Evaluating Elementary Teacher Education Program in Terms of Affective Features Using Hammond's Evaluation Model[*]

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Keywords	Abstract
	In this study, elementary teacher education program was evaluated in terms of attitude, value, and academic motivation towards the teaching profession using Hammond's evaluation model. Convergent parallel design of mixed method studies was employed. The qualitative component of the study included a total of 39 participants; 23 teacher candidates, 11 faculty members and five executive faculty members while the quantitative component of the study was carried out with 121 teacher candidates. The data were collected through "Academic Motivation Scale", "Portrait Values Questionnaire", "Teaching Profession Attitude Scale", "document analysis, semi-structured interview forms, field notes, and observation forms. The results of the study indicated that although teacher candidates had high levels of attitude and motivation towards the profession, their attitude towards the course, thus motivation to attend classes, was low. Curriculum objectives for the affective domain were limited to a minimum, content was dense, and the faculty members mostly used expository teaching strategies such as traditional lecture method and question-answer technique.

INTRODUCTION

Technological and scientific developments lead to radical changes in every field in the 21st century. Teachers have an important role in helping individuals adapt to these changes. Considering the competencies of teachers, they need to have positive character traits in addition to having special field, vocational and pedagogical competencies. The qualifications and personal characteristics of teachers have a significant effect on students. Noting the duties and responsibilities of teachers in terms of raising qualified individuals, we can say that the most important responsibility falls on the classroom teachers in this matter.

In the first years of primary education, students are provided with basic knowledge to adapt to their environment and to continue their lives better (Pilatin, 2010). The knowledge and skills that students gain in this period are the basis for their learning in further education. The attitudes and behaviors that students acquire during this period can have a significant impact and can be traced throughout their lives. In this context, classroom teachers, besides conveying the contents of the curriculum to students, undertake many critical tasks such as helping students develop a positive attitude towards the school and the outside world. Furthermore, they contribute to the development of effective communication and social skills and facilitate the adaptation of students to the environment. Therefore, the qualifications of future generations are largely affected by the competencies of the classroom teachers of today. The foundations of qualified parents, politicians and professionals in society are formed by classroom teachers (Tok & Bozkurt, 2010, p.763). The qualities and characteristics of classroom teachers can influence students in this context and direct their lives.

When dealing with personal problems of students, the affective sensitivity of classroom teachers comes to the fore (Ozcep, 2007, p.7). Teachers with high affective dispositions care about the emotions of their students and help them develop a positive self. They manage the feelings and needs of their students, provide learning experiences that are appropriate for the developmental stage of their students, keep their emotions under control, set an example for their students, and use constructive language in the classroom. Therefore, it is safe to conclude that affective characteristics have a key role for the teaching profession at elementary schools that requires devotion, patience and love (UNESCO, 1992).

It is frequently stated that affective characteristics should be given importance in teacher education and should not be ignored (Gundogdu et al., 2008). However, there are a limited number of studies on affective characteristics in teacher education (Delamarter & Wiederholt, 2020; White & Malkus, 2019; Hamsher & Dieterich, 2017; Taneri, 2017; Preszler, 2014), and this learning domain is thrown into the background. Considering the importance of affective characteristics that teachers benefit while applying their knowledge and skills in the classroom, it is emphasized that the affective field should not be neglected in education and teacher education in particular (Zhang & Zhang, 2013).

When we think about affective domain learning, we generally understand concepts that express the emotional dimension such as preferences, attitudes, beliefs, morality and values (Akbas, 2004, p.35). Also, affective behaviors vary greatly; from the interests of individuals to their characteristics and social attitudes (Turgut, 1990, p.150). For this reason, the affective domain has various interrelated dimensions defined in different ways, and it is striking that there are different affective domain classifications in the literature (Martin & Briggs, 1986; Foshay, 1978; Gephart & Ingle, 1976; Krathwohl et al., 1964). When the classifications and definitions of the affective domain in the literature were examined, it was ascertained that the three most frequently used concepts related to the affective domain are attitude, value and motivation (Ornstein & Hunkins, 2018; Kablan, 2017; Taneri, 2017; Grootenboer & Marshman, 2016; Wadhwa et al., 2015; Oppong, 2014; Carrigan, 2013; Martin & Briggs, 1986; Foshay, 1978; Gephart & Ingle, 1976; Krathwohl et al., 1964). Accordingly, this study focuses on these three concepts within the scope of affective characteristics.

Attitude, value, and motivation are significant concepts for the teaching profession. Teachers who have a positive attitude towards the profession are known to be more enthusiastic about teaching, invest in their professional competence and make the learning process more efficient by creating different learning environments (Demirtas et al., 2011). Teachers should not only be in a position to provide information but should also be a guide to help students realize themselves and act with the awareness and responsibility that the model they provide through their behavior is more effective than anything else (Gordon, 2002). They should take their students' interests and socio-cultural differences into account and show the values and attitudes they want to develop in students through modelling (Yilmaz, 2009, p.112). For this reason, they need to be motivated to continue their profession. High motivation of teachers is a significant factor affecting student success positively as unmotivated teachers cannot devote themselves enough to their work and cannot fully benefit students. In this context, it is important to include attitude, value, and motivation in teacher education programs to support their academic motivation (Chau & Cheung, 2018). Whether the programs contribute to the development of these affective characteristics and the to which extent they are included in the programs can be determined by curriculum evaluation studies. Therefore, it is important to evaluate the curriculum of elementary teacher education program, which was put into effect in 2018, in terms of the development of affective characteristics such as attitude, value and motivation.

Curriculum evaluation is the process of making judgments about the effectiveness of a curriculum. There are many different curriculum evaluation models including Hammond's evaluation model, which is one of the goal-oriented curriculum evaluation models. Hammond's evaluation model is a three-dimensional model (behavioral, instructional, and institutional dimension) that handles the evaluation approach holistically (Hammond, 1967). With reference to this model, a comprehensive evaluation is made on the three surfaces of the cube and the cells where these surfaces intersect (Hammond, 1967). Consisting of 90 cells in 3 x 5 x 6-unit sizes, the model is informative but complex and time-consuming (Ross, 2010). Therefore, it is not necessary to evaluate each of the cells. Regarding the aim of evaluation, the relevant cells are taken into consideration. Irrelevant cells are eliminated, and an in-depth examination is made within the scope of the remaining cells (Fitzpatrick, Sanders & Worthen, 2004). The model can be divided into smaller parts and adapt itself to the context but in general it consists of three basic dimensions: behavioral goals, instruction, and institution (Figure 1).

Figure 1. *Hammond Evaluation Model (Hammond, 1967, p. 3). (Blue squares shows the cells considered in this study.)*
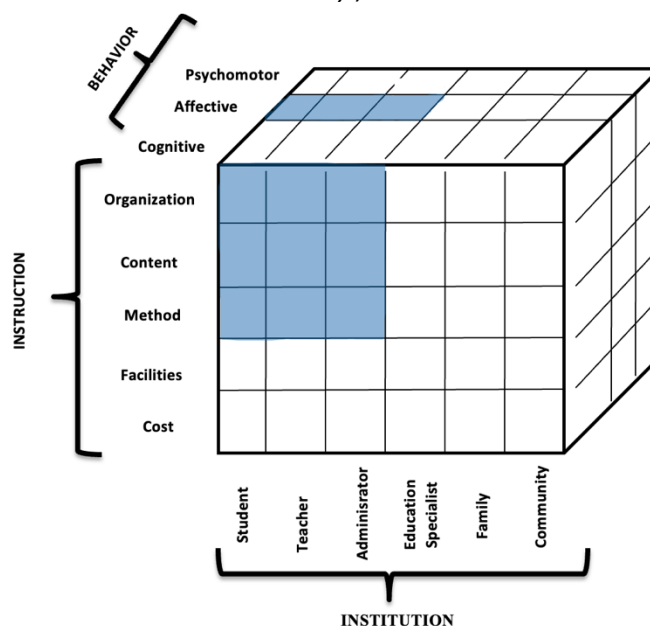
In this study, we focused on the cells of affective domain, organization, content, method, student, teacher, and administrator. We aimed to determine the problems experienced in the program and develop solutions to these problems by examining the elementary teacher education curriculum implemented in 2018 through Hammond evaluation model which enables to analyze in depth in terms of professional attitude, values, and academic motivation. In addition, it is thought that the use of various data collection tools in the model is suitable for the research design. In this respect, we applied Hammond's evaluation model in terms of professional attitude, value, and academic motivation, and the following questions were discussed:

1) What are the activities carried out in the organization dimension to improve the affective characteristics of teacher candidates within the scope of the elementary teacher education program?

2) What are the activities carried out in the content dimension to improve the affective characteristics of teacher candidates within the scope of the elementary teacher education program?

3) What are the activities carried out in the method dimension to improve the affective characteristics of teacher candidates within the scope of the elementary teacher education program?

METHOD

RESEARCH DESIGN

Convergent parallel design, one of the mixed-method studies that include the use of quantitative and qualitative methods together, was employed in this study. This research design involves collecting different but complementary data on the same topic to best understand the research problem (Creswell, 2012). The main reason for this design is that the data collected by one method eliminates the weaknesses of the data collected by the other method. In the quantitative part of the study, to measure the readiness of teacher candidates in terms of motivation, attitude, and value orientation, three scales used both as pre-test and post-test were utilized. In the qualitative part of the study, semi-structured interviews, participant observation, document analysis, and field notes were utilized.

PARTICIPANTS

The quantitative component of the study group consists of a total of 121 first and second-year teacher candidates, 96 of whom are women and 25 are men. They are all enrolled in the elementary teacher education department at Anadolu University. The quantitative component of the study group consists of a total of 39 participants, 23 of whom are teacher candidates, 11 are faculty members, and five are executive faculty members. The qualitative component of the study group was determined by using criterion and maximum diversity sampling. Semi-structured individual interviews were conducted with a total of 23 teacher candidates, 12 in the fall semester and 11 in the spring semester. 11 faculty members, six in the fall semester and five in the spring semester, who taught vocational knowledge, field education and general culture courses in the elementary teacher education department, and five executive faculty members (two deputy deans of the education faculty, one is the head of the department of curriculum & instruction, one is the head of the department of guidance & psychological counseling, and one is the head of the department of measurement & evaluation) were interviewed.

DATA COLLECTION TOOLS

Teaching Profession Attitude Scale developed by Cetin (2006) was used to measure the attitudes of teacher candidates towards the teaching profession. This 5-point Likert-type scale has three factors: love (22 items), value (8 items) and harmony (5 items). The fit indices of the scale were calculated as x^2/sd=1.681, RMSEA=.053, GFI=.941, AGFI=.934, NFI=.933, RFI=.929 and PNFI=.874 with the modifications made. The alpha coefficient for each factor was .94, .80, .71 for pre-test, and .96, .86, .77 for the post-test respectively.

The Portrait Values Questionnaire (PVQ) developed by Schwartz et al. (2001) is based on the descriptions of different people whose wishes and aspirations are characterized in two sentences and comprised of 10 basic values: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity and security. In the 6-point Likert type questionnaire, participants are expected to mark one of the options and show how much they resemble the individual whose description is given. The questionnaire was adapted into Turkish by Demirutku (2007). The fit indices of the scale were calculated as x^2/sd=1.908, RMSEA=.046, GFI=.941, AGFI=.983, NFI=.984, RFI=.982 and PNFI=.877 with the modifications made. The alpha coefficient for each factor was .51, .72, .74, .50, .60, .71, .54, .60, .55, .68; for pre-test, and .66, .76, .76, .56, .55, .79, .61, .63, .60, .69 for the post-test respectively.

Academic motivation scale developed by Vallerand et al. (1992) to measure the academic motivation of university students is based on self-determination theory. The 7-point Likert type scale has seven factors assessing three types of extrinsic motivation (external, introjected, identified regulation), three types of intrinsic motivation (intrinsic motivation to know, to accomplish things, to experience stimulation) and amotivation. The scale was adapted into Turkish by Can (2015). The fit indices of the scale were calculated as x^2= 1,076.46, df= 329, p<.01), NNFI=.96 AGFI=.97, GFI=.98, SRMR=.059, RMSEA=.071 with the modifications made. The alpha coefficient for each factor was .70, .84, .65, .84, .85, .81, .82 for pre-test, and .63, 84, .69, .89, .86, .89, .78 for the post-test respectively.

Semi-structured individual interviews were conducted with teacher candidates, faculty members and executive faculty members to determine their opinions about the curriculum. In the first stage, draft interview forms were created in accordance with the study objectives and the theoretical framework of Hammond's evaluation model. Draft forms were then sent to four experts who had PhD in the field of curriculum & instruction and were familiar with qualitative studies whereupon suggestions were finalized.

After having obtained necessary permissions, participant observation with a video camera was used within the scope of the study. Since the video recording may cause the participants not to show natural behavior, teacher candidates were informed about the research and data collection process, and a pilot observation was made for one week to eliminate this limitation. A semi-structured "Lesson Observation Form" was prepared to examine the behaviors, student activities, and interaction between faculty members and teacher candidates in the teaching-learning process. The lessons to be observed were selected from field education, vocational knowledge, and general culture courses by using maximum diversity sampling. Observations were carried out in the fall and spring semesters of the 2019-2020 academic year. A total of 10 lessons were observed and a total of 2250 minutes of observations were made during a 3 to 5-week period. The researcher also kept field notes throughout this process.

The objectives and learning outcomes of the courses in the new elementary teacher education curriculum (1st and 2nd year) and in the old elementary teacher education curriculum (3rd and 4th year) were analyzed in relation to learning domain using document analysis method.

DATA COLLECTION AND ANALYSIS

Research data were collected in the 2019-2020 academic year. Data collection process of the study is shown in Figure 2.

Figure 2. *Data Collection Process*
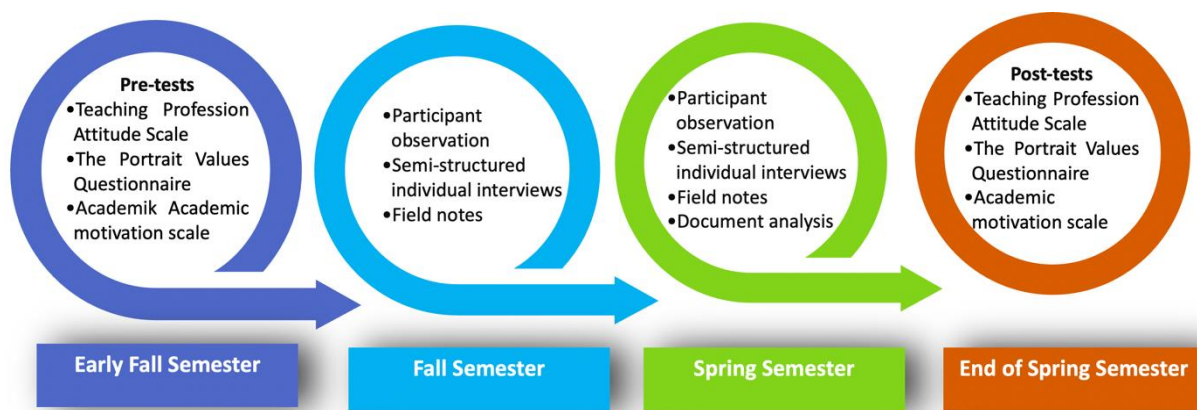
Quantitative and qualitative data were collected separately and analyzed independently. A comparison approach was then utilized to determine whether the quantitative and qualitative data yield similar results related to relevant research questions.

Descriptive and content analysis were used in the analysis of qualitative data. First, all interviews were transcribed, analyzed and then the codes were developed. 20% of the transcript containing the codings were reviewed by three experts who had at least a doctorate degree, experienced in qualitative research. The consistency between the codings made by the researcher and the experts was calculated by using the reliability formula of Miles & Huberman (1994). As a result of the calculations, the reliability coefficient between the opinions of the researchers and experts was calculated as 94%, 90% and 86%. The themes and codings with disagreement were re-examined in line with the experts' feedback and the theoretical foundations of the study and necessary corrections were made. Thus, the analysis phase of the semi-structured interviews was completed. The data obtained from the observations were coded and analyzed considering the theoretical framework of the study and Hammond's evaluation model. At this point, the code list obtained from semi-structured individual interviews was used. In cases where the code list was not sufficient, new codes were created. The learning outcomes of the courses in the elementary education curricula were analyzed using descriptive analysis.

Descriptive statistics and t-tests techniques were used to analyze the quantitative data. Skewness and kurtosis were used to examine normality of data. Statistics of both tests were above the threshold value of ±2 (George & Mallery, 2019). Since the normality assumptions were not fulfilled, the study used the non-parametric Wilcoxon T-test for the comparison of means.

FINDINGS

FINDINGS REGARDING THE ORGANIZATION DIMENSION

The organization dimension was examined under the themes of course time, class size, classroom equipment, teacher candidate readiness and information package. Distribution of the learning outcomes of the courses in the curricula in relation to the learning domain was also examined under the organization dimension.

Most of the teacher candidates stated that they found the course time sufficient mainly because the duration of the lessons was not too long, and the lessons were effective during this period. Interviewee S21 made a comment about course time saying:

"*The lesson hours are not very long… The lessons are conducted well*."

However, most of the faculty members stated that they did not find the course time to be sufficient especially after the course hours were reduced. They added that the content remained the same, so the duration of the courses was not long enough to teach the course content effectively. Interviewee FM2 made a comment about course time saying:

"Course hours of The Geography and Geopolitics of Turkey was cut down to two hours from three hours a week. We find it difficult to teach so many subjects in a semester. So, this limitation of our time left us in a difficult situation. We had to cancel many activities."

Two of the faculty members commented that the lack of sufficient course time negatively affected their attitudes towards the lessons. They could not use student-centered practices in the lessons as a result of time constrictions and the allocated course hours did not allow the use of different methods. Therefore, they used a teacher-centered approach, which is mostly direct instruction. Interviewee FM3 made a comment about course time saying:

"The duration of the lesson affects me negatively because you rush in teaching the content in a limited time. In this case, you cannot use a student-centered approach. Since there is a lack of time, so yes, you are obliged to choose the teaching strategies, methods and techniques where the instructor holds the strings."

All the 20 teacher candidates stated that they were not satisfied with the crowded classes due to too much noise, distraction, reduced motivation, lack of effective communication and active participation in crowded classrooms. Interviewee S1, S11 and S13 made a comment about class size saying respectively:

"I don't think I get efficiency in crowded classes. Even if one or two people speak, it causes excessive noise. And I get distracted from the lesson."

"Since the teacher is standing in front of the first rows, people in the back do not hear him. When he comes towards the back, people sitting in the front do not hear him. It is not possible for everyone to participate in the lesson."

"Crowded classes could cause difficulties in the communication between the teacher and the students, and distraction could arise more quickly."

Faculty members also stated that they were not satisfied with the crowded classes due to too much noise, not being able to provide effective communication, low motivation levels, and not being able to give voice to all students. Interviewee FM5 and FM10 made a comment about class size saying respectively:

"Of course, it affected my motivation from time to time because it is annoying to have to wait for the hum to stop."

"It affects the participation in the lesson in a class of 45 people, you cannot make eye contact and cannot give voice to all students."

Based on the opinions of the teacher candidates and faculty members, it was concluded that crowded classrooms were not suitable for an effective learning environment. Observation data also revealed similar findings. During the observations regarding the class size, it was noted that the teacher candidates sat tight in the crowded classrooms, displayed unwanted student behaviors and the faculty members had difficulty in class management.

12 teacher candidates stated that they were not satisfied with the smart boards because of the software and hardware problems they faced handing these technologies. Interviewee S13 and S17 made a comment about classroom equipment saying respectively:

"We had some troubles with smart boards this period. We could not use them fully."

"*Also, smart boards in every classroom are broken*."

All the faculty members stated that they were not satisfied with the smart boards due to the fact that smart boards were too old. They did not work properly and had hardware problems. Interviewee FM2 made a comment about classroom equipment saying:

"*We have some problems with our interactive boards. They slowed down a little as time went by. They may fall behind in responding to the needs but now we have to use them. Interactive boards may need to be overhauled in the future. We have a problem with that*."

One executive faculty member (EFM1) emphasized that the tools and materials in the classrooms were insufficient to support the affective development of the teacher candidates saying:

"*Therefore, when we look at it, our classes are not very adequate for the teacher candidates in terms of affective development.*"

Opinions of the teacher candidates, faculty members and executive faculty members revealed that the equipment in the classrooms was not sufficient for an effective learning process. During the observations, it was noted that there were smart boards in all the classrooms. It was also observed that even though there were LED TVs in addition to smart boards in large classrooms, they could not be used because they did not have a remote controller to operate. Lecturers and students encountered lots of software and hardware problems when they tried to implement these technologies in the lessons. Such problems ate away from the valuable teaching time. Furthermore, the learning environment not being rich in supportive materials reduced the quality of teaching and learning.

Attitudes towards the teaching profession, value orientations and academic motivation levels of teacher candidates were measured within the teacher candidate readiness. Descriptive statistics for pre and post-test attitude scores of teacher candidates are shown in Table 1.

Table 1. *Descriptive Statistics for Pre and Post-Test Attitude Scores of Teacher Candidates*

Pre-test	$\bar{x}$	sd	Post-test	$\bar{x}$	sd
Value	4.61	.45	Value	4.70	.48
Harmony	4.21	.70	Harmony	4.06	.83
Love	4.10	.71	Love	4.05	.80

As seen in Table 1, "valuing the teaching profession" factor has the highest score, and "loving the teaching profession" factor has the lowest score. While the pre-test score of the value factor was $\bar{X} = 4.61$, the post-test score increased to $\bar{X} = 4.70$. The pre-test score of the harmony factor decreased to $\bar{X} = 4.06$ from $\bar{X} = 4.21$. The pre-test score of the love factor also decreased to $\bar{X} = 4.05$ from $\bar{X} = 4.10$. Overall, teacher candidate's attitudes were found to be high. Wilcoxon T-test was used to examine the differences between pre and post-test attitude scores of teacher candidates. The results of the analysis are shown in Table 2.

Table 2. *Wilcoxon T-Test Results Regarding the Pre and Post-Test Attitude Scores*

Factors	Pre-test/Post-test	n	Mean Rank	Total Rank	z	p
	Negative Rank	33	43.18	1425.00	-3.199	.001
Value	Positive Rank	62	50.56	31.35.00		
	Equal	26				
	Negative Rank	65	50.78	3301.00	-2.062	.039
Harmony	Positive Rank	38	54.08	2055.00		
	Equal	18				
	Negative Rank	66	58.15	3838.00	-1.227	.220
Love	Positive Rank	50	58.96	2948.00		
	Equal	5				

In relation to Table 2, there is a significant difference between the pre-test and post-test value scores of teacher candidates in favor of post-test [z = -3.199, p <.05] and between the pre-test and post-test harmony scores of teacher candidates in favor of pre-test [z=-2.062, p<.05]. However, effect sizes were calculated as d=.20 and d=.13 respectively, which is small according to Cohen's (1988) criterion. These findings revealed that teaching is effective in valuing the teaching profession factor and ineffective in adapting to the profession factor. Teacher candidates' attitudes towards the teaching profession was found to be high. However, seven faculty members, who gave their opinions about the attitudes of teacher candidates, stated that teacher candidates' attitudes towards the lessons were low. They also added that teacher candidates were often late for the classes, slept in the lessons, did not perceive some courses as necessary and did not attend the program willingly. Interviewee FM3 and FM7 made a comment about the attitudes of teacher candidates saying respectively:

"There is not a willingness to learn. They are late for the lesson, sleep in the classroom… This attitude, of course, affects negatively… These are all mutual. Their negative affective state and attitude affect me negatively in return."

"Almost two-thirds of the students enrolled in the elementary teacher education program compulsorily because their university entrance exam scores were not high enough to enter the program they wanted. This is not a nice thing for the teaching profession… Really, the person should do this willingly and should have come here willingly."

Descriptive statistics for pre and post-test value scores of teacher candidates are shown in Table 3.

Table 3. *Descriptive Statistics for Pre and Post-Test Value Orientation Scores of Teacher Candidates*

Pre-test	$\bar{x}$	sd	Post-test	$\bar{x}$	sd
Universalism	5.29	.62	Universalism	5.46	.60
Self-direction	5.06	.69	Self-direction	5.24	.62
Benevolence	4.85	.74	Benevolence	5.04	.74
Security	4.81	.86	Hedonism	5.01	.99
Hedonism	4.75	1.02	Security	4.97	.79
Conformity	4.51	.89	Conformity	4.67	.89
Stimulation	4.42	.90	Stimulation	4.63	.87
Achievement	4.13	1.04	Achievement	4.46	1.01
Tradition	3.84	.96	Tradition	3.98	.99
Power	3.45	1.04	Power	3.68	1.09

As shown in Table 3, the highest-rated value orientation factors are universalism, self-direction, and benevolence. On the other hand, the lowest-rated value orientation factors are power and tradition. Besides, there is an increase in the post-test value scores of teacher candidates. In this context, it can be said that there is an increase in the value orientation of teacher candidates within the learning-teaching process. Wilcoxon t-test was used to examine the differences between pre and post-test value scores of teacher candidates. The results of the analysis are shown in Table 4.

Table 4. *Wilcoxon T-Test Results Regarding the Pre and Post-Test Value Orientation Scores*

Factors	Pre-test/Post-test	n	Mean Rank	Total Rank	z	p
	Negative Rank	30	46.90	1407.00	-3.746	.000
Universalism	Positive Rank	69	51.35	3543.00		
	Equal	22				
	Negative Rank	38	46.72	1775.50	-2.459	.014
Self-direction	Positive Rank	61	52.04	3174.50		
	Equal	22				
	Negative Rank	33	51.67	1705.00	-3.098	.002
Benevolence	Positive Rank	69	51.42	3548.00		
	Equal	19				
	Negative Rank	36	47.88	1723.50	-2.638	.008
Security	Positive Rank	63	51.21	3226.50		
	Equal	22				
	Negative Rank	33	51.58	1702.00	-3.247	.001
Hedonism	Positive Rank	70	52.20	3654.00		
	Equal	18				
	Negative Rank	43	44.40	1909.00	-2.543	.011
Conformity	Positive Rank	60	57.45	3447.00		
	Equal	18				
	Negative Rank	38	49.50	1881.00	-2.509	.012
Stimulation	Positive Rank	64	52.69	3372.00		
	Equal	19				
	Negative Rank	35	48.77	1707.00	-3.569	.000
Achievement	Positive Rank	71	55.83	3964.00		
	Equal	15				
	Negative Rank	45	54.96	2473.00	-1.744	.081
Tradition	Positive Rank	65	55.88	3632.00		
	Equal	11				
	Negative Rank	43	49.95	2148.00	-2.720	.007
Power	Positive Rank	67	59.06	3957.00		
	Equal	11				

As explained in Table 4, there is a significant difference between the pre-test and post-test value orientation scores of teacher candidates in favor of post-test in the factors of universalism [z=-3.746, p<.05], self-direction [z=-2.459, p<.05], benevolence [z=-3.098, p<.05], security [z=-2.638, p<.05], hedonism [z=-3.247, p<.05], conformity [z=-2.543, p<.05], stimulation [z=-2.509, p<.05], achievement [z=-3.569, p<.05] and power [z=-2.720, p<.05]. However, effect sizes were calculated as d=.24, d=.15, d=.20, d=.17, d=.20, d=.16, d=.16, d=.22 and d=.17 respectively, which is small according to Cohen's (1988) criterion. These findings revealed that the program led to an increase in teacher candidates' value orientations regarding universalism, self-direction, benevolence, security, hedonism, conformity, stimulation, achievement, and power.

Descriptive statistics for pre and post-test motivation scores of teacher candidates are shown in Table 5.

Table 5. *Descriptive Statistics for Pre and Post-Test Motivation Scores of Teacher Candidates*

Pre-*test*	$\bar{x}$	sd	Post-test	$\bar{x}$	sd
Identified regulation	5.56	1.05	Identified regulation	5.87	1.00
Intrinsic motivation to know	5.47	1.25	Intrinsic motivation to know	5.56	1.35
External regulation	5.17	1.24	External regulation	5.10	1.12
Intrinsic motivation to accomplish	4.73	1.39	Intrinsic motivation to accomplish	5.02	1.41
Intrinsic motivation to experience stimulation	4.57	1.39	Intrinsic motivation to experience stimulation	4.89	1.49
Introjected regulation	4.25	1.71	Introjected regulation	4.51	1.57
Amotivation	1.53	.88	Amotivation	1.72	1.02

Table 5 shows that the highest-rated motivation factors are identified regulation and intrinsic motivation to know. The lowest-rated motivation factor, on the other hand, is amotivation. There is an increase in the post-test motivation scores of teacher candidates in all factors except for external regulation, in which there is a decrease.

Wilcoxon t-test was used to examine the differences between pre and post-test motivation scores of teacher candidates. The results of the analysis are shown in Table 6.

Table 6. *Wilcoxon T-Test Results Regarding the Pre and Post-Test Motivation Scores*

Factors	Pre-test/Post-test	n	Mean Rank	Total Rank	z	p
Identified regulation	Negative Rank	41	51.99	2131.50	-2.623	.009
	Positive Rank	68	56.82	3863.50		
	Equal	12				
Intrinsic motivation to know	Negative Rank	49	50.18	2459.00	-1.487	.137
	Positive Rank	59	58.08	3427.00		
	Equal	13				
External regulation	Negative Rank	58	58.67	3403.00	-.524	.600
	Positive Rank	55	55.24	3038.00		
	Equal	8				
Intrinsic motivation to accomplish	Negative Rank	47	51.43	2417.00	-2.036	.042
	Positive Rank	64	59.36	3799.00		
	Equal	10				
Intrinsic motivation to experience stimulation	Negative Rank	42	53.00	2226.00	-2.336	.019
	Positive Rank	67	56.25	3769.00		
	Equal	12				
Introjected regulation	Negative Rank	48	52.40	2515.00	-1.887	.059
	Positive Rank	64	59.58	3813.00		
	Equal	9				
Amotivation	Negative Rank	34	40.41	1374.00	-2.152	.031
	Positive Rank	52	45.52	2367.00		
	Equal	35				

In relation to Table 6, there is a significant difference between the pre-test and post-test motivation scores of teacher candidates in favor of post-test in the factors of identified regulation [z=-2.623, p<.05], intrinsic motivation to accomplish [z=-2.036, p<.05], intrinsic motivation to experience stimulation [z=-2.336, p<.05] and motivation [z=-2.152, p<.05]. However, effect sizes were calculated as d=.16, d=.13, d=.15, d=.13 respectively, which is small according to Cohen's (1988) criterion. These

findings revealed that the intrinsic and external motivation level of teacher candidates is at a medium level. However, faculty members who gave their opinions on the academic motivation of teacher candidates stated that the motivation levels of the teacher candidates were low. They also added that the teacher candidates were reluctant to learn and indifferent to the lessons as they did not fulfill their responsibilities related to the courses. Interviewee FM6 made a comment about the motivation of teacher candidates saying:

"*In some cases, we share the lecture notes in the lessons, and we see that they are not taken into consideration enough. Therefore, there is a great reluctance in our students… Sometimes I make changes in the subjects, I do not ask any of them. None of them said this: You were going to talk about this, I guess you changed it. So, there are such things, they are just indifferent.*" (FM6)

One executive faculty member (EFM1) emphasized that the course load of the faculty members and the high number of teacher candidates posed as an important obstacle against the motivation of teacher candidates saying:

"*Unfortunately, most of our students do not work systematically as we know. They start to study a few days before the exam… But we can break this cycle. If we reduce the number of students, students will inevitably participate in the learning process systematically and actively. But for this to happen, the number of students must be lowered and the course load on the lecturers must also decrease.*"

Opinions of the faculty members revealed that the attitude and motivation level of the teacher candidates in the lessons were low. Observation data also indicated similar findings as most of the teacher candidates were noted to not have the learning materials in front of them in the lessons. Oftentimes they displayed unwanted student behaviors such as playing with their mobile phones, sleeping during the lessons, and chatting among themselves. Moreover, they did not show much active participation in the lessons.

When it comes to the information package theme, three out of 11 faculty members stated that they did not have any information about the information package. Six faculty members commented that they did not consider the contents of the information package very important because it remained as a written document and consisted of a pile of standard information. They also mentioned that there were discrepancies between theory and practice in the information package. Interviewee FM3 made a comment about information package saying:

"*I think they remained there as a written document. I see the information in the information packs as the information written there when needed. Frankly, we encountered a lot of incompatibilities between what was written there, and what the actual practice is.*"

The objectives and learning outcomes of the courses in the new elementary teacher education curriculum (1st and 2nd year) and in the old elementary teacher education curriculum (3rd and 4th year) were analyzed in relation to learning domain and then categorized. Out of the 578 objectives and learning outcomes in the new curriculum, 38 were related to affective and 34 were related to psychomotor domain. Learning outcomes related to affective and psychomotor domain are limited and inadequate in the curricula whereas the number of objectives and learning outcomes in the cognitive domain are quite high. Additionally, the courses of "Teaching Primary Reading and Writing", "Turkish Language Teaching" and "Community Service Practices", which used to be taken in the junior year and the course of "History of Turkish Education", which was taken in the senior year in the old curriculum, are now all taken in the sophomore year in the new curriculum. However, the objectives and learning outcomes of the courses are the same. The objectives of the courses of "Play and Physical Activities Teaching", "Turkish History and Culture", "Drama in Primary School" and "Learning Styles and Strategies" are written down, but the learning outcomes are not specified in the information package.

FINDINGS REGARDING THE CONTENT DIMENSION

The content dimension was examined under the themes of values to be acquired and organization of the content.

As a result of the analysis of the data obtained from the opinions of the teacher candidates, 15 values were determined which were tried to be acquired by teacher candidates. The most important values were responsibility (3), love (2), respect (2), patience (2), creativity (2), honesty (2), justice (2), and multiculturalism (2). Interviewee S19 made a comment about creativity saying:

"They constantly expect us to come up with an idea. This inevitably enables us to develop our creative thinking."

With reference to the analysis of the data obtained from the opinions of the faculty members, 17 values were determined which were tried to be acquired by the teacher candidates. The most important values were honesty (5), respect (4), tolerance (3), protecting the environment (3), justice (2), love (2), and responsibility (2). Interviewee FM3 made a comment about the values to be acquired saying:

"The values I want to teach my students are, above all, to be tolerant and respectful...Frankly, I include environmental problems in my classes. In other words, I believe that students should be individuals who have made this their personality at the point of protecting the environment."

Four faculty members who gave their opinions on the organization of the content stated that they were not satisfied with the course contents since the content was dense and some of it was deemed unnecessary. Interviewee FM1 made a comment about organization of the content saying:

"*I mean I have some problems with the content of the course of History of Turkish Education course. There are so many details. I don't think these are necessary.*"

An executive faculty member (EFM4) also stated that the Council of Higher Education interfered too much with the content and did not provide the lecturers with the chance of flexibility saying:

"*Council of Higher Education intervenes too much in our curricula. It has to give us a little flexibility. In other words, there may be a certain framework program but if it gives some flexibility, we should be able to reflect some of our possibilities better… You cannot do much, especially on the basis of the curriculum. Everything is standard. You only manage and manage it… You cannot do anything other than that.*"

FINDINGS REGARDING THE METHOD DIMENSION

The method dimension was examined under the themes of direct instruction, question-answer technique, value attainment approach and lecturer attitude.

Seven teacher candidates commented that they did not like the method of direct instruction because they did not enjoy the lessons in which the faculty members were dominant and trying to explain by reading something on the board. Interviewee S19 made a comment about direct instruction saying:

"*Not that much. I think they can help me adapt to the lesson by telling a memory at work or something in daily life, rather than reading from a slide or explaining it directly.*" (S19)

10 faculty members stated that they generally used the method of direct instruction in their lessons. Interviewee FM4 made a comment about direct instruction saying:

"*I always use direct instruction method and sometimes use question and answers techniques.*"

Eight teacher candidates stated that they liked the question-answer technique due to the fact that it aroused curiosity in them, raised their motivation level, and had positive effects on the

knowledge to be more permanent. Interviewee S4 made a comment about question-answer technique saying:

"Our geography teacher is trying to remind us of the last week's topic by asking the difference between a lake and a stream. We try to answer it, and then he gives his answer. I think it's getting more permanent."

Five faculty members stated that they tried to make use of the question-answer technique in their lessons. One (FM2) commented that he mostly used the question-answer technique to measure teacher candidate readiness and get feedback saying:

"I use the question-answer method a lot. Because a teacher will spend her/his whole life by asking questions and answering them… First, I make a question-and-answer method related to that subject. Do students know about that subject? So, I try to measure the level of the students in that subject and get feedback with the question-and-answer technique."

Data obtained from the opinions of faculty members and teacher candidates revealed that the faculty members mostly focused on inculcation, modeling, exampling, and respecting as value attainment approach. Observation data revealed similar findings, too. Based on the observations regarding the value attainment approach, faculty members were noted to try to teach the values such as respect for the elders and multiculturalism, protection of the environment, responsibility, justice, and helpfulness through talking to the teacher candidates with love and respect, giving voice to all of them, treating them equally, showing tolerance for the teacher candidates who did not do their homework, and through inculcation.

Nine teacher candidates commented that they were not satisfied with the attitude of a faculty member as they were afraid of asking questions. They added that students were often offended in her lessons, and she did not act fairly. Interviewee S6 made a comment about lecturer attitude saying:

"When you do not answer the question she asks, she overreacts. That is why one hesitates to ask something, to say something… She also does not act fairly. She gets very angry with us when we are late for the class, but she may come to the class late as well."

One teacher candidate (S11) also stated that negative attitudes and behaviors of the faculty member in question affected her motivation and attitude towards the lesson negatively saying:

"I normally love the lesson very much. But I wanted to never attend her class again because of her behaviors. It was normally one of my favourite lessons, now I don't like it at all."

DISCUSSION, CONCLUSION, AND IMPLICATIONS

In the light of the data gathered from the attitude and motivation scale, it can be argued that teacher candidates' motivation and attitude towards the teaching profession is high. Although the motivation and attitude scores of teacher candidates are high, their motivation and attitudes level in the lessons are generally low. With reference to the data gathered from the interviews and observations, this can be attributed to the factors of crowded classes, the methods and techniques used in the lessons, poor physical condition of the equipment in the classes, the content of the lessons and the attitude of the faculty members.

In relation to the results of the study, it was determined that professional attitudes of teacher candidates were high and the factors with the highest scores were "value", "harmony" and "love" respectively. This result is in in line with the findings of Bircan (2019), Alkan (2018), Durmuscelebi et al. (2017), Akgun & Ozgur (2014), İlter & Koksalan (2011), Korkmaz & Usta (2010), and Bulut (2009). In line with this result, it can be said that primary school teacher candidates value, like and are interested in their profession. It is important that teacher candidates love their profession and have a positive

attitude since teachers with positive attitudes towards the teaching profession can be more interested in the profession and make the learning process more efficient by creating different learning environments (Çelikoz & Cetin, 2004; Demirtas et al., 2011; Semerci & Semerci, 2004).

When the pre and post-test scores of teacher candidates on PVQ were examined, it was detected that universality and self-direction subscales had the highest mean scores, although power and tradition subscales had the lowest. In this direction, the values that the teacher candidates attach the most and the least importance to are categorized and presented below.

Figure 3. *The Value Orientation of Teacher Candidates (Values in bold font are the results obtained based on interviews and observations.)*
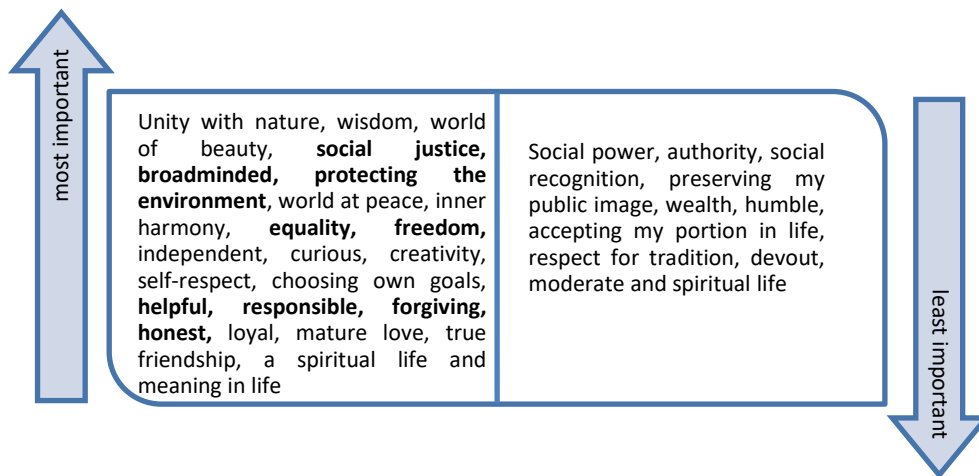
When the pre and post-test mean scores of all sub-scales on PVQ were examined, it was found that there was an increase in teacher candidates' post-test scores. This indicates that an increase occurred in the value orientation of teacher candidates in the process. It can be suggested that the faculty members, the circle of friends, social media and TV programs particularly have an effect on the increase in the value orientation of the teacher candidates (Celikkaya & Seyhan, 2016). In fact, it is not possible for teachers to avoid teaching values during the lesson (Welton & Mallan, 1999; Ozdemir et al., 2017). Teachers carry out discussions and activities in the classroom, guide students with their attitudes and behaviors during these activities and reflect their values (Celikkaya & Seyhan, 2016). Results suggested that faculty members help teacher candidates acquire these values by being role models, giving examples, respecting them, sharing their experiences and through inculcation.

The least important value that the teacher candidates hold was "power". Considering that teacher candidates want to specialize in a profession that does not have a high economic return and of which social status and prestige is gradually decreasing (Tumkaya & Ustu, 2016), it can be said that teacher candidates do not attach a lot of value to having social power, authority and being rich. The "power" subscale on PVQ can be associated with the "masculinity/femininity" dimension, which is one of the four dimensions that Hofstede (2001) carried out within the scope of culture analysis. Hofstede's (2001) comparative cultural research involving 40 countries indicates that Turkey is a feminine country. According to Hofstede (1980), while values such as assertiveness and personal achievement are at the forefront in societies where masculine culture is dominant, the importance given to humans is in the background. In a feminine culture, people are more concerned with taking care of those less fortunate and they value good relationships between people (Sargut, 2001). In this respect, the least degree of participation of teacher candidates in the items about the power subscale regarding their value orientation indicates that they are affected by the national culture.

Results also showed that the faculty members did not stick to the information package very much while preparing the content of their courses, and some of them did not even know anything about it. Moreover, there are some deficiencies in the information packages. These problems in the information packages arise from the lack of regular updates and checks. This also reveals that the faculty does not have enough information in the preparation of information packages for the Bologna process. Additionally, these problems show that studies on the Bologna process are seen as a mandatory and menial task. Information packages are prepared just because they are mandatory; however, they are not used functionally by the majority of faculty members. To benefit from the different uses of the Bologna process and to improve the curricula, it is necessary to prepare and use the information packages based on real practices and to follow up and organize in accordance with the requirements of the process.

According to the results obtained from the interviews with the teacher candidates, faculty members, and observation findings, it was determined that faculty members mostly used direct instruction and question-answer technique. In addition, it was observed that the lessons were mostly carried out in a teacher-centered approach and found out that teacher candidates were not satisfied with the lessons in which the instructor was dominant. This result is in line with the research findings of Turkoglu (2004) and Hidiroglu et al. (2019). It is noteworthy that mostly teacher-centered methods and techniques are used in the lessons. While it is desired to train teachers with a student-centered education approach, teacher-centered courses in pre-service education programs can be evaluated as a negative result. Studies have shown that students can avoid speaking and asking for explanations in learning environments where the direct instruction is preferred (Harris et al., 2016), they lose their interest in the lesson because they remain passive (Asan & Günes, 2000). Teacher-centered approaches can cause a lack of interest and negatively affect the affective development of students towards the course (Gokce & Saracoglu, 2018). For this reason, it is thought that faculty members employing the direct instruction less and using student-centered learning approaches, methods and techniques in the learning-teaching process may contribute positively to the learning and affective development of teacher candidates.

It was ascertained that while most of the teacher candidates found the course time to be enough, the majority of the faculty members found it insufficient. This can be attributed to the fact that the faculty members had difficulty in teaching the content within two hours. Another reason can be their inability to adapt their courses to the current teaching hours, problems in their planning skills or the unsuitability of teacher education curricula changed by Council of Higher Education without considering the evaluation studies of previous curricula. Other studies had similar findings regarding the class hours. Bagci (2014), Turkoglu (2014) and Topal et al. (2011) found that the weekly course hours were insufficient in their study evaluating the elementary teaching program. However, it is noteworthy that while the faculty members who are not satisfied with the course time find their course time insufficient, some teacher candidates are not satisfied with the course time due to the long courses. The reason for this is thought to be related to the teaching of the lesson rather than the course time itself. Teacher candidates also expressed negative opinions about the way the lessons were delivered. Besides, faculty members who found the lesson time insufficient stated that this situation made it difficult to employ student-centered practices. It is thought that the faculty members use the teacher-centered method, prefer direct instruction method, and cannot benefit from different teaching methods and techniques due to their concerns about delivering the content on time, and so the teacher candidates are bored with the lessons and find them too long. In this context, it can be said that insufficient course time is one of the biggest obstacles to effective education. It is important to balance the course time and content effectively so that the faculty members can both actively involve teacher candidates in the lessons through various student-centered methods and approaches and teach the content on time. Furthermore, because it is desired to raise teachers with a student-

centered education approach, teacher-centered courses in pre-service education programs can be evaluated as a negative result.

Based on the results of the study, certain suggestions are offered for curriculum implementations. Carrying out various social-cultural activities such as workshops and seminars where successful teachers and academicians can participate as speakers and share their experiences affect teacher candidates positively and increase their motivations and attitudes towards becoming teachers. In cooperation with the Ministry of National Education and education faculties, teacher candidates can be given various project assignments that they can carry out at schools starting from the freshman year so that they can gain professional experience sooner. Lastly, the personal and professional development, professional attitude, and motivation of teacher candidates can be supported by creating incentives (scholarships, participation in educational conferences to be held at home/abroad, etc.) that encourage teacher candidates to prepare social responsibility projects.

As in all studies, there are some limitations in this study. For instance, the study is limited to the affective domain in behavioral dimension, organization, content, and method in instructional dimension, student, teacher, and administrator in institutional dimension. In future studies, in line with the opinions of other stakeholders (education specialist, family, community) within the Hammond evaluation model and considering the social characteristics, other teacher education programs can also be evaluated, and the results can be compared.

AUTHOR CONTRIBUTION

First author has made substantial contributions to conception and design, acquisition of data, analysis and interpretation of data. The second author have been involved in drafting the manuscript and revising it critically for important intellectual content.

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