



Expectations of Teacher Candidates from Lecture of Educational Psychology*

Öğretmen Adaylarının Eğitim Psikolojisi Dersinden Beklentileri

Fatih CAMADAN**, Durmuş EKİZ***

• Received: 28.12.2016 • Accepted: 29.11.2017 • Published: 01.12.2017

ABSTRACT: During the lecture of educational psychology it has long been observed that the primary expectation of some teacher candidates from the course was to get a high score at the public personnel selection examination (PPSE). When Form-2 was applied to the 40 volunteer teacher candidates in the classroom, it was understood that 15 teacher candidates expect primarily from the lecture of educational psychology “*Being Successful in PPSE*”. As the researcher lectures in the class, he also realized that this expectation has negative effects on their motivation for the lecture. The researcher was disturbed by this situation and dedicate the present study to understanding this problem. Among the teacher candidates who stated his / her prior ambition is “*Being Successful in PPSE*”, five volunteers (diary keepers) were included to the case study. The research then continued with these five participants. The applications lasted for six weeks. The diaries composed by the participants about the lectures studied, and the activities made during the lectures were collected at the end of every lecture and analysed with the content analysis method. At the end of the research, it was observed that the aims of all participants in the Lectures of Educational Psychology changed. Their priorities became “*Having Good Teaching Knowledge and Skill*”.

Keywords: Case study, educational psychology, teacher candidate, public personnel selection examination (PPSE)

ÖZ: Eğitim psikolojisi dersinde, öğretmen adaylarından bazılarının dersten öncelikli olarak Kamu Personeli Seçme Sınavı’nda (KPSS) başarılı olmayı bekledikleri gözlenmiştir. Form-2 sınıfta yer alan ve gönüllü olan 40 öğretmen adayına uygulanmış ve Eğitim Psikolojisi dersinden 15 kişinin önceliğinin “*KPSS’de Başarılı Olmak*” olduğu görülmüştür. Bununla birlikte, dersi yürüten öğretim elemanı olarak araştırmacı bu durumun öğretmen adaylarının derse yönelik motivasyonlarını olumsuz yönde etkilediğini fark etmiştir. Araştırmacı bu durumdan rahatsız olmuş ve araştırmada bu problemi anlamayı amaçlamıştır. Yukarıda belirtilen “*KPSS’de Başarılı Olmayı*” öncelikli olarak ifade eden öğretmen adaylarından durum çalışmasının birlikte yürütüleceği beş tane gönüllü kişi (günlük tutan) seçilmiştir. Araştırma bu beş katılımcıyla birlikte yürütülmüştür. Araştırmada uygulamalar altı hafta sürmüştür. Bu süreçte işlenen dersler ve derslerde yapılan etkinliklere yönelik olarak katılımcıların oluşturdukları günlükler her dersin sonunda toplanarak içerik analizi ile analiz edilmiştir. Araştırma sonucunda katılımcıların tamamının Eğitim Psikolojisi dersindeki amaçlarının değiştiği ve önceliklerinin “*İyi Bir Meslek Bilgi ve Becerisine Sahip Olmak*” olduğu görülmüştür.

Anahtar Sözcükler: Durum çalışması, eğitim psikolojisi, öğretmen adayı, kamu personeli seçme sınavı (KPSS)

1. INTRODUCTION

The quality of education is a prominent and actual problem of our age. Quality problem can be determined by factors like teacher, student, program, physical facilities, equipment-materials, education policies and applications. As to the solution of this problem, teachers have a bigger responsibility. Teachers are always expected to be successful, regardless of the conditions and facilities. A successful teacher can be described as an individual who can equip the students with skills aimed during the education program (Kaya and Demirel, 2003).

* This study was presented at 3rd International Conference on New Trends in Education and Their Implications.

** Asst. Prof. Dr., Recep Tayyip Erdogan University, Faculty of Education, Department of Educational Sciences, Psychological Counseling and Guidance, Cayeli, Rize, TURKEY. e-posta: camadan.fatih@gmail.com (ORCID: 0000-0003-1516-4350)

*** Assoc. Prof. Dr., Karadeniz Technical University, Faculty of Fatih Education, Department of Primary Education, Sogutlu/Akcaabat, Trabzon, TURKEY. e-posta: durmusekiz@yahoo.com (ORCID: 0000-0002-0558-8144)

Although there have been dramatic changes in educational environments and the system, the role of the teacher is still important. This fact shows the importance of training teacher in the best way as possible in order to reach the aims expected from education and teachers. During the training process, universities are expected to create qualified teachers by training them with an approach in line with science and technology and by taking the needs of society into consideration. The focus point, in this context, must be the efficiency of teachers. Sönmez (2003) defines the term efficiency as having the required qualifications to carry out a mission. When evaluated in respect of teachers, the term points out the knowledge, understanding, skills and behaviours that needed for carrying out the missions and responsibilities of teaching profession.

In order to reach the above mentioned efficiencies, the candidates are provided with knowledge and skills in three areas; these are teaching field knowledge, general knowledge and general skill, and teaching profession knowledge. About these three areas Küçükahmet (2002) pointed out that the knowledge of an engineer on engineering or the knowledge of a physician about medicine can be acknowledged as their *field knowledge*. Besides, an attorney should have a good command of main language and sociology or a physician should have enough command of foreign language to follow professional literature. This type of knowledge is *general knowledge and general skill*. Apart from these two areas, during the teacher training process, teachers are equipped with *teaching profession knowledge* at universities so that they can learn how, where, why and whom to teach.

Although teacher candidates are provided with the efficiencies stated earlier during the teacher training process, another factor having an effect on the teacher candidates' professional skills, senses and expectations is the exam that should be passed in order to be employed at public schools as a teacher. In Turkey, candidates must get the required score from Public Personnel Selection Examination (PPSE) in order to start their job. According to the report of Student Selection and Placement System (SSPS) (2017) teacher candidates are subjected to exam consist of three sessions; teaching field knowledge, general knowledge and general skill and teaching profession knowledge.

Educational psychology is one of the courses relating teaching profession knowledge, and therefore is provided for teacher candidates during the degree program. The relation between education and psychology, definition and functions of educational psychology, basic knowledge on learning and developing process, aspects of development (physical, cognitive, emotional, social and moral development), theories about learning, the reflections of learning theories to the teaching process, efficient learning and factors affecting learning (motivation, individual factors, dynamics of grouping, and effects of these factors on intra class teaching) are aimed to be given to the candidates within this course (CHE [Council of Higher Education], 2011).

In science teaching for primary school program, it is observed that some of the freshmen teacher candidates' primary expectation from the educational psychology course is to have a good degree at PPSE. At the very beginning of the course, some teacher candidates had questions such as "How many questions are asked about this course at PPSE?", "After you teach this subject, will we solve the questions of former years about this?" and "Will the course be PPSE oriented?". And this situation leads lack of motivation and attendance of individuals. The researcher, the instructor of the course at the same time, was disturbed by this situation and this study focuses on understanding these problems. In their study, Çelikten, Sanal and Yeni (2005) similarly stated that teacher candidates are worried about failing at PPSE during their first years. Besides, as a result of the relevant research (Şahin, 2007) there is not a direct relation between the success at PPSE and academic success at university. Therefore, this situation should be investigated deeply. The first year of university is an important stage for teacher candidates in terms of sense and expectations about the profession since a negative approach appeared in

early stages is too hard to change later. Also in some researches (Bayhan, 2009; Gürbüz and Kışoğlu, 2007; Şimşek, 2005), positive approach in this stage is seen to be a factor in increasing the efficiency of teacher. In this context, this study about the expectations of teacher candidates from the courses is expected to be beneficial for literature. The aim of the research is to determine the expectations of the teacher candidates from the lecture of educational psychology. For this purpose, firstly the opinions of the teacher candidates were asked at the beginning of the education psychology course. Later, in order to determine the effect of the course on the expectations of the prospective teachers, their opinions were asked again at the end of the course. It is important to determine the expectations of teacher candidates from the lecture of educational psychology in terms of teacher training process. In this context, it is thought that the results obtained from the research give an idea to the theoreticians and practitioners about the contents and processing of the lectures. It is hoped that the results of this study will contribute to the theory and practice.

2. METHODOLOGY

2.1. Research Design

This research was carried out with a qualitative research design. According to Merriam (2013), case study is a detailed examination of a limited situation. Thus, the researcher presents a holistic explanation by revealing the interaction of a fact or important factors. The purpose of this research is to determine the expectations of the teacher candidates from the lecture of educational psychology. A case study has been conducted in order to elucidate in detail whether this aim has been achieved. In the research, this general goal was tried to be achieved with three main phases. These phases are described below:

- Step 1: *“Presenting the knowledge strived to gain in the scope of the lecture in an attractive way for the participants and discussing on this knowledge.”* For this purpose, in the research process, both instructive and entertaining activities were performed every week.
- Step 2: *“Making all the participants realize how to use the knowledge and skills tried to be gained in the scope of lecture in teaching.”* For this purpose, after theoretical knowledge were shared and discussed, it was emphasized how they could use this knowledge in teaching. In this way, it was tried to make teacher candidates realize how to structure the knowledge they have and how to turn them into skill.
- Step 3: *“In the end of every lecture, learning how the emotions and thoughts of the participants about the content of lecture and teaching process are.”* For this purpose, the participants were required to keep journal and write this journal the emotions and thoughts about the content and teaching process of the lecture.

2.2. Research Group

The research started with the 40 volunteer teacher candidates (26 females and 14 males) who are freshmen in the science teaching program on the faculty of education. Also they are participating in the lecture of educational psychology. Then, four volunteer teacher candidates (two females and two males) in this course chosen randomly were interviewed as pilot study. After the interview, the form was prepared and 40 teacher candidates were applied. 15 of the teacher candidates marked “Being Successful in the PPSE” as their first choice in the lecture of educational psychology. According to Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel (2012), it is possible to work in case study with key people selected from the group in order to collect more detailed information instead of working with all the individuals in a group. More research is done on the data collected from these people in the study. For this purpose, a case study was carried out with five volunteer (four females and one males) teacher candidates among 15 people. The average age of five participants is 18.40 (Sd= .548).

2.3. Research Instruments

The research tried to determine what the expectations of teacher candidates from lecture of educational psychology are. This research was conducted with prospective teachers participating in the educational psychology course. Firstly, four volunteer teacher candidates who is participating in this course chosen randomly were interviewed as pilot study. A semi-structured interview Form-1 (Attachment 1) was prepared and used in the scope of this interview. This form was prepared considering the opinions of three experts in educational sciences and the literature on teacher education. As Ekiz (2009) mentioned, in the semi-structured interview technic, researcher prepares interview questions beforehand but partial flexibility is provided to interviewee and it is allowed to rearrange and discuss the interviewed questions. After the interviews, the data obtained from Form-1 were analysed and it was noticed that these statements of the teacher candidates were possible to be grouped such as the order of priority in the *Lectures of Teaching Field Knowledge* (General Physics, General Chemistry and General Biology etc.), the order of priority in *Lectures of Teaching Profession Knowledge* (Introduction to Educational Science, Educational Principals and Methods, Counselling etc.) and the order of priority in *Educational Psychology*. After the analysis, opinions of three experts in educational science were taken and then a structured interview form was prepared (Form-2) (Attachment 2) by the researcher. As Ekiz (2009) mentioned, it is out of question in the structured interview form to rearrange the prepared questions according to the views of the investigated people. With the structured interview, it was purposed to put forward what the expectations of the participants from the lectures and how the order of priorities for their expectations is in a more concrete way. Moreover, in the research, the participants were expected to keep diaries in order to understand and put forward the efficiency of the studies better. In these diaries participants were asked to write down their thoughts and feelings at the end of each activity. As Yıldırım and Şimşek (2010) mentioned, the diaries kept related to an application or a problem might be useful in reaching individual observations, emotions, reactions, interpretations and explanations. Participants kept diaries immediately after the activities. In the research only five participants kept diary who were chosen in order to carry out case study together.

2.4. Data Analysis

When the problem of the research, research group, research instruments and data collection procedure were taken into consideration in the scope of the research, qualitative method was chosen for data analysis. The data obtained in the study were analysed by the content analysis method. In this analysis, the data are examined in depth. The data are first conceptualized. Then, these concepts are organized in a logical way and it is tried to determine the themes explaining the data through this arrangement. The stages of the content analysis are expressed as follows: 1. coding of data, 2. finding themes, 3. editing and definition of data according to codes and themes, 4. assessment of findings (Yıldırım and Şimşek, 2013). The data obtained from interviews conducted in the research have been analysed within the above mentioned stages.

The data of the research is composed of semi structured (Form-1) and structured (Form-2) interview forms used in the interviews and the information obtained from the diaries participants kept after the activities. Form-2 was applied to the 40 volunteer teacher candidates in the classroom. It was seen that it was possible to group expressions into four different codes under the three themes. These themes are *The aims in the Lectures of Teaching Field Knowledge*, *The aims in the Lectures of Teaching Profession Knowledge* and *The aims in the Lecture of Educational Psychology*. These codes are *Passing*, *Passing with a High Grade*, *Having a Good Teaching Knowledge* and *Skill and Being Successful in PPSE*. Among the teacher candidates whose primary choice is “Being successful in PPSE”, five volunteers (diary

keepers) were chosen in order to carry out case study together. The research continued with these five participants.

The applications lasted for six weeks and the diaries composed by the participants about the lectures studied, and the activities made in the lectures were collected at the end of every lecture and analysed with the content analysis method. As a result of the analysis, it was seen that the expressions were possible to be grouped under four themes. These are the themes with the expressions *For Professional Teaching*, *For Daily Life*, *For the Teaching of the Lecture* and *For PPSE*. The expressions under these themes were regarded as codes. In this way, the participants were enabled to see the changes in the study period concretely. Nvivo 9.0 software package was used to analyse the data.

2.5. Validity and Reliability

Validity

According to Yıldırım and Şimşek (2010), detailed reporting of data and explanation as to how the researcher reached the results are significant for validity in a qualitative research. For this purpose, why the relevant method and approach were preferred, procedural phases during the research, how the data was reached and how it was analysed, the detailed information about the role of the researcher during the process and inclusion of the activities during the practice process were presented to reach validity. Besides, during the qualitative research that was referred to by Yıldırım and Şimşek (2010), a researcher can adopt new strategies, add new questions to interview, hold unplanned interviews and can adopt new data collecting methods to confirm the data he/she has collected. In this research, as it was mentioned in the “data analysis” section, semi-structured interviews were held with participants and a structured form was created with the data collected from those interviews. That form (Form-2) was applied to the group, and then the volunteered individuals were determined for further steps. In order to determine the aimed change concretely, those five individuals were subjected to the same structured form at the end of the research. In addition, the participants were asked to keep a diary about the activities. Thus, the validity of the research was tried to be increased.

Reliability

According to Yıldırım and Şimşek (2010), *examination of a specialist* is a strategy for reaching reliability in a qualitative research. Within this strategy, a researcher informs specialists about each process of the research and evaluates his/her own approach and the way of thinking together with the specialist after showing the collected data and results obtained. The specialist gives feedback to the researcher in the analysing of raw data, and about the conformity to the process. Hence, within this research, the researcher took the support of an instructor who is a specialist at both case study and educational sciences. The decisions for which methods would be chosen for data analysis and which practices would be applied were taken together with the specialist. At the beginning of the research, at the end of the each activity and during the reporting process of the study, the specialist’s opinions were taken regularly. About analysing of the interviews with the participants, creation of the forms after the interviews, analysing of the data collected from the forms and the information obtained from the diaries, steps were taken together with the specialist. Researchers separately placed encoded data into categories. Frequencies and percentages for the distribution of the categories are presented in the tables and figures. Those are the efforts to enhance the reliability. With detailed descriptions, another strategy can be used to reach reliability in a qualitative research. As Yıldırım and Şimşek (2010) stated, it is the act of conveying the raw data to the reader, after rearranging it according to the themes and concepts that have appeared without making any comments, and remaining loyal to the nature of the data. Direct quotations are often used by researchers for this purpose. This strategy is acknowledged as validity, but as Ekiz (2009; 37)

stated, *descriptive validity* is the validity that created without any selection in line with the aim of the researcher and without any change in meaning and also puts the research subjects with all realities forward. Hence, direct quotations can be regarded as beneficial at enhancing reliability of the research. In this point it is acknowledged that validity and reliability are similar. The questions of both structured and semi-structured interviews were presented to reader and after examining the diaries of the participants phase by phase, the expressions about the reached themes and codes were also presented to the reader. This is also an effort to enhance reliability.

3. FINDINGS

In this part, the findings obtained from Form-2 which was applied in the beginning of the research with all participants (40 teacher candidates) and findings obtained from Form-2 applied to the teacher candidates (diary keepers) in the group in which findings carried out collectively in the beginning and end of the study, the volunteer and accessible participants among the teacher candidates who take the educational psychology course were presented. In this part, the activities made in the scope of the research and the findings from the diaries kept by the participants related to the activities and direct quotation from the expressions of the participants have been also given place.

Table-1 which can be seen below has been composed in order to present the findings obtained in Form-2 applied in the research. While preparing Table 1, mentioned themes and the codes composed of the expressions which are possible to be grouped under these themes were given place. With this, it was also indicated in which order the participants preferred these codes.

Table 1: The priority order of purposes of the all participants (40 teacher candidates), in the lectures of teaching field knowledge, teaching profession knowledge and educational psychology

Theme	Code	Order of Priority				Frequency (f)
		1	2	3	4	
The aims in the Lectures of Teaching Field Knowledge	Passing	2	4	1	3	Frequency (f)
	Passing with a high grade	3	3	3	2	
	Having a good teaching knowledge and skill	5	1	4	3	
	Being successful in the PPSE	3	2	1	0	
	Total	13	10	9	8	
The aims in the Lectures of Teaching Profession Knowledge	Passing	1	2	3	0	Frequency (f)
	Passing with a high grade	0	3	2	1	
	Having a good teaching knowledge and skill	3	2	1	2	
	Being successful in the PPSE	16	3	0	1	
	Total	20	10	6	4	
The aims in the Lecture of Educational Psychology	Passing	1	1	2	1	Frequency (f)
	Passing with a high grade	0	4	0	1	
	Having a good vocational knowledge and skill	3	1	3	2	
	Being successful in the PPSE	15	4	0	2	
	Total	19	10	5	6	

When the table above is examined;

- Specify your aims in your *Lectures of Teaching Field Knowledge* (General Physics, General Chemistry, and General Biology) according to the order of priority. As a response to this expression, 3 of the teacher candidates marked “Being Successful in the PPSE” as their first choice.

- Specify your aims in your *Lectures of Teaching Profession Knowledge* (Introduction to Teaching Profession, Instructional Principals and Methods, Counselling etc.) according to the order of priority. As a response to this expression, 16 of the teacher candidates marked “Being Successful in the PPSE” as their first choice.
- Specify your aims in the *Lecture of Educational Psychology* according to the order of priority. As a response to this expression, 15 of the teacher candidates marked “Being Successful in the PPSE” as their first choice.

Briefly, when Table 1 is examined, it is noticed that the purposes of some participants on the Lectures of Teaching Field Knowledge, Teaching Profession Knowledge and Educational Psychology are principally “Being Successful in PPSE”. Form-2 which was applied to five volunteer teacher candidates (diary keepers) who were to conduct the case study together. The findings are presented in Table-2.

Table 2: The priority order of purposes of the diary keepers (five teacher candidates), in the lectures of teaching field knowledge, teaching profession knowledge and educational psychology before the activities

Theme	Code	Participant					Order of Priority
		1	2	3	4	5	
The aims in the Lectures of Teaching Field Knowledge	Passing with a high grade	2	1	3	3	3	
	Being successful in PPSE	1	3	2	1	1	
	Having a good teaching knowledge and skill	3	4	4	2	2	
	Passing	4	2	1	4	4	
The aims in the Lectures of Teaching Profession Knowledge	Passing with a high grade	3	2	3	3	3	
	Being successful in PPSE	1	1	1	1	1	
	Having a good teaching knowledge and skill	4	1	4	2	2	
	Passing	2	3	2	4	4	
The aims in the Lecture of Educational Psychology	Passing with a high grade	3	2	3	3	3	
	Being successful in PPSE	1	1	1	1	1	
	Having a good teaching knowledge and skill	4	4	4	2	2	
	Passing	2	3	2	4	4	

When Table 2 is examined, it is noticed that the aims of participants on the Lectures of Teaching Profession Knowledge and Educational Psychology are principally “Being Successful in PPSE”. It is also seen that the aims of the participants on the Lectures of Teaching Field Knowledge, apart from P2 and P3, are principally “Being Successful in PPSE”, as well. The situation mentioned earlier leads a lack of motivation and attendance of teacher candidates. Therefore, the researcher, the instructor of the course at the same time, was disturbed by this situation and aims to understand these problems. For this purpose, a case study on the expectations of teacher candidates from the lecture of educational psychology was aimed. The activities made in the research process and the contents of the activities are given below in detail. The themes obtained from the expressions in the diaries composed by the participants after the activities and the codes reflecting these themes are given as figures. It has been seen that some participants' statements can be placed under more than one code. As a consequence of this situation, some codes contained more expressions than participants.

Activity 1

The first subject discussed in the scope of this activity was Physical Development. The subject was discussed in detail with the participation of the teacher candidates in the classroom. A documentary was also displayed in order to increase the permanence of the information. After the video which lasted nearly one hour, teacher candidates were requested to discuss about the things explained in the documentary. The analysis made for the evaluations in the diaries related with this activity is presented in Figure 1.

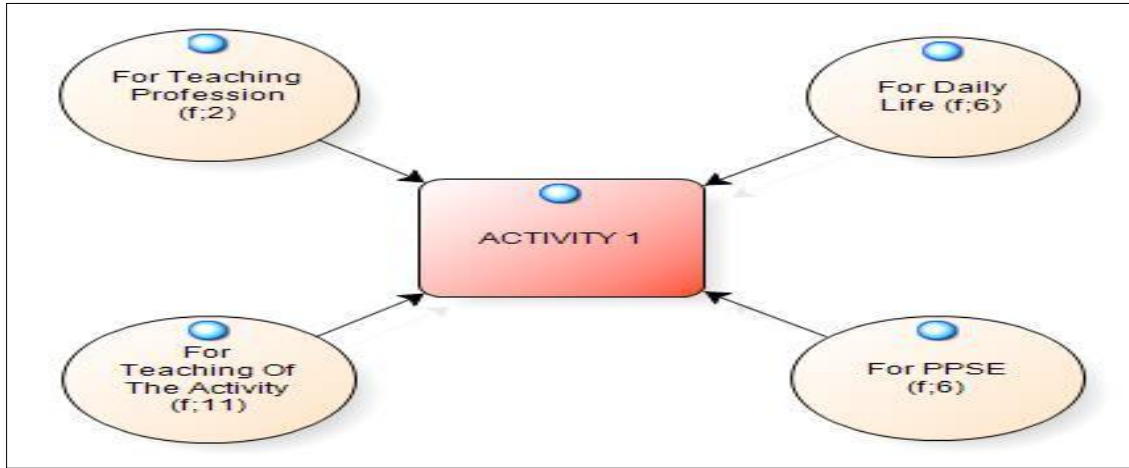


Figure 1. *The evaluations of the participants about the Activity 1*

When Figure 1 is examined, it is noticed that the participants mainly share ideas about the way of teaching the activity and teaching profession least. It is also seen that they have expectations for PPSE, as well. The direct quotations of the participants about the 1. activity from the expressions reflecting the codes in their diaries are given below.

For Teaching Profession;

K5; *“The video we watched is quite necessary especially for a science teacher candidate. I can also use this video or a similar video in explaining a subject. I am already thinking of collecting these kinds of videos.”*

For Daily Life;

K2; *“I think that this kind of information will be necessary for me in the daily life in the future. Learning them is of great importance and necessary. We should not evaluate it only as lecture. These are the main rudiments every person should know.”*

For Teaching of the Activity;

K4; *“I believe that any case which gathers attention and visual eases my learning. For that reason, the lecture was fruitful. I assume that I will not forget what I have learned easily.”*

For PPSE;

K1; *“We know that this lecture is quite important for PPSE. There are a lot of questions about Educational Sciences. That naturally causes anxiety on us. It is a lecture to be learnt well.”*

Activity 2

The subjects discussed this week in the scope of activity were Cognitive Development and Language Development. The brain storming technique was mainly used in the scope of this activity in accordance with the activity in order to teach schema, organization, adaptation and intelligence in a more permanent way. Then four volunteer teacher candidates were requested to

talk about a subject without any preparation by appearing before the class. The relation between cognitive and language development was strived to be gained directly by doing and experiencing. The analysis made for the evaluations in the diaries related to this activity is presented in Figure 2.

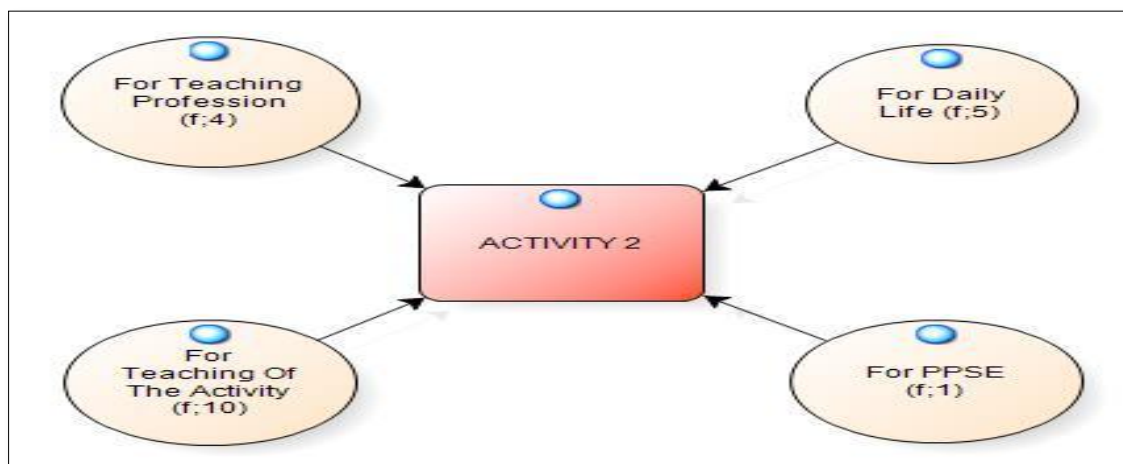


Figure 2. *The evaluations of the participants about the Activity 2*

When Figure 2 is examined, it is noticed that the participants mainly share ideas about teaching of the activity. It is also seen that only one participant (P3) has some expectations from the lecture for PPSE. The direct quotations of the participants about the 2. activity from the expressions reflecting the codes in their diaries are given below.

For the Teaching Profession;

K5; *“Student-centred teaching and taking student into account might make me follow this way in the future. Because the important thing is that the student should talk, not the teacher.”*

For Daily Life;

K1; *“I have a nephew who is 2 years old. I can now interpret and understand its reactions to us in a better way. The good thing about that is I can explain these to my parents and friends.”*

For Teaching of the Activity;

K2; *“Our lecture passed very smooth, nice and entertaining. I really like it. I realized that the more I attend to the lecture, the better I learn.”*

For PPSE;

K3; *“I think that there is vital information about PPSE in today’s lecture. I am thinking of solving the questions which were already asked in PPSE.”*

Activity 3

The subject discussed this week in the scope of the activity was Moral Development. The subject was treated in detail with the participation of the teacher candidates. A drama activity which was thought to reflect the content of the subject in teaching theoretical information in a better way was performed. For this purpose, one of the jokes of Nasreddin Hodja was told in the classroom and animated as a drama. Hodja and his son have four different choices for how to ride the donkey. For animating the joke, two volunteer teacher candidates were called to the chalkboard. One of the volunteers acted out Nasreddin Hodja and the other one performed as his son. To represent the donkey, a chair was used. Then, the other candidates in the classroom were asked which one they approved. It was observed that the teacher candidates had different

approaches. These differences were tried to be related to moral development. Moral development theories tried to make them realize that everybody might be in the different moral development phases. The analysis made for the evaluations in the diaries related to this activity is presented in Figure 3.

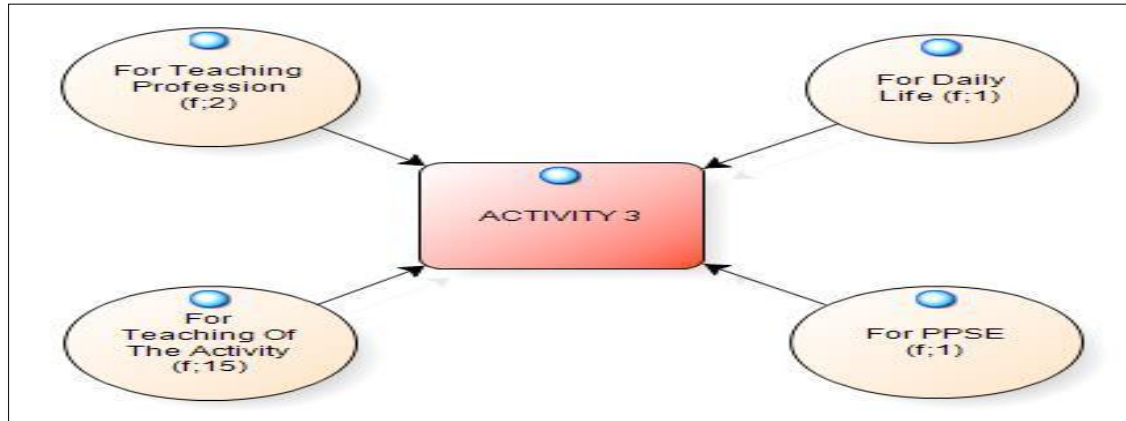


Figure 3. *The evaluations of the participants about the Activity 3*

When Figure 3 is examined, it is realized that after the activity, the participants mainly share ideas about teaching of the activity. It is also seen that only one participant (P4) has expectations from lecture for PPSE. The direct quotations of the participants about the 3. activity from the expressions reflecting the codes in their diaries are given below.

For Teaching Profession;

K5; *“When I become a teacher, I also plan to teach lectures by preparing materials appropriate for the visual intelligence of my students. Because the things we see visually are easier to remember. For example, this drama study appealed to me. I think a teacher must be a good drama performer, as well.”*

For Daily Life;

K2; *“We have clearly seen the saying that moral is a subjective value. Frankly, we, as a society have prejudices against this subject. I also have some but in this way, you can think in a more sensible way in the lectures...”*

For Teaching of the Activity;

K3; *“We have finished an entertaining lecture with a catchy example. I think, our lecturers should not make us pressure. We already do understand what they explain.”*

For PPSE;

K4; *“I think that the information I have learnt in the classroom will be a good preliminary to PPSE. There are lots of concepts to learn. I hope that I won’t forget them until the exam.”*

Activity 4

The subject discussed this week was Classical Conditioning. The subject was discussed in detail with the participation of the teacher candidates. It was also emphasized how phobias and fears which have an important place in classical conditioning are gained and how they could be solved. Teacher candidates were requested to talk about their phobias and fears if they had some. Neuromuscular exercises, the first phase of the *Systematic Desensitization*, were explained theoretically in the classroom. According to Voltan Acar (2010), these exercises are composed of relaxation of the face, neck and shoulder parts, relaxation of the arms, relaxation of stomach, lower part of the back, relaxation of buttocks, calf, the lower part of the legs and final

part. Then, these exercises were applied on three volunteer people. Thus, the information they would use in both their teaching life and personal life was strived to be shared. The analysis made for the evaluations in the diaries related to this activity is presented in Figure 4.

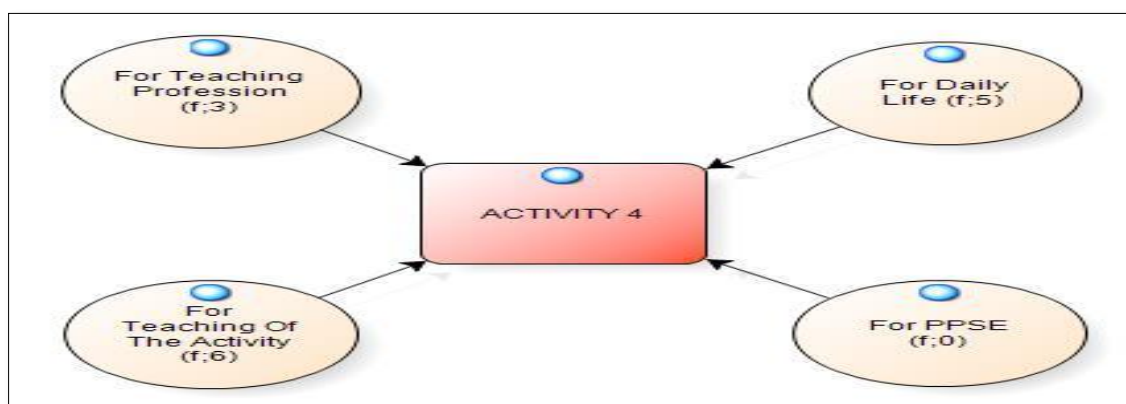


Figure 4. *The evaluations of the participants about the Activity 4*

When Figure 4 is examined, it is noticed that the participants mainly share ideas about teaching of the activity. It is also seen that none of the participants has any expectations from the lecture for PPSE. The direct quotations of the participants about the 4. activity from the expressions reflecting the codes in their diaries are given below.

For Teaching Profession;

K4; *“It is a method which can be applied with the students, as well. I consider learning this method in a more detailed way and certainly practicing on my own students. I am sure they will also have exam stress.”*

For Daily Life;

K1; *“We have learnt how we had our phobias and how we can get rid of them with systematic conditioning. I have noticed that this systematic conditioning already has a certain place in our lives. I am also thinking of doing it to myself. Because if the people make these to themselves or they learn how to do it, I am sure there will be less to do for psychologists.”*

For Teaching of the Activity;

K3; *“We had an entertaining lecture. I am in the opinion that the class we had today was permanent for us. I am saying frankly that it was the most entertaining lecture I have had. The lectures should absolutely be taught in this way and these kind of applications should always be made.”*

Activity 5

The subject discussed this week was Operant Conditioning. The subject was discussed in detailed with the participation of teacher candidates in the classroom. With this, it was purposed to make teacher candidates realize how effective the reinforces are in behaviour modification. For this purpose, an activity called *reinforcement* was carried out with the teacher candidates. A volunteer teacher candidate went out of the classroom, and one of his belongings was hidden. The teacher candidates inside were requested to applaud when he approached to the item and to reduce applauding when he moved away from it. It was tried to be emphasized how effective applauding, in other words reinforcement, is on the behaviour. The opinions of the teacher candidates were taken about where and how to use reinforcement in teaching profession and daily life. The analysis made for the evaluations in the diaries of the participants related to this activity is presented in Figure 5.

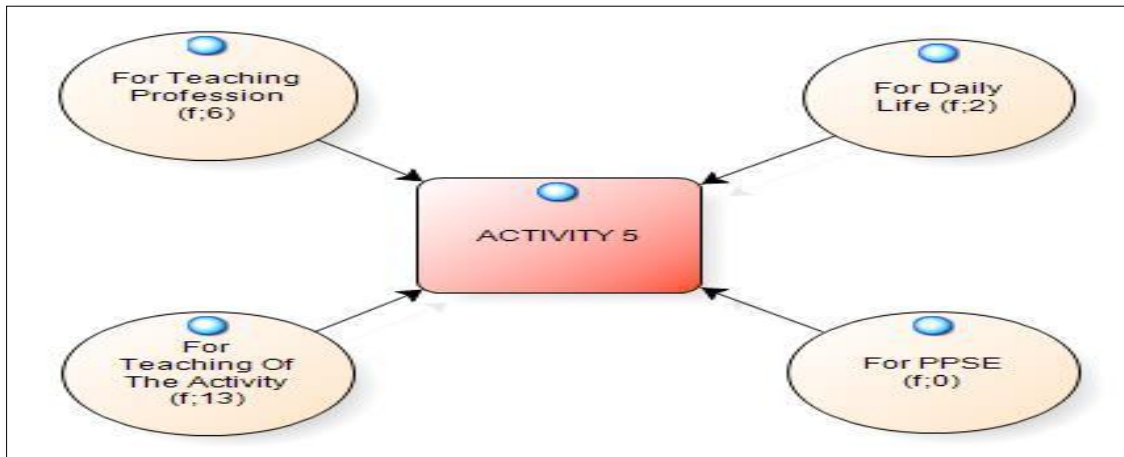


Figure 5. *The evaluations of the participants about the Activity 5*

When Figure 5 is examined, it is noticed that the participants mainly share ideas about teaching of the activity. It is also seen that none of the participants has any expectations from the lecture for PPSE. The direct quotations of the participants about the 5. activity from the expressions reflecting the codes in their diaries are given below.

For Teaching Profession;

K5; *“I have found the answer for how a person learns by conditioning. I can teach my students everything about conditioning. I can accelerate their learning in this way. Honestly, I would like to use what I have learnt on my students in a pragmatic way.”*

For Daily Life;

K3; *“Today we have explained the cases we come across in our daily life with daily examples. Like in the example in the lecture, there are lots of things we learn in this way. We learn bitter and sweet in this way. It was a nice lecture because we have realized how we learned them. We might also need this information in the daily life.”*

For Teaching of the Activity;

K4; *“It was an entertaining lecture. Giving examples of the rules or definitions we learned made us to understand them and enhanced their permanence. The activity we played was quite fun. I can say that we have combined theory and practice.”*

Activity 6

The subject discussed this week was Contiguity Theories. The subject was discussed with the teacher candidates in the classroom. An activity like debate was carried out in order to make it more permanent, and to customize this information for teaching profession and daily life. For this purpose, three volunteer candidates were chosen and these candidates were requested to come to the chalkboard and reenact pioneers of this theory: Watson, Guthrie and Thorndike. They were also demanded to defend these theories and to explain where and how to use the theory they defend. The opinions of the other people in the classroom were also taken. The analysis made for the evaluations in the diaries of the participants related to this activity is presented in Figure 6.

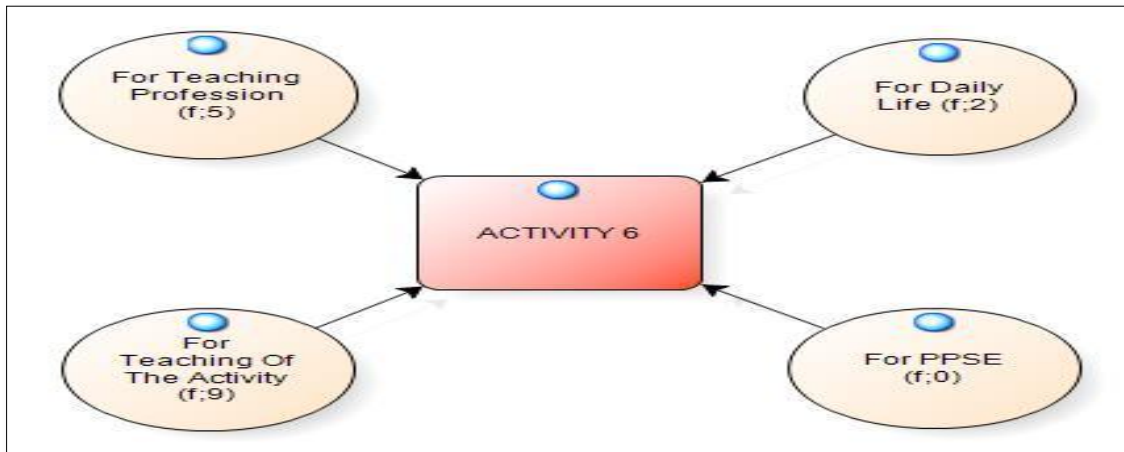


Figure 6. *The evaluations of the participants about the Activity 6*

When Figure 6 is examined, it is noticed that the participants mainly share ideas about teaching of the activity. It is also seen that none of the participants has any expectations from the lecture for PPSE. The direct quotations of the participants about the 6. activity from the expressions reflecting the codes in their diaries are given below. Moreover, after the 6 activities earlier mentioned, Form 2 was applied to the five participants again and the results obtained are given in Table 3.

For Teaching Profession;

K5; *“By applying these kind of applications on my students I can make them understand better by bringing up the subject to the right mark. In this way, we can be successful in the student-centred education. That means student learns and the teacher only guides as we did in the activity. We should not only learn them but also apply to ourselves, as well.”*

For Daily Life;

K1; *“I have realized something in myself. We have discussed about the concepts First-Last effect. You are respected with your first reaction to a person. But in the end you did them some harm. He then hates you. For this reason, not the first effect but the last one is important. You can come across these reactions in life. We can see how the things we experience in life compose in this lecture.”*

For Teaching of the Activity;

K3; *“I do believe that the activity made was really pragmatic and permanent. Because there was a nice discussion atmosphere in the classroom. I can say that we had more than one teacher in the classroom.”*

Table 3: The priority order of purposes of the diary keepers (five teacher candidates), in the lectures of teaching field knowledge, teaching profession knowledge and educational psychology after the activities

Theme	Code	Participant					Order of Priority
		1	2	3	4	5	
The aims in the Lectures of Teaching Field Knowledge	Passing with a high grade	2	2	2	2	2	
	Being successful in PPSE	1	3	4	3	4	
	Having a good teaching knowledge and skill	3	1	1	1	1	
	Passing	4	4	3	4	3	
The aims in the Lectures of Teaching Profession Knowledge	Passing with a high grade	3	3	2	2	2	
	Being successful in PPSE	2	4	4	3	3	
	Having a good teaching knowledge and skill	1	1	1	1	1	
	Passing	4	2	3	4	4	
The aims in the Lecture of Educational Psychology	Passing with a high grade	3	3	3	2	2	
	Being successful in PPSE	2	2	4	3	4	
	Having a good teaching knowledge and skill	1	1	1	1	1	
	Passing	4	4	2	4	3	

When Table 3 is examined, it is noticed that all the participants mainly aim for “Having a good teaching knowledge and skill” with the Lectures of Teaching Profession Knowledge and Educational Psychology. The participants, apart from P1, aim for “Having a good teaching knowledge and skill” on the Lectures of Teaching Field Knowledge. However, the priority of P1 is “Being Successful in PPSE”. The priority of this participant was also same before the study. Therefore, we can see that the change expected from him did not happen.

When the results obtained from the research are examined, it is understood that the statements of the participants in the Form-2 before the research are different from the statements after the research. Before the research, participants with whom the case study was conducted collectively aimed for “Being Successful in PPSE” in the Lectures of Teaching Profession Knowledge and Educational Psychology. However, it is seen that their aims changed as “Having a good teaching knowledge and skill”. After the research, when we check the statements of the participants in Form-2 before the research, the purpose of P1, P4 and P5 on the Lectures of Teaching Field Knowledge was “Being Successful in PPSE”. However, after the research, the aim of P4 and P5 changed as “Having a good teaching knowledge and skill”. On the other hand, the aim of P1 remained the same.

4. DISCUSSION and CONCLUSION

As a result of the Form-2 applied within the research, it was seen that among the teacher candidates who take or will take the lectures at issue, three teacher candidates from the Lectures of Teaching Field Knowledge, sixteen teacher candidates from the Lectures of Teaching Profession Knowledge and fifteen teacher candidates from the Lecture of Educational Psychology primarily expect “Being Successful in PPSE”. From the participants, five volunteer teacher candidates were selected for the case study and their former expectation from the Lectures of Teaching Profession Knowledge and Educational Psychology was “Being Successful in PPSE”. Three of them expected “Being Successful in PPSE” even from the Lectures of Teaching Field Knowledge. However, this situation leads a lack of attendance and has no positive effect on their academic success. In a relevant research; Şahin (2007) analysed

the relation between the degree at educational sciences section of PPSE and teaching profession knowledge and consequently it was revealed that there is no meaningful relation between the degree at educational sciences section of PPSE and teaching profession knowledge. In consequence, it is thought that anxiety considered to be experienced by teacher candidates in an early period will not have functional problems for them.

It is an undeniable fact that teacher candidates have to get a high score in PPSE in order to be employed at public schools. The education given in the faculties of education and the lectures studied there are of great importance for teacher candidates as they include information they can use in both their teaching life and daily life. Nonetheless, their anxiety about recruitment will make them question how the education they get will contribute to their appointment purposes. In other words, they expect the education they get to have a direct positive effect on their success in PPSE. This situation has been pointed out with various studies made in Turkey. For example, in their study, Çelikten et al. (2005) claimed that teacher candidates studying in the different branches, even when they are in their first year at the university, have some concerns about whether they will be successful in PPSE or not as soon as they graduate. In the study made by Ayarçı (2007), it was indicated that the teaching profession is chosen because of the concerns about employment conveniences. In another study, Kızılcaoğlu (2004) expressed that 37 % of the teacher candidates “really want to be a teacher” and the rest chose it only because of the reasons such as “wrong preference, randomly or not to be unemployed”. Nevertheless, the researcher realized as a lecturer these kinds of concerns and expectations have adverse effects on the teacher candidates’ motivations for the lectures. The lecturer was also affected by this situation. This situation was taken as a problem by the researcher and tried to be solved with a case study. At the end of the research, it was seen that the aims of all participants in the Lectures of Teaching Profession Knowledge and Educational Psychology changed. Their priorities became “Having Good Teaching Knowledge and Skill”. The others apart from one participant (P1) changed their aims in the Lectures of Teaching Field Knowledge and their priorities became “Having Good Teaching Knowledge and Skill”. In this way, the aims expected from the Lectures of Teaching Field Knowledge, Teaching Profession Knowledge and Educational Psychology are thought to be approached. As it is stated above, the expected change was not seen in a participant (P1). During the interview held with this participant she/he said: “My family has serious economic difficulties and I have to support them. Since I have nobody to support me financially, I have to be successful and start my career immediately”. Hence, the reason for not changing at expected level can be regarded as the economic difficulties of the participant, and seeing PPSE success as a solution for these problems.

Under the light of these conclusions, the recommendations were presented below. For practice, universities should increase their support to teacher candidates with economic problems. Hence, teacher candidates can concentrate on their courses and overcome the anxiety of PPSE in their first year at university. Additionally, an increase in the number of appointments can create a positive attitude towards their profession. It is thought that researches have different studies for determining what kind of concerns the teacher candidates have at the beginning of their education and whether the solutions of these concerns will be a timely and appropriate intervention. In this way, a preventive method will be followed for the problems in the future. Besides, it is seen that the researches made in the teacher educating period mainly serve to determine the problems. For the solution of these kind of problems faced, it is thought that researches based upon practices will make a big contribution to the teacher educating period.

In this research, when determining the concerns of teacher candidates, only the opinions of the teacher candidates were applied. In other words, as the research was carried out only with the teacher candidates, it is thought that this study has some limitations. The other situation which is also thought to be a limitation of the research is that some of the participants with

whom the application was carried out were absent on some days. This situation decreased the fertility of the study. Some precautions for this problem can be taken for the next researches. It is also thought that the opinions of the academicians should be taken in the scope of next researches and taking their ideas about what kind of activities and applications might be carried out is foreseen to be pragmatic for the researches.

5. REFERENCES

- Bayhan, P. (2009). *The relation between primary education first stage form teachers? job satisfaction and their attitudes toward teaching profession*. Unpublished PhD thesis, Yeditepe University, İstanbul.
- Büyüköztürk, Ş., Kılıç, Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2008). *Bilimsel araştırma yöntemleri*. Ankara: PegemA Publishing.
- Council of Higher Education (2011). *Programlar ve ders içerikleri*. Retrieved from [URL:http://www.yok.gov.tr/component?option=com_docman/task.cat_view/gid.134/Itemid.88](http://www.yok.gov.tr/component?option=com_docman/task.cat_view/gid.134/Itemid.88) on January 8, 2017.
- Çelikten, M., Sanal, M., & Yeni, Y. (2005). Öğretmenlik mesleği ve özellikleri. *The Journal of Graduate School of Social Sciences*, 19(2), 207-237.
- Ekiz, D. (2009). *Bilimsel araştırma yöntemleri* (Second Edition). Ankara: Anı Publishing.
- Gürbüz, H., & Kışoğlu, M. (2007). Attitudes of the science and art faculty students and education faculty students attend the nonthesis graduated education program toward teaching profession (Atatürk University sample). *Erzincan University Journal of Erzincan Faculty of Education*, 9(2), 71-83.
- Kaya, Z., & Demirel, Ö. (2003). *Öğretmenlik mesleğine giriş* (4th ed.). Ankara: PegemA Publishing.
- Kesim Ayarç, R.(2007). Sosyal bilgiler öğretmen adaylarının öğretmenlik mesleğine karşı ilgi, tutum ve beklenti düzeyleri (Unpublished PhD thesis). Marmara University, İstanbul.
- Kızılcaoğlu, A. (2004). The profile of candidates in department of social studies education in Necatibey Education Faculty. *Balıkesir University The Institute of Social Sciences*, 6(10), 87-106.
- Küçükahmet, L. (2002). *Öğretmenlik mesleğine giriş* (Fourth Edition). Ankara: Nobel Publishing.
- Merriam, S. B. (2013). *Nitel Araştırma*. Ankara: Nobel Publishing.
- Sönmez, V. (2003). *Öğretmenlik mesleğine giriş* (Third Edition). Ankara: Anı Publishing.
- Student Selection and Placement System (2017). Kamu Personel Seçme Sınavı (KPSS) Kılavuzu. A Grubu Ve Öğretmenlik. [Online] Retrieved on 01-April-2017, at <http://dokuman.osym.gov.tr/pdfdokuman/2017/KPSS/KILAVUZ21032017.pdf>
- Şahin, Ç. (2007). *The relationships between teaching professional knowledge courses and educational sciences tests of The Public Personnel Selecting Exam (PPSE)*. Unpublished PhD thesis, Ankara University, Ankara.
- Şimşek, H. (2005). Orta öğretim alan öğretmenliği tezsiz yüksek lisans programına devam eden öğrencilerin öğretmenlik mesleğine yönelik tutumları. *Yüzüncü Yıl University Journal of Faculty of Education*, 2(1), 25-50.
- Voltan, Acar, N. (2010). *Grupla psikolojik danışmada alıştırmalar deneyler* (4th ed.). Ankara: Nobel Akademik Publishing.
- Yıldırım, A., & Şimşek, H. (2010). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Publishing.

Attachment 1 (Form-1)

1. What do you expect a lecture studied in the faculty of education to make teacher candidates gain? (Write according to the order of priority). Why?
2. What are the top five lectures you had or you would have that you regard as important in the faculty of education? (Write according to the order of priority). Why?
3. Why is Lecture of Educational Psychology important for you? If important, write the reasons according to the order of priority.

Attachment 2 (Form-2)

1. Specify your aims in the Lectures of Teaching Field Knowledge (General Physics, General Chemistry and General Biology) according to the order of priority.
2. Specify your aims in the Lectures of Teaching Profession Knowledge (Introduction to Teaching Profession, Instructional Principals and Methods, Counseling etc.) according to the order of priority.
3. Specify your aims in the Lecture of Educational Psychology according to the order of priority.

Uzun Özet

Eğitim Psikolojisi dersinde, öğretmen adaylarından bazılarının dersten öncelikli olarak Kamu Personeli Seçme Sınavı'nda (KPSS) başarılı olmayı bekledikleri gözlenmiştir. Dersi yürüten öğretim elemanı olarak araştırmacı bu durumun öğretmen adaylarının derse yönelik motivasyonlarını olumsuz yönde etkilediğini fark etmiştir. Araştırmacı bu durumdan rahatsız olmuş ve araştırmada bu problemi anlamayı amaçlamıştır. Bu konuda Çelikten, Sanal ve Yeni'nin (2005) yaptıkları çalışmada benzer şekilde öğretmen adaylarının üniversitenin birinci sınıfındayken KPSS'de başarısız olma kaygısı yaşadıklarını ortaya koymuştur. Dolayısıyla bu durumun üzerinde durulması gereken önemli bir problem olduğu düşünülmektedir. Bunun yanı sıra üniversitenin birinci sınıfının öğretmen adayları için öğretmenlik mesleğine ilişkin algı ve beklentilerinin oluşumunda kritik bir dönem olduğu söylenebilir. Çünkü başlangıçta oluşan olumsuz bir yaklaşımın daha sonra değişmesi zor olabilmektedir. Öğretmenlik mesleğine yönelik olumlu tutumlara sahip olunması ise bir takım çalışmalarda (Bayhan, 2009, Gürbüz ve Kışoğlu, 2007; Şimşek, 2005) öğretmenin etkililiğini artıran bir faktör olarak ortaya çıkmıştır. Ayrıca ilgili literatür incelendiğinde öğretmen adaylarının üniversitede aldıkları derslerden beklentileri üzerine herhangi bir araştırmaya rastlanmamıştır. Araştırmanın bu noktada ilgili literatüre katkı sağlayacağı düşünülmektedir. Bu bağlamda araştırmanın amacı öğretmen adaylarının eğitim psikolojisi dersinden beklentilerinin belirlenmesidir. Bu amaç doğrultusunda öncelikle eğitim psikolojisi dersinin başlangıcında öğretmen adaylarının görüşleri alınmıştır. Daha sonra yürütülen dersin öğretmen adaylarının beklentileri üzerinde nasıl bir etkisinin olduğunun belirlenmesi amacıyla dersin sonunda görüşleri yeniden alınmıştır. Öğretmen adaylarının eğitim psikolojisi dersinden beklentilerinin neler olduğunun belirlenmesinin öğretmen yetiştirme süreci açısından önemli olduğu düşünülmektedir. Bu bağlamda araştırmadan elde edilen sonuçların okutulan derslerin içeriği ve işleniş ile ilgili teorisyenlere ve uygulayıcılara fikir vereceği düşünülmektedir. Bu noktada araştırmadan elde edilen sonuçların kuram ve uygulamaya katkı sağlayacağı ümit edilmektedir.

Bu araştırma nitel araştırma desenlerinden durum çalışması kapsamında gerçekleştirilmiştir. Merriam'a (2013) göre durum çalışması sınırlı bir durumun ayrıntılı şekilde betimlenerek incelenmesidir. Bu sayede araştırmacı bir olgu ya da varlığa ilişkin önemli faktörlerin etkileşimini ortaya çıkararak bütünsel bir açıklama getirir. Bu kapsamda öncelikle araştırma, eğitim fakültesinin fen öğretimi programında birinci sınıfa devam eden 40 gönüllü öğretmen adayı (26 kız ve 14 erkek) üzerinde başlatılmıştır. Bu öğretmen adayları aynı zamanda eğitim psikolojisi dersine katılan bireylerdir. Bu kişiler içinden rasgele seçilen dört gönüllü öğretmen adayı (iki kız ve iki erkek) ile yarı yapılandırılmış bir görüşme formu (Form-1) ile pilot çalışma niteliğinde görüşmeler gerçekleştirilmiştir. Yapılan görüşmeler sonucunda elde edilen ifadeler içerik analiz yoluyla incelenmiş ve öğretmen adaylarının bu ifadelerinin *Öğretmenlik Alan Bilgisi Derslerindeki* (Genel Fizik, Genel Kimya, Genel Biyoloji vb.) amaçlarının öncelik sırası, *Öğretmenlik Meslek Bilgisi Derslerindeki* (Eğitim Bilimine Giriş, Öğretim İlke ve Yöntemleri, Rehberlik vb.) amaçlarının öncelik sırası ve *Eğitim Psikolojisi* dersindeki amaçlarının öncelik sırası şeklinde temalara ayrılabilirdiği görülmüştür. Ulaşılan bu temalar dikkate alınarak yapılandırılmış görüşme formu (Form-2) oluşturulmuş ve bu form sınıfta yer alan 40 gönüllü öğretmen adayına uygulanmıştır. Katılımcıların verdikleri cevaplar içerik analiziyle incelenmiş ve ifadelerin yukarıda belirtilen temaların altında 4 farklı koda ayrılabilirdiği görülmüştür. Bu kodlar; *Dersi Geçmek*, *Yüksek Bir Notla Dersi Geçmek*, *İyi Bir Alan/Meslek Bilgi ve Becerisine Sahip Olmak* ve *KPSS'de Başarılı Olmak* şeklindedir. Yapılan görüşmeler sonucunda öğretmen adaylarından 15 tanesinin Eğitim Psikolojisi dersinden öncelikli amacının "KPSS'de başarılı olmak" olduğu görülmüştür. Araştırmada uygulama yapılan bu grup içerisinde gönüllü olan ve "KPSS'de başarılı olmak" kodunu öncelikli olarak ifade eden

beş öğretmen adayı (dört kız, bir erkek) ile durum çalışması gerçekleştirilmiştir. Araştırmada uygulamalar 6 hafta sürmüştür bu süreçte işlenen dersler ve derslerde yapılan etkinliklere yönelik olarak katılımcıların oluşturdukları günlükler her dersin sonunda toplanarak içerik analizi ile analiz edilmiştir. Yapılan analizler sonucunda ifadelerin 4 tema altında toplanabildiği görülmüştür. Bu temalar; *Öğretmenlik Mesleğine Yönelik*, *Günlük Hayata Yönelik*, *Dersin İşlenişine Yönelik* ve *KPSS'ye Yönelik* şeklinde oluşmuştur. Bu temaların altındaki ifadeler ise kodlar olarak kabul edilmiştir. Değerlenen verilerin analizinde Nvivo 9.0 yazılım paketi kullanılmıştır. Yıldırım ve Şimşek'e (2010) göre verilerin ayrıntılı olarak rapor edilmesi ve araştırmacının sonuçlara nasıl ulaştığını açıklaması nitel bir araştırmada geçerliğin sağlanabilmesinde önemli ölçütler arasında yer almaktadır. Bu amaç doğrultusunda araştırma kapsamında tercih edilen yöntem ve modelin neden tercih edildiği, araştırma sürecindeki işlem basamakları, verilere nasıl ulaşıldığı ve nasıl analiz edildiği, araştırmacının süreçteki rolü ve uygulama sürecindeki etkinliklerin içeriğinin ayrıntılı olarak tanıtılması yoluyla araştırmacının geçerliği sağlanmaya çalışılmıştır. *Ayrıntılı betimleme* araştırmanın güvenilirliğini arttırmada kullanılacak stratejilerden birisidir. Bu strateji Yıldırım ve Şimşek'in (2010) değindiği gibi ham verinin ortaya çıkan kavram ve temalara göre yeniden düzenlenmiş bir biçimde okuyucuya, yorum katmadan ve verinin doğasına mümkün olduğu ölçüde sadık kalınarak aktarılmasıdır. Araştırmada yapılan görüşmelerdeki sorular okuyucuya sunulmuş ve katılımcıların tuttukları günlükler aşama aşama analiz edilerek ulaşılan tema ve kodlara ilişkin kullanılan ifadelerden doğrudan alıntılara yer verilmiştir. Bu şekilde araştırmanın güvenilirliği yükseltilmeye çalışılmıştır.

Araştırma sonucunda katılımcıların tamamının Öğretmenlik Meslek Bilgisi Dersleri ve Eğitim Psikolojisi dersindeki amaçlarının değiştiği; önceliklerinin "*İyi Bir Meslek Bilgi ve Becerisine Sahip Olmak*" olduğu görülmüştür. Bir katılımcı (K1) dışında diğerlerinin Öğretmenlik Alan Bilgisi Derslerindeki amaçlarının da değiştiği; önceliklerinin "*İyi Bir Alan Bilgi ve Becerisine Sahip Olmak*" olduğu bulunmuştur. Bu şekilde öğretmen yetiştirme sürecinde gerek öğretmenlik alan bilgisi gerekse öğretmenlik meslek bilgisi derslerinden beklenen amaçlara yaklaşıldığı düşünülmektedir. K1 ile çalışma sonucunda yapılan mülakatta bu katılımcı; "*Ailemin ciddi anlamda ekonomik problemleri var ve benim onlara yardımcı olmam gerekiyor. Başka yardımcı olacak kimsemde olmadığı için derslerime çok iyi çalışmalıyım ve mutlaka atanmalıyım.*" şeklinde ifadeler kullanmıştır. Dolayısıyla bu katılımcıda beklenen değişimin olmamasının nedeninin, bu kişinin bir takım ekonomik problemlerinin çözümü olarak KPSS sınavında başarılı olmayı görmesinin olabileceği düşünülmektedir. Bu konuda üniversitelerin bu durumda olan öğretmen adaylarının bu tür kaygılarının giderilmesine yönelik çalışmalarını arttırmasının yararlı olacağı düşünülmektedir. Bu şekilde öğretmen adaylarının derslerine daha fazla yoğunlaşmalarına ve henüz üniversitenin birinci sınıfında KPSS ile ilgili yaşadıkları kaygıyı aşmalarına yardımcı olunabilir. Bunun yanında öğretmen yetiştirme sürecine ilişkin yapılan araştırmaların daha çok problemlerin ortaya konulmasına dayalı oldukları görülmektedir. Karşılaşılan bu problemlerin çözümüne yönelik olarak uygulamaya dayalı araştırmaların yapılmasının öğretmen yetiştirme sürecine önemli katkı sağlayacağı düşünülmektedir.