

Türkçe Öğretmenleri ve Öğretmen Adaylarının İyi Bir Eğitim Ortamını Sağlayan Yedi İlkenin Uygulanabilirlik Düzeyinin Belirlenmesi
Determination of Applicability Level of Turkish Teachers And Pre-Service Teachers About Seven Principles For A Good Education Environment

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EXTENDED SUMMARY

Aim:

Program changes are always made in our education system. The most significant issue aimed with these changes is to create a more qualified education system in order to raise human beings who have the knowledge appropriate for the changing and developing world. Another reason for these changes is to contribute to students with respect to their academic achievement by making them actualize a more effective learning. Many different factors affect the process of making students reach these goals. It is aimed to determine the applicability level of the seven principles which provide a good education environment by Turkish language teachers and teacher candidates within this study.

Research Model

Descriptive-survey method from the quantitative research methods was used in this study which was conducted with Turkish language teachers and teacher candidates. Events, objects, essences and groups are tried to be described and explained with descriptive-survey method. (Karasar, 2014). Relations, beliefs, opinions, attitudes, application processes, factors, aspects and tendencies that are continuing to develop are emphasized in these studies. Descriptive studies try to explain the relations between the consisted situations taking the relations of the current situations with the previous situations and conditions into account (Kaptan, 1973: 175). Opinions and practices of the Turkish teachers and teacher candidates about the issue of seven principles were determined with the method used.

Sampling

Nonrandom sampling method was used for choosing the Turkish teachers and teacher candidate sampling. Nonrandom sampling is the most preferred method in educational research, empirical or nonempirical research patterns (McMillan & Schumacher, 2010; Yıldırım & Şimşek, 2005). Research sample includes 35 Turkish teachers who works under MEB (Ministry of Education) during fall semester of the 2015-2016 academic year in the city centers of Sivas, Erzurum and Kars along with 60 teacher candidates 30 of whom are in 2nd class and 30 of whom are in 4th class of the Turkish Language Teaching Department in Atatürk University Education Faculty. Both the number of teacher candidates and the Turkish teachers change on the basis of the principles since teacher candidates who gave the same point to all the items of a principle and the teacher answers were not taken in the scoring.

Data Collection Tools

The scale used in the research is the scale which was prepared taking ‘Seven Principles for Good Practice in Undergraduate Education’ developed by Chickering and Gamson as the basis. The scale was formed with seven principles which consists of ten items each and adapted to Turkish by Aydoğdu, Doymuş (2012). Reliability of the scale was found to be 0.68 (Aydoğdu, Doymuş & Şimşek, 2012).

Analysis of the Data

Within the study, point averages acquired in the scales were transformed into graphics for the analysis of the data obtained from the scales carried out with Turkish teachers and teacher candidates and differences between the groups were determined.

As a consequence, it is seen that many different factors affect the practice of ‘Seven Principles for Good Practice in Undergraduate Education’ in education environment. Teachers stated that it is difficult to practice the principles ‘a good learning environment encourages contacts between students and school, a good learning environment develops cooperation among students, a good learning environment encourages active learning, a good learning environment gives prompt and correct feedback, a good learning environment respects diverse talents and ways of learning’. When the answers of the teacher candidates are analyzed in general, it is seen that the group which has the most positive approach is the teacher candidates who are in the 2nd class. Teacher candidates who are in the 4th class provided more positive answers than the teachers as they are not actively involved in the education environment however they are more realistic in general compared to the teacher candidates who are in the 2nd class. When the answers of the teachers are analyzed in general, it is seen that they stated the difficulty of applying these principles completely taking the conditions they have into account. However, the fact that applying these principles will increase the quality and permanence of education should not be

forgotten. Considering this fact, seminars about the applications of “Seven Principles for Good Practice in Undergraduate Education ” should be organized for the teachers. Teacher candidates should be given information about these principles during their education process. Studies in different branches should be continued and the results should be brought into the literature. Making more studies about this subject by the researchers will both contribute to the literature and guide the other researchers who want to study on this subject. In the light of the information acquired in these studies, it seems to be possible for researchers to reach different principles and generalizations. Developments for a good education continue and researchers make an effort in this direction.