A Phenomenological Research on the Evaluation of Teacher Candidates from the Perspective of School Administrators

Abdullah Balıkçı[1]
[1]İstanbul University-Cerrahpaşa

To cite this article:

A Phenomenological Research on the Evaluation of Teacher Candidates from the Perspective of School Administrators

Abdullah Balıkçı[1*]

[1]İstanbul University-Cerrahpaşa

Abstract

Teacher candidate education is an important stage in the education system. In this research, it was aimed to reveal teacher candidates from the perspective of school administrators. In the research, phenomenological design, a qualitative research method, was used. The participants of the study were ten school administrators who work in state schools. Criterion sampling and chain sampling were adopted. Interviews, observations and documents were used as data sources. Descriptive analysis was used for data analysis. In the reliability-validity phase of the research, data diversity, extensive field work, external audit and direct quotation strategies were used. According to the research data, three themes emerged. These were thoughts on teacher candidate, effect of environmental factor on teacher candidates, effect of school administration on training teacher candidates. In the last part of the research, suggestions for both practitioners and researchers were presented.

Key words: Teacher candidate, School administrator, Qualitative research, Phenomenological design

Introduction

Having qualified employees are essential for organizations to achieve their goals. This is the case for the education system, too. In teaching profession, teacher candidates are to go through some stages from pre-service to in-service education. The first stage of teaching profession is teacher candidate education period which includes approximately two years. In the related literature, it is possible to encounter the evaluations and research studies about new (candidate) employees. According to James, Conolly, Dunning and Ellott, 2006; Hoy and Miskel, 2010; Katzenbach and Smith, 2011, being teacher candidate is a process that needs attention. James, Conolly, Dunning and Ellott (2006) emphasize that a teacher candidate should exactly know what profession he / she is to do at the beginning of the process and should have personality characteristics that are worthy for the profession, and that it should be determined whether he/she is an appropriate teacher candidate. Hoy and Miskel (2010) also emphasize the importance of organizational socialization of teachers which bring harmonization with social and personal structure in the school and support a positive school climate. Katzenbach and Smith (2011) also draw attention to the importance of teamwork, an action that can affect the whole process. They explain the main points for teamwork as follows: Having common goals, determining the performance targets, having necessary knowledge and skills in individual and professional terms, understanding for contributing to doing business, and entering into common obligations.

Training of the teacher candidates in the profession is another point that is noticed. At this point, it is possible to observe the research studies that show the training program contributes to the adaptation and training of the teacher candidates (Alataş, 2017; Pala, 2017) and there are too many deficiencies in the program and in practice (Çimen, 2010; Kaymak, 2017). The attitude towards the profession also plays a decisive role. The researches, Orhan (2013) and Erkoç (2010), showed the attitudes of the teacher candidates towards the profession. The authors mentioned above indicated that the teacher candidates have positive attitudes towards the profession. Job satisfaction of the teacher candidate who likes the profession and chooses it eagerly is higher than those who choose it by having different opinions. The attitudes mentioned are also observed in the problem-solving point.

One of the points that should be considered in the adaptation and preparation of the teacher candidates is the interaction and communication of the teacher candidate with the environment (Balcı, 2000; Ball and Forzani, 2009; Ergünay, 2018; Everard, Morris and Wilson 2004; Kozikoğlu, 2016; Umur and Demirtas, 2015). Ball and

---

* Corresponding Author: *Abdullah Balıkçı, abdullah.balikci@istanbul.edu.tr*

Forzani (2009) mentioned that the teaching profession includes many basic skills, and they define the communication with families as one of them. Everard, Morris, and Wilson (2004) state that one of the tasks of the school administrator is to organize and balance the educational needs of the environment as much as possible. Thus, they emphasize that the school administrator acts as a bridge to the interaction of the teacher candidate with the environment. Balcı (2000) looks at the issue from the perspective of organizational socialization and states that the organization can adapt the employees to the organization by benefiting from different socializers. He defines the school (with the institution itself and its employees) as a family and as one of the factors that contribute to the socialization of the individuals in the organization and which is called as the socializer. According to a similar research by Umur and Demirtas (2015), organizational socialization of teacher candidates is high, and the candidate teachers see themselves as social. According to the research, this level is higher in social branches compared to other branches. Ergünay (2018) evaluates the school-environment interaction in terms of school-university interaction. According to him, the lack of adequate interaction between school and university is a barrier that damage the development of teacher candidates. Kozikoğlu (2016) points out the determining role of the physical environment in which the school is located. According to the research conducted, depending on the socio-economic level of the region in which they work, the teacher candidates may experience various problems in meeting the basic needs, especially transportation.

One of the important elements in terms of the adaptation and preparation of the teacher candidates is the interaction between the teacher candidate and the school administration. According to the researcher, the school administration, which follows all the bureaucratic processes of the teacher candidate, constitutes an important point for the professional life of the teacher candidate. Hill (2010) emphasizes that the role of the administrator in the organization is to help the subordinates and to provide an environment in which they can be successful and comfortable. McEwan (2018) states that the school administrators have a wide range of tasks such as mobilizing employees, facilitating their work at the school, caring for them and communicating with them, being open to criticism, listening to the views of the people in the environment and the employees, and making the students involved in the school process. In a brief literature it is possible to find different research results and evaluations (Çakır, 2016; Ergünay, 2018; Kozikoğlu, 2016). Ergünay (2018) stated that the teacher candidates have improved in communication and professional skills, knowing school, social environment, and institutional structure, and implementing teaching strategies in time thanks to the contribution of school administrators and colleague; however, he reported they did not experience any problems based on the school administration. Çakır (2016) discusses the relation between teacher candidates and school administrators from two points. The first one is the approach which school administrators disseminate evaluation throughout the process. The second is spending little time with the school administrator which cause for teacher candidates, not benefiting from their experiences, and showing the deficiencies seen in some of their professional knowledge. According to the research conducted by Kozikoğlu (2016), the teacher candidates suffer from different kinds of problems (environment, physical facilities, classroom administration) in their profession. The research carried out by Doğan (2015) presents a different result which showed that the teacher candidates do not get enough support from the mentors and school administrators. The lack of getting support may lead the teacher candidates to feel themselves uneasy. In addition, the teacher candidates participating in the research thought that there were some situations in which the school administrators did not act fairly, and that this situation caused them not to feel engaged in the school. Tünay (2017) defines the required things that the teacher candidates should do during this process as being in good communication with the school administrators, other colleagues and the environment, contributing to the activities inside and outside the school, and learning and teaching the bureaucratic issues.

In the literature, the researches on teacher candidates were conducted in the CHE (Council of Higher Education) thesis bank at the national level and in the ProQuest Dissertations & Theses Global database at the international level. In the database of the CHE thesis bank, there were 43 theses, 39 of which were masters and 4 of which were doctoral theses. Only 2 of them examined the relationship between the teacher candidate and the school administration. Only the thesis prepared by Çimen (2010) was accessed from these 2 theses and included in the research. In ProQuest Dissertations & Theses Global database, 200 theses which were thought to be about teacher candidates were scanned and 3 of them were included in the research. In the theses, teacher candidate programs and process, evaluations, thoughts, perceptions and problems related to teacher candidate were generally chosen as research subjects. The current research subjects in the theses show that the connection of the teacher candidates with the school administrator has not been adequately investigated. The teacher candidate - school administrator perspective is examined in this research owing to the requirements mentioned before. Therefore, this research is expected to contribute to a better understanding of the teacher candidate -school administrator interaction and to handle the subject from different perspectives in the studies to be carried out in the future. The purpose of this research is to reveal the teacher candidate from the perspective of the school administrator. For that purpose, the following questions were investigated:
1. How do school administrators perceive the teacher candidates?

2. According to the school administrators, how does the teacher candidate -environment interaction occur?
3. What do the school administrators think about the school administrator- teacher candidate interaction?

Method

In this section, what has been done in order to perform the purpose of the research was stated, and a detailed explanation was presented.

Research Design

Qualitative research allows to spend a large amount of time in the field, to draw themes and categories from large data masses, to reveal the perspective of participants, and to provide flexibility (Creswell, 2016). According to Merriam (2015), the aim of the qualitative research is to show how people make their experiences and how they make sense of their lives from the perspectives of the participants. According to Christensen, Johnson and Turner (2015), phenomenology is a "qualitative research method in which the researcher tries to explain how one or more participants experience a phenomenon (event, situation, concept, etc.)". Phenomenology is a design that treats reality and experiences individually and is based on the objectivity of the researcher as much as possible. The focal point of the phenomenology is to come to the bottom of the experience by questioning the experiences related to the phenomenon revealed in detail (Creswell, 2016; Ersoy, 2016; Merriam, 2015b). As the present study aim at understanding the teacher candidates from the perspective of the school administrators, phenomenological design was used. The interview form, which is formed from the points mentioned in the research, has been tried to be examined in detail by using different data sources through the observations and document analysis.

Three points were considered in determining the method and design of the research. These are (i) to express their views in a sincere manner when two school administrators who were expected to participate in the research were asked about the research, (ii) to express that the opinions of these two academicians on the basis of the experiences of the school administrators about the subject will perform the purpose, when the pilot practices of the research were being discussed with two academicians who had previously done research on the subject through the qualitative research method and are thought to be experts in the field, (iii) that school administrators who participate in the research process can respond to all questions by basing on their perceptions and thoughts shaped by their experiences. Upon these three points mentioned above, it was decided to conduct the research in qualitative research method and phenomenological design.

Study Group

The participant group of the research consisted of eleven school administrators, who are able to contribute to the research with their opinions and experiences, have worked with candidate teachers, are still working in official schools and are thought to be volunteers to contribute to the research. However, it was understood that the data obtained from one of the participants consisted of short answers that would not serve the purpose of the research and would not allow any description. Therefore, the answers of this participant were excluded from the evaluation; thus, the number of participants was ten. It is thought that the experience of the researcher as both a school administrator and a teacher is effective in determining the participants. The fact that the researcher has the opportunity to meet with the school administrators in formal and informal settings, to contribute to the research, to know the school administrators working with the candidate teachers, and to work as a school administrator with a candidate teacher can be considered as a reflection of the stated experience. Criterion sampling among the purposive sampling strategies was used since the research included the school administrators who are working or have worked with candidate teachers. Yıldırım and Şimşek (2011), consider the criterion sampling as studying according to the previously defined criteria. The criteria may be determined either by the researcher or previously. In addition to criterion sampling, the chained (snowball) sampling was utilized by taking into consideration the opinions and recommendations of the school administrators who participated in the research. At this point, the school administrators who recommended the school administrators were asked three points about the recommended school administrators and the recommended school administrators were included in the research. These are (i) whether they have worked with candidate teacher or not, (ii) whether they will participate voluntarily in the research, and (iii) whether they can clearly answer the

research questions. Apart from one of the recommended school administrators, others were included in the research because they were considered to be suitable for the three mentioned situations. According to Miles and Huberman (2015), the purpose of the snowball (chained) strategy is to identify the situation of those knowing who is familiar with what information is rich in knowledge. Two factors were effective in determining the sampling size. These are the related literature and the data obtained... When the literature is examined, it is understood that there is no limitation for the sampling size in qualitative research and that the sampling may change according to the questions, data, and sources (Merriam, 2015c; Patton, 2014a). Secondly, the high number of similar points supporting each other in the opinions of the participants made it clear that it was appropriate for the researcher to limit the participant group with ten participants. The research was planned to be carried out with eleven participants based on two points; however, the opinions of a participant were excluded from the research for the reason given; however, more participants were not required as the opinion of ten participants was sufficient to provide sufficient data for the research. In addition, the data of the two pilot practices were included in the research and four participants were reached from these two participants. All of the ten participants in the research were chosen through the criterion sampling, and four of them participated in the research in accordance with the chained (snowball) sampling strategy. Information about participants was presented in Table 1.

Table 1. Information about participants

Gender				
Male			Female	
10			0	
Branch				
Classroom Teaching	Religious Culture and Moral Knowledge Teaching	Physics Teaching	Mathematics Teaching	English Language Teaching
5	2	1	1	1
Assignment				
Principal			Deputy principal	
8			2	
Seniority of teaching				
0-5 year	6-11 year	12-17 year	18-23 year	24 and more than 24 years
1	3	2	3	1
Seniority of administration				
0-5 year	6-11 year	12-17 year	18-23 year	
2	5	2	1	

According to Table 1, it is observed that the majority of the participants are male, the classroom teaching branch is higher than the other branches. In addition, all the participants are married, and the majority of the administration seniority is between 6 and 11 years. Not the real names of the participants but the given code names were used in presenting their opinions. The coding is provided as SA1, SA2, or etc. All of the participants work in public schools.

Ethics in Research

Ethics in research was taken into consideration in terms of two aspects. Initially, the required corporate permission was obtained. This permission for this research was obtained from Istanbul Provincial Directorate of National Education with the letter dated 08.07.2019 and numbered E.13083555. Secondly, the necessary permissions and appointments were individually received from the participants. After acquiring all these permissions, the research process was carried out.

Data Collection

The interviews, field observations, and documents were used as data source in the research. A semi-structured interview form was used for the interviews. The opinion of a school administrator, who was thought to be able to contribute to the research, was taken for the research subject (in the context of the relationship between candidate teacher and school administrator). In addition to this, the research subject was discussed with an academician who is working in the field of educational administration and has done qualitative research. Then, the interview form was piloted with two participants. As a result of the pilot practice, the implementation of the form was continued in terms of two indicators. These are (i) that the respondents are able to understand and respond to the questions and (ii) that the participants have given the answer of "coherent" to the question "Do you think the questions of the research are coherent with each other?" asked to each participant in the interview form. According to the data obtained and the status of the questions to serve the determined purposes, the interview form was reviewed, and the form was conducted to the other participants by taking the opinion of "There is no need to make a change in the interview form" from the two academicians and two Turkish teachers who were experts in their field. The form consists of two parts. The duties, branch, occupational and administration seniority information of the participants are included in the first part. In the second part, 10 main questions and 13 probes were asked about the research topic. The questions are the questions about the observations of the candidate teachers, the candidate teacher system, the professional attitudes of the candidate teachers, their interactions with the environment, and their connection with the school administrator. One more question was asked to the participants about the research ethics, the relevance of the questions to the research, and the points to be added to the research. In addition to the main questions, probe questions were also used in the interviews. According to Merriam (2015d), the probe questions are a practice to ask more information and to get more explanation from here. After the interview form was finalized, it was put into practice. The research report was sent to two academicians and two school administrators who were not related to the research and their criticism was received. The research was reviewed through the evaluations taken from these people. Thus, the efforts were made to evaluate the research from the different perspectives. The second data source for the research is the observations of the researcher. According to Merriam (2015e), field observation contributes to research in two ways. The first allows the researcher to take more responsibility for the identification and evaluation of the findings. The second one is to allow the participants to better understand their behavior during the research process. The observations made in the research were discussed in two dimensions. The first dimension is the observations made before, during, and after the interview. The physical environment, attitudes of the participants towards the research and the researcher, noticeable points in the research, the opinions of the researcher about the interview and the participant were included in the research. The second dimension is the observations that the researcher made when he had worked with a candidate teacher for one year during the school administration. The researcher worked with the teacher candidate in various activities starting from the introduction of the school. Hence, teacher candidate's style of doing the tasks given at school, communication with stakeholders, individual and professional attitudes and behaviors were included in the research. The researcher worked with the teacher candidate, wrote his observations during the research process, and was in contact with the school administrators working with teacher candidates in different schools is thought to be beneficial for the research. These contributions are listed as follows: Interviews were conducted more effectively. The findings were better understood. It also contributed to the better interpretation and evaluation of the relationships among the findings. The data related to the two observation groups were included at the end of each theme in the findings and comments section. Documents were used as the third data source in the research. Patton (2014b) states that documents can be included in research. The number and type of these documents may vary according to the research. The documents that can be used in the research may include the official publications, reports, personal correspondence, diaries, photographs, and so on. Data from the documents are also included in the findings and comments section at the end of each theme. Documents based on document analysis are as follows:

- National Education Fundamental Law numbered 1739
- Ministry of National Education Regulation on Teacher Assignment and Relocation
- Ministry of National Education Regulation on Training Preservice Civil servants
- Teacher Strategy Document 2017-2023
- E-Manual for Passing to Constitutive Teacher Exam

The reasons for the above-mentioned documents to be included in the research are as follows: They include the regulations related to the teacher candidates. They also include the various rights and duties from the appointment of the teacher candidate to their development process, and the studies that are planned to be done about the teacher candidates.

Data Analysis

The data were recorded with the voice recorder and the analysis were made using this device. After the interviews were transcribed, they were sent to the participants and after their approval, the analysis of the research was started. According to Glesne (2015), data analysis is a process that is applied to regulate the data in an order. Coding was carried out in data analysis. Open coding was preferred in coding. After reading the research transcripts three times, the prominent and noticeable points were noted, and the relationship between them and their meaning were examined, and the codes were tried to be made, and the categories were tried to be organized upon the codes, and the themes were tried to be reached after the categories. The given coding-based research is shown in Table 2. According to Neuman (2010), open coding is "the first coding of qualitative data and that the researcher summarizes analytical categories or codes in the form of preparation by examining the data". The descriptive analysis technique was used in the analysis of the data. Yıldırım and Şimşek (2011) draw attention to the importance of intensely placing the views of the participants in the descriptive analysis. The purpose in giving the opinions is to present the findings to the reader in a regular and interpreted manner. Here, what the researcher should do is to explain the descriptions by considering the cause and effect relationship and to reveal the results. In this research, the implementation of the descriptive analysis appears in the form of directly transferring the opinions related to the research in the data, findings and comments section and explaining what the transferred quotations mean for the research. In other words, the connection between the quotations and the reader has been established by taking the concepts of related literature into consideration. Thus, it is aimed to analyse the data in more depth.

In the analysis of the observations, the observation notes were initially read, and then the notes were brought together. In the second stage, the observation notes were reviewed - in particular the observations about the period in which the researcher worked with the teacher candidate. Then, the observations related to the research that were thought to contribute to the research were determined. The notes that would not contribute to the research were excluded from the research. Finally, the observation notes were matched with the appropriate themes and included in the research. In the analysis of the documents, all the determined documents were read first. Subsequently, the items and explanations related to the research were identified. Only the identified explanations and items were included in the research. Finally, the obtained data are presented through the appropriate themes and observation notes.

Four of the strategies indicated by Christensen, Johnson and Turner (2015) were used to increase the reliability-validity of the research. These strategies and their use in research were as follows:
Data Diversification: The data were collected through applying the semi-structured interview form to ten school administrators, the observations of the researcher, and the documents related to the research (especially through legal texts). In the findings and comments section, the data are respectively given in the form of quotations, observation notes, and document analysis. Comprehensive Field Study: The literature related to the field of research was scanned, and the studies on the field were seen, and a basis was established for the interview form. In addition, the observations of the researcher obtained from working with preservice in an academic year were evaluated within this scope. External audit: The data collected from the research before, during, and at the end of the research were discussed with two academicians and participants who were experts in the field, and the data that were not contributed to the research and the comments based on these data were excluded from the research. Direct Quotation: When the findings are examined, the quotations which were obtained from the audio recording device and were transcribed were used. Thus, an attempt was made to provide a cohesion between the interpretations made in relation to the research and the quotations.

Findings and Comments

In this section, the themes and categories created based on the findings obtained are given. It was seen that the following themes emerged based on the findings of the research:

- Thoughts on Teacher Candidate
- Effect of Environmental Factor on Teacher Candidate
- Effect of School Administration in Training Teacher Candidate

Table 2. Themes and categories emerging in research

Theme 1: Thoughts on Teacher Candidate	Observations	Positive
		Negative
	Training	Sufficient
		Insufficient
Theme 2: Teacher Candidate - Environment Interaction	In-school	Colleague
		Student
	Out-of-school	Parent
		University
Theme 3: Effect of School Administration in Training Teacher Candidate	Roles	Supportive
		Identifying the structure
		Experience transmitter
		Transducer
		Introducing the practices
	Preparation	Planning
		Coordination
	Evaluation process	Applying the procedures

According to Table 2, three themes, seven categories and sixteen sub-categories appear in the research. It is seen that there is more category in the theme of effect of school administration in training the Candidate teachers than in other themes.

Theme: Thoughts on Teacher Candidate

It is understood that the observations and the ways of raising them have come to the fore in the thoughts of the participants on the candidate teachers. Considering the opinions of the participants about the teacher candidates, there are both positive and negative thoughts about them. While their positive points can be explained as their search for doing something, the negative points can be solved by experience. Two important factors come to the forefront in the development point: mentor and attitude towards profession. It is understood that working with mentors will contribute to their development. At the same time, it is noteworthy that an important issue in the development point is the approach to the profession. However, it is understood from the opinions that the attitude towards the profession will progress in a whole through the training received over time. The opinions of the participants are as follows: SA2: *"They're good in technology; but the sense of duty and sacrifice are not too good"*. SA3: *"They are eager, but technical information is insufficient ... Through the adaptation programs, we are doing motivation studies to love the profession and students"*. SA5: *"They are excited and anxious. They're trying to prove themselves"*. SA6: *"The compliance of the teacher candidate with the consultant teacher is a very important start"*. SA7: *"They show the lack of confidence and practice. But they are constructive, open to cooperation, and prone to learning"*…

The participants show different opinions on the point of training teacher candidate system that is currently being applied and is changing. When the opinions are examined, although there are areas where the system is sufficient, the situations where it is insufficient are also mentioned. In addition to the developmental characteristics of the mentor teachers, the participants state that there is a lack of contribution to the process and a number of deficiencies. The opinions of the participants are as follows: SA1: *"I believe the current system is useful"*. SA2: *"Stationery and bureaucracy should be avoided. Practical work should be done"*. SA7: *"Practice should be more. It certainly has a positive contribution to the professional experience. Teacher candidate training process is effective both for teachers candidate and mentor teachers"*. SA8: *"If the teacher candidate training program is implemented properly, the training given is sufficient. But if you just fill out the attachments and complete the documentation, this process becomes useless"*. SA9: *"The system has a contribution. First of all, the mentor teachers were trained, and then the courses were carried out with the teacher candidates"*. SA10: *"...I certainly don't find it sufficient"*.

According to the observations of the researcher, the participants take the formal tasks into consideration in order for the teacher candidates to adapt to the system. As understood from the files prepared by the participants about the process, the process is mainly followed through the documents coming from the ministries and national education directorates - these are presented in detail in the form of document analysis. The school administrators officially administrate and direct the process through the determined mentor teacher by using their own initiative. During the first meeting, that the participant made a phone call with the teacher who passed his/her

candidate period in his school and was assigned somewhere else and that the teacher explained his/her experiences during his/her candidate period in a spirit of contentment and gratitude supported the stated observation. This situation shows that trust is established between the researchers and the participants. It is thought that this situation will provide reliable data through the sincere answers. At the end of the process, in that the teacher candidate thanked to the school administrators and shared this joy with the school staff in the school where the researcher is employed also supported the stated situation. Also, the postponement of the phone calls or face-to-face interviews by the participants during the research process showed that the participants pat attention to the research.

It is seen that all of the documents related to the research give weight to the official dimension of teacher candidate system. This is also evident in the interviews and observations. The following documents show that there is an undeniable place for the teacher candidate in the education system. In addition, the documents indicate that a separate place and importance are given to the teacher candidate within the profession. In the obtained documents, the teacher candidate is given as follows:

1. National Education Fundamental Law numbered 1739: In Article 43 of the Law, after teacher candidate period, the teaching profession is divided into three career steps: teacher, expert teacher, and head teacher. In the same article, the regulations on this process - points for evaluation and assignments - are given (MoNE, 1973).
2. Ministry of National Education Regulation on Training Preservice Civil servants: " *civil servant candidate:* Being successful in the exam applied to those who are to be assigned to the civil servants for the first time and are to be assigned to the central and provincial organizations of the Ministry in order to take basic education, preparatory training, and internship, …" (MoNE, 2017a).
3. Teacher Strategy Document: It has identified six important points about the teaching profession. One of them is the training related to candidate teacher and integration (MoNE, 2017b).

Theme: Teacher Candidate – Environment Interaction

The participants demonstrate the interaction of the teacher candidate with the environment in such a way that they can be defined as in-school and out-of-school. They determine the colleagues and students as in-school and the parents and university as out-of-school. It is stated that the level of communication with the colleagues and students who can be mentioned as in-school environment is good and that there are no problems. It can be said that this situation has a positive effect on training the teacher candidates. Although the communication is not at the desired level at the candidate, it is gradually developing. The opinions of the participants are as follows: SA4: *"it is not different from the constitutive teacher although it depends on the teacher and the school environment"*. SA5: *"His/her relationship with colleagues is respectful and open to learning. He/she is timid with his/her students, but progresses in ways that help the students in every way"*. SA6: *"The relationship with colleagues is positive. The interaction with students is positive"*. SA8: *"Since the teacher knows that he/she is the teacher candidate, they help him/her with everything..."*

It can be stated that the interaction of the teacher candidates with the out-of-school environment is less intense than the interaction in the school. It is understood that the communication with parents is not at the desired level due to not being sufficiently discussed and being distanced from communication. It can be said that the communication with the university depends on the failure of a teacher candidate to catch a level of communication after the graduation of the school; however, it is seen that the communication outside the school is also important. The opinions of the participants are as follows: SA1: *"The communication with parents is good, and there is cooperation between them. University education is the "key". They need to use this key well in the profession"*. SA3: *"The interaction with parents is self-enclosed"*. SA4: *"It is necessary to increase the practice time and to focus on teaching techniques, classroom administration and inclusive education. After-school training (interactive board, first aid, etc.) can be given during the university education"*. SA8: *"He/she has difficulties in relations with his/her students, parents, and colleagues"*.

According to the observations of the researcher, the participants take measures to contribute to the role of the teacher candidates in the environment. For this purpose, it is an application which can be evaluated in order to enable the teacher candidate to meet his / her colleague who is found to be successful in the professional sense. In addition, as in the case of the researcher and other administrators, ensuring participation of teacher candidates in the visits to parents, giving them a place in assigned tasks, and declaring officially the assignments in the teacher's room are thought to support the data and comments specified above.

In the following documents, it is seen that the teacher candidate gives importance to the environment, regulations that will reinforce his / her interaction, and the importance of employing the teacher at the desired level from the environment is tried to be put forward. It is thought that the activities, mentioned in the

interviews and observations, which will ensure the interaction of the teacher candidate with the environment are tried to be supported with the mentioned documents. The documents related to the interaction of the teacher candidate with the environment can be given as follows:

1. E-Manual for Passing to Constitutive Teacher Exam: In the 3rd article of the guide, it is stated that 30% of the exam to be held includes National Education Institutions Regulation on Social Activities and that 50% of the exam includes Classroom Administration (MoNE, 2017c).
2. Teacher Strategy Document 2017-2023: The first objective of the document is "to provide the employment of highly qualified, well-educated, and suitable individuals as teachers" (MoNE, 2017b).

Theme: Effect of School Administration in Training Teacher Candidate

The participants describe the teacher candidate -school administration interaction of as roles, preparation and evaluation of the process. According to the participants, the role of school administrators in educating teacher candidates is to be supportive, to define the structure (bureaucracy, legislation), to show practices, to help the teacher candidate adapt to the system, to be an experience transmitter. The fulfillment of roles is related to good communication as the participants stated in the first category. The positive attitude of the teacher candidate towards adapting the process positively affects the interaction. The opinions of the participants are as follows: SA1: *"We have supportive and sharing roles. Besides, we are trying to adapt to the school".* SA2: *"We are trying to convey our experiences. We are making them practice".* SA3: *"We provide guidance on implementing directive and applied presentation related to legislation, drawing them into activities that make them feel like they are teachers, and contributing to creating an active participatory field of practice".* SA4: *"As the school administration, we and the mentor teacher help the teacher candidate develop himself/herself. Of course, the biggest helper is the experience he/she acquire during the time he/she spend in the school".* SA9: *"...I think we have roles to show and support the functioning of the system".* SA10: *"...I think the process like e-school and mebbis can also be useful".*

The participants state that they have fulfilled their preparations for the teacher candidates within the framework of the authority and duties given to them by their superiors. Based on the legislation, they define their preparations as planning and coordinating. Whereas planning is to identify the teacher candidate in terms of how and with whom to work, to introduce and communicate with the mentor teacher, coordination can be defined as demonstrating what the mentor teacher and the teacher candidate do together and expressing the expectations from them. The opinions of the participants related to the subject are as follows: SA2: *"We try to do our best to improve themselves in the framework of legislation and to love the profession".* SA4: *"We follow the procedure we need to implement. We provide the necessary support related to the desired subject".* SA5: *"I've arranged my program in order to spend time with the candidate teacher".* SA7: *"Necessary preparations were made within the program organized in accordance with the schedule".*

The participants perceive the evaluation process of the teacher candidates as follow up of the procedures originating from the current system. It is understood that there are those who do not support the system as well as those who support it. At the point of evaluation, it is important that the school principal takes part with the teacher candidate in a certain period and that they agree on this situation. Some of the participants also express their suggestions for evaluation. This shows that the process is followed by the participants. The opinions of the participants are as follows: SA1: *"According to the system, the principal and the mentor teacher are doing the evaluation. The process becomes a developer".* SA4: *"I think the inspector evaluation is unnecessary because he/she gives a parallel note with the school administrator".* SA5: *"I think it is enough to make the evaluation with a commission including the school principal and the expert teacher. Also, the exam is unnecessary".* SA6: *"I find the evaluation system positive".* SA10: *"I think this application is very unnecessary and dysfunctional".*

According to the observations of the researcher, the school administrator looks at the process and conducts the evaluation based on the legislation as in all transactions. That the participants use such concepts as *"commission, note, inspector and so on"* in their opinions supports the observation. That one of the participants stated that he assigned to a teacher candidate in one of the projects to train him and he explained the experiences in the project to the researcher in detail. That the participant and the teacher candidate share the visuals of the activities and the web pages with these visuals with the researcher show the intense interaction between the teacher candidate and the school administrator. All of the participants personally introduced their schools. They also expressed their wishes to be informed about the results of the research. The attitudes of the participants mentioned that they care about the research and that they want to contribute to the research.

As mentioned in the interviews mentioned below, the presence of the school principal in the evaluation process and the perception of this situation as a positive situation by the participants indicate a parallelism between the interviews and the documents. In addition, the fact that there are many items related to the school administration- teacher candidate interaction in the assignment and relocation regulation support the opinions of the participants who demonstrate their interaction with the teacher candidate. The documents showing the interaction between the teacher candidate and the school administration can be listed as follows (MoNE, 2018):

1. E-Manual for Passing to Constitutive Teacher Exam: One of the members who will be assigned in the oral exam committee is shown as "the director of an educational institution" (MoNE, 2017c).
2. Ministry of National Education Regulation on Teacher Assignment and Relocation: Article 30 expects the superiors, who will fulfill the internship evaluation document of the candidate teacher officers, to follow, supervise, direct and guide the candidate teacher officers on the basis of evaluation (MoNE, 2017a).

Points Added to Research

Considering that there may be situations in the interviews that are not asked in the interview form but which may contribute to the research, a question "Is there anything else you would like to add?" was directed to the participants. While collecting data in qualitative research, it is stated in the relevant literature that there may be situations that are not initially foreseen but may arise in the research process and may contribute to the research and that they can be taken into consideration in the research (Ersoy, 2016; Özcan, 2017). The answers of four participants can be evaluated within this scope. In addition to the system in training the teacher candidate, that four participants are more interested in the details of the subject indicates that the point of view of the school administrator is also important. At the point of development of the teacher candidate, the school administrator has an important place. The school administrator makes efforts for the development of the teacher candidate. The trainings given before starting the profession may also make an important contribution to the teacher candidate process. The opinions of the participants are as follows: SA1: *"Teacher candidate period is the process of gaining experience, the first step should be taken well"*. SA2: *"A teacher who has started working under the Ministry of Education should enter into the class and complete his candidacy as so. If possible, the teacher candidate process should be completed at the university. Person who has started the duty should start as a constitutive teacher"*. SA3: *"I am of the opinion that it is very useful for the internships of university students to be intertwined in school in a period of time and to be together with the university teachers in the education and training in the school"*. SA6: *"I think that it will contribute to the development of the teacher candidates that he/she should participate in the courses of other teachers who have developed themselves in the field of vocational qualification besides the courses of the mentor teacher in the school"*.

Conclusion, Discussion and Recommendations

In the framework of the qualitative research, it is understood that three themes have emerged in the research which was conducted with ten school administrators and was tried to reveal the teacher candidates from the perspective of the school administrator. These are:

1. Thoughts on teacher candidates
2. Effect of environmental factor on teacher candidates
3. Effect of school administration in training teacher candidates

The results obtained from the mentioned themes can be expressed as follows: Although there are professional shortcomings of the teacher candidates, they have the approaches that can be considered as idealistic to the profession. The idealist approach is tried to be put forward through peer learning (through the mentor teacher) by preventing the loss of interest in the profession under the supervision of school administrators. It is understood that organizational socialization is an approach that shows itself in teacher candidate education. However, there are problems in the process of running the teacher candidate process as desired. Balcı (2000) draws attention to the importance of socializing through the work group in order to increase the level of compliance of the employees in the organizations and to prevent the problems that may arise. Similarly, Casey (2005) suggests that the teacher candidates have made efforts to develop the various skills of the students. Bohannon (2015) points out that the teacher candidates are sufficient in terms of effective teaching in terms of knowledge and skills, and emphasizes the importance of increasing knowledge and experience over time as an effective teacher. Langlie (2015) states that the teacher candidates are eager to work, but need support and assistance. In their researches (Düzyol, 2012; Önder, 2018; Öztürk, 2016; Yıldırım, 2012), they demonstrate that

mentor teacher practice in training the teacher candidates contributes positively to the process, and organizational socialization. The results of the research indicated above support the current research result. However, according to the research by Ozer (2013), the teacher candidates believe that they do not have enough support in school. According to the research conducted by Çimen (2010), 17.65% of the school administrators stated that the teacher candidates and the mentor teacher should enter the class together. The studies carried out by Çimen (2010) and Ozer (2013) cannot be said to support the results of the current research. In the observations, it is understood that teacher cndidate practice is basically handled in formal and human dimensions. It is also thought that the obtained answers enable the researcher to acquire enough data for the research. As a result of the research, it can be stated that whereas the professional knowledge, skills, and the opinions based on socialization correspond to the formal dimension of observations, the opinions on support and assistance correspond to the human dimension. The formal dimension of teacher candidate was taken into consideration in the documents, and their importance in the system was tried to be emphasized. The inclusion of studies on teacher candidates in the above-mentioned opinions shows the importance of teacher candidates in the education system.

According to the second result obtained in the research, the interaction of candidate teachers with the environment is evaluated in two groups as internal and external environment. In this way, the basis of evaluation determines the intensity of communication. Whereas the in-school communication defined as the internal environment is at a more intense and desired level, the intensity of communication described as out-of-school is relatively low. However, both the internal and the external environment are cared for by both the teacher candidates and the school administration in the teacher candidate process. Measures should be taken at school in order to realize this importance and to ensure the better and faster adaptation of teacher candidates to the profession. It is understood that the measures are centered on providing an environment in which teacher candidates can demonstrate their real performances. It is seen that the most important concept that school administrators use at this point is "communication". The common and most important finding of the studies (Çakmak, 2011; James, Conolly, Dunning, and Ellott, 2006; Tünay, 2017) is that teacher-environment communication and interaction is an important factor in terms of education. One of the points that school administrators should pay attention to is to implement activities that take the communication with the environment into account. Common objectives should be achieved in interaction with the environment. The research by Casey (2005) indicates empathic thinking, attachment to school, and interaction with environment among the factors affecting the success of the teacher candidates in the profession and reveals that they are as effective as the education they received. Smith-Sherwood (2018) mentions the importance of the interaction between the teacher and the environment. According to the researcher, it is stated that the interaction of the teacher candidates with the environment will have positive reflections on both in-class and out-of-class practices. Myers and Gray (2017) discuss the teacher candidates' success in the profession in terms of their interaction with their colleagues. These points of interaction are considered as getting support, information, facilitating works, and teaching the rules in the school. The teacher candidates can adapt to school through their interaction with their colleagues. Revealing in the researches above that the interaction between school, teacher and environment is the main point in terms of education support the result in this research. According to the data obtained from the observations, it is endeavored to adapt the teacher candidates to the profession and to strengthen this harmony with various activities. Inclusion of teacher candidates in the distribution of tasks in the teachers' room and their participation in the parents' visits support the stated observation. In this way, it is aimed to make the teacher candidates feel themselves valuable and motivated in the system. The teacher's adaptation to the environment and indicating that the activities are necessary in the mentioned research support the observations made. Similarly, in the documents obtained, the establishment of the legal infrastructure for environmental activities supports the teacher-environment interaction. It can be concluded that the documents support the mentioned literature since the teacher candidates consider the environmental interaction necessary.

According to the third result obtained in the research, the training of teacher candidates is related to fulfilment of the roles of the school administration. In addition to the role of the school administrator in promoting the technical side of the profession, it is understood that they have roles to transfer their experiences. Preparations and evaluation process for teacher candidates by the school administrations are carried out through the current structure. It can be stated that school administrators direct their roles in a similar way to the big-small relationship seen in the family. It is understood that the administrators try to act in a manner that prevents the teacher candidates from being distressed and uneasy. In other words, it can be concluded that the administrators are trying to carry out the process in a way that facilitates the work of the teacher candidates without ignoring the technical legislation part. When the literature is analyzed, in the research conducted by Akyol and Kapçak (2017) with the participation of teacher candidates, the teacher candidate-school administrator interaction is reflected as the fact that the school administrators show unifying and integrative behaviors at school. This is naturally reflected in themselves. Zhang, Nishimoto and Liu (2019) reached a similar conclusion. According to

the researchers, the increase in the communication level of the school administrator and teacher candidate shows that the school administrator can perform the expected role better. However, in the research conducted by Ozdas (2018), an different result was reached. The research reveals that school administrators are not interested in teacher candidates sufficiently because of their various and intensive works. According to Pala (2017), candidate teachers think that it would be helpful to work together with the administrators in order to benefit from the knowledge and experience of the school administrators. The research by Çakır (2016) also reveals the importance of school administration in the teacher candidate process. The inclusion of the school administrator in the evaluation process, which is an important stage of candidate teacher, is a practice supported by the teacher candidates. The research mentioned above is thought to support the current research result. However, it is thought that the interaction between the teacher candidate and school administrator is aimed at revealing the formal aspect of the process in research. The current research draws attention to the informal aspect of the process. It is thought that the informal aspect of the process is related to the culture and values of the society.

According to the observations, the participants evaluated the teacher candidate both in terms of legislation and informal communication. Taking both points into account, they have an approach to teacher candidates. In the mentioned studies, the observations emphasized the interaction between the school principal and the teacher candidate, and it is in parallel with the observations involving the formal-informal interaction of the teacher candidate and the school administrator. The observations in the mentioned studies emphasized in terms of the interaction between the school administrator and the teacher candidate are in parallel with the observations involving the formal-informal interaction of the teacher candidate and the school administrator. In addition, the fact that the participants wanted to be informed about the results of the research proves that the answers given by the school administrators are reliable and that the interaction between the teacher candidate and the school administrator is important. In the documents included in the research, the fact that the school administrator includes the arrangements for the participation of the teacher candidate from the candidate to the end of the process shows that the education system attaches importance to the school administrator, teacher candidate, and teacher candidate -school administrator interaction. It is also thought that the conclusions in the mentioned studies indicating that the candidate teacher-school administrator interaction is important support the explanations in the documents put forward.

The following recommendations based on the results can be made for the practitioners: The responsibilities and roles of mentor teachers and school administrators who influence the development of the teacher candidate can be clearly determined through a legislation. Trainings on what can be done can be given to school administrators, mentor teachers, and teacher candidates in order to evaluate their experiences in the process. In this way, the lack of communication between the mentioned groups can be eliminated. The report, which can be formed from the training and experiences, can be presented to the policy makers (MoNE, CHE) to be able to conduct the process more effectively. In terms of researchers, since this research was carried out only with school administrators, another research can be developed by taking the experiences of teacher candidates into account. Because the teacher candidate-school administrator is not directly involved in research, both qualitative and quantitative researches including both school administrators and teachers can be carried out. The research results can be shared with practitioners and researchers on various platforms.

References

Akyol, B., & Kapçak, C. B. (2017). Pre-service teachers' perceptions of "administration" and "school principal" reflected through metaphors. *European Journal of Education Studies*, 3 (10), 293-309. doi: 10.5281/zenodo.1009723

Alataş, H. (2017). *Türkiye'de 2016 yılında uygulanan "aday öğretmen yetiştirme programı" uygulamasının değerlendirilmesi* [*The evaluation of 'induction program' implementation in Turkey in 2016*]. Unpublished master's thesis, Yüzüncü Yıl University, Institute of Education Sciences, Van, TURKEY.

Balcı, A. (2000). *Örgütsel sosyalleşme [Organizational socialization]*. Ankara: Pegem A.

Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher. *Education Journal of Teacher Education*, 60 (5) 497 –511. doi: 10.1177/0022487109348479

Bohannon, K. J. (2015*). The impact of early field experiences in a partnership*. Doctoral dissertation, Retrieved from ProQuest Dissertations and Theses. UMI Number: 3708811

Casey, C. E. (2005). *The relationships among teacher education admission criteria, practice teaching, and Candidate teacher preparedness*. Doctoral dissertation, Retrieved from ProQuest Dissertations and Theses. ISBN: 0-494-02733-9

Christensen, L.B., Johnson, R.B., & Turner, L.A. (2015). Nitel ve karma yöntem araştırmaları [Qualitative and mixed method research], M. Sever (Çev.), [M. Sever Trans]. A. Aypay (Çev. Ed.) *Araştırma*

yöntemleri desen ve analiz içinde (s. 400-433) [In A. Aypay, (Trans. Ed.), *Research methods design and analysis* (pp. 400-433)]. Ankara: Anı.

Creswell, J. W. (2016). Nitel araştırma tasarımı [Qualitative research design]. A. Budak ve İ. Budak, (Çev.) [A. Budak, & İ. Budak (Trans.)]. M. Bütün, & S. B. Demir, (Çev. Ed.), *Nitel araştırma desenleri içinde (s. 42-68).* [In M. Bütün, & S. B. Demir, (Trans. Ed.), *Qualitative research patterns* (pp. 42-68). Ankara: Siyasal.

Creswell, J. W. (2017). Nitel araştırmacılar için 30 temel beceri [30 basic skills for qualitative researchers]. H. Özcan, (Çev.), [H. Özcan, (Trans)]. Ankara: Anı.

Çakır, A. (2016). *Aday öğretmen performans değerlendirme modelinin incelenmesi* [*The examination of the performance evaluation model of candidate teachers*]. Unpublished master's thesis, Bahçeşehir University, Institute of Education Sciences, İstanbul, TURKEY.

Çakmak, M. (2011). Değişen   öğretmen   rolleri: öğretmen   adaylarının   düşünceleri [Changing roles of teachers: prospective teachers' thoughts]. *Eğitim ve   Bilim*,   36 (159).

Çimen, G. (2010). *İlköğretim aday öğretmenlerinin yetiştirilmesi sürecinin ilköğretim müfettişleri ve okul müdürlerince değerlendirilmesi (Kırıkkale ili örneği) [Primary school inspectors? and headmasters? evaluation on their roles in training pre-service teachers of primary schools: Kırıkkale case].* Unpublished master's thesis, Kırıkkale University, Institute of Social Sicences, Kırıkkale, TURKEY.

Doğan, Z. G. (2015). *Göreve yeni başlayan öğretmenlerin yaşadığı sosyal kültürel ve mesleki sorunlar [Social, cultural and vocational problems that the novice teachers face].* Unpublished master's thesis, Uşak University, Institute of Social Sicences, Uşak, TURKEY.

Düzyol, M. A. (2012). *Aday öğretmenlere uygulanan aday öğretmen yetiştirme programının etkililiğinin değerlendirilmesi [The effectiveness of induction program for candidate teachers].* Unpublished master's thesis, Middle East Technical University, Institute of Social Sicences, Ankara, TURKEY.

Ergünay, O. (2018). *Aday öğretmenlerin ilk yıl mesleki deneyimlerinin Hammerness, Darling-Hammond ve Bransford'un öğretmen eğitimi modeli bağlamında incelenmesi: birçoklu durum çalışması [Examining the first year teaching experiences of Candidate teachers with Hammerness, darling-Hammond and Bransford teacher education model: A multi-case study]. Unpublished doctoral dissertation,* Eskişehir Anatolian University Institute of Education Sciences, Eskişehir, TURKEY.

Erkoç, A. (2010). *Aday öğretmenlerin göreve başladıklarında karşılaştıkları sorunlar [Teacher candidates' problems faced at the beginning of the profession].* Unpublished master's thesis, Kahramanmaraş Sütçü İmam University, Institute of Social Sicences, Kahramanmaraş, Turkey.

Ersoy, A. F. (2016). Fenomenoloji [Phenomenology]. A. Saban ve A. Ersoy (Ed.), *Eğitimde nitel araştırma desenleri* içinde (s. 51-110). [In A. Saban and A. Ersoy (Ed.), *Qualitative research patterns in education*, (pp.51-110)]. Ankara: Anı.

Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*, Paul Chapman Publishing: London.

Glesne, C. (2015). Öykünüzü keşfetmek: veri analizi [Exploring your story: data analysis]. A. Ersoy, (Çev.) [A. Ersoy, (Trans.)]. A. Ersoy ve P. Yalçınoğlu, (Çev. Ed.), *Nitel araştırmaya giriş* içinde (s. 255-300). [In A. Ersoy ve P. Yalçınoğlu, (Trans. Ed.), Introduction to qualitative research (pp. 255-300)]. Ankara: Anı.

Hill L. A. (2010). *Yöneticiliğe giden yol [The road to management].* Ü. Şensoy (Çev.) [Ü.Şensoy (Trans.)]. İstanbul: Türkiye İş Bankası.

Hoy, W. K., & Miskel, C. G. (2010). Son söz: okulu sosyal bir sistem olarak yeniden değerlendirme [Final word: re-evaluation of the school as a social system]. (S. Turan), (Çev.) [S.Turan, (Trans.)]. S.Turan (Çev. Ed.), *Eğitim yönetimi: teori, araştırma ve uygulama* içinde (s. 410-423). [In S. Turan (Trans. Ed.), *Educational management: theory, research and practice* (pp.410-423)]. Ankara: Nobel.

James, C., & Conolly, M., Dunning and G. Ellott, T. (2006). *How very effective primary schools work.*, Paul Chapman Publishing: London.

Katzenbach, J. R.& Smith. D. K. (2011). *Ekip disiplini insan yönetimi [Team discipline people administration].* M. İnan, (Çev.) [M. İnan, (Trans.)]. Optimist Yayınları: İstanbul.

Kaymak, M. N. (2017). *Aday öğretmenlerin yetişme sürecinin değerlendirilmesi ve mentorluk önerilerinin uygulanmasına ilişkin görüşler [Evaluation of the progression of teachers candidates and opinions on the application of mentoring guidelines].* Unpublished doctoral dissertation, Gazi University, Institute of Education Sicences, Ankara, TURKEY.

Kozikoğlu, İ. (2016). *Öğretimin ilk yılı: mesleğin ilk yılındaki öğretmenlerin karşılaştıkları güçlükler, hizmet öncesi eğitim yeterlikleri ve mesleğe adanmışlıkları [First year in teaching: Challenges faced by novice teachers, their pre-service education's competency and commitment to the profession].* Unpublished doctoral dissertation, Yüzüncü Yıl University, Institute of Education Sicences, Van, TURKEY.

Langlie, T. J. (2015). *Teacher performance assessments: exploring student perspectives of the edtpa.* Doctoral dissertation, Retrieved from ProQuest Dissertations and Theses. UMI Number: 3714122

McEwan, E. K. (2018). *Etkili okul yöneticilerinin on özelliği [Ten characteristics of effective school administrators]*. N. Cemaloğlu (Çev. Ed.) [N. Cemaloğlu (Trans. Ed.)]. Ankara: PegemA.

Merriam, S. B. (2015a). Nitel araştırma nedir? [What is qualitative research?]. S. Turan , (Çev.) [S. Turan, (Trans.)]. S. Turan, (Çev. Ed.), *Nitel araştırma yöntemleri içinde* (s. 3-20). [In S. Turan, (Trans. Ed.), *Qualitative research methods* (pp. 3-20)]. Ankara: Nobel.

Merriam, S. B. (2015b). Nitel araştırma türleri [Types of qualitative research]. F. K. Canbaz ve M. Öz, (Çev.), F. K. Canbaz ve M. Öz, (Çev.) [F. K. Canbaz and M. Öz, (Trans.)]. S. Turan, (Çev. Ed.), *Nitel araştırma yöntemleri* içinde (s. 21-38). [In S. Turan, (Trans. Ed.), *Qualitative research methods* (pp. 21-38)]. Ankara: Nobel.

Merriam, S. B. (2015c). Araştırmanın desenlenmesi ve örneklem seçimi [Research design and sample selection]. S. Turan ve D. Yılmaz, (Çev.), [S. Turan and D. Yılmaz, (Trans.)]. S. Turan, (Çev. Ed.), *Nitel araştırma yöntemleri* içinde (s. 55-82). [In S. Turan, (Trans. Ed.), *Qualitative research methods* (pp. 55-82)]. Ankara: Nobel.

Merriam, S. B. (2015d). Görüşmelerin etkin yönetimi [Effective management of negotiations]. (S. Turan, (Çev.), [S. Turan, (Trans.)]. S. Turan (Çev. Ed.). *Nitel araştırma yöntemleri* içinde (s. 85-110). [In S. Turan, (Trans. Ed.), *Qualitative research methods* (pp. 85-110)]. Ankara: Nobel.

Merriam, S. B. (2015e). Dikkatli bir gözlemci olmak [Being a careful observer]. H. Özen, ve M. Yalçın (Çev.), [H. Özen, and M. Yalçın (Trans.)]. S. Turan, (Çev. Ed.), *Nitel araştırma yöntemleri* içinde (s. 111-130). [In S. Turan, (Trans. Ed.), *Qualitative research methods* (pp. 111-130)]. Ankara: Nobel.

Miles, M. B. & Huberman A. M. (2015). Veri toplamaya odaklanmak ve veri toplamayı sınırlamak: anlamlı bir başlangıç [Focus on data collection and limit data collection: a meaningful start]. D. Örücü (Çev.), [D. Örücü (Trans.)]. S. Akbaba Altun, ve A. Ersoy, (Çev. Ed.), *Nitel veri analizi* içinde (s. 16-39). [In S. Akbaba Altun, and A. Ersoy, (Trans. Ed.), *Qualitative data analysis* (pp. 16-39)]. Ankara: PegemA.

MoNE (1973). *Milli eğitim temel kanunu*. Retrieved from http://www.meb.gov.tr

MoNE (2015). *Milli eğitim bakanlığı öğretmen atama ve yer değiştirme yönetmeliği*. Retrieved from http://www.meb.gov.tr

MoNE (2017a). *Aday öğretmenlerin yetiştirilmesine yönelik yönetmelik*. Retrieved from http://www.meb.gov.tr

MoNE (2017b). *Öğretmen strateji belgesi*. Retrieved from http://www.meb.gov.tr

MoNE (2017c). *Asli öğretmenliğe geçiş sınavı e-kılavuzu*. Retrieved from http://www.meb.gov.tr

Myers, J., & Gray, E. (2017). Fostering pre-service teachers' pedagogical content knowledge through collaborative coaching. *SRATE Journal*, 26 (2), 32-40.

Neuman, L.W. (2010). *Toplumsal araştırma yöntemleri [Social research methods]*. S. Özge (Çev.) [S.Özge (Trans.)]. İstanbul: Yayın Odası.

Orhan, N. (2013). *Aday öğretmenlerin mesleki tutumları ve iş doyumu düzeyleri [Job satisfaction and occupational attitude levels' of trainee teachers]*. Unpublished master's thesis, Dokuz Eylül University, Institute of Education Sicences, İzmir, TURKEY.

Ozdas, F. (2018). Evaluation of pre-service teachers' perceptions for teaching practice course. *Educational Policy Analysis and Strategic Research*, 13(2), 87-103. doi: 10.29329/epasr.2018.143.5

Önder, E. (2018). Aday öğretmen görüşlerine göre aday öğretmen yetiştirme programı [Prospective teacher training program according to prospective teachers' opinions]. *Kuram ve Uygulamada Eğitim Yönetimi*, 24 (1), 143-189.

Özer, F. (2013). *Aday öğretmenlerin sınıf yönetimi yeterliliklerine ilişkin algıları [The perception of candidate teachers related to competencies in classroom management]*. Unpublished master's thesis, Fırat University, Institute of Education Sicences, Elazığ, TURKEY.

Öztürk, M. (2016). Köy ve kasabalarda görev yapan öğretmenlerin mesleğin ilk yılında yaşadıkları güçlükler [Induction challenges experienced by novice teachers teaching in villages and small towns]. *İlköğretim Online*, 15(2), 378-390. doi: http://dx.doi.org/10.17051/io.2016.55573

Pala, A. (2017). *MEB ilkokul ve ortaokul eğitim kurumlarına atanan aday öğretmenlere uygulanan mentorluk süreci [The teacher mentoring process applied to teacher canditates appointed to primary and secondary schools]*. Unpublished master's thesis, Gaziantep University, Institute of Education Sicences, Gaziantep, TURKEY.

Patton, M. Q. (2014a). Nitel araştırmanın doğası [The nature of qualitative research] . (M. Bütün ve S. B. Demir, (Çev.), [M. Bütün, and S. B. Demir, (Trans.)]. M. Bütün, ve S. B. Demir (Çev. Ed.), *Nitel araştırma ve değerlendirme yöntemleri* içinde (s. 1-36). [In M. Bütün, and S. B. Demir (Trans. Ed.), *Qualitative research and evaluation methods* (pp. 1-36)]. Ankara: PegemA.

Patton, M. Q. (2014b). Nitel araştırma tasarımı [Qualitative research design]. B. Tarman ve M. F. Yiğit, (Çev.), [B. Tarman, and M. F. Yiğit, (Trans.)]. M. Bütün ve S. B. Demir (Çev. Ed.), *Nitel araştırma ve değerlendirme yöntemleri* içinde (s. 209-258). [In M. Bütün, and S. B. Demir (Trans. Ed.), *Qualitative research and evaluation methods* (pp. 209-258)]. Ankara: PegemA.

Smith-Sherwood, H. (2018). Profiles of pre-service teacher education: an investigation into the nature of selected exemplary programs in Jamaica and Michigan. *Journal of Education and Learning*, 7 (2), 139-156. ISSN 1927-5250 E-ISSN 1927-5269

Tünay, T. (2017). *MEB aday öğretmen yetiştirme süreci uygulamasının öğretmen bakış açısıyla değerlendirilmesi* [*Percieve of relevant parties to candidate teacher training process of ministry of national education in Turkey*]. Unpublished master's thesis, Karabük University, Institute of Social Sicences, Karabük, TURKEY.

Umur, Z. & Demirtaş, H. (2016). Aday öğretmenlerin örgütsel sosyalleşmeleri ile kendini ayarlama becerileri arasındaki ilişki [The relationship between candidate teachers' organizational socialization and their self-monitoring]. *Kastamonu Eğitim Dergisi*, 24 (1), 163-182.

Yıldırım, A. & Şimşek, H. (2011). *Nitel araştırma yöntemleri [Qualitative research methods].* Ankara:Seçkin Yayıncılık.

Yıldırım, M. C. (2012). Temel eğitim kursunun aday öğretmenlerin mesleki gelişimlerine katkısı üzerine bir çalışma [A study on the contribution of the basic training course to the professional development of Candidate teachers]. *Kuram ve Uygulamada Eğitim Bilimleri,* 12 (3).

Zhang, S., Nishimoto, M., & Liu, K. (2019). Candidate teacher expectations of the principal's role in teacher induction. *New Waves Educational Research & Development,* 22 (1), 72–89.