ADEQUACY OF UNDERGRADUATE CLASSROOM TEACHING PROGRAMMES FOR FOSTERING PROFESSIONAL VALUES: A CASE STUDY

Abstract: In this study, the adequacy of the undergraduate Classroom Teaching programmes of the Elementary Education Department for fostering professional values in preservice classroom teachers was evaluated. This assessment was carried out with a qualitative approach using data from in-depth interviews with 16 faculty members in the classroom teaching department of the education faculty at a state university in Turkey. The findings obtained in this study are grouped under the themes degree to which undergraduate classroom teaching programmes foster professional values in students and preservice activities to be carried out for fostering professional values. Planned with a qualitative design, this study reveals the need to increase the number of practical lessons related to the subject area, reduce the number and hours of undergraduate classes, increase the number of elective courses for nurturing professional values, select qualified teacher educators, create institutional values, and reduce the number of education faculties and teacher quotas. One of the most striking findings is that some of the research results show similarity with the Higher Education Council's revised primary school curriculum for 2018-2019. These results reveal that during the accreditation process of education faculties, importance should be given to the acquisition of professional values in undergraduate classroom teaching programmes in order to achieve success in education.

Keywords: classroom teaching, programmes, professional values, case study, evaluation

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INTRODUCTION

Teaching is a long-term based profession with roots as old as human history. Saying, "the teacher is an artist, he is an artist of minds", John Steinbeck stated, "I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of all the arts, since the medium is the human mind and spirit". The teacher is at the same time the leading actor in the vital organisation of the education system. According to Arvasi, "To say 'education' is to say 'teacher' ". The teacher is a person who constructs his/her day by knowing about a nation's past and who determines its destiny by planning its future. He/she is someone who tries to carry out this plan with great enthusiasm and conviction. The teacher's individual effort also includes society's future goals. The teacher is the most important force in the formal education system for developing students' individual skills, and for enabling the education of individuals in society who are useful to the nation and to humanity. It is essential that teachers expecting to achieve this possess personal values on the one hand and professional values on the other. In the Turkish education system, in the context of the information society paradigm, the aims are to raise free individuals who are useful to society, who observe communal values, who are equipped with effective communication skills, who can adapt to change, who have acquired the ability to access learning resources and to utilise these effectively, who can use information communication technologies efficiently, who are at peace with themselves and society, and who investigate, inquire, and possess critical thinking skills (Ministry of National Education [MEB] 2017). It is the teachers who have the most important duty in raising individuals with these qualities. In this context, the fundamental key to achieving success in education in a social structure is the teacher.

Classroom teaching, which belongs the teaching profession group, occupies a special position among all other fields of teaching. In this context, it is distinguished from other types of teaching in the teaching profession group in the sense that it involves skills needed for multidisciplinary competence and a spirit of striving to carry out professional responsibilities (Karabacak et. al. 2015; Richardson and Watt, 2006; Thornton et. al.) teacher. Classroom teachers in particular have a duty for the socialisation of the child, to use Durkheim's term. The performance of this duty of the teacher is seen in every society and at all stages of teaching. Teachers' professional values are transferred to students by means of education. For this reason, in recent years, education policymakers and experts have placed a great deal of emphasis on the subjects of teachers' values and professional values. Therefore, it is essential to define teachers' values and professional values and to reveal the relationship between them.

Professional values can be defined as the whole of the rules, standards and principles that guide and give direction to the behaviours and decisions of working individuals while pursuing their careers. In this sense, professional values are important in terms of setting forth and reflecting the cognitive, behavioural and affective dimensions of a profession. Setting forth professional values and adhering to these professional values is a reflection of the importance given to one's profession (Karabacak, 2016). In this context, it is expected that professional values should be set forth for each professional group and that its employees should comply with these. Among these occupational groups, there is a need for more studies on the teaching profession, since, when compared with the others, it constitutes a source for raising individuals that can be a guide for society. In recent times, the professional values of the teaching profession have been the subject of a number of studies. To summarise the results of the findings in these studies (Karabacak et. al. 2015; Richardson and Watt, 2006; Ryan and Bohlin, 1999; Thornton et. al. 2002), teachers' professional values can be expressed as: 1) having a spirit of striving to carry out their professional responsibilities, 2) being a role model for the individuals that they educate, 3) instilling a spirit of hard work in their students, 4) being a teacher who is full of affection, 5) being committed to the profession, 6) being open to communication and collaborating with stakeholders, 7) believing in the need for human rights and giving reassurance in this regard, and 8) planning the education of productive individuals by renewing themselves.

The great majority of studies conducted within the framework of professional values of the teaching profession in Turkey reveal that the teaching profession conforms to its values. Although the professional values of the teaching profession have been classified, there are still uncertainties and different interpretations in practice. For this reason, it cannot be said that the behaviours reflected by teachers on education stakeholders always conform to the professional values of the teaching profession. Furthermore, with regard to professional values of teachers in Turkey, there are also studies revealing serious problems experienced in the relationships between teachers and students, colleagues, parents and the school administration (Altınkurt and Yılmaz, 2011; Pelit and Güçer, 2006). According to these research results, teachers' behaviours that conflict with professional values are revealed to occur in their relationships with students, colleagues, parents and the school administration. In addition, it is revealed that teachers display behaviours contrary to professional values such as 1) lying, 2) not entering class on time, 3) coming to class unprepared, 4) giving excuses that are contrary to the truth, 5) not using working hours for the purpose of education, 6) showing a tendency towards altering official letters or directing their colleagues towards this, and 7) coming to school after using drugs or alcohol.

Uncertainty or deficiency in professional values possessed by teachers can have a negative effect on both teachers and teachers' stakeholders. Teachers' uncertainties and conflicts in displaying professional values can create an obstacle to the process of fostering social responsibility in their students. Nowadays, the task of teaching and transfer of social values and norms imposed by the family and the whole social environment is carried out in modern societies to a large extent by schools, and especially primary schools and classroom teachers. Consequently, it can be said that classroom teachers transfer the values that they possess to the children that they raise in formal and informal ways. In this context, the knowledge and skills that are acquired in the primary school years constitute a basic infrastructure for preparing children for life. Therefore, in Turkish society, the prestige of classroom teaching, which has a different image from other types of teaching, has increased.

For these reasons, for preservice teachers who are to serve as classroom teachers in the 21st century to become successful in their profession in later years, it is a prerequisite that they should have a love of their profession, which is the most important indicator of professional values. On the other hand, although there are a large number of studies on the attitudes of individuals who choose the teaching profession in the related literature, it is determined that the number of studies aimed at the classroom teaching profession remains quite limited. However, although the acquisition of professional values during the preservice period is a primary aim, the fact that this aim is not adequately adhered to is revealed in the findings of the studies (Akdoğdu and Uşun 2017; Çoban, 2011; Sarı and Altun 2015; Taş et. al. 2017).

The fostering of professional values by teacher candidates in the preservice period is a more economic and widespread strategy that has a high effect. Furthermore, in the undergraduate programme for classroom teacher candidates, the extent to which they acquire knowledge, skills and values and the degree to which they can become successful is an important problem. No studies can be found in which preservice classroom teachers' values are revealed or which are aimed at the acquisition of professional values in undergraduate programmes. In this context, determining the extent to which preservice classroom teaching undergraduate programmes are effective in fostering professional values emerges as an important need. In this process, the reflections of faculty members employed in this field are considered to be valuable as a main source of information. Therefore, the aim of this study is to reveal the evaluations of experts within the field of classroom teaching field regarding the adequacy of undergraduate programmes for fostering professional values.

METHOD

RESEARCH DESIGN

In this study, a "*single case study*" design was used in order to best serve the purpose of the research. A case study in the qualitative paradigm is a contextual interpretation that examines a phenomenon or event in depth, based on the questions "how" and "why", and reveals the

reasons, ideas and attitudes underlying that phenomenon or event. In a case study, it is possible to reveal a situation or situations that can be perceived holistically in an in-depth longitudinal examination of an ongoing current event. In this design, in a similar way to experimental studies, the researcher collects data about the same dimensions. He or she gathers comparable data by means of a standard tool for a specific problem situation.

STUDY GROUP

In order to achieve research, aim the criterion sampling method, one of the purposive sampling methods, was used. These criteria can either be set by the researcher, or else a previously prepared list of criteria can be used (Merriam, 2013). With this sampling method, the study group is based on the theory that they possess the necessary knowledge about the research. The criterion for determining the participants was that they should have written scientific publications on the subjects of values and specifically of classroom teaching competencies. The research sample consisted of 16 faculty members, 10 of them associate professors and 6 of them professors, in the classroom teaching department of the education faculty at state universities in Turkey. 14 of the participants are male, and 2 of them are female. 6 participants from universities in Central Anatolia, 5 from universities in Eastern Anatolia, and 5 from universities in the Black Sea Region took part in the study.

DATA COLLECTION TOOL

With a review of the literature related to the subject and by obtaining the views of specialists, the questions *"To what extent are the existing undergraduate programmes effective in fostering professional values in preservice classroom teachers? Can you criticise the programmes?"* were addressed to the participants. *The research data were gathered with semi-structured interviews conducted with the voluntary participants during the 2016-2017 academic year.* The *semi-structured interviews were made in person by the first researcher. Faculty members who met the necessary criteria from state universities in* Central Anatolia, Eastern Anatolia

and the Black Sea Region were contacted. Pre-interviews were held with the participants in the study by giving them information about the aim of the research. After their permission had been obtained, appointments were requested. The principle of voluntariness was observed in the study. In this way, the planned *semi-structured interviews were carried out, each lasting approximately 25-30 minutes.* The interviews were recorded with a voice recorder. The data collection process was supported by means of notetaking.

DATA ANALYSIS AND INTERPRETATION

The first stage of the data analysis was the transcript of the data. For the data transcript, the computer-assisted NVivo 12 software for qualitative data preparation was utilised. With this aim, the transcript of the voice recordings was made by the first researcher. The raw data obtained were converted into written format (29 pages). To check the accuracy and validity of the transcript, the voice recordings were listened to again by the second researcher. The written printouts of the research questions, written notes and all interviews were read and verified by the researchers. Following this operation, the analysis operations were begun.

The second stage of the data analysis was content analysis. For the content analysis, the researchers of this study worked as coders. The analysis of the data was performed using Moustakas's (1994) four-stage content analysis steps. These process steps are 1) coding the data, 2) identifying the themes, 3) organising the codes and themes, and 4) describing and interpreting the findings.

In the content analysis, the codes were created from the sections constituting a meaningful whole in themselves, according to the concepts extracted from the obtained data. The codes were examined by gathering them together. The initial themes were formed by combining related codes into themes according to similarities and differences in the codes. Within this scope, the data analysis framework was determined on the basis of the codes generated from the data, the themes that they belonged to, the related literature and the aim of the study. The codes for the obtained data were created separately by the researchers and three experts

from outside the faculty. Following these operations, goodness of fit between the codes was examined. Based on the codes obtained, the process of creating the final themes of the study was carried out. Based on these themes, the analyses were performed in the "Nodes" section of the NVivo 12 program. The subthemes of the main themes were indexed within the holistic framework of the concepts. The themes and subthemes that emerged from the analyses were visualised in the "Maps" section of the program.

Direct quotations were used for the coding of the themes. By giving the findings directly, the aim was to increase the consistency of the data in the study. In the quoted statements, the words spoken were transferred by preserving the meaning of the quotation. For words, phrases and paragraph narrations that were not transferred, three dots (…) next to the quoted statement were used. In quoted expressions regarded as necessary, the statements were organised according to the rules of spelling and orthography whilst preserving the meaning of the participants' statements. After the quoted statements, in accordance with the principle of confidentiality, a symbol such as (P_7) representing each study participant was included. In this coding, P stands for participant and $_7$ represents that participant's number.

VALIDITY AND RELIABILITY

Procedures for carrying out the internal validity of the study were: (1) The theoretical framework of the study was formed by conducting an in-depth review of the related literature. (2) The data in the findings section were interpreted according to the themes they belonged to. The findings from the data analysis were found to be suitable for realising the research aim, internally consistent, and related to the field literature. It can be said that this situation ensures the internal validity of the study. (3) The findings obtained in the data analysis were presented in the form of direct quotations. (4) The views of experts were obtained in order to confirm whether or not the themes accessed in the study represented the theme they were located in. For the expert views, two lists containing the themes and codes were given to three faculty members in the field of values and classroom teaching at different

state universities. These lists contain 2 conceptual themes and the names and characteristics of 15 subthemes belonging to these themes. The specialists were asked to match the 2 conceptual themes and their 15 subthemes without excluding any of the themes or codes. In order to ensure clarity and lucidity in some themes, revisions were made regarding expression in line with the views of the experts. Themes on which agreement could not be reached were (i) *university does not have a clear mission* and (ii) *preservice teachers' qualities*. In this context, based on the opinions of the experts, agreement was reached on 2 conceptual themes and 13 subthemes.

The operations made to ensure the external validity of the study were: in-depth explanation of the model of the research in the method section, the selection process for the study group, the data collection tool, and the data analysis based on the interviews that were conducted. The research process in the study, and the data analysis and interpretation are explained simply and clearly in a way that readers can understand.

To ensure the external reliability of the study, the procedures carried out were: (i) the data collection process was presented holistically by visualisation of the results based on in-depth data analysis operations, and (ii) the selection of the research topic of the study and operations related to conversion of the method into practice were explained in depth. By in-depth explanation of the operations in the research process, the confirmability of the study was ensured. The data and codes accessed in the study process were stored in an electronic environment so that they could be examined again in the future.

FINDINGS

The findings obtained from the data of the study were grouped under two themes. These themes are: (i) *degree to which undergraduate classroom teaching programmes foster professional values in students*, and (ii) *preservice activities to be carried out for fostering professional values*. The findings are presented thematically in depth below.

Figure 1. Degree to which undergraduate classroom teaching programmes foster professional values in students
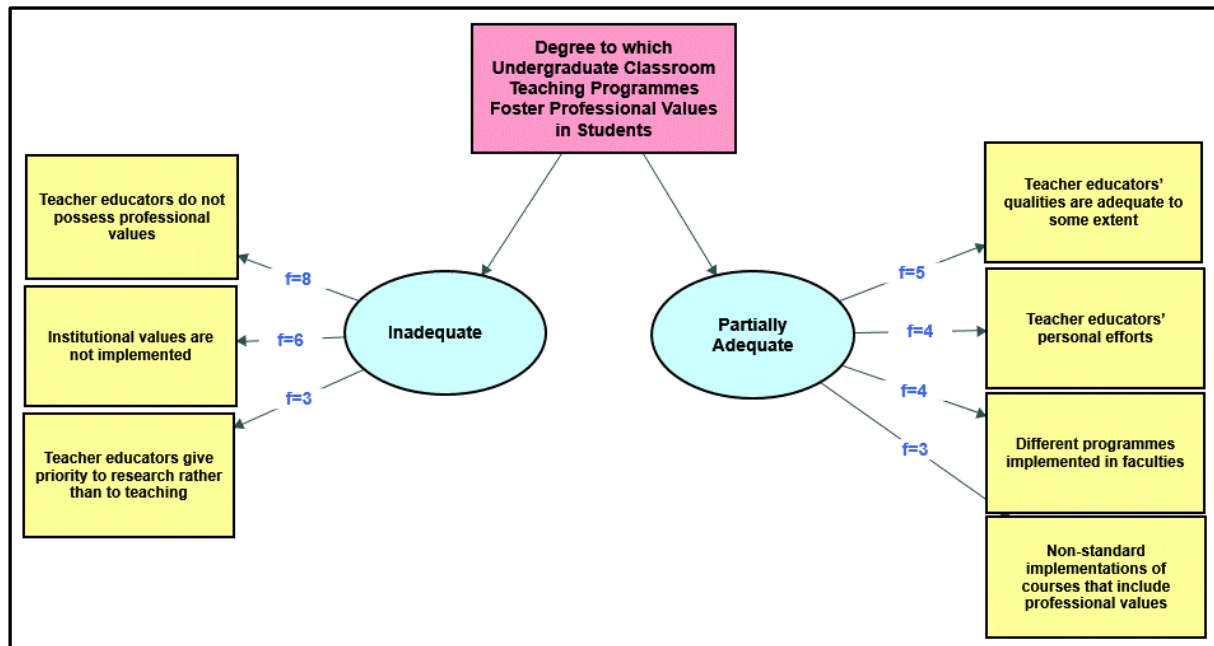
As can be seen in Figure 1, for the theme of *degree to which undergraduate classroom teaching programmes foster professional values in students*, a total of seven themes belonging to the *inadequate* and *partially adequate* subthemes were obtained.

Views related to the theme of *degree to which undergraduate classroom teaching programmes foster professional values in students* are reflected in the following statements: (i) *Inadequate*: teacher educators do not possess professional values, institutional values are not implemented, and teacher educators give priority to research rather than to teaching; (ii) *Partially adequate:* teacher educators' qualities are adequate to some extent, teacher educators' personal efforts, different programmes implemented in faculties, and non-standard implementations of courses that include professional values. In this section of the study, the aim is to contribute to the field by in-depth presentation of the themes obtained from the data generation.

Regarding the fostering of professional values in preservice teachers by undergraduate programmes, for the finding under the *inadequate* theme that teacher educators do not possess professional values, with the opinions that "*Just as we talk*

about which professional values preservice teachers should have, what kind of lecturer should we, as lecturers, be? This should also be discussed. If I don't go into my lesson prepared, if I don't enter on time, if I have not mastered the subject area, I can only say these to the teacher candidates facing me…" (P3) and "*They cannot foster them, since we faculty members do not possess these values. We do not come equipped…*" (P11) an attempt was made to contribute to the field by reflecting quotations that best describe the teacher educators' opinions.

The finding that teacher educators prioritise research rather than instruction is supported by the view that "*The university is in a state of confusion between doing scientific research and educating teachers. Academicians do scientific research to advance themselves, but none of them do this to educate teachers. It is only done to acquire a new title…*" (P12).

The theme related to the lack of implementation of institutional values in the fostering of professional values in preservice teachers by undergraduate programmes is supported by the views that "*Institutional values are important here as well. As an institution, we do not have a set of policies by*

12

which we can demonstrate the worth to society of a teacher who has a set of values…" (P2), "*Rather than via the existing undergraduate programmes, an attempt is made to nurture professional values through the personal efforts of lecturers. When examining the existing programmes, I cannot see any explanation in the related curriculum or course content regarding the fostering of values*" (P15), and "*Universities cannot deliver the essence, the nature of teacher training very well*" (P16).

The finding that teacher educators' qualities are partially adequate is supported by the views that "*Educators in universities also require training. Academicians entering classes can even differ with regard to their approach towards students. Academicians also need to have a common vision. We should act in unison when educating teacher candidates*" (P5), "*Unfortunately, academicians are those without classroom teaching experience… I believe that experience is effective. I'm referring to an academician coming to class without practical experience. He/she should have at least 3 years of classroom teaching experience. I believe that a person who has never handled chalk or taught anything to children will fall short when entering the class and saying 'look, this is how you will teach children'* " (P7), "*In order to foster professional values, academicians themselves should also possess these competencies. Therefore, we, as lecturers, also need to ask ourselves whether we have these values. We definitely need to practise these values that we talk about…*" (P9), and "*Due to the training that we receive as academicians and instructors, when we create a democratic atmosphere in class, the students who are trained with this system in class will reflect this professional attitude onto their own class when they begin to serve as classroom teachers*" (P12). The finding that teacher

educators' qualities are partially adequate was reflected by the faculty members according to their own perceptions.

The view that professional values are fostered with teacher educators' personal efforts was expressed as "*I believe that the fostering of professional values is limited by lecturers' personal responsibilities or personal beliefs. Otherwise, it does not seem possible that these values can be acquired with these lessons in a theoretical sense. The lessons are not really related to the things that we ourselves seek or expect. But aren't there fragments? Of course, you can obtain results which you can associate with these in all areas. But it appears that it remains as a structure limited to the personal efforts of the lecturer delivering this course…*" (P1), while the finding that different programmes were implemented among faculties and that implementations of professional values by teacher educators were non-standard was supported by the view that "*…Whether there is an error or not in the programmes in terms of reasoning, small changes may be required, but the extent to which these are put into practice by implementers is important. There may be different product outcomes even in the same programme at the same faculty because lecturers apply differently…*" (P9), and "*In Turkey, even if the programme is the same, the product outcomes may differ. There are no different programmes at different universities. There is the same classroom teaching programme, but when you look, different types of teaching may develop, in terms of either achievement or personality…*" (P14).

Figure 2 Preservice activities to be carried out for fostering professional values.
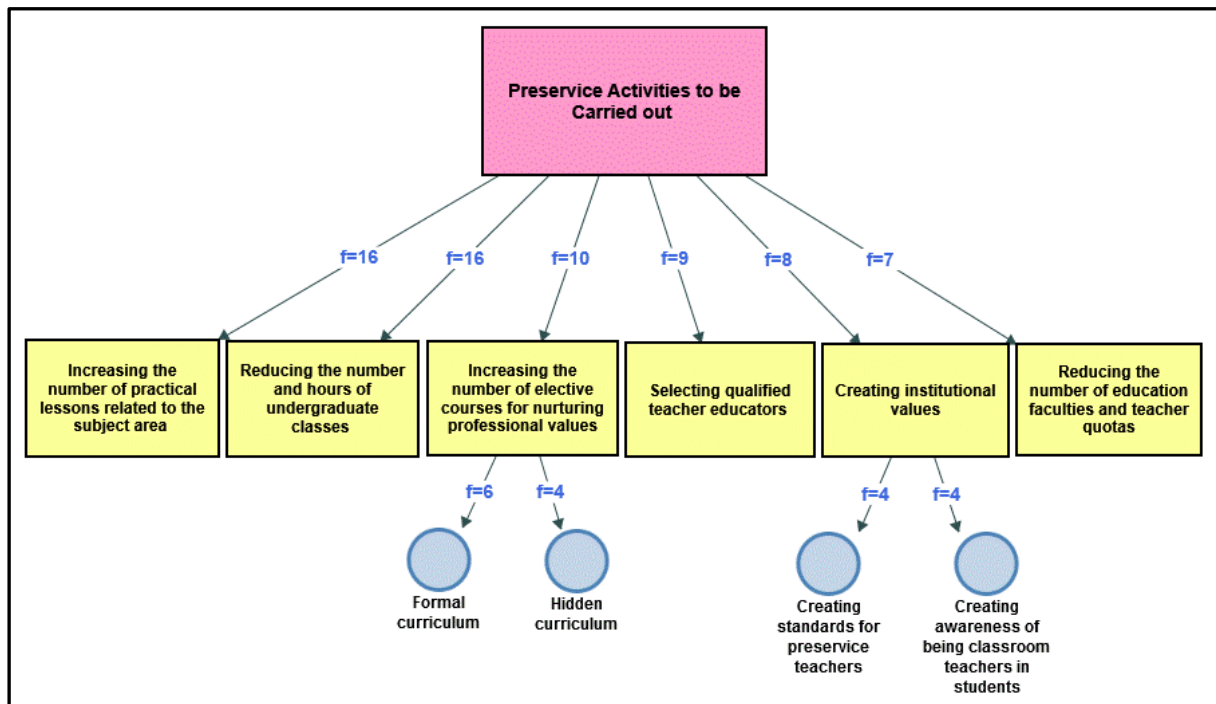
As can be seen in Figure 2, for the theme of *preservice activities to be carried out for fostering professional values*, a total of six subthemes were obtained. Within the context of the study findings, the teacher educators made suggestions with their own reflections related to how the acquisition of professional values could be increased prior to service. *Preservice activities to be carried out for fostering professional values* were expressed as increasing the number of practical lessons related to the subject area, reducing the number and hours of undergraduate classes, increasing the number of elective courses for nurturing professional values (in the formal curriculum and in the hidden curriculum), selecting qualified teacher educators, creating institutional values (creating awareness of being classroom teachers in students and creating standards for preservice teachers, and reducing the number of education faculties and teacher quotas. In this section of the study, the aim is to contribute to the field by in-depth presentation of the themes obtained from the data generation.

Under the theme of preservice activities to be carried out for fostering professional values, the suggestion that the number of practical lessons related to the subject area should be increased is supported by the view that "*There is a lack of various activity-weighted projects and activities in the programme. The student just enters the lesson, and leaves after the lesson. Here, the school needs*

to be transformed into a campus and become an educational location, so that when the student comes to school, there is a conference here, an exhibition there, a theatre here, scouting there, and other activities… We educate classroom teachers, but we don't train them to be equipped for various skills. There may not be every facility in faculties, but some facilities must be provided. There should be a choir and a theatre. I regard these as deficiencies…" (P₁).

The suggestion that the number and hours of undergraduate classes should be reduced is supported by the views that "*The lessons should be reduced. The student should set aside one day per week for social activities…*" (P₁), "*Prior to service, the classroom teaching programmes should be revised, and the number of hours reduced. Perhaps a number of flexibilities could be introduced into the programme…*" (P₂), and "*160 credits and the number of classes are excessive. At university, theory should be supported with practice in lessons and content should be defined completely in detail…*" (P₁₂). The recommendation that the number of elective courses for nurturing professional values should be increased is supported by the opinions that "*There are no classes related to directly teaching values in the programme. My recommendation: in my opinion, a values education course, even an elective one, would be very beneficial…*" (P₁₀), and "*There*

14

could be a course designed related to professional ethics in teaching. There could also be a course into which we can feed or programme values. A course like this could be defined and designed…" (P₁₂). This recommendation is also supported by the view that "*In values education, the hidden curriculum is very important. This is related to well-rounded development of classroom teachers. I believe that for values education to be received implicitly, preservice classroom teachers should participate in more activities related to values*" (P₆).

The recommendation that qualified teacher educators needed to be selected is supported by the opinion that "*In order to nurture professional values, academicians also need to possess these competences. Therefore, when academicians are selected, it is important that they should possess the required professional values and have practical experience…*" (P₁₆). The suggestion that institutional values should be created is supported by the view that "*Prior to service, we should lay claim to our field institutionally. There could be activities, seminars and workshops that can raise awareness of this in our teacher candidates. Our graduating of undergraduate preservice teachers by nurturing awareness could perhaps be a more functional strategy. The more value you place on your own field and on yourself, and the more you protect your own values and allow them to be sustained, the more value you are given in society…*" (P₄). The recommendation that the number of education faculties and teacher quotas should be reduced is supported by the opinion that "*I believe that reduction of both education faculties and classroom teaching programmes is a crucial issue for educating qualified teachers… When the number of classroom teaching staff is increased too much, we see teachers who are not closely related to the field, such as teachers who have studied purely science or who have studied purely mathematics, in our field*" (P₂).

DISCUSSION AND CONCLUSION

The aim of this study was to reveal the *evaluations of experts in the field of classroom teaching about the adequacy of undergraduate programmes for fostering professional values*. For this purpose, a qualitative study based on the case study method

was conducted with sixteen lecturers in the field of classroom teaching. By analysing the data generated by the lecturers in a theoretical framework related to the subject area, the results obtained were presented in two themes. These themes were expressed as *degree to which undergraduate classroom teaching programmes foster professional values in students*, and *preservice activities to be carried out for fostering professional values*. Therefore, the aim was, by discussing the obtained findings thematically, to contribute to the subject area from the viewpoint of both Turkey and a universal context.

Considering the first theme of the study, it was stated by the relevant experts that undergraduate classroom teaching programmes were not at the desired level for nurturing professional values in students. The reasons for this finding were explained under the following headings: regarding *inadequacy*, *teacher educators do not possess professional values, institutional values are not implemented, and teacher educators give priority to research rather than to teaching*; in terms of *partial adequacy*, *teacher educators' qualities are adequate to some extent, teacher educators' personal efforts, different programmes implemented in faculties*, and *non-standard implementations of courses that include professional values*.

Regarding the finding that *teacher educators do not possess professional values*, there are studies on attitudes of lecturers and preservice teachers in education faculties in Turkey towards the profession (Şahin, 2014; *Taş et. al. 2017;* Tunca et al. 2015). In these studies, it is stated that problems were experienced regarding professional values in areas such as possessing qualities for the teaching profession, displaying democratic behaviour, communication skills, supporting students, giving feedback according to student evaluations, renewing and updating information, effective lesson delivery, classroom management, using different methods and techniques, and using materials. According to the literature results in these studies, it is seen that no studies exist in which professional values of teacher educators in Turkey are discussed and evaluated holistically. In Exley and Dennick's (2009) study, it was revealed that instructors preferred a "*didactic*" method.

However, in the age of information that we now live in, using primarily "*active learning*" methods instead of a "*didactic*" method can contribute more to students' effective learning and their internalisation of what is learnt. In a very limited number of studies, problems stemming from inadequacy of professional values in teacher educators are revealed (Kaya et. al. 2017; Peker-Ünal, 2017). It can be said that one of the important factors in this problem of inadequacy is because academic staff who educate teachers in education faculties do not have teaching experience. This is a serious problem, and although the great majority of teacher trainers in Turkey have insufficient teaching experience or none at all, they are employed to train teachers. In contrast to this situation in Turkey, in the most successful education faculties worldwide, in countries like USA, Finland and Britain, one must have teaching experience in order to work as a teacher trainer.

The finding that *teacher educators give priority to research rather than to teaching* can be linked to the fact that for academic advancement, evaluation of academic performance is made based on studies included in the research dimension. This problem also occurs in USA, Germany, Australia, France and Canada. It is revealed in the related literature that since universities are classified according to the number of publications at an international level, and the quantitative and qualitative number of publications by the relevant department and faculty members is regarded, priority is given to research. In universities in these countries, priority is given to scientific research (Huber, 2002; Taylor, 2001).

Although this practice generally pertains to those countries, it can be said that the situation is the same in universities in Turkey. The fact that academicians also give priority to publication due to the academic incentive payments implemented in Turkey in 2015 was brought onto the agenda with the quantitative increase in the number of publications in 2015 and 2016. In related studies, the striking finding that academicians put instruction in the background and gave priority to research was revealed (Göksu and Bolat, 2017; Küçük and Karabacak, 2017). In contrast with these practices, in Britain, priority is given in academic performance assessment to evaluation of the qualitative dimension and of instruction. Academicians have three main duties, namely research, instruction and generating community-oriented projects (Küçük and Karabacak, 2017). Despite the necessity for these three duties to support each other and be given equal consideration, it is stressed that since the process of transforming academic studies into publications is a tough task, preference is given to research. As in the example of practices carried out in Britain, in academic advancement of lecturers and their evaluations, their success regarding lesson delivery must be used towards increasing teaching quality (Arubayi, 1984; Gracas et. al. 1986). In this context, for standardising professional values required by the teacher educators who train teachers, conducting studies aimed at fostering these professional values becomes an important obligation.

Regarding the finding that *institutional values are not implemented*, the results revealed in the literature show that although every education faculty in Turkey has a written mission, no studies exist on whether these missions are carried out, whether they are sufficiently known, or how successful they are in this regard. Turkey's educational mission is "*contemporary civilisation*". In line with this mission, in the undergraduate programmes of education faculties, fulfilment of the requirements of the information age can be realised by training qualified teachers. (Wilson and Cameron 1996). In this context, in parallel with global developments, Turkey is attempting to attain certain standards to take its place in social, political, economic, technological, scientific and educational fields. In order to reach these standards, the way to providing a trained workforce that can introduce new products by combining scientific knowledge with use of technology is achieved by educating qualified teachers.

For teachers to bring about this change, it is very important that they are trained to be equipped with professional values prior to service. In this regard, undergraduate teaching programmes must train teacher candidates who are equipped with professional values so that they can produce solutions to problems they may encounter in their careers.

16

Regarding the research results, it can be said that the reason why *institutional values are not implemented* may again be because education faculties do not adequately adopt the required mission. Every culture creates its own education system. Although Turkey has a long-established history of teacher training, it is seen that education faculties have not sufficiently created institutional values. In education faculties, it is very important to educate teachers equipped with professional values who can generate solutions according to the environment where the school is located, cope with problems they encounter, and spend energy on the school and stakeholders for sustaining professional responsibility.

When we examine the countries at the top of the list in the order of development nowadays, it can be said that they are countries with institutional values in education (Singapore, Britain, Finland, the Netherlands, Malaysia, South Korea, China (Shanghai), Mexico, Australia and Romania). Among these countries, in Britain, school-centred teacher training is conducted. In Finland, except for preschool teaching, since 1978, all teachers have been required to do postgraduate education in their own fields. Singapore always honours and supports its teachers. For example, in Singapore, preservice teachers receive a salary and personal benefits as soon as they begin their teacher training. In this context, analysing these countries in terms of institutional standards in education, and examining the solutions and functionality that they bring to current equivalent problems in education, will contribute to examination of ways of generating solutions to our own education problems in a universal context but with regard to Turkey.

Examining the research results, no studies could be found in the related literature to support the findings that undergraduate classroom teaching programmes were partially adequate for fostering professional values in students due to personal efforts of teacher trainers and to non-standard implementations of professional values by teacher trainers. A limited number of studies exist in the related literature regarding the finding that *teacher educators' qualities are adequate to some extent* (*Çoban, 2011;* Kaya et. al. 2017*)*. In these studies, it is revealed that undergraduate classroom

teaching programmes are insufficient for fostering professional values in students, and that the programme needs to be supported for nurturing professional values. Regarding the finding that *different programmes are implemented among faculties*, since instructors have to teach subjects outside their own fields for fostering professional values in preservice teachers, course load and student numbers are excessive, and instructors do not graduate from education faculties, they focus on general topics of subject knowledge rather than giving preference to professional knowledge/ education, which supports the results of these studies.

There are also a few studies revealing that the professional values possessed by teacher educators conducting different programme applications among faculties have a significant effect on the quality of teachers that are trained (Babadoğan and Boz 2005; Erginer et. al. 2009).

Regarding the second theme of the study, *preservice activities to be carried out for fostering professional values* were expressed as a recommendation. The recommendations made in this regard were *increasing the number of practical lessons related to the subject area, reducing the number and hours of undergraduate classes, increasing the number of elective courses for nurturing professional values, selecting qualified teacher educators, creating institutional values,* and *reducing the number of education faculties and teacher quotas*. With regard to *creating institutional values*, relevant findings that support these results can be found only in the study by Karabacak, Küçük and Korkmaz (2018). A few studies exist related to *reducing the number of education faculties and teacher quotas*. In these recent studies, it is revealed that the number of programmes that can be chosen by students in education faculties is excessive and that there are problems with the increase in the number of education faculties in newly-opened universities and with reducing student quotas (Aslan et. al. 2017; Kılınç et. al. 2017).

The problem of *reducing the number of education faculties and teacher quotas* has also appeared in the current press as a problem experienced in education faculties in Turkey. In 2019, the quotas

for teaching programmes were reduced by 10% by the Higher Education Council (YÖK) (bianet.org 2019). The implementation of the decision to reduce quotas for teaching programmes as an education policy means that the theme of *reducing the number of education faculties and teacher quotas* is an important and striking finding of this study.

T

he findings regarding *increasing the number of practical lessons related to the subject area, reducing the number and hours of undergraduate classes,* and *increasing the number of elective courses for nurturing professional values* are supported by studies in the related literature (Karabacak et. al. 2018; Şahin and Kartal, 2013). The finding related to *selecting qualified teacher educators* corresponds to the findings in Şahin and Kartal's (2013) study, in which the subject of teacher educators being domain experts and their effectiveness in the education process was discussed.

In the studies stated above, the need for preservice teachers graduating from bachelor's programmes and beginning their careers to be given extensive guidance in the first years of their careers is revealed in many studies. Similarly, the problems experienced by teachers (communication with stakeholders, classroom management, making students enthusiastic to learn, lesson planning, preparing individual teaching programmes, preparing materials, meeting the needs of students from different cultures, giving guidance to students, multigrade classes, rural education, active use of technology, etc.) are included in the field literature. Within the context of *increasing the number of practical lessons related to the subject area*, it is revealed that the preservice training received by teachers beginning their careers is mostly theory based (Abalı-Öztürk and Şahin, 2018; Arslanoğlu, 2015). Therefore, it is considered necessary to increase the number of practical lessons related to the subject in undergraduate classroom teaching programmes. Taking this need into consideration, the course catalogues of the *2018-2019 Undergraduate Classroom Teaching Programmes* were updated (YÖK, 2018).

There are studies, albeit limited in number, related to solving qualitative problems as opposed to quantitative problems in teacher training in Turkey. The field literature in recent years reveals that there is a need to educate teachers and increase their quality, that although there is a need for courses related to professional values/ethics in teachers' undergraduate education, they do not take these courses, and that the most important of the trainings needed is training in professional values. According to the results of Arslanoğlu's (2015) study, the fact that teacher educators in Turkey are deficient regarding expertise, work ethics and work discipline weakens the relationship between theory and practice for providing the required guidance and assistance to students. Contrary to this finding, the effectiveness of the hidden curriculum in fostering professional values in undergraduate students in classroom teaching and the fact that teacher educators are role models are revealed in related studies (Peker-Ünal, 2017). In the context of fostering professional values, professional values courses must be included in course catalogues of teacher training programmes. With the inclusion of a "*Professional Morals and Ethics*" course in the catalogue of the *2018-2019 Undergraduate Classroom Teaching Programmes* (YÖK, 2018) based on this need, it can be said that this study, with its striking results, contributes to the field with scientific findings.

In the study by Abalı-Öztürk and Şahin (2018), it was stated that with the revisions made in the *2018-2019 Undergraduate Classroom Teaching Programmes*, the reduction in course hours allowed preservice teachers to participate in social and cultural activities outside the programme, and that the inclusion of the "*Morals and Ethics in Education*" course was a positive development in terms of fostering professional values needed for the teaching profession in preservice training.

Regarding the related literature, a limited number of studies were accessed that deal with fostering professional values in undergraduate classroom teaching programmes. When these were examined, it was seen that *although similar applications are carried out in Turkey to those of countries that are successful in fostering professional values in undergraduate teacher training programmes, the fact that professional values are not adequately*

nurtured in preschool teachers prior to service in this country is a striking problem. For professional values to be acquired and internalised in teacher education, it is very important for preservice teachers to gain school experience combined with courses that provide experiential learning. In addition, it is essential that by intensification of pedagogically-based courses, students gain practical experience by which they can identify individual differences and needs and recognise school culture so that preservice programmes can achieve their aims.

Based on the discussion made up to this point, for the *Undergraduate Classroom Teaching Programmes* to succeed in nurturing knowledge,

skills and professional values in teacher candidates, it is essential that qualified teacher educators are selected, that teacher educators possess professional values and that institutional values are created. In the 2018 revision of the Undergraduate Classroom Teaching Programme in Turkey, elective courses aimed at fostering professional values in students in the preservice period were added, and implementations for reducing quotas in education faculties were made. These recent implementations reveal the value of the research in the context of the striking results of this study.

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