



## **Determining the Opinions of Classroom Teachers and Classroom Teacher Candidates Regarding the Education They Received Before Service**

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**Abstract:** In this study, it is aimed to reveal the contributions of the educational activities carried out in the primary school teaching undergraduate program in preparation for the profession, the problems encountered and potential solution. This research is a qualitative study based on case study design. An easily accessible sampling technique was used in determining the cohort of the study. The working group consists of classroom teachers who work in official primary schools affiliated to the Ministry of National Education and students who study in classroom teaching in the 4th grade in the spring semester of the 2019-2020 academic year. 21 teachers and 36 teacher candidates participated in the study. The research data were obtained using a semi-structured interview form. Descriptive analysis was used in data processing. In the research, it was concluded that the practices in classes and schools, extracurricular activities, studies for using instructional technologies, knowledge and skills about school-family cooperation and school management are not sufficient in terms of popularizing and practicing the profession. Based on these results, suggestions were made to choose teachers from among those who like the profession, to include more applied studies in terms of gaining skills, to use teaching technologies more in faculties, to increase the number and duration of school applications.

**Keywords:** *Classroom teacher; teacher candidate; pre-service teacher education*

### **Introduction**

The subject of teacher training is a subject that has been studied for years both in Turkey and in other countries. In order to create the most ideal structure, research and trials have been made and continue to be made on the subject. Studies in the field show changes in parallel with social developments and are very affected by developments in the structure of society and in the world.

When we look at the historical process of teacher training, it is known that "discussion rules and teaching methods" course was included in the education program together with the basic courses for those who will be teachers of the Primary School in the period of Fatih Sultan Mehmet. II. Darülmüallimin-i Rüşdi (Primary Teacher School) was opened in order to train good teachers for the secondary schools opened during the reign of Mahmut II. Girls' teacher's school (Darül Muallimat) was opened in order to train teachers for girls' secondary schools that was opened later. Village Teacher Schools, which were opened in 1927 in the Republican Period, were transformed into Village Institutes in 1940. In 1954, they joined the Village Institutes Primary Teachers' School; with the law numbered 1739 enacted in 1973, with the obligation for teachers to attend higher education. In 1974 the suitable primary teacher schools were transformed into Education Institutes. Educational Institutes were transformed into faculties of education with the law numbered 2547 enacted in 1981, and with the decree issued in 1982, all of the institutions that train teachers were taken from the Ministry of Education and connected to the YÖK. Thus, since the 1989-1990 academic year, all teacher training institutions started to provide education at the undergraduate level (Ministry of National Education [MEB], 2017).

This process is indispensable in terms of increasing the standard and quality in education, increasing the quality of the education to be given and increasing the quality of teachers (Jamil, 2014). Pre-service and in-service training and other activities for professional development are seen as important factors in increasing the quality of the teacher (Camelia & Elisabeta 2013; Dilshad, 2010; Menon, 2007).

Between 1994-1998, the programs of the Education Faculties were rearranged within the scope of the YÖK/World Bank Pre-Service Teacher Training Project in order to find solutions to the problems in teacher training and to meet the new needs. Thus, standardization has been made in education and training in institutions that train teachers. The most important reason for this regulation is that the teacher training programs of the education faculties are not qualified to meet the needs of the age (YÖK, 1998).

In 2006, in order to meet the new developments and emerging needs in the existing undergraduate programs, YÖK went into a new structuring by taking into account the suggestions from the education faculties (YÖK, 2006). As a result of the structuring, the programs were generally composed of 50% area, 30% vocational knowledge and skills, and 20% general culture courses. By stretching the fixed course application in the programs, education faculties were given the authority to play with 25% in the determination of the courses. On the other hand, the rates of culture courses were increased and a new course called community service practices was introduced. The program updates made from 1997 to 2009 were mostly made in the programs for the primary education level.

In 2008, the European Parliament and the European Council adopted the European Qualifications Framework. In line with this decision, which is also advisory in our country, Turkey Qualifications Framework (TQF) was determined in 2015. The compatibility of the qualifications framework introduced in 2017 with the European Qualifications Framework has become official. In line with the new developments in the field, General Competencies for the Teaching Profession have been updated again. In this case, the general qualifications of the teaching profession: three competence areas as professional knowledge, professional skills, attitudes and values, and 11 competencies and 65 indicators related to competencies within the scope of these fields. These competencies are used for purposes such as pre-service teacher training, determining the content of the courses, placing the teachers in the profession and evaluating their performance. In addition, in order to gain these qualifications, it is based on the fact that teacher candidates have higher education regardless of their education level (Gokalp, 2021).

The Ministry of National Education's work on teacher training and development continues with the Teacher Strategy Document (2017-2023) issued in 2017 and the 2023 Education Vision issued in 2018. In the strategy document, pre-service education, selection of teacher candidates, placement in the profession, candidacy and adaptation to the profession training and career development, the status of the profession and professional development are discussed (Teacher Strategy Document, 2017). With the 2023 Education Vision, the studies and innovations to be made to realize the goals of the MEB are tied to a calendar (2023 Education Vision). An update was made in the teacher training programs by YÖK, taking into account the General Competencies of the Teaching Profession and the Teacher Strategy Document (2017-2023) developed by the Ministry of National

Education in 2017, and the updated programs were put into practice as of the 2018-2019 academic year. Most of the knowledge and skills related to teaching are acquired through pre-service training, in-service training and individual efforts (Ün Açıkgöz, 2008).

The quality of the teacher is seen as an important determinant of the quality of the person he/she trains (Sezgin, 2002). Teachers are vetted to be trained for the requirements of the profession and the solution of the problems to be encountered before the service. Otherwise, the effort spent will be wasted. In order to increase the quality of the teachers trained, it is very important to follow the teachers assigned to the profession and to receive feedback from them. Because these feedbacks are the source of solving the problems in the functioning of the system (Çoban, 2011; Küçükahmet, 1984; Oktar & Bulduk, 1999; Özçelik, 1992; Vural, 2007). For this purpose, the data to be obtained in different ways will contribute to reaching the source of the problem, making the decision of the management and producing the appropriate solution. (Stake, 2000).

It is very important that the programs prepared to train teachers and related practices bring positive attitudes towards the profession (Johnson & Howell, 2005; Senemoğlu & Özçelik, 1989). Pre-service teachers should not be content with providing only theoretical knowledge. The ability to observe and analyze a situation, to look at events from different perspectives, to produce their own solutions and to discover principles and methods according to their own conditions should be gained (Senemoğlu, 1994). Although there are some claims that teaching knowledge and skills will be gained through the experiences that people will gain through their own efforts (Feiman-Nemser, 2001), it will not be enough to connect the profession effectively only to experiences (Robert et al., 1999).

Since primary school teaching undergraduate program, one of the teacher training institutions, constitutes the basis of all levels of education, it is important to carry out the necessary evaluations and to carry out studies to increase its quality (Topal et al., 2011).

It is not sufficient to look only at achievement in the evaluation of education programs.

However, determining the perceptions of the program stakeholders about the program and taking their suggestions will make a significant contribution (Eisner, 1998).

In this context, various studies have been conducted to evaluate the classroom teacher training system. Some of these studies were on senior students (Akdoğdu & Uşun, 2017; Çoban, 2011; Durdukoca ve Ege, 2016; Şahin & Kartal, 2013) and some on graduate students (Aytakin et al., 2006; Vural, 2007; Yılmaz & Kural, 2018) some on both (Kılıç Özmen, 2019; Taş et al., 2017) and some on many stakeholders (Bağcı, 2014; Öner & Karadağ Yılmaz, 2019). Most of the studies were carried out in the quantitative research model, and very little space was given to qualitative studies. In addition, most of the evaluations are for the applied program and the issues related to the subject of providing pre-service teachers with the knowledge, skills and attitudes that they will use in the real environment have not been adequately addressed.

With this study, it is aimed to determine the contribution of the teaching activities carried out in connection with the undergraduate teaching program to the service, the problems experienced in this regard and suggestions for

the correction of these problems. With this aspect, it is hoped that the study will contribute to all stakeholders related to the subject of primary school teacher training. In the research, answers to the following questions were sought.

Classroom teachers and prospective classroom teachers - the education given in the classroom teaching undergraduate program:

1. What are his/her views on his/her contribution to love the teaching profession?
2. What are his/her views on his/her contribution to gaining general culture?
3. What are his/her views on his contribution to the teaching of the lessons to be taught in primary school?
4. What are their views on the contribution of acquiring knowledge and skills related to extracurricular activities to be carried out at school?
5. What are his/her views on his/her contribution to gaining basic knowledge and skills on school-family cooperation and school-environment relationship?
6. What are their opinions about his/her contribution in terms of gaining basic knowledge and skills about school management?

### **Method**

In this section, the design of the research, the study group, the data collection tools, the process and the analysis of the data are given.

### **Research Pattern**

This research is a qualitative study in the case study pattern, which was carried out in order to determine the contribution of the education and training activities carried out in connection with the classroom teaching undergraduate program of the teachers and teacher candidates in the preparation for the profession and to determine their opinions about the problems experienced while doing this, and to develop solution suggestions. In such studies, the situation studied and the various factors that are thought to have an effect on it are discussed with a holistic approach and examined in depth. The results obtained as a result of the examination are not only evaluated for the situation discussed, but also descriptions and interpretations are included, considering that they can create examples for similar situations (Yıldırım & Şimşek, 2011). In addition, a current phenomenon is examined in its real-life context with a case study (Yin, 2003).

### **Working group**

This research was carried out on primary school teachers working in official primary schools affiliated to the Ministry of National Education in the 2nd half of the 2019-2020 academic year and teacher candidates studying in the 4th grade of classroom teaching in the spring semester.

The teachers were chosen from among the graduates of the undergraduate program, which was restructured in 1998 and later. Easily accessible case sampling, one of the purposive sampling methods, was used in the research. This method is preferred for revealing the elements that are known to exist but cannot be accessed easily and quickly. Since the sample size used in qualitative research is not suitable for generalization in most

cases, situations that are easy and inexpensive to work with are preferred (Patton, 2005; Vogt et al., 2012; Yıldırım & Şimşek, 2011). The research was carried out on 21 teachers and 36 teacher candidates who participated voluntarily.

Efforts were made to include teachers and teacher candidates who graduated from different faculties as much as possible. Information about the teachers and teacher candidates participating in the research is given in Table 1.

**Table 1**

*Faculties from which Teachers and Teacher Candidates Graduated*

Faculty of Education Graduated	Number of Teachers	Teacher Candidate
Ağrı İbrahim Çeçen University Faculty of Education	1	-
Amasya University Faculty of Education	4	5
Bolu İzzet Baysal University Faculty of Education	2	5
Gazi University Faculty of Education	2	-
Giresun University Faculty of Education	3	5
Kastamonu University Faculty of Education	2	5
19 Mayıs University Faculty of Education	7	11
Tokat Gaziosmanpaşa University Faculty of Education	-	5
Total	21	36

When Table 1 is examined, it is seen that 36 teacher candidates studying in different education faculties and 21 teachers graduated from different education faculties participated in the research. While the most (7) teachers who graduated from 19 Mayıs University participated in the study, it was followed by (4) teachers who graduated from Amasya University. Since the teachers were randomly reached, a balance could not be established in terms of numbers. On the basis of pre-service teachers, the highest number of pre-service teachers studying at 19 Mayıs University (11) were with an equal number of (5) participants from other universities.

Due to the difficulty of implementation in these universities, only 5 volunteer students were applied. In some universities, the application could not be made because voluntary participants could not be provided.

### **Data Collection Tools**

It was decided to use a semi-structured interview form to collect research data. Open-ended questions are used in this form. While open-ended questions provide flexibility for the researcher, they also prevent important variables from being overlooked (Yıldırım and Şimşek, 2011).

Before creating the research questions, some sources related to the subject (Çoban, 2011; Feiman-Nemser, 2001; Küçükahmet, 1984; Oktar & Bulduk, 1999; Özçelik, 1992; Senemoğlu, 1994; Vural, 2007) were reviewed and 6 candidates were selected. The explanation parts of the questions to be asked to the teachers and the questions to be asked to the teacher candidates are arranged differently, with the same content. Candidate questions were reviewed by three academics, two from the field of educational sciences and one from the field of Turkish language and rearranged in line with their suggestions. The suggestions of the experts were on the content of the questions and ensuring the meaningful integrity.

A pilot study was conducted on two primary school teachers and two pre-service teachers using the research questions. The application was made under the supervision of the researcher himself, and they were asked to immediately ask about the areas in which they still did not have full understanding. There was no mention of any such misunderstandings in practice.

### **Process**

The semi-structured interview form started to be implemented after receiving approval from the Ondokuz Mayıs University Social and Human Sciences Ethics Committee (05.02.2020/60). The research questions were sent by e-mail to the volunteers from the education faculty classroom teaching undergraduate program senior students and teachers, and the forms were returned in the same way. Additional forms were sent to the students at universities outside of Samsun through the accessible instructors. No guidance was given to the participants to answer the questions. In the study, necessary sensitivity has been exercised in complying with the publication ethics.

### **Analysis of Data**

Descriptive analysis was used in the analysis of the data. In descriptive analysis, the data obtained with different data collection techniques are summarized and interpreted according to predetermined themes. The purpose of the analysis made in this way is to present the findings to the reader by summarizing and interpreting (Yıldırım & Şimşek, 2011).

Thirty-six teacher candidates out of 60 pre-service teachers, and 21 class teachers out of 40 class teachers returned. In this context, the data obtained from the forms were analyzed one by one and summarized and interpreted according to the previously determined themes. Direct quotations are frequently included in order to reflect the views of individuals. In the study, teachers were coded as Ö1, Ö2, Ö3 and teacher candidates were coded as ÖA1, ÖA2, ÖA3....

## Results

In this section, the data obtained within the scope of the research were analyzed and presented in tables, and the findings were tried to be supported by direct quotations from the views of the teachers and teacher candidates.

The views of primary school teachers and prospective classroom teachers regarding the contribution of the education given in the classroom teaching program in terms of liking the teaching profession are given in Table 2.

**Table 2**

*Opinions on the Contribution of the Education Given in the Classroom Teaching Program of the Faculty of Education in terms of liking the teaching profession*

<b>In terms of liking the teaching profession</b>		
<b>Teacher</b>	<b>Teacher Candidate</b>	
<b>Contributions</b>	<ul style="list-style-type: none"> <li>• Drama about teaching in lessons (4)</li> <li>• The approach of the instructors teaching primary school</li> <li>• Efforts to develop positive attitudes towards teaching and students (2)</li> <li>• Self-confidence development efforts</li> <li>• The positive attitude of the teachers towards the teaching profession</li> <li>• Teaching practice activities in schools (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors to tell students' mistakes without offending</li> <li>• Presentations made in classes for four years (6)</li> <li>• The positive effect of the drama course on the profession</li> <li>• Conferences given in the faculty (3)</li> <li>• Teaching practice activities in schools (14)</li> <li>• Teachers' efforts on this issue (11)</li> </ul>
<b>Deficiencies</b>	<ul style="list-style-type: none"> <li>• Some of the students do not come to the department voluntarily</li> <li>• The doors of the instructors are closed to the students.</li> <li>• Teacher candidates spend very little time with students.</li> <li>• Insufficient preparation for the profession (4)</li> <li>• Less contribution of lecturers who did not come from the profession (2)</li> <li>• Style problems that faculty members use to students</li> <li>• Insufficient efforts to love the profession (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Negative attitudes and behaviors of some faculty members (5)</li> <li>• Ignoring the emotional and psychological dimension (3)</li> <li>• Giving some useless work and homework</li> <li>• The instructors do not use an understandable language in the lessons.</li> <li>• Threatening with a note</li> <li>• Forced selection of some courses</li> <li>• Some teachers do not have teaching experience</li> <li>• Communication problems in practice schools</li> </ul>

	<ul style="list-style-type: none"> <li>• Finding instructors who do not like the profession (4)</li> <li>• Theoretical processing of the courses</li> <li>• Less teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Theoretical processing of lessons (7)</li> <li>• Teachers who do not love the profession (2)</li> <li>• The low number and duration of school applications (3).</li> </ul>
<b>Suggestions</b>	<ul style="list-style-type: none"> <li>• Lessons should be taught in a practical way (4)</li> <li>• Guidance should be given on situations that may be encountered in real life.</li> <li>• Instructors should not market their books in classes.</li> <li>• Instructors should not force their own ideas to be accepted (2)</li> <li>• School applications should be spread over 4 years (6)</li> <li>• Practice teachers should be chosen from those who truly love their profession (4)</li> <li>• Guidance should be given to teaching starting from high school (2)</li> <li>• Teacher candidates should be given training on professional ethics.</li> <li>• Teachers and teacher candidates should be brought together from time to time (2)</li> <li>• Practice schools should be opened in education faculties (2)</li> <li>• Professionals who love their profession should be invited to give seminars and conferences (3)</li> <li>• Instructors should be selected from among those working in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class practices and activities should be increased (8)</li> <li>• Teachers should be fair and more friendly (4)</li> <li>• Social responsibility projects should be organized (2)</li> <li>• Studies should be carried out to make people comprehend the importance of the spiritual dimension of the profession (3)</li> <li>• Homework should not be given enough to make you bored.</li> <li>• More students should be involved in projects such as KODA.</li> <li>• Teacher candidates should be chosen among those who love teaching (2)</li> <li>• More seminars and conferences should be given to students.</li> <li>• Trips to different primary schools should be organized.</li> <li>• Interviews should be held with teachers who have different professional experiences.</li> <li>• Teaching practices should be increased in number and duration (11)</li> <li>• Teaching experience should be sought in instructors.</li> </ul>

When Table 2 is examined, the opinions of classroom teachers and prospective teachers regarding the contribution of the education given in the education faculty classroom teaching program in terms of liking the teaching profession were analyzed under three categories as contributions, deficiencies and suggestions. While the teachers emphasized that they mostly benefited from teaching practices in schools (5) and drama studies in

lessons (4) in terms of their contribution to liking the profession; pre-service teachers stated that teaching practice in schools (14), teachers' efforts (11) and presentations made in classes for four years (6). It was emphasized that teaching practices contributed the most in both groups. While the deficiencies in this subject are mostly stated by the teachers as the lack of adequate preparation for the profession (4), the inadequacy of the efforts to love the profession (4) and the presence of instructors who do not like the profession; pre-service teachers mostly indicated negative attitudes and behaviors of some instructors (3), insufficient number and duration of school applications, and not taking into account the emotional and psychological dimensions (3). The common view on this issue is mostly seen as the negative attitudes and behaviors of the instructors. As a suggestion, teachers should mostly spread the school practices over 4 years (6) while the practice teachers should be chosen from the teachers who really love their profession (4) and the lessons should be taught practically; teacher candidates, on the other hand, stated that teaching practices should be increased mostly in terms of number and duration (11), in-class practices and activities should be increased (8).

Some of the views of teachers and teacher candidates are shown below.

S.10. I can say that especially the instructors who have taught in primary school are more effective in liking teaching.... S.18. Teachers who really love their profession, especially during internships, should be chosen as guidance teachers. Seminars and conversations should be organized at school from time to time, and people who love their profession should come together with students. S.A.13. Conversations can be arranged with teachers with different professional experiences. S.A. 14. The respect and love of our teachers for their profession has enabled my perception of myself to develop in this direction. S.A.24. I think it is a big deficiency that we meet children in the 3rd grade in our four-year education life.

The views of primary school teachers and prospective classroom teachers regarding the contribution of the education given in the classroom teaching program in terms of gaining general culture are given in Table 3.

**Table 3**

*Opinions on the Contribution to Gaining the General Culture in the Classroom Teaching Program of the Faculty of Education*

<b>In terms of gaining general culture</b>	
<b>Teacher</b>	<b>Teacher Candidate</b>
<b>Contributions</b>	
<ul style="list-style-type: none"> <li>• Gaining general culture and socialization (2)</li> <li>• Being together with friends from different provinces</li> <li>• Convenience of using the library</li> <li>• Conversations between lecturers and lecturers (3)</li> <li>• Conferences held in the faculty (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Resources such as books and movies suggested by the instructors during the lessons (2)</li> <li>• Positive effect of music, painting and art education courses</li> <li>• The positive effect of the conferences given by famous educators at the faculty</li> </ul>

		<ul style="list-style-type: none"> <li>• The effect of in-class and extracurricular conversations with teachers (10)</li> <li>• Making use of friends and faculty library</li> <li>• The positive effect of seminars and conferences held at the university (3)</li> </ul>
<b>Deficiencies</b>	<ul style="list-style-type: none"> <li>• Few conferences held</li> <li>• Teaching the lessons according to the truth of the teacher, not according to the realities of the country.</li> <li>• Teaching outdated information</li> <li>• Giving information only theoretically and by rote (7)</li> <li>• Less courses such as citizenship and constitution (2)</li> <li>• Creating content to fill students' time</li> <li>• Some unnecessary lessons (2)</li> <li>• Not allocating enough time to activities such as excursions and social activities (2)</li> <li>• Not giving importance to general culture lessons (2)</li> <li>• Insufficient effort by the instructors (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in reaching some teachers and not allocating enough time (4)</li> <li>• Some teachers' teaching of the lesson based only on memorizing and explaining (6)</li> <li>• While the academic dimension of the profession is overemphasized, the general culture dimension is given too little attention.</li> <li>• Inadequacy of activities aimed at gaining general culture (8)</li> <li>• Lack of activity other than lectures and assignments (2)</li> <li>• Not organizing a historical site tour or any other trip (2)</li> <li>• Less culture lessons</li> </ul>
<b>Suggestions</b>	<ul style="list-style-type: none"> <li>• Respect for different opinions should be gained.</li> <li>• The lives of exemplary personalities should be taught</li> <li>• More emphasis should be placed on national cultural awareness (2)</li> <li>• Unnecessary courses should be removed from the program (2)</li> <li>• Non-club participation should be increased</li> </ul>	<ul style="list-style-type: none"> <li>• Social activities such as science fairs should be organized (2)</li> <li>• Lessons should not be taught solely based on knowledge (3)</li> <li>• There should be activities for general culture acquisition (3)</li> <li>• Activities related to the field that students are interested in should be organized (3)</li> <li>• Lessons should be research-oriented</li> </ul>

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| <ul style="list-style-type: none"> <li>• Short-term student exchange programs should be established</li> <li>• Required weight should be given to general culture courses in central exams (6)</li> <li>• Educators of different ideas should be brought together with students at the conference (5)</li> </ul> | <ul style="list-style-type: none"> <li>• Resources to improve the general culture should be recommended and videos should be watched.</li> <li>• Extracurricular activities such as museums, science fairs, movies and theater should be organized (10)</li> <li>• There should be discussions in class about current issues (2)</li> <li>• External trainings, seminars, conversations and conferences should be included more frequently (3)</li> </ul> |
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When Table 3 is examined, the opinions of classroom teachers and prospective teachers regarding the contribution of the education given in the education faculty classroom teaching program in terms of gaining general culture were analyzed by dividing them into three categories as contributions, deficiencies and suggestions. While the teachers mostly emphasize the conversations held between lessons (3) with the instructors in terms of their contribution to gaining general knowledge; pre-service teachers stated it as in-class and extracurricular conversations (10) and seminars and conferences held at the university (3).

As a common view, the conversations with the professors in and out of the classroom were emphasized the most. While the shortcomings in this subject are stated by the teachers as the fact that the information is given only theoretically and by rote (7) and the instructors do not make enough effort (3); pre-service teachers were mostly shown as the inadequacy of activities aimed at gaining general knowledge (8), the fact that some teachers only teach the lesson based on memorization and explanation (6), and some teachers cannot be reached and they do not allocate enough time (4). As a common view, it has been shown as the most theoretical and rote processing of information results in the least satisfactory learning environment. Considering the suggestions, it is stated that the teachers should give the necessary weight to the general culture courses in the central exams (6) and educators with different ideas should be brought together with the students at conferences (5); pre-service teachers stated that extracurricular activities such as museums, science fairs, cinema and theater should be organized (10). As a common recommendation, it was emphasized that "outside trainings and seminars, conversations and conferences should be included more frequently". Some of the views of teachers and teacher candidates are given below.

S.2. The conversations with the lecturers between classes and the conferences we attended with the guidance of the lecturers were effective. S.5. It is necessary to bring together the educators who are experienced in the profession with the students. Even if their ideas are extreme, they should be invited to the conference, and it is necessary to teach students to listen with respect to different ideas from all directions. S.A. 11. I can say that the seminars and conferences have contributed. S.A. 16. Since some lectures were taught more directly in the teaching process, the information was transferred directly and I think that it was forgotten after a while and did not contribute to us.

The opinions of the classroom teachers and prospective classroom teachers regarding the contribution of the education given in the classroom teaching program to the acquisition of knowledge and skills related to the teaching of the courses to be taught in primary school are given in Table 4.

**Table 4**

*Opinions on the Contribution of the Education Given in the Classroom Teaching Program of the Faculty of Education in terms of Acquiring Knowledge and Skills Related to Teaching the Lessons Taught in Primary School*

<b>In terms of gaining knowledge and skills related to the teaching of the lessons to be taught in primary school.</b>		
	<b>Teacher</b>	<b>Teacher Candidate</b>
<b>Contributions</b>	<ul style="list-style-type: none"> <li>• Gaining experience about the teaching of the lessons (9)</li> <li>• Being effective in terms of gaining theoretical knowledge (2)</li> <li>• The knowledge and skills obtained with the drama lesson (2)</li> <li>• Gaining the ability to prepare events for specific days and weeks</li> <li>• Benefiting from the experience of teachers with teaching experience (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining the ability to process the lessons in accordance with the constructivist understanding</li> <li>• Gaining self-confidence about the profession (5)</li> <li>• Gaining experience about the teaching of the lessons (8)</li> <li>• Learning to prepare the activities and materials to be applied in the lessons (3)</li> <li>• The positive effects of the applications made in the lessons (11)</li> <li>• Recognizing the curricula and lecturing in accordance with the program</li> <li>• Benefiting from the experience of teachers with teaching experience (3)</li> </ul>
<b>Deficiencies</b>	<ul style="list-style-type: none"> <li>• Lack of training for correct and effective use of Turkish.</li> <li>• Experiences in using technological tools (3)</li> <li>• Inability to gain experience with students with learning disabilities</li> <li>• Making a presentation in the first class (2)</li> <li>• Not giving importance to lessons such as painting,</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers do not give the necessary importance to the lessons (2)</li> <li>• Making unnecessary materials in the lessons (3)</li> <li>• Implementation without giving the necessary information in the field courses</li> <li>• The high number of students in the classes</li> <li>• Doing the exercises too fast reduces the concentration (2)</li> <li>• Each student working on his/her own topic in lecture presentations. (3)</li> </ul>

	<p>music and physical education</p> <ul style="list-style-type: none"> <li>• Processing the lessons by reading slides</li> <li>• Some of the lessons are not useful enough (4)</li> <li>• Most of the lessons are based on memorization.</li> <li>• Less practice related to the teaching of the lessons (8)</li> <li>• Insufficient teaching about some courses (7)</li> </ul>	<ul style="list-style-type: none"> <li>• Making practice without giving sufficient basic information about the courses (4)</li> <li>• Giving too much homework in lessons</li> <li>• Too abstract processing of some lessons</li> <li>• Most of what has been learned remains on paper (3)</li> <li>• Lecture-based processing of lessons (9)</li> </ul>
<p><b>Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Every year there should be a school practice course (2)</li> <li>• Each pre-service teacher should have 5-6 primary school students that they are interested in and working on (2)</li> <li>• Teachers with teaching experience should take classes in the field of Classroom Teaching (2)</li> <li>• Teacher candidates should be trained together with the schools at the level they will work.</li> <li>• Students should not be given a topic presentation in the first years.</li> <li>• Lessons should be applied in practice (10)</li> <li>• Lessons should be taught with rich materials and student-centered.</li> </ul>	<ul style="list-style-type: none"> <li>• Too many materials should not be requested in practice studies related to the lessons (2)</li> <li>• Field courses should be given more effectively (2)</li> <li>• An instrument should be taught in the music class</li> <li>• A separate class should be created in the visual arts course.</li> <li>• Instructors should share case studies, videos or presentations about applications.</li> <li>• Activities that will make all students active should be organized (2)</li> <li>• More excursions and social activities should be included.</li> <li>• Lessons should not be based on the book and should be taught on slides.</li> <li>• Teachers should give examples before starting classroom practices (3)</li> <li>• The hours of field courses should be increased.</li> <li>• Lessons should be more hands-on (4)</li> <li>• Lessons should be taught using methods in which students are active.</li> </ul>

When Table 4 is examined, the opinions regarding the contribution of the education given in the education faculty classroom teaching program in terms of gaining the knowledge and skills related to the teaching of the courses taught in primary school were divided into three categories as contributions, deficiencies and suggestions. While teachers emphasize the positive effect of gaining experience in teaching the lessons (9), benefiting from the experiences of teachers with teaching experience (3) and using technological tools (3) in terms of their contribution to gaining knowledge and skills related to the teaching of the lessons taught in primary school; pre-service teachers stated that the most applied lessons (11) and gaining experience in the teaching of the lessons (8) was the most beneficial for them. As a common view, they both emphasized benefiting from the experiences of the teachers who have the most experience in national education (3). While the deficiencies in this subject are mostly stated by the teachers as the low level of practice related to the teaching of the courses (8) and the practice being made without providing sufficient basic information about the courses (4); pre-service teachers were mostly emphasized as teaching the lessons based on lectures (9) and making practice without giving sufficient basic information about the lessons (4). As a common view, it is mostly seen as the theoretical weighting of the courses. Regarding the subject, teachers mostly prefer that the lessons are applied, student-centered (10) and there are practice lessons every year (2); pre-service teachers also suggested that the lessons should be mostly practice-oriented and that the instructors should give examples before starting the classroom practices (3). As a common recommendation, it is mostly seen as applied and student-centered teaching of the lessons gives the most benefit. Some of the views of teachers and teacher candidates are shown below.

SA.10. “Not all of the teaching lessons were productive and there were lessons that did not give me any skills or knowledge in terms of practice”. “At the same time, we had some incomplete learning in teaching other subjects, since everyone in the class gave importance to their own presentation.” SA. 21. “Lessons should not be taught through books or slides, but instead should be enriched with applications, rather than suffocating them with theoretical knowledge. In particular, a democratic and comfortable environment should be prepared in which teacher candidates are active in which discussions on education will take place.” S.8. “In particular, I think that both theory-oriented and professional practice-oriented activities related to Turkish and primary reading and writing teaching are not done.” SE. 16. “Teacher candidates should be trained together with the schools at the level they will work.”

The views of primary school teachers and prospective classroom teachers regarding the contribution of the education given in the classroom teaching program in terms of gaining knowledge and skills regarding extracurricular activities to be carried out at school are given in Table 5.

**Table 5**

*Opinions on the Contribution of the Education Given in the Classroom Teaching Program of the Faculty of Education in terms of Gaining Knowledge and Skills Regarding Extracurricular Activities at School*

<b>In terms of gaining knowledge and skills about extracurricular activities to be done at school</b>	
<b>Teacher</b>	<b>Teacher Candidate</b>

<b>Contributions</b>	<ul style="list-style-type: none"> <li>To comprehend the importance of certain days and weeks</li> <li>Giving theoretical information (2)</li> </ul>	<ul style="list-style-type: none"> <li>Playing folk dances (6)</li> <li>Impressive speeches of the teachers (4)</li> <li>Studies in teaching practices and community service practices</li> <li>Extracurricular discussions within the classes (8)</li> </ul>
<b>Deficiencies</b>	<ul style="list-style-type: none"> <li>Not giving enough activity examples (2)</li> <li>Not including different social and cultural activities</li> <li>Inability to implement the prepared activities</li> <li>Inability to organize extracurricular activities (3)</li> </ul>	<ul style="list-style-type: none"> <li>Lack of continuity in studies and more formal</li> <li>The faculty does not do enough work on this issue (4)</li> <li>The activities are not organized in such a way that students participate (2)</li> <li>Not giving enough importance to extracurricular activities(18)</li> </ul>
<b>Suggestions</b>	<ul style="list-style-type: none"> <li>A course on extracurricular activities should be included (10)</li> <li>Additional studies should be carried out on this subject by pre-service teachers.</li> <li>Apart from choir and folklore, public performances and conferences should be organized (2)</li> <li>Community service applications should be used for this purpose.</li> <li>Pre-service teachers should participate in activities held in practice schools (10)</li> </ul>	<ul style="list-style-type: none"> <li>Activities such as museum visits, cultural site trips, library studies, artistic activities should be organized (3)</li> <li>Educational writers and columnists should be invited to the faculty.</li> <li>All students should participate in the activities, not just certain students (2)</li> <li>Each division's own community should make plans together (2)</li> <li>Conferences should be held at times convenient for students.</li> <li>Extracurricular activities should be more concentrated (11)</li> <li>Activities should be carried out with the participation of students on certain days and weeks in all classes.</li> <li>These activities should be organized together with teachers in practice schools.</li> </ul>

When Table 5 is examined, the opinions regarding the contribution of the education given in the education faculty classroom teaching program of the classroom teachers and teacher candidates in terms of gaining knowledge and skills about the extracurricular activities to be carried out at school were analyzed by dividing

them into three categories: contributions, deficiencies and suggestions. While the teachers emphasized giving the most theoretical information (2) about the contribution of the extracurricular activities to be done in the school in terms of gaining knowledge and skills, the pre-service teachers showed the partially held discussions that (8) folk dance activities and the impressive speeches of the teachers was a valued activity(4).

Regarding the shortcomings, the teachers mostly stated inability to organize extracurricular activities (3), while the pre-service teachers mostly stated that the faculty did not attach enough importance to extracurricular activities (18). As a common view, it is seen that the emphasis is mostly on not giving importance to extracurricular activities in the faculty.

In this regard, while the teachers mostly suggested that a lesson be given on extracurricular activities (10), the pre-service teachers said that extracurricular activities should be mostly focused on (11) and activities such as museum visits, cultural place trips, library studies, artistic activities, etc. should be organized (3). As a common opinion, both groups suggested that teacher candidates participate in extracurricular activities in practice schools. Some of the views of teachers and teacher candidates are shown below.

S.A.13. “Mostly, we do not know which of certain days and weeks should be celebrated, and in which date range. Except for the applications that are always made, we cannot be informed about new studies.” S.A.24. “We could have taken a private lesson for this type of activity. We could discuss what we could do in class and apply what we learned in the internship.” S.2. “If internships are implemented in real schools, they make a great contribution in this regard. I had learned what I had to do because I was carrying out these activities in my internship school. I don't have any difficulties in my own school.” S.9. “A separate lesson can be given on these subjects, or it can be distributed throughout the year with each lesson teacher by sharing the celebration of certain days and weeks and social and cultural activities for each lesson.”

The opinions of the classroom teachers and prospective classroom teachers regarding the contribution of the education given in the classroom teaching program in terms of gaining basic knowledge and skills on school-family cooperation and school-environment relationship are given in Table 6.

**Table 6**

*Opinions on the Contribution of the Education Given in the Education Faculty Classroom Teaching Program in terms of Acquiring Basic Knowledge and Skills on the School-Family Cooperation and School Environment Relationship*

<b>In terms of gaining basic knowledge and skills on school-family cooperation and school-environment relationship.</b>		
	<b>Teacher</b>	<b>Teacher Candidate</b>
<b>Contributions</b>	<ul style="list-style-type: none"> <li>The effect of the conferences held at the school on the subject</li> <li>Theoretical information given (4)</li> </ul>	<ul style="list-style-type: none"> <li>Impact of school practices (2)</li> <li>Efforts of educational sciences teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Legislation information about school-parent cooperation</li> <li>• Teachers' sharing on the subject</li> </ul>	<ul style="list-style-type: none"> <li>• What was learned in the environmental education course</li> <li>• Teachers' sharing on the subject (6)</li> </ul>
<b>Deficiencies</b>	<ul style="list-style-type: none"> <li>• Insufficient application time (4)</li> <li>• Instructors not paying attention to this issue.</li> <li>• Remaining only at the level of knowledge (4)</li> <li>• Having problems with school-family cooperation (10)</li> </ul>	<ul style="list-style-type: none"> <li>• What is learned remains in theory (6)</li> <li>• Emphasis on form rather than content</li> <li>• Lack of studies on this subject (25)</li> </ul>
<b>Suggestions</b>	<ul style="list-style-type: none"> <li>• A conference should be given by competent people at the university on this subject.</li> <li>• Practice should also be made in village schools (2)</li> <li>• Teachers who have worked in different regions and under different conditions should be invited to the faculty and their experiences should be benefited.</li> </ul>	<ul style="list-style-type: none"> <li>• More concrete knowledge and skills should be gained (2)</li> <li>• This subject should be included in the curriculum (4)</li> <li>• These topics should also be included while the lessons are being taught.</li> <li>• School principals should be invited to the lesson (5)</li> </ul>

When Table 6 is examined, the opinions of the classroom teachers and prospective teachers regarding the contribution of the education given in the education faculty classroom teaching program in terms of gaining basic knowledge and skills on school-family cooperation and school-environment relationship were analyzed by dividing them into three categories: contributions, deficiencies and suggestions. Teachers expressed the most theoretical knowledge (4) in terms of gaining basic knowledge and skills on school-family cooperation and school-environment relationship, while pre-service teachers expressed the teachers' posts on the subject as the most frequent (6). Both groups stated that they benefited from the shared experiences of the teachers as a common opinion. While the teachers mostly stated that they had problems with school-family cooperation (10), the teacher candidates mostly emphasized that no studies should be conducted on this subject (25). As a common view, both groups showed that what was learned on this subject remained in theory. As a suggestion, when teachers say that teachers who have worked in different regions and under different conditions should be called to the faculty and benefit from their experiences (6); pre-service teachers suggested that these topics should be included in the lessons (8), school principals should be invited to the lesson and this subject should be included in the curriculum (4). The common view of both groups is that experienced school principals and teachers are invited to the faculty for classes. Some of the views of teachers and teacher candidates are shown below.

S.8. “Especially in the vocational practice course, the schools we are assigned with this subject should interact with our advisor about this course at the university and the necessary practice should be made regarding this subject.” S.9. “I think that a separate course covering these subjects should be opened and that it should be warmed up to the teaching profession with examples from life.” S.A.11. “I don't remember getting any information on these issues. I learned from the internship by observing and gaining knowledge.” S.16. “In schools where internships are held, teacher candidates can also be given the chance to attend parent meetings and observe teacher-parent communication.” S.22. “The conditions of the school and environment where we will work should be taken into consideration. Education should be given in this regard.”

The views of primary school teachers and prospective classroom teachers on the contribution of the education given in the classroom teaching program in terms of gaining basic knowledge and skills about school management are given in Table 7.

**Table 7**

*Opinions on the Contribution of the Education Given in the Primary School Teaching Program of the Faculty of Education in terms of Acquiring Basic Knowledge and Skills on School Management*

<b>In terms of gaining basic knowledge and skills related to the management of the school</b>		
	<b>Graduate / Teacher</b>	<b>Teacher Candidate</b>
<b>Contributions</b>	<ul style="list-style-type: none"> <li>Gaining theoretical knowledge (11)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the importance of intra-school coordination in school management</li> <li>Partially learning some information (6)</li> <li>Learning theoretical information about the subject (14)</li> </ul>
<b>Deficiencies</b>	<ul style="list-style-type: none"> <li>Failure to follow the practices related to school management in practice schools (8)</li> <li>Less course content on this subject</li> <li>Not giving enough importance to such studies (2)</li> <li>Inadequacy in school management (4)</li> </ul>	<ul style="list-style-type: none"> <li>Limited to school management course (2)</li> <li>Leaving what will be learned to the students' initiative</li> <li>Lack of official correspondence</li> <li>Staying in theory only, not turning into practice (8)</li> <li>Lack of training provided (13)</li> </ul>
<b>Suggestions</b>	<ul style="list-style-type: none"> <li>Participation in teachers' board and group meetings in schools should be ensured.</li> </ul>	<ul style="list-style-type: none"> <li>There should be more practice studies in schools<sup>2</sup></li> </ul>

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| <ul style="list-style-type: none"> <li>• Paperwork should be taught practically (3)</li> <li>• The content of the courses related to school management in the faculty should be expanded.</li> <li>• There should be a course on correspondence in school administration</li> <li>• School management lesson should be given with case studies and drama.</li> <li>• Practices in schools should be done and followed in a systematic way.</li> <li>• Pre-service teachers must do internships with the principal or assistant principal (3)</li> </ul> | <ul style="list-style-type: none"> <li>• Procedure information should be given together with applied studies (7)</li> <li>• Drama and case study method should be used while teaching the lesson (4)</li> <li>• The content of the course should be made more functional</li> <li>• Studies in which students will be active should be included (2)</li> <li>• More communication with school administrators should be ensured.</li> <li>• Assistant principals and teachers at the practice school should inform prospective teachers about this issue.</li> </ul> |
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When Table 7 is examined, the opinions of primary school teachers and prospective teachers regarding the contribution of the education given in the education faculty classroom teaching program in terms of gaining basic knowledge and skills about school management were analyzed by dividing them into three categories as contributions, deficiencies and suggestions.

Teachers (11) and teacher candidates (14) emphasized that they gained theoretical knowledge regarding the contribution of the education given on this subject in the classroom teaching program. Teachers stated that the applications made in practice schools were not followed (8), while teacher candidates stated that the education provided was incomplete (13) and that the information remained in theory (8). As a common opinion, the inadequacy of the education given on this subject was emphasized. As a suggestion related to the subject, the teachers suggested that the practices should be followed frequently (6), and the pre-service teachers suggested that the information about the procedure should be given together with the applied studies (7). The common recommendation is that teacher candidates should work with the school principal and assistant principals for a period. Some of the views of teachers and teacher candidates are shown below.

S.1. "When we went to the internship, maybe we could spend a month of this internship with the principal and assistant principals. The principal or vice principals could come to the school and make a presentation." S.2. "We did not get any information about how the school administration should be, what information should be obtained, preparing documents, official correspondence." S.3. In this regard, teachers should be trained practically. It should not be forgotten that when they start the profession, the probability of being a manager is high. S.A.21. "Our teacher in our lesson about school

management contributed to the knowledge. But this remained only in theoretical knowledge. This issue was not taken into consideration in the internship school either.” S.A. 24. “Teaching the lesson only by going through the book and speaking makes the lesson boring and makes it difficult for us to learn.”

### **Discussion, Conclusion and Recommendations**

In this section, the findings obtained in line with the research questions were discussed in the light of the literature and some suggestions were made for the people and institutions related to the subject. In the study, teachers emphasized that in terms of their contribution to liking the profession, they mostly benefited from teaching practices in schools and drama studies in lessons; pre-service teachers stated that the teaching practice in schools is the efforts of the teachers and the presentations made in the lessons for four years. While the deficiencies in this subject are mostly stated by the teachers as the lack of adequate preparation for the profession, the inadequacy of efforts to love the profession, and the presence of instructors who do not like the profession; pre-service teachers mostly showed the negative attitudes and behaviors of some instructors, the insufficient number and duration of school applications, and the ignorance of emotional and psychological dimensions.

As a suggestion, the teachers stated that the school practices should be spread over 4 years, and the practice teachers should be chosen from the teachers who really love their profession and the lessons should be taught practically; pre-service teachers stated that teaching practices should be increased mostly in terms of number and duration, and in-class practices and activities should be increased. In one of the studies on the subject in the literature (İşeri, Kahraman, & Karadağ, 2019), positive attitudes towards the profession decreased as the age and grade level increased, while in another study, the opposite was reached (Tanel, Şengören, & Tanel, 2007).

According to Başbay et al. (2009), teachers should be provided with positive affective characteristics for the profession, along with the knowledge and skills required by the profession, especially in the pre-service period. Oktay (1991) also reached similar results in his study. Turhan et al. (2012), on the other hand, emphasized in their study that teachers' love and appreciation of the profession has a significant effect on their dedication to the profession. Both the results of this research and the results of the studies related to the subject in the literature show that there are some deficiencies in teacher training institutions in terms of loving the profession and gaining a positive attitude towards the profession. In particular, the opinions of the candidates who are in the profession and are in the last year of the faculty and are about to enter the profession are remarkable.

While teachers mostly emphasize having conversations between lectures with the instructors in terms of contributing to gaining general culture; pre-service teachers emphasized the in-class and extracurricular conversations and seminars and conferences held at the university as useful.

While the shortcomings in this subject are mostly stated by the teachers as the fact that the information is given only theoretically and by rote and the instructors do not make enough effort; teacher candidates are mostly shown as the inadequacy of activities aimed at gaining general knowledge, some teachers teaching the lesson

only based on memorization and explaining, not being able to reach some teachers and not allocating enough time.

Teachers should focus on general culture lessons mostly in central exams and bring together educators of different ideas with students at the conference; pre-service teachers mostly suggested organizing extracurricular activities such as museums, science fairs, cinema and theater.

Goodwin and Kosnik (2013) emphasized that the behaviors of instructors working in institutions that train teachers in higher education are very important in terms of being a model and building the identity of the profession. However, it is emphasized that some spontaneous learning and achievements are very important and their effects continue throughout life (Knight et al., 2007). In a study conducted on the subject, it was concluded that the balance of theoretical and practical courses in the programs of teacher training institutions is not appropriate, and that the instructors who conduct general culture courses are insufficient in terms of quantity and quality (Durdukoca & Ege, 2016).

Öner and Karadağ Yılmaz (2019) concluded that many of the courses in the program do not contribute enough to classroom teaching, that the distribution and content of the courses are uneven, and the instructors are not competent enough in their fields. Kılıç Özmen (2019) also concluded in his study that the instructors working in the field of classroom teaching should have teaching experience and that the courses should be practice-oriented. In another study, it was concluded that teacher candidates could not benefit from general culture courses (Aytekin et al., 2006).

There are significant similarities between the results of this research and the results of the studies in the literature. In other words, it can be said that general culture lessons are not given in an effective and efficient way, there are some deficiencies caused by the instructors in the formation of this result, and there are problems such as the lessons are mostly given theoretically. It can be said that taking into account the suggestions of teachers and teacher candidates regarding the subject can make significant contributions to the solution of problems. While teachers emphasize the positive effect of gaining experience in teaching the lessons, benefiting from the experiences of teachers with teaching experience and using technological tools, regarding the contribution of the education given in the education faculty classroom teaching program in terms of gaining the knowledge and skills related to the teaching of the courses taught in primary school; pre-service teachers stated most frequently that applied lessons and gaining experience was most valued in the teaching of the lessons.

While the shortcomings in this subject are mostly stated by the teachers as the low level of application related to the teaching of the lessons and the practice being made without giving sufficient basic information about the lessons; pre-service teachers were mostly emphasized as teaching the lessons based on narration and making practice without giving sufficient basic information about the lessons was a major source of negativity.

Regarding the subject, teachers mostly emphasize that the lessons are applied, student-centered, and that there is a practical lesson every year; pre-service teachers also suggested that the lessons should be mostly practice-oriented and that the instructors should give examples before starting the classroom practices. When we look at

the literature on the subject, the theory is dominant in the theory application rates in the courses and the teaching practices are insufficient (Durdukoca & Ege, 2016; Şahin & Kartal, 2013; Taş, Kunduroğlu-Akar & Kiroğlu, 2017; Yılmaz et al., 2017; Yılmaz & Kural, 2018) support the findings of this study.

In another study (Kilimci, 2006), it was concluded that teaching practices should be started from the first years for each field course and application studies should be included in each term. According to the results of another study, teachers stated that they mostly benefited from vocational knowledge courses while practicing their profession, followed by field knowledge and general culture courses, respectively (Çoban, 2011).

It can be said that the studies on the subject support the results of this research.

While the teachers emphasized that the most theoretical information should be given in terms of gaining knowledge and skills about the extracurricular activities to be done at the school, the pre-service teachers showed the partially held discussions on the subject, folk dance activities and the impressive speeches of the teachers. Regarding the shortcomings, the teachers mostly stated inadequacy in organizing extracurricular activities, while the pre-service teachers mostly stated that the faculty did not give enough importance to extracurricular activities. In this regard, while the teachers mostly recommended a course on extracurricular activities, the pre-service teachers suggested that they concentrate more on extracurricular activities and organize activities such as museum visits, cultural site trips, library studies, artistic activities, etc. Since there are no studies on the subject in the literature, no comment can be made on this subject.

However, the deficiencies of the teachers who enter the profession after graduating from the education faculties in organizing extracurricular activities negatively affect the development of the students in this regard. Particularly, not doing extracurricular activities, which constitute a large part of the hidden curriculum in schools, in accordance with their purpose and not giving the necessary importance may cause irreparable problems later on.

In this respect, it can be said that it is important that teacher candidates are not trained in this regard in the service. On the other hand, teachers and pre-service teachers should be given a lesson about extracurricular activities, museum visits, cultural site trips, library studies, artistic activities etc. It can be said that the suggestions to participate in the activities and extracurricular activities in the practice schools are noteworthy.

While the teachers said that they gained the most theoretical knowledge in terms of gaining basic knowledge and skills on school-family cooperation and school-environment relationship, the teacher candidates mostly showed the teachers' sharing on the subject.

Both groups stated that they benefited from the shared experiences of the teachers as a common opinion. As a shortcoming, while teachers stated that they had problems with school-family cooperation, pre-service teachers emphasized that most studies were not carried out on this issue. As a suggestion; pre-service teachers suggested that these topics should be included in the lessons, school principals should be invited to the lesson and this subject should be included in the curriculum. In the study by Elma (2013), it was concluded that the relationship

between parents and school is important in terms of increasing success in primary schools, and therefore teachers should be trained in this regard. Özben (1997) determined that teachers are not sufficient to develop school-family cooperation. It can be said that the results of the studies support this research. Apart from these, since no study has been found on the subject, no other interpretation based on comparison has been made. However, the opinions of teachers and teacher candidates on this subject are considered remarkable. It can be said that the references made by the teachers before the service based on the difficulties they experienced in the service are meaningful. Suggestions regarding the lack of practice time in schools before the service, the lack of practice in village schools, the lack of theory-practice balance, and the inclusion of lessons in the curriculum about the school-environment relationship are considered remarkable.

Teachers and teacher candidates emphasized that they mostly gained theoretical knowledge regarding the contribution of the education given in the classroom teaching program in terms of gaining basic knowledge and skills about school management. Teachers stated that the applications made in practice schools were not followed most as deficiencies related to the subject, and teacher candidates stated that the education provided was incomplete and the information remained in theory. As a suggestion on the subject, the teachers suggested that the practices should be followed frequently, and the pre-service teachers suggested that the information about the procedure should be given together with the applied studies.

In this regard, Özmantar and Civelek (2017) concluded that many of the teachers who graduated from the classroom teaching program were assigned to primary schools with combined classrooms as authorized teachers, and that these teachers had difficulties because they did not have sufficient equipment regarding management before their service.

Sezer (2010) also reached similar results in his study. Süral (2015) concluded in his study that teachers who are trained in the faculty have difficulties in the field because the courses related to school management are not taught in a practical way. Likewise, Palavan and Göçer (2017) revealed in their study that the pre-service education is quite insufficient for teachers to acquire skills related to school management. Similarly, in many studies in the field (Aksoy, 2008; İzci, 2008; Kılıç & Acat, 2007; Şahin & Kartal, 2013; Vural, 2007) close results have been revealed. In another study, pre-service teachers emphasized that there are deficiencies in all aspects of the system and that it should be improved (Akdoğan & Uşun, 2017).

In other words, it can be said that the educational activities given before the service in terms of gaining basic knowledge and skills about school management are insufficient in terms of carrying out the service.

The following are suggestions developed in line with the research results:

1. In order to make teacher candidates love their profession, the number and duration of school applications should be increased; implementation work should be supervised.
2. Practical studies should be given more place in the courses in order to enable prospective teachers to gain teaching skills; should not be forced to practice without the necessary preparation.

3. Practice teachers in schools should be chosen among teachers who can take care of students sufficiently, are patient and love their profession greatly.
4. More place and importance should be given to extracurricular activities such as seminars, talks and conferences, museum visits in the faculty.
5. The condition of having teaching experience for a certain period of time must be sought in the selection of teaching staff and research assistants.
6. More emphasis should be placed on using instructional technologies in the faculty.
7. In faculties, more emphasis should be placed on pre-service teachers' gaining the necessary knowledge and skills on issues such as school-family cooperation, school-environment relations, and school management.

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