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The Viewpoints of Instructors about the Effects of Teacher Education Programs on Prospective Teachers' Affective Characteristics*

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ABSTRACT

Purpose: The affective skills in teacher education should pay attention and look for ways to include feelings, attitudes and beliefs of teachers in the discussion of effective teachers' competencies. This paper aims to reveal the perspectives of instructors about the teacher characteristics that prospective teachers will gain after taking the teacher education, and to uncover how these characteristics are related to the affective domain. **Research Methods:** A survey design was employed in this paper. Both qualitative and quantitative approaches were used to analyze the range of data collected. In the quantification of data from survey questionnaires, frequencies, percentages, means and standard deviations provided some general patterns in the data. The qualitative data gathered by open ended questions were analyzed by content analysis.

Findings: Results showed that there are numerous affective competencies that are essential for prospective teachers to develop such as having positive attitudes towards the teaching profession, developing empathy, sensitivity, love, self-esteem and self-concept are vital for prospective teachers. However, none of the teacher education programs fully addressed all the affective needs of prospective teachers. **Implications for Research and Practice**: It is expected that the findings of this paper help the instructors and education policy makers to identify effect of affective domain in teacher education programs.

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Introduction

Old-fashioned education systems generally have disregarded the emotions of learners and concentrated on the cognitive skills of learners (Qi-rong 2010). Cognitive and affective skills, as fundamental skills to contribute learning, help to develop ways of inquiry, make students active, develop the sense of responsibility for their own learning, and produce continuing learning. Cognitive and affective learning are essential parts of a whole that cannot be separated from each other (LeBlanc and Gallavan 2009; Kaklauskas et al. 2015). Owen-Smith (2004) asserted that when learning processes include feelings, permanent learning is more probable to take place. While psychologists assert the importance of feelings in learning, many educators emphasize the cognitive domain, and disregard the affective domain in education (Adkins 2004; Owen-Smith 2004). All learning has both cognitive and affective components, thus, affective knowledge and skills are the most important responsibility of schools, as well as cognitive.

Teachers as agents of socialization are expected to have advanced skills in affective domain in addition to cognitive domain. Unless teachers address affective goals in their instruction, students may be skilled and may even be knowledgeable but may not reflect their feelings out. Although, teacher education programs intend to equip prospective teachers with the fundamental pedagogical and subject matter knowledge, the affective dimension is not crucial topic in the teacher education programs. Therefore, when they enter the profession many novice teachers have very limited knowledge about how they address affective goals in their curriculum. Similarly, teacher candidates face difficulties when determining behaviors related to affective domain. For that reason, the development of affective skills of prospective teachers should be inevitable concern of teacher education institutions.

Typically, most of the objectives of education could be placed in one of three major domains—cognitive, psychomotor, and affective. Teachers should use a range of integrated supports to modify instruction for individual differences and emphasize emotional significance of learning— affective domain—instead of only emphasizing cognitive domain.

There is some misunderstanding concerning the nature of affective learning. Affective learning has always been underestimated and relegated as a consequence of historical and cultural reasons (Weare 2004) and affective education generally devalued and ignored (Weare 2010). Goldfayl (1995) stated that the reasons for the general negligence of affective domain are affective skills are difficult to describe in design terms, and problematic to quantify in educational evaluative terms. Besides, as cognitive objectives are relatively easy to operationalize in behavioral terms, basic cognitive knowledge and skills has dominated in education.

According to LeBlanc and Gallavan (2009), when teachers accept that cognitive and affective domains are very different from each other, regrettably they keep one superior to the other. Since affective learning comprises emotions, feelings and values, it is generally perceived as excessively 'subjective'. Consequently, affective learning has always been considered more insignificant than the 'objective' cognitive learning.

The affective domain does not only include the feelings or emotions, but also embraces the ideas, values, attitudes, and beliefs as well as the viewpoints and philosophies that support the teaching practice.

The affective skills can significantly improve or constrain the student learning. The role of affective characteristics like attitudes, feelings, self-esteem, endurance, discipline, motivation or social skills on student success has only recently received growing interest. As said by Popham (2011) affective variables such as attitudes, interest and values have a great influence on future behaviors of students. Similarly, positive emotions like enjoyment of learning, hope for success, and pride of a given task cause more effective learning. Having positive attitudes towards learning motivated the students to follow learning in the future; therefore, one of the most important responsibilities of effective education is to provide conditions in which learners can build their self-esteem.

Owen-Smith (2004) stated that feelings have been almost omitted from most of educational practices in the classrooms. It is also argued that feelings have both positive and negative effects on learning. On the one hand, the researchers claimed that students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. If teachers express their positive feelings, it improves teaching self-efficacy. Accordingly, it is possible that happier teachers give enhanced education (Taxer and Frenzel 2015). Teacher enthusiasm explained as teachers' positive affective experiences with instruction has an influence on students' motivation and affective outcomes (Kunter, Frenzel, Nagy, Baumert, and Pekrun 2011; Keller, Goetz, Becker and Morger 2015). Students' intellectual self-concept and intrinsic motivation in learning are absolutely influenced by affective behaviors of teachers (Skaalvik and Skaalvik 2013). On the other hand, when students are too excited or enthusiastic, they might work carelessly or quickly rather than working methodologically or carefully, as a result feelings can hinder student learning (Darling-Hammond et al. 2003).

In addition to the studies mentioned above, researchers claimed that there is an intimate connection between learning and affective skills (Craig et al. 2004). Affective characteristics and affective support of teachers are decisive in long-term and effective learning (Sakiz, Pape, Hoy 2012; Kaklauskas et al.2015). Therefore, affective characteristics become one of the crucial competencies of an effective teacher that promote effective teaching and learning. Although the affective domain has been neglected in education, in order to make positive changes in dispositions, attitudes, values and ethical perspectives of students, the teachers should obtain information about the affective domain by sound and consistent assessment.

The competencies that intended to acquire by prospective teachers in teacher education programs are mainly focused on cognitive gains. The affective skills of teachers are not a central theme in the teacher education programs. There are many affective competencies that are vital for prospective teachers to develop independently from specific subject knowledge matter. There are a few studies on affective characteristics of prospective teachers and their success in the teaching profession.

Teacher competencies such as aptitudes, abilities, attitudes, and knowledge of teachers influence what they do in their classroom. No matter how well the prospective teachers developed in cognitive skills, pedagogical skills and subject matter competence through teacher education, they are less likely to be able to use their cognitive skills and understanding across their instruction unless they have certain affective capabilities (Zigler 2001). The written curricula, preset materials, and detailed teacher guides exactly display the teachers what question to ask, what responses to expect, however, these are not of assistance to show the way how to cope with negative attitudes or feelings of students, how react off-the-topic questions or diverse interests, and how to increase motivation and self-esteem of students. The teachers might use affect management skills in their classrooms and other learning contexts by a trial and error process. Teachers can increase their effectiveness by considering the affective domain in planning lessons, delivering lectures and activities, and assessing student learning. Therefore, teacher education programs should intend to develop whole teacher competencies by emphasizing in affective domain equally the other domains.

Nowadays, some educators noticed the importance of the affective domain and recommended to regard it in educational processes. In their study, Cheng et al. (2002) claimed that teacher education programs should contain the affective, behavioral, and cognitive domains so as to increase teacher effectiveness. Teachers need to be able to respond to learners' feelings, because feelings have an impact on learning, they influence learners' capacity to process information and to precisely understand what they come across. Thus, it is vital for teachers to generate a positive and emotionally safe classroom climate in order to deliver the optimal learning opportunities to the students. As said by Cheng et al. (2002), teacher education and development programs intended to help prospective teachers to strengthen confidence as a teaching professional, increase satisfaction in teaching, improve personal promise to education, develop a sense of belonging to the school, and produce a caring atmosphere in the school.

Affective education is essential to foster value development (Wong et al. 2005). Teachers' values have an impact on what they teach, how they are to prepare students for the future and how they are going to cope with diverse students. Students automatically learn the ways that teachers act and the values that teachers have (Zigler 2001). Wong et al. (2005) maintained that since spiritual and moral growth of teachers directly affect how they teach their students, it is very significant to inspect what values prospective teachers gaining teacher education programs and how these values change during their course of study. In this sense, effective teachers improve both their own intellectual (cognitive) and moral (affective) growth as well as to their students' one (Zigler 2001). Hence, affective education should be an integral part of teacher education that enhances moral and spiritual development of prospective teachers (Wong et al. 2005). Teacher education programs should teach the knowledge, skills, and dispositions that all teachers need for affective education (LeBlanc and Gallavan 2009)

Aim of the Paper

This paper is intended to examine the viewpoints of instructors of teacher education institutions about the affective development of prospective teachers and its potential impact on learning to teach for values. The approach in this paper is not to define the skills, qualities, and competencies of effective teachers but rather to attempt to concentrate on what research and academicians thought about a proficient teacher.

The literature cites various characteristics of effective teachers from the perspectives of teachers, principals and students. However, hardly any studies highlight the opinions of instructors who teach prospective teachers. Similarly, there are a few studies on affective characteristics of prospective teachers and their success in the teaching profession. Therefore, this paper aims to reveal the perspectives of instructors about the teacher characteristics that prospective teachers will gain after taking the teacher education, and to uncover how these characteristics are related to the affective domain. With this aims the following research questions were formulated:

- According to the perspectives of instructors which characteristics the prospective teachers will gain after taking the teacher education?
- To what extent the characteristics expected the prospective teachers acquire are related to the affective domain?

Method

Research Design

The current study primarily intended to reveal the perspectives of instructors about the teacher characteristics that prospective teachers will gain after taking the teacher education, and to uncover how these characteristics are related to the affective domain. Since surveys allow collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behavior a survey design was employed in this paper.

Research Sample

The participants of this paper were 220 instructors from teacher education institutions (that is, education faculties, educational sciences departments of science and arts faculties). They were randomly selected from teacher education institutions in 21 different cities which represent different all territorial units in Turkey. The participants comprised of 120 females (54.5%) and 100 males (45.5%). Their ages ranged from 21 to 67, with an average age of 42. More than half of the participants were assistant professors (50.5%), 10.5 percent of the participants were professors, 24.5 percent of them associate professors, and the remaining were pre-lecturers (14.5%). The participants had a wide range of experience (0.5 years to 34 years). They were working as an instructor at least one year. 25 percent of the instructors are working in Faculty of Education, and the remaining from Pedagogical Certification Programs.

Research Instruments and Procedures

In order to answer the research questions the Characteristics of Prospective Teachers Scale was developed by the researcher and distributed in 2013-2014 academic year. Before designing the instrument, competencies of effective teacher were converted into questions by mainly concentrating on social and emotional characteristics. Then, to represent characteristics of effective teachers two categories— cognitive and affective characteristics— were derived through the literature review.

Validity and Reliability

To establish content validity, first the questionnaire was checked through an analysis of relevant literature, and then eleven experts (for example, prospective teachers, instructors from educational administration, measurement and evaluation, psychological counseling and guidance, and curriculum and instruction) reviewed the questionnaire. Based on the suggestions of these judges the questionnaire was refined and the language clarified where necessary. The questionnaire consists of 10 items information data sheet, 25 items five points Likert type scale and one open-ended question. The reliability coefficient was estimated at .93.

An exploratory factor analysis (EFA) with a varimax rotation of the 25 Likert scale questions from the survey questionnaire was conducted on data gathered from 220 participants. An examination of the Kaiser-Meyer Olkin measure of sampling adequacy suggested that the sample was factorable (KMO=.861). Item 17 was excluded from the analysis because it had very close factor loads in two factors. When loadings less than 0.30 were excluded, the analysis yielded a four-factor solution with a simple structure (factor loadings = >.30). The rotated solutions yielded four interpretable factors—personal competencies, interpersonal competencies, professional skills, and self-concept. The reliability coefficients of these subscales were estimated at .97, .93, .93, and .81 respectively.

Data Analysis

Descriptive statistics were used in order to analyze the data from survey questionnaire. Since content analysis permit to understand better the perspectives of the respondents (Berg 2001), this method was used to analyze the qualitative data collected by open ended questions. During the analysis, a combination of content elements (that is, words, phrases, concepts, and paragraphs) were used. Direct quotations were used in reporting the findings. Each set of responses was shown by a number such as "#23".

Results

Reviewing the data several remarkable findings emerged. These were explained in parallel with the research questions. The first research question of this paper was aimed at exploring the most frequently mentioned characteristics the prospective teachers will gain after taking the teacher education. To find an answer the first research question the data were analyzed descriptively by using SPSS. That is, descriptive statistics such as frequencies, percentages, means and standard deviations.

The mean scores ranged from 3.95 to 3.16 (out of 5). Higher mean scores demonstrate positive perspectives of instructors about to what extent the affective skills were developed by prospective teachers through the teacher education programs.

As previously disclosed in method section, factor analysis results revealed that the items of the scale could be grouped into four types of teacher characteristics: personal competencies, interpersonal competencies, professional skills, and self-concept.

The personal competencies contain creating positive learning environment, taking into consideration emotions, needs, interests, and curiosities of students, and having knowledge social, emotional, physical and mental developments of students. Results revealed that as stated by the instructors, prospective teachers can create warm, positive and humane learning environment (55.5 %), they can set the pace of teaching to ensure that the educational objectives achieved by everyone (53.6 %), might take into account the interest of students while teaching (52.7 %), keep in mind the needs of students during instruction (51.4%), familiar with social, emotional, physical and mental developments of students (50.9%), can create a democratic classroom environment (50.0%). On the other hand, nearly half of the instructors stated that prospective teachers could not take into account students' attitudes towards the lesson (40.1%) when they begin to work as teacher.

The interpersonal competencies include communicating effectively and building positive classroom climate and concerned the individual problems of students. Results revealed many of the instructors stated that communication skills are very important for prospective teachers. As indicated by the instructors, prospective teachers can positively communicate with the students (67.7%), with school staff (65.0%), and with parents (60.5%) positively and constructively. In relation to teachers' classroom behaviors instructors said that, teacher candidates may have tolerant attitudes in the classroom (63.6%), behave the students fairly and frankly (61.8%), and concerned with the individual problems of students (59.5%).

The professional skills cover teachers' abilities to enhance their instruction by using appropriate instructional materials and teaching methods, and to assess achievement of students objectively. Results revealed that according to the instructors, prospective teachers can prepare lesson plan (76.8%), can use information and communication technologies in lessons (74.5%), can prepare instructional materials that appropriate to lesson/subject (73.6%), can utilize teaching methods that appropriate to lesson/subject (72.7%), and can develop reliable and valid measurement tools to assess student achievement (68.2%).

The self-concept category includes building self-efficacy and self-esteem, having positive attitude towards the teaching profession, and having self-motivation and persistence to professional development. Results showed that the instructors believe in that teacher candidates develop beliefs about that himself/ herself would become a successful teacher, and loves teaching (74.1%), can undertake the teacher's duties, responsibilities, and roles in a good way (73.6%), confident that he/she can fulfill his/her own professional responsibilities (72.3%), and knows the importance of participating in professional development activities (60.9%). On the other hand, the

trusts of instructors are slightly less about the professional development of prospective teachers. They indicated that teacher candidates consider learning as a part of life (49.1%), and tries to follow publications that related to the teaching profession (48.2%).

The second research question of this paper was aimed at find out to what extent the characteristics expected the prospective teachers acquire are related to the affective domain. According to scholars, after completing teacher education program one teacher should obtain some affective domain skills such as positive attitudes, respect for the profession, and democratic behaviors. The instructors also stated that cognitive and affective skills are hard to separate from each other, thus, it is difficult to assess affective skills of the prospective teachers. One of the instructor points out why it is hard to address affective objectives in teacher education: "There is no agreement on affective characteristics of teachers. One cannot say that we can objectively assess the affective competencies of our student teachers. It is very difficult. (#36)"

As stated by the instructors, having positive attitudes towards the teaching profession, developing empathy, sensitivity, love, self-esteem and self-concept are vital for prospective teachers. The following quote exemplifies this finding: The teacher education programs expected to provide teacher candidates, positive attitudes, habits, perceptions and emotions. But we are unable to measure precisely to what extent we succeed this. (# 115)

Besides, moral development, and values of teachers are very important characteristics. On the word of one instructor, it is critical that prospective teachers have an understanding of the principles of democracy: Like other values, the students would learn the democratic values from their teachers. Therefore, the teachers should behave democratically in their classrooms. (#132)

Instructors stated that teachers should know the way how to address the diverse and similar interests of the students. One instructor explains why teachers should focus on students' diversity: (Teachers) should be conscious that we are in a multi-cultured society, and maintain the lessons with this awareness. (# 54)

Instructors also highlighted the importance of positive feelings about teaching profession: one said that "the most important criterion is to love the profession... (#56)"

One instructor reflects on her experience in teacher education: Neither cognitive nor affective competencies were gained by teacher education program, unless the candidate teachers respect to the profession. (Affective development) begins with love the profession. (# 86)

Results revealed that, in relation to some instructors, teaching profession requires personality characteristics as well as pedagogical and subject knowledge skills. Teacher education programs can only teach pedagogical knowledge and skills, but the personality characteristics. The teacher education programs (in Turkey) do not contributed to the affective development of prospective teachers, even do not in an effort to contribute to the affective domain (#17 and # 71). On the other hand, some instructors suggested specific approaches in order to support prospective teachers to acquire affective skills.

One instructor asserted that many student-teachers cannot establish effective and accurate communication; therefore, they do not take pleasure from the profession. Since written examinations (essays) allow teacher candidates to express their thoughts and feelings, and help them to use the language correctly, this kind of assessments should be used in teacher education programs. (#18)

Another instructor suggested that in order to establish a balance between cognitive and affective domains in teacher education a variety of methods can be utilized. Techniques such as case studies, group work, discussion, presentation, and problem-based learning can be used to observe the reflections, responses, and attitudes of teacher candidates as indicators of their affective development. (# 126)

Discussion and Conclusion

This paper provides an overview, from the perspectives of instructors about the teacher characteristics that prospective teachers will gain after taking the teacher education, and to discover how these characteristics are related to the affective domain. The findings of this research ascertained the extent to which teacher educators realized their institutions' effects on prospective teachers and personal and institutional factors that facilitated or hindered the prospective teachers' affective development. Even though learning objectives seem to be cognitive in nature there will always be affective or emotional skills involved (Duncan-Hewitt et al. 2007; Kaklauskas et al.2015). In this respect, many researchers mentioned eloquently about the close relationship between cognitive and affective domains and their studies clearly showed the intimate connection between the two domains (Duncan-Hewitt et al. 2007; LeBlanc and Gallavan 2009; Velea and Farca 2013).

The literature clearly indicates that the cognitive and affective domains are complementary to each other, so they cannot separate (Adkins 2004; Owen-Smith 2004; Duncan-Hewitt et al. 2007; LeBlanc and Gallavan 2009; Hyland 2014). The findings of this paper consistent with this notion; as stated by the instructors, the teacher education programs that generally emphasized on the pedagogical skills of prospective teachers should found equilibrium between the cognitive and affective domains. The successful teachers of the future are expected to be sensitive to the emotional state of learners.

As stated by the instructors, there are numerous affective competencies that are essential for prospective teachers to develop such as having positive attitudes towards the teaching profession, developing empathy, sensitivity, love, self-esteem and self-concept are vital for prospective teachers. These affective competencies are consistent with the literature that communicating effectively, self-motivation and persistence, resolving conflicts positively, building self-efficacy and self-esteem, developing moral values and character, building, and being a good citizen are necessary for teacher candidates (Johnson 2009; Kunter et al. 2011; Keller et al. 2015; Taxer and Frenzel 2015).

The current paper has implications for teacher education institutions. Instructors recommended that teacher education institutions can add a variety of activities in their

curriculum to assess the affective characteristics of prospective teachers such as case studies, group work, discussion, presentation, and problem-based learning. Correspondingly, in his 2013 study on online education Olatunji, suggested that problem based learning, group analysis of case studies, perspective sharing and reflection should be integrated the education program in order to establish the balance between the affective and the cognitive domains. To achieve this integration will allow the assessment of affective characteristics. Taxer and Frenzel (2015) claimed that teacher training programs should include emotion regulation education so as to teach prospective teachers how to manage emotion-focused conditions in a vigorous way.

However, as previous studies have noted, since the cognitive and affective skills are hard to separate from each other, it is difficult to assess affective skills of the prospective teachers (Pierre and Oughton 2007). Instructors in this current paper also mention to the difficulty of measuring affective characteristics. Conversely, researchers argue that emphasizing merely cognitive characteristics has destructively impact the affective development of learners (Suissa 2008). Since students' cognitive, affective and social learning behaviors are affected by teachers' instructional, affective and social relationships with students (Farmer, Lines and Hamm 2011), to become successful in the teaching profession, not only cognitive skills but also affective skills are necessary.

Although data from this paper prove more suggestive than conclusive, it is hoped that some conclusions are necessary. First, instructors and education policy makers keep in mind the importance of affective domain and address the development of affective skills of prospective teachers in teacher education programs. Second, there is a good reason to believe in that the affective domain is often neglected in teacher education programs universally. Disregarding the affective competencies in teacher education will harm future generations, since values of teachers will affect the value development learners. The wider literature suggested raising awareness on the significance of affective domain. Perhaps most importantly, during the pre-service education prospective teachers should learn how to create a classroom climate that intentionally focuses on the affective as a vital and necessary aspect of the learning process. Finally, it is obvious that this paper offers only a modest beginning to understanding the importance of affective competencies of prospective teachers as elements of effective teacher education programs.

It is also important for educators to keep in mind that instructors should demonstrate a positive role model of affective teacher with their own behaviors, knowledge, skills, and dispositions. Teacher educators should show a high commitment to the education of the whole person, in the cognitive, affective, and psychomotor domains.

In a nutshell, the findings of this paper may help the curriculum development specialists to identify effect of affective domain in teacher education programs. Raising awareness about the importance of affective skills of teachers is not enough to increase the quality of education. In order to support efforts of teachers and teacher educator in affective education, workshops can be offered, sessions can be organized in

conferences related to affective education topics, and the number of publications about affective related topics can be increased.

Recommendations from this paper should be considered by policy makers and educators as they assess the impact of their programs for prospective teachers. It is strongly advised that educators conduct ongoing evaluations of their programs to be better able to monitor and address all prospective teachers' needs. Further studies may be conducted on the assessment methods of affective learning outcomes.

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Öğretmen Yetiştirme Programlarının Öğretmen Adaylarının Duyuşsal Özelliklerine Etkileri Üzerine Eğitimcilerin Görüşleri

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Özet

Problem Durumu: Eski moda eğitim sistemleri genellikle öğrencilerin duygularını dikkate almamakta ve yalnızca bilişsel becerileri üzerine yoğunlaşmaktadır (Qi-rong 2010). Öğrenmeye katkıda bulunan temel beceriler olarak bilişsel ve duyuşsal beceriler, araştırma yollarını geliştirmeye, öğrencileri aktif hale getirmeye, kendi öğrenmeleri için sorumluluk duygusu geliştirmelerine ve sürekli öğrenmelerine yardımcı olur. Bilişsel ve duygusal öğrenme, bir bütünün birbirinden ayrılamayacak kadar önemli kısımlarıdır (LeBlanc ve Gallavan 2009, Alpan, Özer, Erdamar ve Subasi 2014, Kaklauskas ve diğerleri, 2015). Owen-Smith (2004), öğrenme süreçleri duyguları da içerdiğinde kalıcı öğrenmenin olasılığının artacağını iddia etmektedir.

Duyuşsal eğitim, değer geliştirmeyi desteklemek için gereklidir (Wong ve ark., 2005). Öğretmenlerin değerleri neyi nasıl öğrettikleri, öğrencileri geleceğe nasıl hazırlayacakları ve farklı öğrencilerle nasıl baş edebilecekleri üzerinde önemli bir etkiye sahiptir. Öğrenciler, öğretmenlerin davranışlarını ve öğretmenlerin sahip oldukları değerleri otomatik olarak öğrenirler (Zigler 2001). Öğretmenlerin manevi ve ahlaki gelişmeleri, nasıl öğrettiklerine doğrudan etki ettiği için, öğretmen adaylarının öğretmen eğitimi programlarında kazandıkları değerlerin ve bu değerlerin çalışma sırasında nasıl değiştiğinin incelemesi çok önemlidir (Wong ve diğ. (2005). Bu anlamda, etkili öğretmenler, hem kendilerinin öğrencilerin entelektüel (bilişsel) ve

ahlaki (duyuşsal) gelişmelerini sağlar (Zigler 2001). Dolayısıyla, öğretmen adaylarının manevi ve moral gelişimini arttıran duyuşsal eğitim, öğretmen eğitiminin ayrılmaz bir parçası olmalıdır (Wong ve ark., 2005). Öğretmen yetiştirme programları, öğretmenlerin duygusal eğitim için ihtiyaç duydukları bilgi, beceri ve donanımlara sahip olmalarını sağlamalıdır (LeBlanc ve Gallavan 2009).

Araştırmanın Amacı: Bu çalışma, öğretmen yetiştiren kurumlarda çalışan öğretim elemanlarının, öğretmen adaylarının duygusal gelişimine ilişkin görüşlerini incelemek amacıyla yapılmıştır. Bu araştırmada yer alan yaklaşım, etkili öğretmenlerin becerilerini, niteliklerini ve yeterliklerini tanımlamak değil, araştırmacı ve akademisyenlerin yetkin bir öğretmen hakkında ne düşündüklerine odaklanmaya çalışmaktır.

Alınyazında etkili öğretmenlerin çeşitli özelliklerini öğretmenler, müdürler ve öğrencilerin bakış açılarından ortaya koyan çalışmalar yer almaktadır. Bununla birlikte, öğretmen adaylarını eğiten öğretim elemanlarının görüşlerini vurgulayan çalışmalar çok az sayıdadır. Benzer şekilde, öğretmen adaylarının duyuşsal özellikleri ve öğretmenlik mesleğindeki başarısı üzerine sadece birkaç çalışma bulunmaktadır. Bu nedenle, bu çalışma, öğretmen yetiştirme sonrasında öğretmen adaylarının kazanacağı öğretmen özellikleri hakkında öğretim elemanlarının bakış açılarını ve bu özelliklerin duygusal alanla nasıl bir ilişkisi olduğunu ortaya koymayı amaçlamaktadır. Bu amaçla aşağıdaki araştırma soruları belirlenmiştir:

1. Öğretim elemanlarının bakış açılarına göre, öğretmen yetiştirme programlarını tamamlandıktan sonra öğretmen adayları hangi özellikleri kazanmaktadır?

2. Öğretmen adaylarının öğretmen yetiştirme programlarında edindikleri özellikler duygusal alanla ne derecede ilişkilidir?

Araştırmanın Yöntemi: Taramalar (survey), insanlardan ya da insanlar hakkında tutum ve davranışlarını tanımlamak, karşılaştırmak veya açıklamak amacıyla bilgi toplamak için kullanıldığından, bu çalışmada tarama modeli kullanılmıştır.

Bu çalışmanın katılımcıları, öğretmen eğiten kurumlarda görev yapan (eğitim fakültesi, fen ve bilim fakültesi fen ve sanat fakülteleri) 220 öğretim elemanıdır. Türkiye'deki tüm bölgesel birimleri temsil eden 21 farklı şehirde öğretmen yetiştirme kurumlarından rastgele seçilmişlerdir. Katılımcılar, 120 kadın (%54.5) ve 100 erkekten (%45.5) oluşmaktadır. Katılımcıların yaşları 21 ile 67 arasında değişmekte olup ortalama yaşları 42'dir. Katılımcıların yarısından fazlası yardımcı doçent (%50.5), % 10.5'i profesör, % 24.5'i doçent, ve geriye kalanlar öğretim görevlisidir (% 14.5). Katılımcıların geniş bir eğitsel deneyim yelpazesi vardır (6 ay- 34 yıl). Katılımcılar en az bir yıldır öğretim üyesi olarak çalışmaktadır, yüzde 25'i Eğitim Fakültesi'nde, geri kalanı ise Pedagojik Formasyon Sertifika Programlarında görev yapmaktadır.

Veri toplama: Araştırma sorularını cevaplandırmak için, araştırmacı tarafından Öğretmen Adaylarının Özellikleri ölçeği geliştirilmiş ve 2013-2014 akademik yılında uygulanmıştır. Ölçek tasarlanmadan önce etkili öğretmenin yetkinlikleri esas alınmış, sosyal ve duygusal özelliklere odaklanarak, bu yetkinlikler maddelere

dönüştürülmüştür. Daha sonra, alınyazın taraması ile etkili öğretmenlerin özellikleri, bilişsel ve duyuşsal özellikler olmak üzere iki kategoride toplanmıştır.

Ölçeğin kapsam geçerliliğini sağlamak için önce, ilgili alınyazının taranarak olası maddeler yazılarak ve on bir uzmanın (örneğin, öğretmen adayları, eğitim yönetimi öğretmenleri, ölçüm ve değerlendirme, psikolojik danışma ve rehberlik, müfredat ve öğretim) gözden geçirmesi sağlanmıştır. Bu uzmanların önerilerine dayanarak ölçek uygun olmayan maddelerden arıtıldı ve gerektiğinde dil açıklığa kavuşturuldu. Ölçek, 10 maddelik kişisel bilgi formu ile 25 maddelik, beşli Likert tipi bir ölçek ve bir açık uçlu sorudan oluşmaktadır. Güvenilirlik katsayısı .93 olarak hesaplandı.

220 kişilik katılımcıdan elde edilen veriler üzerinde anket formundaki Likert ölçeğindeki 25 soruya varimax rotasyonu ile açımlayıcı faktör analizi yapıldı. Kaiser-Meyer Olkin'in örnekleme yeterliliğinin ölçümü incelendiğinde, örneklemin faktörlenebilir olduğu ortaya çıkmıştır (KMO = .861). Madde 17, iki faktörde çok yakın faktör yükleri bulunduğu için analizden çıkarılmıştır. 0.30'dan daha düşük faktör yükleri hariç tutulduğunda, analiz basit bir yapıya sahip (faktör yükleri => .30) dört faktörlü bir hale getirildi. Döndürülen maddeler, kişisel yeterlilikler, kişilerarası yeterlilikler, mesleki beceriler ve benlik kavramı olmak üzere dört yorumlanabilir faktör ortaya çıkarıldı. Bu alt ölçeklerin güvenirlik katsayıları sırasıyla .97, .93, .93 ve .81 olarak hesaplanmıştır.

Veri analizi: Araştırma anketindeki verileri analiz etmek için betimsel istatistikler kullanılmıştır. İçerik analizi, katılımcıların bakış açılarını daha iyi anlamaya olanak sağladığı için (Berg 2001), açık uçlu sorularla toplanan nitel verileri analiz etmek için bu yöntem kullanılmıştır. Analiz sırasında, içerik öğelerinin bir kombinasyonu (kelimeler, cümleler, kavramlar ve paragraflar) kullanılmıştır. Bulguları rapor etmek için doğrudan alıntılar kullanılmıştır. Her cevap grubu "# 23" gibi bir sayı ile gösterilmiştir.

Araştırmanın Bulguları: Verilerin gözden geçirilmesi sırasında birkaç dikkat çekici bulgu ortaya çıkmıştır. Bunlar, araştırma soruları ile paralel olarak açıklanmıştır. Bu çalışmanın ilk araştırma sorusu, öğretim üyelerine göre öğretmen adaylarının öğretmenlik eğitimini aldıktan sonra hangi bilgi, beceri ve özellikleri kazanmaları beklenmektedir ortaya koymayı amaçlamaktadır. Bu soruya verilen cevapları analiz etmek için betimleyici istatistikler (frekans, yüzde, ortalama ve standart sapma gibi) hesaplanmıştır. Ortalama puanlar (5 puan üzerinden) 3.95 ile 3.16 arasında değişmektedir. Daha yüksek ortalama puanlar, öğretmenlerin duygusal becerilerin ne derece geliştiğine ilişkin olumlu bakış açısı göstermektedir.

Bu çalışmanın, öğretmen yetiştiren kurumlar için önerileri vardır: Öğretim elemanları, öğretmen adaylarının duygusal özelliklerini değerlendirmek için kendi eğitim programlarına vaka analizi, grup çalışması, tartışma, sunum ve probleme dayalı öğrenme gibi çeşitli etkinlikler ekleyebilirler. Çevrimiçi eğitimle ilgili araştırmasında Olatunji (2013), duyuşsal ve bilişsel alanlar arasındaki dengeyi sağlamak için problem temelli öğrenme, vaka analizlerinin grup analizi, perspektif paylaşımının ve yansıma eğitim programının bütünleştirmesi gerektiğini ileri sürmektedir. Bu bütünleşmeyi sağlamak, duygusal özelliklerin değerlendirilmesine olanak sağlayacaktır. Taxer ve

Frenzel (2015), öğretmen yetiştirme programlarının, duygu odaklı koşulları güçlü bir şekilde nasıl yöneteceğini öğretmen adaylarına öğretmek için duygu düzenleme eğitimini de içermesi gerektiğini iddia etmişlerdir.

Bununla birlikte, önceki çalışmaların belirttiği gibi, bilişsel ve duyuşsal becerilerin birbirinden ayrılması zor olduğundan, öğretmen adaylarının duyuşsal becerilerini değerlendirmek zordur (Pierre ve Oughton 2007). Bu çalışmada yer alan öğretim elemanları, duygusal özelliklerin ölçülmesindeki zorluğa değinmektedir. Diğer yandan, araştırmacılar, yalnızca bilişsel özelliklerin vurgulanmasının öğrencilerin duygusal gelişimini yıkıcı bir şekilde etkilediğini iddia etmektedir (Suissa 2008). Öğrencilerin bilişsel, duyuşsal ve sosyal öğrenme davranışları öğretmenlerin öğrencilerle olan öğretimsel, duygusal ve sosyal ilişkilerinden (Çiftçi, Hat ve Hamm 2011) etkilenebildiğinden öğretim mesleğinde başarılı olmak için yalnızca bilişsel becerileri değil aynı zamanda duygusal becerileri de gerekli kılmaktadır.

Araştırmanın Sonuçları ve Önerileri: Bu çalışmanın önerileri, öğretmen yetiştirme programlarının öğretmen adayları üzerinde etkilerini araştıran ve değerlendiren politikacılar ve eğitimciler tarafından düşünülmelidir. Öğretmen adaylarının ihtiyaçlarını daha iyi izleyebilmeleri ve bu ihtiyaçlara cevap verebilmeleri için eğitimcilerin programların süreç değerlendirmelerini yapmaları önemle tavsiye edilmektedir. Duyussal öğrenme çıktılarını değerlendirme yöntemleri hakkında daha fazla çalışma yapılabilir.

Anahtar Kelimeler: Öğretmen Yetiştirme. Öğrenme ve Duyuşsal Beceriler. Öğretmen Adayları. Öğretim Görevlisi Perspektifler. Sosyal beceriler.