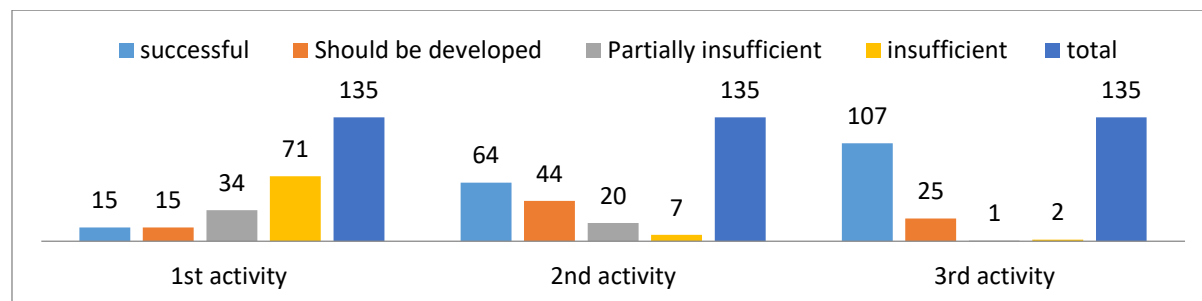
Conclusion, Discussion and Suggestions

In the previous study, it was found that the knowledge level of prospective teachers of Turkish about different techniques, methods and approaches was quite low (Çer, 2017). In addition, the fact that studies dealing with training of prospective teachers on strategies for designing listening/following skills-oriented activities are limited is another important point emphasized by researchers (Karadüz, 2010). It has been found that teachers have serious needs in the following areas during the use of strategies suitable for listening skills in the classroom environment (Graham, 2017).

This study deals with meeting and eliminating those needs and deficiencies of prospective teachers because although listening and following skills are two important areas in the development stage, the literature review conducted shows that there is a need for studies on how to improve these skills. During the literature review, it was found that many of the studies focused on developing scales for the listening skill. Besides, the literature review also shows that there is still a need for further studies about how to assess and evaluate these two basic skills. The stages of the present study have been structured based on those basic needs. In this context, the aim of the present study is to improve prospective teachers' activity designing skills for listening/following area in accordance with suitable strategies.

To that end, the participants received training on how to use the strategies that will improve listening and following skills. Based on the findings from the training, the following conclusions were drawn. Due to the fact that the study was student-oriented, during the eight-week training, the strategies that were accepted to be ready were revised over and over again in accordance with students' feedback and observer's notes and were finalized. In this way, each week, it was possible to design the stages of the activities together with the students and test the usability of the strategies used in those stages. In order to ensure that the relevant strategies be deemed acceptable, the researcher's observation notes, students' feedback, in-class discussions, students' notes and the results of the rubric

were used as assessment tools. It was found that in the activities that were observed and evaluated with those assessment tools a great improvement was made in three stages. Findings on the improvement in the activities designed during the LiFoADS training are given in Graphic 2.



Graphic 2. Findings on the improvement in the activities designed in the LiFoADS training

Graphic 2 shows that the LiFoADS training has been quite effective and successful on the students' activity designing skills since it was identified prior to the start of the study that students' knowledge and skills in designing activities were rather insufficient and poor. In the first and sixth weeks, a training dealing with the use of different strategies was provided according to the parts of the activities. It was found that this training had been effective in both students' levels of knowledge and activity designing skills as the activity parts that had been identified to be insufficient (71) and partially insufficient (34) were completed well to a great extent later. At the end of this training process, it was found that the activity parts that were partially insufficient and insufficient in the first activities became successful (64) and should be developed (44). The training session of the eight week dealt with the elimination of the shortcomings. In this scope, the shortcomings and deficiencies of the strategies used were eliminated. Following this supplementary training, design process of the third activities started. It is understood that this supplementary training has had a substantial positive effect on students' activity designing skills as the parts that were found to be partially insufficient (7) and insufficient (20) in the second activity were improved to a great extent at the end of this training. Activity parts that were found to be partially insufficient and insufficient in the second activities were improved to the degree of successful (107) and should be developed (25) in the third activities. These results indicate that the LiFoADS training, in line with its purpose, has been quite effective and successful on students' activity designing skills. Indeed, in previous studies, it was found that strategy-based trainings are quite effective on individual's listening skills (Gebre & Tadesse, 2015; Graham, Santos & Vanderplank, 2011). It has also been found that prospective teachers could eliminate their shortcomings in using multi and rich listening strategies by using effective strategies (Karadüz, 2010).

These results indicate that the strategies used during the present study are effective. Activities suitable for listening and following skills in line with the stages related to RBT's cognitive processes have been designed. Hence, as emphasized in previous studies, it has been once again found that cognitive-based strategies have great positive effects on listening and comprehension skills (Yulisa,

2018; Kassem, 2015; Graham, Santos & Vanderplank, 2011). In Figure 1, there are examples from the first, second and third activities in order to give a better insight of students' progress in activity designing with the support of the LiFoADS training.

A rubric was developed in order to determine the level of efficiency of the LiFoADS training and achievement level of the activities. During the LiFoADS training, the rubric was used for two purposes. The first one was to develop an assessment tool to evaluate the listening and following skills while designing an effective teaching process for those skills. The second one was to ensure prospective teachers to monitor the activity designing processes by making use of the rubric and to make the necessary revisions. In this scope, in order to determine the realization level of the first purpose, it is necessary to consider Table 3 and Table 2 in relation to one another. In the Appendices Table 3, the evaluation of an example activity designed in accordance with the stages of the LiFoADS training is given. The evaluation was carried out through the rubric developed based on the aforementioned relation for the 1st activity, 2nd activity and 3rd activity. As is seen in the table, the rubric assessed the designed activities functionally depending on the parts that the activities are related to. Table 2 shows the evaluation of the 81 activities that were prepared as 1st activity, 2nd activity and 3rd activity according to the rubric. As is seen in the table, an accurate assessment was done for all items based on the rubric. These results show that this rubric, which was designed to evaluate the teaching process for the listening and following skills, is functional and can be used for such activities.

In order to determine how effective, the rubric was on students' activity designing processes, the alternate structure between the basic modules of the research process was studied. Based on this structure, the stages of the LiFoADS training and the dimensions of the rubric were improved in relation to one another. The characteristics and direction of the relation between these three basic modules are shown in Figure 2 (see Appendices).

Figure 2 shows that there is an interactive and alternate relation between the stages of the LiFoADS training, parts of the designed activity and dimensions of the rubric, which are the three basic modules of the research process. Therefore, the elements of these modules, which are strategy knowledge, activity designing knowledge and the items of the rubric have been structured in an interrelated manner. This case suggests that in the event that one of the modules malfunctions during the research process, other modules will be affected adversely. This structure is also informative about how a certain module functions during the research process. This function was proved to be quite functional in identifying the defects in the designed activities because whether the research process progressed in accordance with the purpose and questions of the study or not was monitored through the alternation in this modular structure. In addition, the alternation relation in this modular structure was used in the improvement of the first and second activities. In other words, while identifying the shortcomings and deficiencies in the activities, it was tried to be figured out from which module the

problem had stemmed from. During the activity design process, with the rubric, it was ensured that the prospective teachers focus on the basic skills of predicting, testing and interpreting. Thus, as was emphasized in the previous study, the cognitive functions of the listening skill were increased (Underwood, 1989).

The examination showed that the shortcomings and deficiencies especially in the first and second activities stemmed generally from the stages of the LiFoADS training and the parts of the activities. Those shortcomings and deficiencies were identified through the rubric. In this scope, the shortcomings and deficiencies of the rubric were also examined during the eight-week training in the light of students' feedback and researcher's notes. The results of the examination did not render any major shortcomings or deficiencies that stemmed from the rubric and that would affect the study's data negatively. This result shows that the designed rubric has a positive effect on both the LiFoADS training and students' activity designing skills. This result indicates that the rubric ensured assessments that were fit for the purpose.

Strategy education during teacher training programs is a crucial matter. The literature review conducted in this regard show that prospective teachers do not receive enough strategy education about the course content that they will render. In spite of the fact that a large number of content in the scope of field education is given in the faculties, a very low level of strategy education is provided to prospective teachers about how to render such content. This case became more apparent in the needs analysis of the present study. During the study process, it was observed that the prospective teachers had difficulty in using the course contents for listening and following skills in the activities. The main reason for that stems from the lack of necessary knowledge for the strategies they need to render the course content. This issue is an important factor that should definitely be taken into account by all fields training teachers. Therefore, in the faculties of education, while rendering the topics related to the field, they should also provide training to prospective teachers on which strategy to use and how while designing a teaching process. This issue must be thoroughly studied and evaluated by researchers.

Eliminating the shortcomings of teaching listening/following skills is the focal point of the present study. Therefore, the aim was to eliminate the shortcomings related to the design and evaluation of a successful teaching process with efficient strategies that would be used in order to improve listening/following skills. It is hoped that the present study will fill a niche in the literature in this regard. Teachers need efficient strategies and assessment tools in order to design a teaching process that is suitable for listening/following skills. With the strategy developed for designing activities suitable for listening/following skills and the rubric, it is aimed to provide teachers with a helpful education material and guide during activity designing and implementing process.

While designing a teaching process for the listening skills, it is important to include different stages rather than following a certain stage since, as emphasized in the previous study, a listening activity that is done with different patterns, approaches, applications and a variety of materials is more effective (Wang, 2011, 362). Another important point that must be kept in mind by future researchers is the relation between listening and following actions. These skills cannot be taught independently. Therefore, in the present study, activities were structured with introduction, development and completion parts and the sub-categories of these basic parts by keeping the relation between these two skills in mind. However, the literature review reveals some studies in which the listening skill has been studied independently from the following skill or in which the following skill is not included (Yulisa, 2018; XiaoliBao, 2017; Wang, 2011; Yükselci, 2003).

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Appendices

Table 2. Evaluation of activities

	evaluation of the activity draft (1 st dimension)			content of the activity (2 nd dimension)			introduction section of the activity (3 rd dimension)			development section of the activity (4 th dimension)			completion section of the activity (5 th dimension)		
Number of activity	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	2(5) ³ 1(2) \bar{x} : 2 S	1(5) 2(2) \bar{x} : 2 S	0(5) 1(2) \bar{x} : 0,3 I	2(4) 1(1) \bar{x} : 1,5 S	2(3) 1(1) 0(2) \bar{x} : 1,2 SD	0(3) 1(3) 0(2) \bar{x} : 0,5 PI	2(5) 1(1) \bar{x} : 1,8 S	1(4) 2(1) 0(1) \bar{x} : 1 SD	0(6) \bar{x} : 0 I	2 (4) 1(1) \bar{x} : 1,8 S	0(2) 1(2) \bar{x} : 0,4 I	0(4) 1(1) \bar{x} : 0,2 I	0(3) 1(2) \bar{x} : 0,4 I	0(3) 1(2) \bar{x} : 0,4 I	0(5) \bar{x} : 0 I
...	1(1) 2 (6) \bar{x} : 1,8 S	1(1) 2(4) 0(2) \bar{x} : 1,3 SD	0(5) 1(2) \bar{x} : 0,3 I	2 (5) 1(1) \bar{x} : 1,8 S	2 (3) 1(3) \bar{x} : 1,3 SD	0(3) 1(3) \bar{x} : 0,3 I	2 (4) 1(2) \bar{x} : 1,7 S	0(1) 1(2) 2(3) \bar{x} : 1,3 SD	0(5) 1(1) \bar{x} : 0,2 I	2 (4) 1(1) \bar{x} : 1,8 S	1(2) 2 (3) \bar{x} : 1,4 SD	0(5) \bar{x} : 0 I	2 (5) \bar{x} : 2 S	2(2) 1(2) 0(1) \bar{x} : 1,3 SD	0(5) \bar{x} : 0 I

³Frequency

Table 3. The rubric

Dimensions	The criteria	Value ranges of items ⁴	\bar{x}^5	Success level ⁶
Evaluation of the activity draft (1 st dimension)	Recommended material	Material is not provided or material is not clearly stated (0), material is insufficient (1), material is enough provided (2).		
	Relationship between language skills	Language skills (reading, writing, and verbal communication) and linguistic not associated (0), language skills and linguistic associated deficiently (1), language skills and linguistic associated successfully (2).		
	Student participation	There is no student practice in all three stages of the activity.(0), there is students activity less than two stages of the activity (1), there is student practice in all three stages of the activity (2).		
	Narrative power	The language of the activity is not interrelated in three parts (0), the language of the activity is interrelated less than two parts of activity (1), the language of the activity is given interrelated in three parts (2).		
	Metacognitive domain	There is no metacognitive domain (0), there is metacognitive domain less than one part of the activity (1), there is metacognitive domain in three part of the activity (2).		
	Affective domain	There is no affective domain (0), there is affective domain less than one part of the activity (1), there is affective domain in three part of the activity (2).		
	Methods and techniques	Methods and techniques are not provided (0), methods and techniques are insufficient (1) methods and techniques are enough provided (2).		
Content of the activity (2 nd dimension)	Fluent expression	The language of the activity is not understandable (0), the language of the activity is understandable (2)		
	Load of knowledge in the content	Contents include not the entire activity (0) contents include less than two part of the activity (1), contents include the entire activity (2)		
	Reliability of knowledge	All subjects in the content are not scientific, valid and reliable (0), some subjects in the content are not scientific, valid and reliable (1), all subjects in the content are scientific, valid and reliable (2).		
	Useful and associated with daily life	All subjects in the content are not useful and associated with daily life (0), some subjects in the content are not useful and associated with daily life (1), all subjects in the content are useful and associated with daily life (2).		
	Social values	Social values (good-bad, right-wrong, etc.) are not included in the event (0) Social values (good-bad, right-wrong, etc.) are included in the event (2).		
	Compliance with teaching principles	The subjects in the content are not given in accordance with the teaching principles (0) the subjects in the content are given in accordance with the teaching principles (2).		
Introduction section of the activity (3 rd dimension)	Associating with prior knowledge	Pre-learning of the target subject is given (2)/not given (0).		
	Curiosity, inquiry and research skills	Students' curiosity, inquiry, and research etc. are given (2)/ are not given (0).		
	Need analysis	Students' need analysis is given (2)/ is not given (0).		
	Purpose of the activity	The introductory section was designed to be consistent with the purpose and effectiveness of the activity (2)/ was not designed (0).		
	Interest, attitude, and experiences	Students' interests, attitudes, needs and experiences are given (2)/ are not given (0).		
Development section of the activity (4 th dimension)	Understand	There aren't sub-cognitive processes (interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining) (0), less than two sub-cognitive processes (1), more than three sub-cognitive processes (2).		
	Apply	There aren't sub-cognitive processes (executing, implementing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
	Analyze	There aren't sub-cognitive processes (differentiating, organizing, attributing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
	Evaluate	There aren't sub-cognitive processes (checking, critiquing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
	Create	There aren't sub-cognitive processes (generating, planning, producing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
Completion section of the activity (5 th dimension)	Self-assessment	Self-assessment is included (2) / is not included (0).		
	Peer/group assessment	Peer/group assessments are included (2) / are not included (0).		
	Teacher assessment	Teacher's assessment is included (2) / is not included (0).		
	Assessment of student performance	In the assessment process, students' learning deficiencies are included (2)/ are not included (0).		
	Provide feedback on learning deficiencies	Feedback was given about the students' learning deficiencies (2)/ Feedback was given(0).		

⁴2 "sufficient", 1 "Partially Insufficient" and 0 "Insufficient"

⁵0-0,49: Insufficient (I)

0,5-0,9: Partially Insufficient (PI)

1-1,4: Should be developed (SD)

1,5-2: Successful (S)

⁶I,PI, SD, S

Figure 1. Example for Improvement of first, second and third activity designing skills example for first activity

ETKİNLİK

Bir münozara düzenleyerek öğrencilerin dinleme becerilerini geliştirmek daha makul olacağını düşünüyorum.

Sınıfta 2 grup oluşturularak bunlara bir konu hakkında (örneğin Gezen mi çok bilir yada Okuyan mı) tartışmalarını isterim.

Sonunda da gözlemci olarak kendi konusunda iyi olanları değil de karşı tarafın anlattıklarından soru çıkarıp rakibe sormalarından galibi belirlenir. Böyle öğrenci niye diye sanduklarında Bunlar daha iyi dinleyip ona göre hareket ettiler. Burada da dinlemenin önemini göstermiş olacağız kanatındayım. Temennim o yönde,

Example for Second Activity

Etkinlik! Hikâye Bölümlerini Tanımlayalım.

Kazanımlar! Hikâyenin bölümlerini anlar. Okuduğu bir hikâyenin 'unsurlarını' bilir. Dilin işlevleri hakkında bilgi sahibi olur. Empati kavramını tanıır. Okuduğu bir metinde Kendini Kahramanın yerine koyar.

Başlangıç (giriş) Aşaması =

Hazırlık! Öğretmen sınıfa kısa bir hikâye izletir. Öğrencilerden hikâyeyi dikkatli bir şekilde izleyip / dinlemeleri istenilir. Bir sonraki ders için hikâyenin bölümlerini araştırıp gelmeleri istenilir.

Nerak uyandırma! Öğrencilere yerinde olmak istedikleri canlı veya cansız varlıklar sorulur. Bu varlıkların yerine neden geçmek istedikleri ve o varlıkların yerine geçince ne yapmak istedikleri sorulur.

Hazırlama! Öğretmen sınıfta dinletir / izlettirir hikâyenin giriş, gelişme ve sonuç kısımları üzerinde dikkatli okur. Hikâyedeki varlıkların şahıs kadrosu, yer, zaman gibi unsurları zihninde canlandırılması sağlanır.

= Geliştirme (gelişme) Aşaması =

Anlama! Öğretmen sınıfa hikâyenin bölümlerini (giriş-gelişme-sonuç) hikâye unsurlarını (kahraman, yer, zaman, olay) ve de empati kavramını açıklar. Herhangi bir hikâye okunurken empati kavramını nereye dikkat ederek okunması gerektiği hakkında bilgiler verir. Okudukları hikâyelerin sonuç veya/ve gelişme kısımlarını tahmin ederek okumaları istenilir. Okunan hikâyelerin özeti sınıfta anlatılır. Hikâye unsurlarının birbiriyle olan uyumlarının bir bütün oluşturup oluşturmadığı hususunda tartışılır. Dilin işlevleri hakkında da bilgi verilerek sözlü ve yazılı iletişim unsurları arasında farklar aktarılır.

Uygulama! Sınıfta ferdî çalışmalar yapılacaktır. Öğretmen Sınıf listesine göre konu dağılımı yapacaktır. Verilen konulara uygun birer hikâye getirip sınıfta anlatmaları istenilir. Konusuyla ilgili hikâyeyi getiren öğrenci hikâyeyi okurken giriş-gelişme-sonuç kısımlarından herhangi birini vermeden okur. Arkadaşlarından dilin hangi işlevlerini kullandığını, hikâye unsurlarının neler olduğunu ve en önemlileri de verilmeyen hikâye bölümünün nasıl bir şekilde olabileceği konusunda düşünceleri istenilir.

Analiz! Hikâyeler anlatılırken sözlü iletişim unsurları (ses vuruş, tonlama...) ve yazılı iletişim unsurlarının (jest ve mimikler) birbiriyle olan uyumu-uyumsuzluğu gözlemlenir. Hikâyeyi okuyan kranip vuruş ve tonlamayı hangi dilin işlevi kullanıldığı zaman belirttiğini aynı zamanda belirtiren bu unsurlar arasında ki farkları ve benzerlikleri söylenir.

Example for Third Activity

Etkinlik ! Benim Adım Şiir

Sınıf 1 8

Başlangıç (Giriş) Aşaması !

Hazırlık ! Sınıfta öğrencilerin dinleme/okuma ve konuşma becerilerine yönelik tutum ve davranışları belirtilerek konu dağılımı yapılır. Bir önceki derste öğrencilere şiirin ahenk unsurları hakkında bilgi verilerek konuyla ilgili araştırma yapmaları ve her öğrencinin sınıfa bir şiir getirmesi söylenir.

Merak Uyandırma ! Sınıfta Ahmet Haşim'in "Merdiven" adlı şiiri okunur. Şiir okunduktan sonra şabli ve şabli ile iletişim unsurlarına dikkat edilerek "Merdiven" kelimesinin perçektipi yansıtip yansıtip olduğu ya da şiire nasıl bir etkisinin olduğu sorulur.

Hatırlama ! Okunan/dinlenen şiirlerden hareketle şiirin ahenk unsurlarının (ölçü, uyak, redif, asonans, alliterasyon) şiire olan etkisinin şiirinde canlandırılması söylenir.

Geliştirme (Gelişme) Aşaması !

Anlama ! Bu bölümde öncelikli olarak şiirin ahenk unsurları (ölçü, uyak, redif, asonans...) hakkında bilgi verilir. Necip Fazıl Kısakürek'in "Kaldırımlar" şiiri dinletilmeden önce şabli ile iletişim unsurları (ses, diyafram, akciğer, gırtlak...) hakkında bilgi verilerek şiirin bu öğelere dikkat edilerek dinlenmesi perçektipi söylenir. Şiir dinletildikten sonra ahenk unsurları ile şabli ile iletişim unsurlarının şiirde uygulanıp uygulanmadığı ya da uygulandıysa ne derece uygulandığı sorulur. Öğrencilerden alınan bilgilerden sonra ahenk unsurlarına uygun birer şiir örneği istenir. Örneklerden hareketle öğrencilerin konuyu ne derece anladıklarını belirlemek için sorular sorulur ve cevap-

ları istenir. Verilen cevaplarda varsa yanlış bilgilerle düzeltilir, eksik bilgiler tamamlanır ve konu genel olarak özetlenir.

Uygulama: Bu aşamada sınıf esli sayıda 4 gruba ayrılır. 1. ve 2. gruba şiirin ahenk unsurlarının (ölçü, redif, uyak---) kullanıldığı, klasik tarzda yazılmış birer şiir örneği verilir. 3. ve 4. gruba ise bu unsurların kullanılmadığı, serbest ölçüyle yazılmış birer şiir örneği verilir. 1. grup ile 3. grubun, 2. grup ile 4. grubun sözlü ve şiirsel iletişim unsurlarına dikkat ederek şiirlerini karşılaştırmaları istenir. Her öğrenci karşı gruptaki şiirin, kendi şiirinden ne gibi farklılıklarının olduğunu söyler. Ahenk unsurlarının şiire olan etkisi öğrenciler tarafından söylenir.

Analiz: Bu aşamada öğrencilerin sözlü ve şiirsel iletişim unsurlarına dikkat etmeleri istenerek "Kaldırımlar" şiiri tahtaya yazılır. Her dört- lük ahenk unsurları (ölçü, uyak, redif) açısından incelenir. Bu unsurların birbiriyle olan ilişkisinden hareketle şiirin tamamı incelenir. Şiirdeki unsurların (ölçü, uyak, redif) gönlük konuşma dilimizdeki işlevleri belirlenir.

Değerlendirme: Bu aşamada öğrenciler belirlenen kriterlere uygun olarak öz değerlendirme yapar. Öz değerlendirmesini yapan öğrenci eksikliklerinden yola çıkarak ekran değerlendirme formuna, ilgili olarak ekranlarını değerlendirir. Daha sonra şiirin bütün özelliklerinden hareketle sözlü ve şiirsel iletişim unsurlarından hangilerine dikkat edildiği sorulur. Öğrencilerin kullandığı yöntem- tekniklerden hangilerinin uygulandığı ya da hangilerinin uygulanmadığı sorulur.

Yaratma: Bu aşamada öz değerlendirme ve ekran değerlendirme- sinden hareketle sınıfta 10'ar kişilik gruplar oluşturulur. Gruptaki her bir kişiden şiirin ahenk unsurlarına (ölçü,

uyak, redif, asonans) uygun olarak birer mısra yazmaları istenir. Bu mısralar öğrencilerle sesli olarak okutulur. 10'ar kişilik gruptaki her öğrencinin yazdığı mısra şiirin ahenk unsurlarına (ölçü, uyak, redif, asonans--) uygun olarak diğer gruplar tarafından de- değerlendirmeleri istenir. Her grup bir şiir oluşturur. Oluşturulan şiirler sınıfta sözlü ve şiirsel iletişim unsurlarına uygun olarak sesli şekilde okunur.

Figure 2. The relation between the stages of the LiFoADS training, parts of the designed activity and dimensions of the rubric

