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Full Length Research Paper

The pre-service teachers' value orientations

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It is important to note that social scientists have recently concentrated on the issue of values. People's thoughts, decisions, behaviors etc. values that have an important place in the explanations constitute the subject of this research. The main purpose of the research is to analyze whether the value orientations of the pre-service teacher' differ according to gender and branch variables. In the context with this research, the value orientations of the pre-service teachers attending the Pedagogical Formation Training Certificate Program which was held at Mardin Artuklu University in 2015 to 2016 academic year were revealed according to gender and branch variables. A mixed-methods approach incorporating both quantitative and qualitative methods was implemented in this research. The quantitative data were collected through the Portrait Values Questionnaire with the 40 questions developed by Schwartz and Bilsky, and the qualitative data were obtained by the means of semi-structured interview technique. A significant difference occurred in favor of the female participants with regard to gender variable. The pre-service teachers' value orientations also differed significantly taking into account their subject area variables.

Key words: Pre-service teachers, value orientations, portrait values questionnaire.

INTRODUCTION

Humans need to base their decisions, preferences, behaviors and so forth in all phases of life on strong justification references. The references serve as a function for inner and outer justifications and beliefs, values and their derivations shape these references.

In spite of individual and social differences, some people can make similar decisions and choices, and exhibit similar behaviors. On the other hand, two siblings, friends and two colleagues etc. can readily differ in their decisions and preferences, behave in different manners despite their common similar characteristics. The most reliable way to understand these similarities and differences is to know peoples' value orientations. Value orientations have a decisive impact on these processes.

Therefore, societies endeavor to enable next generations to acquire some values.

One of the expectations from an education system is to train new generations that society dreams of. Education system determines the characteristics and values of the target human model as its general objectives. The general objectives of the education system of Turkey can be thought of as a summary of the envisaged values for the human model the system wants to train. These values, briefly, can be enumerated as national, spiritual, ethical, cultural and familial ones (Fundamental Provision of National Education 1739, Article 2/1) (Basic Law of National Education, 1973). The fact that individuals are trained with these values can be fulfilled with the teachers

who have these values and can transfer the values into attitude and behavior. These values may be acquired through social learning in the process of culturalization which is one of the functions of education.

According to Bandura, human learning occurs in a social environment, and the most important learning experiences of children come into play by observing the behavior of others. This learning method is called Bandura observation learning Cücelloğlu (2006). According to Bandura's approach, the concept of learning is defined as a set of knowledge gained in a cognitive process. At the same time, it is the foundational social origin of a significant part of human thoughts and behaviors, in other words, information derived from the social environment at the basis of thoughts and behaviors (Stadjkovic and Luthan, 1998). Principal actors of social learning in school; are the teachers and administrators who run the educational process where a significant part of the students' days pass.

People want others to have similar preferences like theirs and to act the way they do. In this way, their self-confidence increases. The people who considerably value preferring similar things, want to transmit these values to their children and want them to make similar preferences like their own ones (Bacanlı, 2011). The expectation for the transmission of the values starts at family and intensifies at school. Teachers have a vital role in meeting this expectation. If teachers can initiate and sustain this process according to the expectations of families and societies, the confidence and support of the families and societies towards teachers and schools increasingly continue. In the opposite case, school can become a conflict zone and students can experience a value confusion.

There are a number of definitions for values concept. Values are rules related with personal harmony and identity, and deep-rooted concepts or life standards which guide behaviors, form a basis for decision making, and become a criteria to evaluate beliefs and behaviors (Halstead and Taylor, 1996). Values are sensitivity which individuals reveal with regard to any person, entity, event or case etc. This sensitivity can be in human, ethical, cultural, spiritual, social and universal dimensions (Ertuğrul, 2012). Value is concerned with the belief indicating something can or cannot be asked for (Güngör, 2010).

Values, which are shared by communities in a serious consensus, are considered to be the criteria that add value to the culture and collectivity (Zevalsiz (2014). Values are beliefs and rules which lead and guide our behaviors. They are principles and standards contributing to determining the appropriateness, effectiveness, beauty and morality of our behaviors. We decide an objective, aim or behavior superior to other ones through the values we have accepted (Hökelekli, 2011).

In this context, the moral sense is good; in sociological sense, the quality of societal significance of objects and

events; the truth in logic; In the aesthetic language, it is seen that the concept of value which expresses the beautiful is defined as "abstract measure" and "a response to something" that determines the importance of something in the dictionary (Hançerlioğlu, 1976; Turkish Language Society, 2005; Püsküllüoğlu, 2003). Although value is expressed by some researchers and values by others, the intended thing is similar. This similarity is that values are beliefs, principles and rules influencing our behaviors.

Organizations use a number of organizational-managerial tools influencing and leading their employees' thoughts, attitudes, decisions and behaviors and so forth to realize their objectives. Values are one of the organizational-managerial tools organizations utilize. Values may be regarded the strongest tools managers make use of. Organizational-managerial tools are phenomenon an organization conducts to achieve its objectives. Values are consulted to qualify, evaluate and justify its employees' behaviors.

In this regard, values are taken as a reference to qualify, evaluate and justify the behaviors. Besides, values provide acceptable solutions to overcome organizational matters. They also shed light on an organization's general objectives, ideals and standards. They are expressed in variety of ways in organizational life. Achievement, industriousness, equality, responsibility, confidence, independence, autonomy, loyalty, honesty, courage, passion, respect, compassion, tolerance, truth, benevolence, self-confidence, obedience, devotion and so forth can be included among these values. Shared common values connect an organization's members to each other and provide a basis for organizational integrity, continuity and stability. Being deprived of the common values causes different values to dominate at organization and organizational conflicts (Şişman, 2002).

The function of education to transmit social values to the next generations is a crucial social consensus. Teachers play an indisputable role in the transmission of the values. In addition to having which values or values system, it is important how they are conveyed. In this process, teachers should address the following questions:

(1) Which values should I have as an educator?
(2) How should I convey these values?
(3) What occupational ethical principles should I have for the transmission of these values? (Akbaba and Altun, 2003).

A number of scientific studies have proven that positive and moral human characteristics make significant contributions to students' cognitive, academic development and achievement. A society's future depends on well trained and outstanding characterized people. A good character includes understanding moral

values, internalization and behaving according to them.

For that reason, children and youths need to be exposed to be learning, guidance, counseling and appropriate role models. Schools, namely administrators and teachers are responsible for helping each individual in schooling age make appropriate and moral decisions, and put the values they learnt into practice. The fact that children and youths are trained as good people and citizens, being at peace with themselves and environment, compatible and characterized individuals is, at least, as important as academic achievement. Therefore, schools have to be a place where moral and human values which enable good and strong characteristics to be constructed in students, are reinforced, modeled and implemented (Hökelekli, 2011).

The fact that the duty to transmit social and universal values to new generations at formal institutions, namely schools through acculturation is expected from school administrators and particularly teachers to be fulfilled, keeps its relevance and importance. It is important to know how pre-service teachers, who will be teaching at schools in future, are involved in the acculturation and socialization process, that is, their value systems (Sarı, 2005). Because teachers and pre-service teachers' value orientations significantly influence what value orientations new generations will have. The fact that teachers and pre-service teachers have national, spiritual, moral, cultural and familial values and so forth increase the possibility that their students will acquire these values. In the opposite case, it will be difficult for the students to have the values. In this research, an answer for the question "what are the pre-service teachers' value orientations?" was sought.

Purpose

The general purpose of the research is to identify pre-service teachers' value orientations and reveal whether the value orientations significantly differ with regard to gender and subject area variables.

MATERIALS AND METHODS

A mixed-methods approach incorporating both quantitative and qualitative methods was implemented in this research. A mixed-method approach is a mixture of either quantitative and qualitative methods or paradigms (Balcı, 2009). A researcher in mixed-methods approach collects and analyzes quantitative and qualitative data captiously and eloquently based on research questions. At the same time, he/she integrates or combines these two types of data by placing one type of data into other one or building one type of data into other one respectively. He/she gives priority to one type of data or both types of data according to the emphasized priority in the research of Creswell and Plano Clark (2015).

The portrait values questionnaire with the 40 questions developed by Schwartz and Bilsky (1994) was used to collect the quantitative data. The questionnaire consists of 40 items which are

given two sentences. A fictional individual is described taking into account the aims or desires with regard to the ten values types in each item in the questionnaire. The value types and the related item numbers are presented below (Demirutku, 2004).

A sample expression is given for each dimension in the questionnaire 1-Power: It is important for him to be rich; 2-Achievement: It is very important for him to show his talents; 3-Hedonism: Every opportunity to have fun arms; 4-Stimulation: Every time I try new things to try; 5-Self-direction: He likes doing things in his own, original way; 6-Universalism: Believes that everyone in life must have equal opportunities; 7-Benevolence: It is very important for him to help people around him; 8-Tradition: He thinks it is best to do things in the traditional way; 9-Conformity: people believe that they have to do what is said to them; 10-Security: Avoid everything that could put your safety in jeopardy.

The data related to the validity and reliability of the questionnaire used in this study were used as the data in the Turkish version of the questionnaire. Validity and reliability studies on the Porte values questionnaire (Demirutku and Sümer, 2010) were conducted within the context of the Turkish version of the questionnaire. According to this, it can be said that the empirical work in the study does not show significant deviations from the theoretical model and that the observed deviations are in fact consistent with the deviations from the previous studies.

Both Cronbach alpha and test-retest reliability coefficients were calculated for the value-type scales that personal digital assistant (PDA) items brought to the market. According to the calculations made, the lowest coefficient was 0.56 and the highest coefficient was 0.82. In addition, test-retest reliability for each value type was also calculated, with the lowest reliability coefficient being .65 (Self-referential value type) and the highest reliability coefficient being 0.82 (Traditionality value type).

Semi-structured interview form was used in the collection of qualitative data. An interview form consisting of an open-ended question was prepared by the researcher. In the interview form, it is desirable to rank the values in the Porte Values Questionnaire according to the order of importance from top to bottom and to write the reasons. The following question was asked in the interview form. "As a candidate for a teacher, rank the values of" Success "," Power "," Provision "," Adaptation "," Self "," Universality "," Charity "," Traditionality "," Adaptation " .

In order to ensure validity, a single questionnaire form prepared for seven competent field specialists in the field of educational sciences was given and the final form was given in the form of an interview form in the light of the opinions and recommendations of field experts. The interview form was applied to ten teacher candidates outside the study group, The data were gathered from volunteer participants from the teacher candidates trained in the pedagogical formation training certificate program. After making the necessary explanation for the researcher interview, the teacher candidates should write the interview form and the researcher was handed over to the investigator (Table 1).

The population of the research consists of 1000 students attending the Pedagogical Formation Training Certificate Program which was held at Mardin Artuklu University in 2015 to 2016 academic year. The quantitative data were collected from 435 pre-service teachers who were randomly selected. The qualitative data were obtained from 50 voluntary pre-service teachers who did not fill out the questionnaire before. These variables were chosen because of the possibility of changing value orientations according to gender and branch variables. The data for the sample are given in Table 1.

Data analysis

The study was designed as a screening model and mix (quantitative and qualitative). The study attempted to describe the

Table 1. Distribution of teacher candidates in the sample.

Variable	Gender		Branch				
Quantitative veriler	Woman	Man	Turkish language ve Edebiyatı	History	Teologi	Philosophy	Health
N	241	194	111	46	110	82	86
%	55.4	43.6	25.5	10.5	25.5	18.8	19.7
Qualitative veriler	25	25	10	10	10	10	10
%	50	50	20	20	20	20	20

Table 2. The results of pre-service teachers' value orientations.

Pre-service teachers' value orientations	N	$\bar{X}$	S
Universalism	435	1,52	0.50
Benevolence	435	1.79	0.70
Self-direction	435	1.83	0.66
Security	435	1.97	0.71
Conformity	435	1,99	0.77
Tradition	435	2.37	0.85
Stimulation	435	2.42	0.95
Achievement	435	2.62	0.96
Hedonism	435	2.76	1.13
Power	435	3.27	1.09

value orientations according to the perceptions of the prospective of the pre-servis teachers. If the group size is greater than 50, the Kolmogorov-Smirnov test scores can be used to assess normality. As a result of this test, when p> 0.05, the data showed normal distribution; When p <0.05, it is understood that the data do not show normal distribution (Büyüköztürk, 2013). In the study, data were analyzed based on these criteria. Mean and standard deviation were used to evaluate the quantitative data in the research. Correlation was conducted to identify the relationships among the dimensions. Besides, t-test for gender variable and one way analysis of variance (ANOVA) for subject area variable were utilized. Tukey HSD test, which is one of post-hoc tests, was used to find out the significant differences for F values. Frequency values were used for the qualitative data. Besides, the codes were given to the participants and it was quoted from their remarks. To illustrate, pre-service teachers' subject areas such as Theology PRE-THE, history PRE-HIS, Turkish and Literature PRE-TUR, Health PRE-HEA, and Philosophy PRE-PHI were coded.

FINDINGS AND COMMENT

The analysis of the findings of the research started with the quantitative data and continued with the qualitative ones.

Analysis of the quantitative data

In the analysis of the quantitative data of the research,

the pre-service teachers' value orientations were firstly dealt with and then correlations among the sub-dimensions were examined and lastly the independent variables were analyzed (Table 2). When Table 2 is examined, it is seen that the expressions in the values "universalism", "benevolence", "self-direction", "security", and "conformity" more appealed to the pre-service teachers, whereas the expressions in the values "tradition", "stimulation", "achievement", "hedonism", and "power" less appealed to them.

When Table 3 is considered, the strongest correlation value (0.495) occurred between "stimulation" and "hedonism" sub-dimensions and the lowest correlation value (0.021) between "power" and "benevolence" ones. Based on these values, there is a significant relationship between "stimulation" and "hedonism" sub-dimensions, whereas there is not a significant relationship between "power" and "benevolence" sub-dimensions.

According to the data in Table 4, the general arithmetic average for the participants' responses is =2.16. The average for the female participants' response is =2.10, while the average for the male participants' responses is =2.24. As t-test result is 3.255 with p<0.05, there is a significant difference between the female and male participants' responses. It was found that this difference is in favor the female participants. According to these results, the score of the female participants' responses is

Table 3. The results of the correlation for pre-service teachers' value orientations.

Factors	Power	Achievement	Hedonism	Stimulation	Self-direction	Universalism	Benevolence	Tradition	Conformity	Security
Power	1	-	-	-	-	-	-	-	-	-
Achievement	0.469**	1	-	-	-	-	-	-	-	-
Hedonism	0.317**	0.316**	1	-	-	-	-	-	-	-
Stimulation	0.251**	0.310**	0.495**	1	-	-	-	-	-	-
Self-direction	0.184**	0.297**	0.288**	0.335**	1	-	-	-	-	-
Universalism	-0.024	0.080	0.060	0.112*	0.354**	1	-	-	-	-
Benevolence	0.021	0.091	0.102*	0.054	0.253**	0.419**	1	-	-	-
Tradition	0.056	0.128**	0.110*	0.058	0.105*	0.230**	0.293**	1	-	-
Conformity	0.109*	0.167**	0.091	0.048	0.132**	0.226**	0.290**	0.443**	1	-
Security	0.190**	0.295**	0.220**	0.116*	0.242**	0.328**	0.276**	0.389**	0.410**	1

**$p < .01$, *$p < .05$.

Table 4. T-test results for the value orientations with regard to gender variable.

Gender	N	$\bar{X}$	S	sd	T	P
Female	241	2.10	0.400	433	-3.255	0.001
Male	194	2.24	0.467			

* $p < .05$.

lower than the score of the male participants' ones. The female participants think that the expressions in the values are more associated with them as opposed to the male ones. In this research, low score means high association, whereas high score means low association.

When Table 5 is examined, it was found that there is a significant difference in the pre-service teachers' value orientations with regard to "gender" variable. The difference happened in favor of the female teachers (p<0.05). With respect to the value sub-dimensions, a significant difference occurred in "achievement", "hedonism", "stimulation", "conformity", and "security" values (p<0.05). However, there was not any significant difference in "Power", "Self-direction", "Universalism", "Benevolence" and "Tradition" values (p>0.05). It is seen that the significant differences in the value sub-dimensions are in favor of the female teachers. They think that the expressions in the value sub-dimensions more appeal to them compared with the male teachers. A significant difference was found in ANOVA test with regard to the subject areas variable (p<0.05). The subject areas where the significant differences occurred are displayed in Table 6. When Table 7 is considered, a significant difference occurred in the pre-service teachers' value preferences with regard to "study area" variable (p<.05). When the results for the values

sub-dimensions are taken into account, it is seen that there were significant differences in "achievement", "hedonism", "stimulation", "self-direction", "benevolence", "tradition", "conformity" and "security" values sub-dimensions (p<0.05). On the other hand, there were not significant differences in "Power" and "Universalism" sub-dimensions (p>0.05). The subject areas where the significant differences occurred are displayed in Table 7.

Analysis of the qualitative data

"Gender" and "Subject Areas" variables were

Table 5. T-test results for the value sub-dimensions with regard to gender variable.

Sub-dimensions	Gender	N	X̄	S	sd	T	P
Power	Female	241	3.36	1.04	433	1.569	0.117
	Male	194	3.19	1.14			
Achievement	Female	241	2.52	0.96	433	-2.308	0.021*
	Male	194	2.73	0.97			
Hedonism	Female	241	2.49	1.08	433	-4.993	0.000*
	Male	194	3.03	1.19			
Stimulation	Female	241	2.33	0.93	433	-2.022	0.044*
	Male	194	2.52	0.98			
Self-direction	Female	241	1.77	0.60	433	1.797	0.073
	Male	194	1.89	0.72			
Universalism	Female	241	1.49	0.46	433	1.248	0.213
	Male	194	1.55	0.54			
Benevolence	Female	241	1.74	0.67	433	1.587	0.113
	Male	194	1.84	0.74			
Tradition	Female	241	2.39	0.86	433	.521	0.603
	Male	194	2.35	0.83			
Conformity	Female	241	1.91	0.70	433	2.212	0.028*
	Male	194	2.08	0.85			
Security	Female	241	1.86	0.66	433	3.206	0.001*
	Male	194	2.08	0.75			

* $p < .05$.

Table 6. ANOVA results for the pre-service teachers' value orientations with regard to the subject areas variable.

Source for variation	Sum of Squares	Sd	Mean Squares	F	P	Significant difference
Between groups	5.38	4	1.35			Health-theology
Within groups	77.09	430	0.179			Health-philosophy group
				7.51	0.000	Literature-theology
						Literature-philosophy group
Total	82.47	434	-			History-philosophy
						History-theology group

analyzed one by one in the analysis of the qualitative data. Frequency values were used in the analysis. The universe in which the research was conducted consists of 1000 pre-services teachers participating in the Pedagogical Formation Education Certificate Program conducted by Mardin Artuklu University in 2015 to 2016 school year.

Quantitative data were collected from 435 pre-services teachers randomly selected from the research population. Qualitative data were collected from 50 volunteer pre-services teachers who did not complete the quantitative data collection questionnaire before the research universe. As seen in Table 8, according to "Gender" variable, 36% of the female participants   preferred

Table 7. ANOVA results for the pre-service teachers' subject area sub-dimensions.

Source for variation		Sum of squares	Sd	Mean Squares	F	P	Significant difference
Power	Between groups	3.131	4	0.783			
	Within groups	508.633	430	1.183	0.662	0.619	-
	Total	511.764	434	-			
Achievement	Between groups	18.508	4	4.627			Health-theology
	Within groups	385.953	430	.898	5.155	0.000	Literature-theology
	Total	404.461	434				History-theology
							Philosophy group-theology
Hedonism	Between groups	23.679	4	5.920			Health-theology
	Within groups	559.166	430	1.300	4.552	0.001	Literature-theology
	Total	582.844	434				History-theology
Stimulation	Between groups	9.435	4	2.359			Health-theology
	Within groups	389.299	430	0.905	2.605	0.035	
	Total	398.735	434	-			Literature-theology
Self-direction	Between groups	4.876	4	1.219			
	Within groups	183.895	430	0.428	2.851	0.024	Health-theology
	Total	188.771	434	-			Literature-theology
Universalism	Between groups	2.157	4	0.539	2.206	-0.068	-
	Within groups	105.129	430	0.244			
	Total	107.287	434	-	-	-	-
Benevolence	Between groups	6.763	4	1.691			
	Within groups	207.379	430	0.482	3.506	0.008	Literature-philosophy group
	Total	214.142	434	-			
Tradition	Between groups	20.183	4	5.046			Health-literature
	Within groups	291.739	430	0.678	7.437	0.000	Literature-philosophy group
	Total	311.922	434	-			History-philosophy group
Conformity	Between groups	8.544	4	2.136			Literature-philosophy group
	Within groups	251.929	430	0.586	3.646	0.006	
	Total	260.473	434	-			History-philosophy
Security	Between groups	7.736	4	1.934			
	Within groups	212.616	430	0.494	3.911	0.004	Literature-philosophy group
	Total	220.352	434	-			

*p<0.05.

"achievement" value, whereas the percentage value for the male ones was 64%. PRE-PHI42 coded female participant stated her reason for "achievement" as "the way to be useful to an individual himself/herself and society depends on achievement" and PRE-TUR16 coded male participant explained his reason for "achievement" as "a teacher, firstly, should be successful. A pre-service teacher should pursue being successful."

It is seen in Table 8 that the male participants preferred "Hedonism" value, while the percentage value for the female ones 64%. PRE-PHI45 coded male participant indicated his preference for "hedonism" as "an individual who does not enjoy life, misses the meaning of life from the very beginning." Besides, PRE-PHI44 coded female participant accounted for her reason for the value as "the first value a pre-service teacher should possess is to

Table 8. Pre-service teachers' perceptions for "gender" variable.

Gender	Value Order 1st Order	F	Gender	Value Order 10th Order	F
Female 25	Achievement	9	Female 25	Tradition	9
Male 25	Achievement	6	Male 25	Tradition	9
Female 25	Hedonism	5	Female 25	Self-direction	4
Male 25	Hedonism	8	Male 25	Stimulation	1
Female 25	Security	5	Female 25	Power	3
Male25	Security	2	Male 25	Power	4
Female 25	Universalism	2	Female 25	Stimulation	3
Male 25	Universalism	1	Male 25	Stimulation	1
Female 25	Self-direction	2	Female 25	Universalism	2
Male 25	Self-direction	1	Male 25	Universalism	2
Female 25	Benevolence	1	Female 25	Achievement	2
Male 25	Benevolence	4	Male 25	Achievement	3
Female 25	Tradition	1	Female 25	Benevolence	2
Male 25	Power	3	Male 25	Hedonism	3
-	-	-	Male 25	Power	2
Total	-	25	Total	-	25
	-	25		-	25

enjoy life. A teacher enjoying life is peaceful with himself/herself and provides more help to his/her environment.

As seen in Table 8, the female participants preferred "security" value as opposed to the male participants preferring this value. PRE-PHI50 coded female participant revealed that "first of all, a secure setting should be enabled for achievement and power. Otherwise, it will be impossible to enjoy achievement, power and life. The other values can develop or be developed depending on security factor." On the other hand, PRE-TUR17 coded male participant justified his reason for "security" value as "firstly, I would like to feel myself secure. The others come after this value". The branch of the Turkish and Literature pre-service teachers' value orientations is shown in Table 9. The Turkish and Literature pre-service teachers preferred "achievement", "benevolence", "security", and "self-direction" in the first rank, respectively. Based on these data, these teachers favored "achievement" value to the others. For instance, PRE-TUR14 coded teacher accounted for the reason for "achievement" value as "It is very difficult to realize the other values without achievement. Therefore, if achievement is succeeded, the others are accomplished as well." Furthermore, PRE-TUR16 coded teacher stated

the reason to choose "achievement" value as "A teacher, firstly, should be successful. A pre-service teacher should constantly pursue being successful."

The branch of the philosophy pre-service teachers' value orientations is shown in Table 9. The philosophy pre-service teachers preferred "achievement", "security", "hedonism" and "benevolence", in the first rank, respectively. It is understood that these teachers firstly and equally favored "achievement", "security", and "hedonism" values. To illustrate, PRE-PHI42 coded teacher accounted for the reason to prefer "achievement" value as "the way to be useful to an individual himself/herself and society depends on achievement". On the other hand, PRE-PHI50 coded teacher explained the reason to favor "Security" value as "First of all, a secure setting should be enabled for achievement and power. Otherwise, it will be impossible to enjoy achievement, power and life. The other values can develop or be developed depending on security factor." Another PRE-PHI44 coded teacher explained the reason to choose "Hedonism" value as "The first value a pre-service teacher should possess is to enjoy life. A teacher enjoying life is peaceful with himself/herself and provides more help to his/her environment."

The branch of the Theology pre-service teachers' value

Table 9. Pre-service teachers' perceptions for "subject area" variable.

Variable	Value order 1st value order	F	Value order 10th value order	F
	Achievement	5	Hedonism	3
	Benevolence	2	Power	2
Literature	Security	2	Tradition	2
	Self-direction	1	Self-direction	2
	-	-	Universalism	1
Total	-	10	-	10
	Achievement	3	Tradition	3
	Hedonism	3	Achievement	2
	Security	3	Security	1
Philosophy group	-	-	Self-direction	1
	-		Stimulation	1
	Benevolence	1	Universalism	1
	-		Benevolence	1
Total	-	10	-	10
	Achievement	2	Achievement	3
	Universalism	2	Power	3
	Security	2	Security	1
Theology	Hedonism	2	Universalism	1
	Power	1	Stimulation	1
	Tradition	1	Tradition	1
Total	-	10	-	10
	Power	3	Tradition	6
	Hedonism	3	Stimulation	1
Health	Self-direction	2	Self-direction	1
	Universalism	1	Universalism	1
	Benevolence	1	Power	1
Total	-	10	-	10
	Hedonism	6	Tradition	6
	Achievement	2	Power	1
History	-	2	Conformity	1
	Power		Security	1
	-	-	Stimulation	1
Total	-	10	-	10

orientations is shown in Table 9. The theology pre-service teachers favored "achievement", "universalism", "security", "hedonism", "power" and "tradition", in the first rank consecutively. Based on these findings, these teachers evenly attach importance to "achievement", "universalism", "security" and "hedonism" values. PRE-THE5 coded pre-service teacher indicated the reason for "achievement" value as "achievement should be the most important value." PRE-THE4 coded teacher stated the reason to favor "Universalism" value as "As I live in this way, I have ordered the values like this." PRE-THE6

coded pre-service teacher explained the reason to prefer "Security" value as "An individual's life needs determine security as the top of the value hierarchy." PRE-THE1 coded pre-service teacher revealed the reason for "Hedonism" value as "People should enjoy life to conduct other steps in life. The fact that they are at peace with the world, think universally are possible to embrace such a world view. These steps should be passed to realize achievement."

The branch of the Health pre-service teachers' value orientations is shown in Table 9. The health pre-service

teachers preferred "achievement", "hedonism", "self-direction", "universalism" and "benevolence" in the first rank, respectively. The teachers regard "achievement", "hedonism" and "self-direction" more important compared with the other values. PRE-HEA33 coded pre-service teacher stated the reason for "achievement" value as "first and foremost of everything is to be successful." On the other hand, PRE-HEA35 coded pre-service teacher accounted for the reason for "Hedonism" as "I believe that enjoying life should be at the top of the values ranking to be more compatible."

The branch of the History pre-service teachers' value orientations is shown in Table 9. The history pre-service teachers preferred "hedonism", "achievement", and "benevolence" in the first rank, respectively. These teachers consider "hedonism", "achievement" and "power" more important compared with the other values. It is noteworthy that "hedonism" value has such a high percentage value. PRE-HIS24 coded pre-service teacher explained the reason for "hedonism" value as "the most important thing determining an individual's value orientations is to enjoy life, which is a point concerned with his/her future and life. The others follow this." PRE-HIS26 coded pre-service teacher indicated the reason for "achievement" value as "achievement herewith ensures happiness, enjoying life and increasing self-confidence. The reason for "stimulation" value in the last rank is that people do not act with their emotions and go one step further through the decisions they make with their reasons and logics". And lastly, PRE-HIS26 coded pre-service teacher demonstrated the reason for "power" value as "power is always a positive privilege". According to the subject area variable, teachers' preferences for the values in the last rank are seen in detailed in Table 8.

DISCUSSION

One of the social expectations is to educate next generations to have the idealized values. Even though their education process starts at home, systematic and programmed education continues at school. The fact that schools fulfill this education meeting the social expectations is possible with the teachers who have these values because students learn a number of things from their teachers by seeing and practicing in the context with the social learning.

In this section, firstly findings obtained in this research are given, these findings are discussed with other research results and the result is explained in several sentences one by one. Participants (teacher/pre-servis teachers) according to the findings obtained in the research were mainly in the research "universality", "benelovence" and "self-direction"; and later in other researches, for example, by Özcan and Erol (2017); "benelovence", "self-direction" and "security". In the work done by Acar et al. (2016)" self-direction", "benelovence"

and "security"; In the research conducted by the Kızılgeçit et al. (2015); "benelovence", "universality" and "security"; In the work done by Emre and Yapıcı (2015); "traditionality", "benelovence" and "compliance"; In the survey conducted by Dündar (2013); "goodness", "security" and "universality"; In the work done by Arslan and Tunç (2013); "benelovence", "universality" and "security"; In the research carried out by Oğuz (2012); "universalism", " benelovence" and "security"; In the survey conducted by Dilmaç et al. (2009); "benelovence", "universality" and "security"; In the research done by Kuşdil and Kağıtçıbaşı (2000); "universalism", "universality" and "security" are more important values of "universalism", "security" and "benelovence".

In addition, according to the results obtained in the research, the participants (teacher pre-services teachers) were surveyed by "achievement", "hedonism" and "power" in this research, and then in other researches such as Özcan and Erol (2017). "power", "stimulation" and "hedonism"; In the work done by Acar et al, (2016) "power", "alignment" and "preparing"; In the research conducted by the Kızılgeçit et al, (2015), "power", "hedonism" and "stimulation; In the work done by Emre and Yapıcı [2015]; "hedonism", "power" and "stimulation"; In the survey conducted by Dündar (2013); "success", "tradition" and "power"; In the work done by Arslan and Tunç (2013); "adaptation", "adaptation" and "power"; In the research conducted by Oğuz (2012), "warning" and "hedonism"; In the research carried out by Dilmaç et al, (2009); the data on which the values of "stimulation", "hodenism" and "power" are least important are revealed.

When these different research results are evaluated as a whole, it can be seen that teacher and the pre-services teachers are more concerned with the values of "benevolence", "universality" and "security" within the aforementioned 10 values; the values of "hodonism", "stimulation" and "power" are reached as less important consequences. These results can be interpreted as the fact that the values of " benevolence", "universality" and "security" should be given more importance to the teachers and the pre-servis teachers, and the values of "hodonism", "stimulation" and "power" should be less emphasized. If values are adopted in this way, they can be educated in a balanced manner in terms of mind, emotion and body health, with a well-balanced and balanced personality in the knowledge of their responsibilities. It can also be assessed that students can contribute to building a livable social environment as a good person and a good citizen. When the results are examined with regard to the value dimensions, it is seen that there were significant differences in the quantitative and qualitative data in respect to the variables. The dimensions were analyzed one by one.

In the context with "achievement" dimension, there was a significant difference in the quantitative data according to gender variable, whereas there were differences of opinion in the qualitative data. Besides, this difference is

in favor of the female pre-service teachers. It was revealed in the research by Şahin-Fırat and Açıkgöz (2012) that a significant difference occurs in favor of the female teachers in terms of gender variable. However, it was not found in the research by Oğuz (2012), Bulut (2012), Dilmaç et al. (2009) and Dilmaç et al. (2008) that a significant difference does not happen in the teachers' "achievement" value with regard to gender variable. Moving on from these unique research findings, the following conclusion can be reached. While there was a significant difference in some studies in favor of female teacher and pre-service teachers' according to the gender variable, there was no significant difference in some studies according to the gender variable.

The reasons for the significant difference in favor of the female pre-service teachers can be accounted for the fact that they prefer "Achievement" value at a higher rate compared with the male teachers, need to prove themselves ontologically, want to acquire social status or need to meet the social expectations as a result of the changing social expectations. Şahin-Fırat and Açıkgöz (2012) put forward two reasons for these differences. The first reason is teaching occupation being perceived as a traditional female occupation. The second reason is that it will be easy for females to get social approval by fulfilling their traditional woman roles (a good mother, a good wife) by teaching.

When the findings concerned with "hedonism" dimension is regarded, it is seen that there was a significant difference in the quantitative data with regard to gender variable, while there were differences of opinion in the qualitative data. In the quantitative data, the difference is in favor of the female teachers. That is, they prefer this value at a higher rate. On the other hand, the difference of opinion in the qualitative data is in favor of the male teachers. In other words, the male pre-service teachers prefer hedonism value at a higher rate. A similar result turns out to be in favor of the male pre-service teachers in the research by Dilmaç et al. (2008). Nevertheless, significant differences do not occur in the research by Şahin-Fırat and Açıkgöz (2012), Oğuz (2012), Bulut (2012) and Dilmaç et al. (2008) in terms of gender variable.

Moving from the findings of these different researches, it has been reached that the preferences of teacher and pre-sevice teachers' regarding the hedonism value are different according to gender variable. The contrary differences in the quantitative and qualitative data and the different results of the research can be justified with the different natures of the qualitative and quantitative data collection instruments, the participants' psychological states at the moment filling out the data collection instruments or the target populations' being different in the data collection instruments.

Besides, the fact that "hedonism" value is more preferred by the pre-service teachers compared with"benevolence", "universalism", and "security" values

and hedonism recalls running after zest and it is used more closely with this recalling in the questionnaire need to be seriously thought. The issue how a teacher or a pre-service teacher preferring hedonism value in the first rank enables his/her students to acquire national, spiritual, moral, cultural and familial values in their teaching practices, should be primarily dealt with. At the same time, this value preference confronts us the reality for the value erosions in pre-service teachers as well. If hedonism is understood as taking pleasure from one's work, enjoying working, dedicating himself/herself to that particular work or making effort to do one's best in work, a positive meaning, then, can be attributed to hedonism values.

When the findings concerning "stimulation" dimension are examined, there was a significant difference in the quantitative data with regard to gender variable, whereas there was not a difference for opinion in the qualitative data. This difference in the quantitative data is in favor of the female pre-service teachers. That is, the female pre-service teachers associate stimulation value with themselves at a higher rate. This finding is also supported with the research conducted by Bulut (2012). However, a significant difference is not found in the research by Şahin-Fırat and Açıkgöz (2012), Oğuz (2012), Dilmaç et al. (2009) and Dilmaç et al. (2008). These findings support the qualitative dimension of the current research. In response to the findings of the research, it has been achieved that the preferences of the teacher and pre-services teachers' regarding the value of the stimulation differ according to the gender variable. The contrary differences in the quantitative and qualitative data and the different results of the research can be accounted for the different natures of the qualitative and quantitative data collection instruments, the participants' psychological states at the moment filling out the data collection instruments or the target populations' being different in the data collection instruments.

When the findings concerned with "security" dimension is considered, a significant difference was found in the quantitative data with regard to gender variable. A difference for opinion was observed in the qualitative data as well. This significant difference is in favor of the female pre-service teachers. This finding is in parallel with the ones in the research conducted by Şahin-Fırat and Açıkgöz (2012), Oğuz (2012), Bulut (2012), and Dilmaç et al. (2009). On the other hand, a significant difference does not occur in the research conducted by Dilmaç et al. (2008). In all research data except for one of the aforementioned researches, a meaningful result has emerged in favor of female teacher and the pre-services teachers' in terms of gender change related to security value preference. The reason why this value is high for the female teachers can be explained with their motherhood notion "Women make homes", protective and affectionate psychology. However, Bulut (2012)

attributes this difference in favor of the female pre-service teachers to the behavior tendencies societies expect with regard to gender roles. He accounted for the female students' benevolence, security and conformity values at a higher rate compared with the male students indicating that these values have already been expected from women by societies.

When the results concerned with "conformity" dimension are taken into account, a significant difference was found in the quantitative data with regard to gender variable, whereas a difference for opinion was not observed in the qualitative data. This finding is supported with the research by Bulut (2012), Oğuz (2012), Dilmaç et al. (2009). On the other hand, a significant difference between the female and male pre-service teachers is not found in the research by Şahin-Fırat and Açıkgöz (2012) and Dilmaç et al. (2008). Moving from the research findings given above, it has been achieved that the preferences of teacher and pre-services teachers' regarding the obedience value orientations differ according to gender variables.. The contrary differences in the quantitative and qualitative data and the different results of the research can be accounted for the different natures of the qualitative and quantitative data collection instruments, the participants' psychological states at the moment filling out the data collection instruments or the women's being more inclined to conformity as a requisite of their psychology.

There was not a significant difference between the female and male pre-service teachers in "Power", "self-direction", "universalism", "benevolence" and "tradition" dimensions in the quantitative and qualitative data with regard to gender variable. Besides, the quantitative and qualitative findings support each other. A significant difference is not found between the female and male pre-service teachers in "power", "self-direction", "universalism", "benevolence" and "tradition" dimensions in the research by Bulut (2012). Dilmaç et al. (2009) found a significant difference in favor of the female pre-service teachers in "power" and "universalism" value orientations and a difference in favor of the female ones in "self-direction" value orientation based on their research results. There is not a significant difference between the female and male pre-service teachers with regard to "benevolence" and "tradition" value orientations.

A significant difference occurs in favor of the male pre-service teachers in "Self-direction" and "Benevolence" value orientations, whereas a significant difference occurs in favor of the female pre-service teachers in "Power" value orientation. A significant difference is not observed in "Universalism" and "Tradition" (Dilmaç et al. (???). It was revealed in the research by Şahin-Fırat and Açıkgöz (2012) that there is a significant difference in favor of the female pre-service teachers in "Universalism" and "Tradition" value orientations, whereas there is not a significant difference among the teachers in "Power", "Self-direction" and "Benevolence" dimensions.

On the basis of the research findings, there was no significant difference in terms of gender change among the teachers 'and pre-services teachers' values in terms of power, self-interest, universality, benevolence and tradition; there is a significant difference between some research findings. This result can be interpreted as the fact that the participants of the study may have been socio-economically-cultural differences and the difference in the psychological conditions when they filled the data collection vehicle.

When the quantitative data are evaluated with regard to subject area variable, a significant difference was not found among Health, Theology, History, Turkish and Literature and Philosophy Group pre-service teachers in "Power" value orientation. When the qualitative data are considered, "Power" is not preferred among Turkish and Literature, Philosophy Group, Theology and Health pre-service teachers in the first rank. It is seen that this value was favored by only two history pre-service teachers.

According to these results, there is a consistency between the quantitative and qualitative data. It was revealed in the research by Yapıcı et al. (2012) that the subject area factor makes a significant difference in preferring "power" value. However, Oğuz (2012) and Şahin-Fırat and Açıkgöz (2012) found that the teachers and pre-service teachers' subject areas do not make a significant difference with regard to power variable. When these research findings were evaluated as a whole, there was no significant difference between the power value preferences of teacher and pre-services teachers' in the overall researches; it is only the result of a significant difference in research findings. This result in the research can be explained by the fact that the branches are different but the teacher competencies are generally overlapped and the difference may be caused by differences in the purpose, achievement and / or activities of the branches.

When "achievement" value are evaluated with regard to the quantitative data, a significant difference was found among Turkish and Literature-Theology, History-Theology and Philosophy Group-Theology pre-service teachers in the value orientation. As far as the qualitative data are concerned, there was also a significant difference among Turkish Literature-Theology and Philosophy Group-Theology pre-service teachers in power value orientation. In this regard, the quantitative and qualitative data considerably support each other. These findings show parallelisms with the research by Yapıcı et al. (2012) and Dönmez and Cömert (2007).

However, Oğuz (2012) and Özcan and Erol (2017) found that the subject area variable does not make a significant difference in power value orientations among the pre-service teachers. When the research findings given above are evaluated as a whole, it is seen that there is a significant difference between the achievement value orientations of teacher and pre-services teachers' in the overall researches; only a finding of research did not reveal any significant difference. This result emerged in the research can be sought in terms of meaning

differences that teacher and pre-services teachers' have succeeded, depending on branch differences, although teacher qualifications are generally similar.

When "hedonism" value was examined with regard to the quantitative data, a significant difference was found in the value orientation among Health-Theology, Turkish Literature-Theology and History-Theology pre-service teachers. There was a significant difference in the value orientation among Health-Theology, Turkish Literature-Theology and History-Theology in the qualitative data. In this case, the quantitative and qualitative data support each other. Studies conducted by Emre and Yapıcı (2015) on studies involving a large number of individuals belonging to different nationalities by Hofmann-Towfigh (2007) reveal that the relationship between hedonism and religiosity is negative.

Moreover, Şahin-Fırat and Açıkgöz (2012), Yapıcı et al, (2012) and Dönmez and Cömert (2007) found in their research that the pre-service and teachers' subject areas differentiate value orientations. However, Oğuz (2012) and Özcan and Erol (2017) indicated that the pre-service teachers' subject areas do not make significant differences in the related value orientation. When we look at the findings of the research as a whole, it is seen that there is a significant difference between the hedonisim value confirmity of teacher and pre-services teachers' in the overall researches; only a finding of research did not reveal any significant difference. This result in the research can be explained as the fact that although teacher qualifications are generally similar, teacher and per-servis teachers' stemming from branch differences originated from evaluating the knowledge, skills, understanding, hedonic value derived from the difference in understanding and meaning of life.

When the results concerning "stimulation" value was evaluated in the quantitative data, a significant difference was found in the value orientations among Health-Theology and Turkish Literature pre-service teachers. A significant difference was also found in the value orientations among Health-Theology and Turkish Literature-Theology pre-service teachers in the qualitative data. These findings are supported with the research by Oğuz (2012), Yapıcı et al. (2012), Dönmez and Cömert (2007) and Özcan and Erol (2017). The findings of the research reveal that teacher and pre-services teachers differ significantly in the stimulation value orientation. This result can be predicted from the fact that although the characteristics of the teacher and pre-services teachers are generally similar, the teacher and teacher candidates from different branches can evaluate the knowledge, skills, understanding, the value of arousal in understanding and understanding life differently.

When the quantitative data was examined with regard to "self-direction" value, a significant difference turned out to be in the value orientations among Health-Theology and Turkish Literature-Health pre-service teachers. As far as the qualitative data were concerned, a significant difference was found among Health-Theology and Turkish Literature-Health pre-service teachers in the value orientations. In this regard, the quantitative data completely overlap with the qualitative data. This finding is parallel with the research by Oğuz (2012) and Dönmez and Cömert (2007).

However, Yapıcı et al. (2012) and Özcan and Erol (2017) indicated that the different subject areas do not make a significant difference in the pre-service teachers' value orientations. When the research findings were evaluated as a whole, it was found that there was a significant difference between self-directed value orientations of teacher and pre-services teachers' in the overall researches; it was only the result that there was no significant difference in research findings. This result emerging from the research can be interpreted as the fact that teacher and pre-services teachers' arising from branch differences differently evaluate knowledge, skill, understanding, self-worth derived from the difference in understanding and meaning of life, although teacher qualifications are generally similar.

When both quantitative and qualitative data were evaluated with regard to "universalism" value, a significant difference was not found in the value orientations among Health, Theology, Turkish Literature, History and Philosophy Group pre-service teachers. In this regard, the quantitative data completely overlap with the qualitative data. On the other hand, Oğuz (2012), Yapıcı et al. (2012), Dönmez and Cömert (2007) and Özcan and Erol (2017) indicated that the pre-service and teachers' subject areas differentiate the value systems. According to the findings of this research, the result that teacher and pre-services teachers' differentiated in terms of universalism value orientations emerged. While this result should be a value that universality value should be taken as a center for all teacher and pre-services teachers', socio-cultural etc. can be predicted to have different value preferences for this value derived from variables.

When both quantitative and qualitative data were examined with regard to "Benevolence" value, a significant difference was found in the value orientations among Turkish Literature-Philosophy Group pre-service teachers. In this regard, the quantitative and qualitative data support each other. These findings are supported with the research by Oğuz (2012), Yapıcı et al. (2012), Dönmez and Cömert (2007) and Özcan and Erol (2017). When the research findings were evaluated, it was concluded that there was a significant difference between the benevolence value orientations of teacher and pre-services teachers in all of the researches. Although this result suggests that the qualifications of teacher and pre-services teachers are generally similar and that there is no significant difference between teachers and prospective teachers in terms of the value of benevolence value, it is observed that teacher and pre-services teachers stemming from branch differences

have a higher level of knowledge, skill, understanding, value differently.

When the quantitative data was taken into account with regard to "Tradition" value, a significant difference occurred in the value orientations among Health-Turkish Literature, Turkish Literature-Philosophy Group and History-Philosophy Group pre-service teachers. As far as the qualitative data were concerned, a significant difference did not take place in the value orientations among Health-Turkish Literature, Turkish Literature - Philosophy Group and History-Philosophy Group pre-service teachers. On the other hand, it was found by Oğuz (2012), Yapıcı et al. (2012), Şahin-Fırat and Açıkgöz (2012), Dönmez and Cömert (2007) and Özcan and Erol (2017) that the teachers and pre-service teachers' subject areas differentiate their value systems. According to these findings, the results of teacher and pre-services teachers perceptions differ in terms of tradition and value orientations. Although the general characteristics of the teacher and pre-services teachers are similar to each other, this faculty originates from the differences of purpose, achievement, content and efficiency of the courses, as well as socio-economic- can be attributed to variables.

When the quantitative data were examined with regard to "conformity" value, a significant difference was found in the value orientations among Turkish-Philosophy Group and History-Philosophy Group pre-service teachers, whereas a significant difference was not found in the value orientations among Turkish Literature-Philosophy Group and History-Philosophy pre-service teachers in the qualitative data. Oğuz (2012), Yapıcı et al. (2012) and Dönmez and Cömert (2007) revealed that the teachers and pre-service teachers' subject areas make difference in the value systems. According to research findings, it is concluded that there is a difference between the observance values of teacher and pre-services teachers. Although the general characteristics of the teacher and teacher candidates similar to each other, this branch-content, and activity, as well as socio-cultural-economic, etc. can be attributed to variables.

When both quantitative and qualitative data were examined with regard to "security" value, a significant difference was found in the value orientations among Turkish Literature-Philosophy Group pre-service teachers. In this regard, the quantitative and qualitative data completely support each other. These findings show parallelisms with those research by Oğuz (2012), Yapıcı et al. (2012) and Dönmez and Cömert (2007). When the findings are evaluated, it is concluded that in all the above studies, there is a significant difference between the security value orientations of teacher and pre-services teachers. Despite the fact that the qualifications of teacher and pre-services teachers are generally expected to be similar, this branch-based difference is due to differences in knowledge, skills, understanding, understanding of meaning and meaning of life and differences in purpose, achievement, content and effectiveness of the courses as well as socio-cultural- can be attributed to variables. The results of the research can be briefly summarized as follows:

1) When the research and similar research findings included in this research are evaluated as a whole, it can be seen that teacher and pre-services teachers are more concerned with the values of "benevolence", "universality" and "security" within the aforementioned 10 values; In addition, in some researches, female teacher and female pre-services teachers related to "achievement", "stimulation", "security" and "confirmity" value orientation a significant difference emerged in favor of teacher and pre-services teachers; there is no significant difference in some studies; According to the gender variable, there is generally no meaningful difference between teacher and pre-services teachers in "Power", "Self-direction", "universality", "benevolence" and "traditionality" but some studies have found significant differences.

2) When the research and similar research findings included in this study were evaluated as a whole, it was found that there was no meaningful difference between "power" value orientations of teacher and pre-services teachers in the whole of the researches; there is a meaningful difference between "achievement", "hedonism" and "self-direction" value orientations which have a meaningful difference only in a research findings; it was found that there was a meaningful difference between the values of "stimulation", "universality", "benevolence", "tradition", "conformity" and "security"

SUGGESTIONS

(1) More pre-service and in-service training should be conducted to enable teachers and pre-service teachers to acquire the values such as universalism, benevolence, achievement and so forth.

(2) Studies could be conducted to investigate the reasons why the teachers and pre-service teachers prefer universalism, benevolence and security values in the first rank and favor less power, hedonism and achievement values in the quantitative studies which aims to determine teachers and pre-service teachers' value orientations.

(3) Studies could be conducted to enable academicians, administrators, teachers and pre-service teachers to see achievement value as a prior value.

(4) Studies could be conducted to investigate the reasons why hedonism value is embraced at a higher rate in some subject areas and to come up with the solutions to handle this issue.

(5) Studies could be conducted to investigate the reasons why pre-service teachers' subject areas show differences in achievement, hedonism, stimulation, benevolence, tradition, conformity and security values.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

Mental health and inclusion seen from the children's and teachers' perspectives: A case study in Spain

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Inclusive school requires the coexistence of what is perceived as normal and what is seen as pathologically different. Considering the growing pathologization of childhood, attempt is made to know the view of the students that do not have any diagnosed mental disorder on the ones that do have and the teachers' view on the inclusion of these children. A case study was conducted in a Spanish public primary school that has an inclusive pedagogical project. Semi-structured interviews and questionnaires were used to explore the participants' views on the inclusion of children with mental health disorders. The results show that the psychopathological disorders work as differentiating elements, although most of the children have shown an openly integrative and empathic attitude. The teachers pinpoint the difference in the children that have a diagnosis of mental disorder and fail to recognize or question the pathologization of the childhood, its consequences and the role of the school.

Key words: Pathologization of childhood, medicalization of childhood, inclusive schools, mental health discourses, special educational needs.

INTRODUCTION

Inclusion in education means recognising and accepting all students' particularities, motivations, abilities and educational needs. Amongst such particularities, we find the mental disorders, which, due to their growing prevalence, are an increasing topic of debate in the educational context. The inclusion of children with a diagnosed mental disorder requires an environment which accepts them and in which coexistence and difference can coincide. Bearing in mind that coexistence among schoolchildren depends on the degree of labelling of what is normal and what is pathologically different

(Graham, 2015), arises the need to enquire into the views and thoughts of children with no diagnosed pathology towards those who have mental health difficulties (MHD) (Bellanca and Pote, 2013).

There is no lack of controversy in the mental health field. Ranging from the critical views of antipsychiatry (Szaz, 1976) to the current critique of the pathologization and medicalization of childhood (Conrad, 1992; Timimi, 2002, 2010), and including Foucault's extensive opus (1984, 1996, 2005, 2010), much has been written about psychiatry's power, commercial interests and lack of

scientific rigour. However, diagnoses and descriptions from psychiatric discourse now form part of the public domain (Malacrida, 2004), and since no special or analytical tests are usually necessary, it is not difficult to try one's hand at diagnosing one's own problems or those of others. Further, several studies (Bailey, 2010; Graham, 2007; Malacrida, 2004; Prosser, 2008; Singh, 2011) have found that schools, and more specifically teachers, are behind many Attention Deficit Hyperactivity Disorder (ADHD) diagnoses. It is also clear that lack of information or biased/limited information on some aspects of the topic can create labelling, pigeonholing and stereotyping rather than fostering an understanding of each person's complexities.

The goal of this study was to determine how difference is constructed socially and discursively based on MHD (Graham, 2006) and how children and teachers experience this in a supposedly inclusive educational context. The approach in this study was a constructionist one (Atkinson and Gregory, 2008) and did not seek to confirm the correctness or otherwise of mental disorder diagnoses among children or of the information available on these disorders. It was started from the supposition that the diagnoses contribute to tracing lines of difference between some children and others. Also, it seemed to us particularly interesting to study how teachers and students in an inclusive school spoke about difference based on mental health diagnoses.

SPECIAL EDUCATIONAL NEEDS AND INCLUSION

Over the last few decades, schools have increasingly catered for children who cannot adapt to an education system created for those seen as normal. Currently, under the heading of special educational needs (SEN, Department of Education and Science, 1978), there is a wide range of distinct conditions from psychopathological disorders to sensorimotor limitations, from learning difficulties to social exclusion, etc. At the same time, society's awareness and sensitivity towards SEN and approaches to working with them have changed over the years.

A good example of this is the shift in the nomenclature of the International Classification of Impairments, Disabilities and Handicaps (ICIDH-WHO, 1983) to the International Classification of Functioning, Disability and Health (ICF-WHO, 2001), a new categorization which now refers to what individuals can do and how society enables them (or not) to participate (Cáceres Rodríguez, 2004). This more dynamic view does not see a person's barriers to participation (handicaps) solely as consequences of personal limitations (impairment) and the inclusion of the role of social groups when defining SEN also radically changes our vision of education, which is now not seen merely as an instrument for compensating or managing individual impairments.

Inclusive education and cooperative learning also reflect changes in ways of thinking about the education of people with or without SEN. The concept of inclusion gained ground in the 1990s in the wake of a wide international movement (Torres, 2000). It had been preceded by that of integration, which emerged in the 1960s with an approach more geared towards integrating the person into the education system and the wider society. Integrative methods essentially sought to compensate and adapt people with SEN (Carrington, 2017; Thomazet, 2009), but a shift in the prevailing methodological and political view (Vislie, 2003) led to the substitution of integration by inclusion, with the Salamanca Statement (UNESCO, 1994) marking the watershed turning the political agenda towards inclusive education. Inclusive education is defined as a process (Vislie, 2003) that seeks to embrace all students, recognizing their particularities, valuing them all and giving them the chance to participate in school in accordance with their abilities (Thomazet, 2009). Inclusive education is currently widely accepted as the best way of educating all children and changing society so that other barriers can be removed and prejudices eradicated (Booth and Ainscow, 2002). While integration attempted to address the exclusion of students with SEN in special education centres, inclusion instead sought a significant reorientation of educational quality towards valuing the educational needs, interests and potentials of all students and rethinking previous curriculums and methods such as competitive learning. Cooperative learning has been considered by different studies to lead to higher academic achievement than competitive or individual approaches for both low- and high-ability children (Hornby, 2009). Cooperative learning has proliferated in inclusive education for different academic purposes (Klavina et al., 2014). Besides fostering students' agency and cooperation, it increases interactions between peers with and without disabilities (Klavina and Block, 2008).

In Spain, public schools have clearly followed an inclusive orientation since a 1990's general law on education (LOGSE, 1990), although this orientation has faced contradictory decisions and processes (Martínez Abellán et al., 2010). For instance, there are still schools which classify and separate students into levels using euphemisms like 'flexible groups' to obtain more homogeneous groupings and reduce pressure on teaching staff (Graham, 2015).

MENTAL HEALTH IN SCHOOLS AND THE PATHOLOGIZATION OF CHILDHOOD

The Diagnostic and Statistical Manual of Mental Health, published by the American Psychiatric Association and currently in its fifth edition (DSM-5, APA, 2013), has become the main diagnostic reference in Western

countries over the last 30 years (Schwartz and Wiggins, 2002). Although it does not group mental disorders diagnosed in childhood and adolescence into a special category,[1] disorders such as Autistic Spectrum Disorder and Intellectual Disability are mostly diagnosed before adulthood and others such as ADHD and Oppositional Defiant Disorder (ODD) are statistically more significant in childhood (APA, 2013).

The pathologization of childhood directly affects how a child is understood, if the child behaviour is interpreted as psychopathology or not (Harwood and Allan, 2014). The growing criticism of psychiatry for pathologizing and medicalizing childhood (Conrad, 1982, 1992; Harwood, 2009; Harwood and Allan, 2014; Prosser, 2008; Timimi, 2002, 2010) and of the colonization of mental health by the biological model (Read, 2005; Singh, 2002; Visser and Jehan, 2009) is due to factors such as the notable rise in prevalence of disorders such as ADHD (Sánchez et al., 2008) and Autism Spectrum Disorder (ASD) (Melillo, 2013), reductively biological explanations of these conditions, and the growing number of children needing psychiatric medication in order to attend school (Graham, 2007).

According to Cererols and Caparrós (2009), scientific and technological advances have changed the way professionals see children with MHD, favouring decontextualisation and biologization. On one hand, there are now more resources and tools for attending children and more instruments for diagnosis and treatment. On the other hand, the quest for fulfilment through consumption, technology and individualism creates unfavourable conditions which foster the increasing pathologization of society and childhood. Dueñas (2013a) argues that children are not syndromes; she criticizes the approach to reeducation that solely seeks signs allowing us to fit them into the DSM's catalogue of disorders, without taking their personal history and living conditions into account.

Many behaviours which disrupt the smooth functioning of a class are often interpreted as MHD with biological causes, and not linked back to social practices in family upbringing (Read, 2005). Undesirable effects that teachers observe in pupils are not given their appropriate relationship to profound social and cultural changes (Dueñas, 2013b; Harwood and Allan, 2014) or to the school itself (Graham, 2007). As written by Foucault (2005), a disorder begins as something which causes social unease and finally becomes a classification taking the form of a diagnosis. Thus, mental disorders, when they are given the same status as medical illnesses, are stripped of their potential to call social practices into question. Instead of this, school children are labelled, because of teachers' suspicions of disorders which, due to their supposedly biological causes, do not require pedagogical but medical action (Graham, 2007).

This labelling according to psychopathologies in schools correspond to what Conrad (1982, 1992) describes as the medicalization of childhood by non-medical personnel, and contributes to the stigmatisation and self-stigmatisation of those diagnosed (Corrigan et al., 2009).

Understandably, disorders are not all diagnosed in the same way. While cases of ASD and intellectual disability are now almost always diagnosed before school age, ADHD is increasingly considered to be a disorder linked to education (Bailey, 2010; Graham, 2007). Many families seek ADHD diagnoses after complaints from the school (Malacrida, 2004) and discontinue medication on weekends and holidays (Martins et al., 2004).

Here, we start from the assumption that many childhood mental disorders stem from some deviation from school rules and/or some difficulty in adapting to a non-inclusive context (Harwood, 2009). Clearly, some more than others, given similar marks, an inattentive child may cause less alarm and disruption than one who is both inattentive and hyperactive (Grizenko et al., 2010; Marshall et al., 2014). Adapting school routines to the SEN caused by MHD may involve explaining to the whole class the reasons behind the changes and where the differences lie. Explanation requires the deployment of a discourse accounting for the supposedly special characteristics of some and putting them in relation to others, that is, it entails a discourse on what is considered normal and what is perceived as pathological.

Equally, it was assumed that it is important to listen to what children themselves have to say (Hadfield and Haw, 2001); if we are to determine the characteristics of their relationships with classmates diagnosed with MHD. Like Singh (2013a, b), it is our view that despite their contact with adult explanations, children have enough independence and agency to explain their experiences for themselves.

METHODOLOGY

Objectives

Due to our interest in the inclusion of children with MHD and in how differences in mental health are established discursively, we chose to work with the two groups who related most directly to these children: their teachers and their classmates with no MHD. Our first overall objective was to determine the views of the children without MHD towards those with MHD. More specifically, we wished to know their stance on classroom diversity, what sources of information about MHD they had, and the nature of the relationships between the two groups of children.

Regarding the teachers, our second overall objective was to enquire into their professional stance on mental health disorders and educational inclusion, not only because of their possible influence on the school children but also to explore how they defined differences in mental health and presented them to the students.

Methodological approach

When planning our study's methodology, we had in mind a school

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[1] This category in the DSM-4 disappeared when it was replaced in May 2013 by the DSM-5.

fulfilling the minimal requirements of inclusivity (that is, where diagnosed children were not separated from others), but it was not easy to find a school willing to participate. School heads' avoidance of mental health issues stemming from fear of how families might react seemed to be behind the rejections (3) we received.

The methodology we adopted was exploratory-descriptive, consisting of a case study undertaken in a state infants and primary education school with an inclusive educational policy. Our objectives were not to investigate whether children diagnosed with mental health disorders were included or not. Neither did we wish to use a psychometric approach such as that of Bellanca and Pote (2013) or Ogg et al. (2013) to investigate the preferences of non-diagnosed children regarding their diagnosed classmates. What we did wish to study was how the students without MHD and teachers described the differences based on mental health criteria and the inclusion of children with MHD. We did not aim for results that could be generalized to other schools, but we did seek significant variables and possible relationships between them (Yin, 2014).

The educational context where the study was carried out was a school in Sant Cugat del Vallès (Barcelona), inaugurated in 2003-2004, with two classes per age level (except for 2013-2014, which had three classes in the sixth year of primary), averaging 24 pupils in each class. Although all Spanish public schools are inclusive by law, the school was remarkable for its wide diversity, consisting of many nationalities, and because it had a Special Education Support Unit (USEE in its Catalan initials) for children who could not be educated normally. Apart from the tutors and specialists, the USEE teaching team included an educator, a speech therapist, an educational psychologist, a physiotherapist and a monitor.

Participants

Seven members of the school's teaching staff participated in the study, along with 15 primary-school pupils aged 10 to 12, 6 from the fifth year and 9 from the sixth. Six were boys and 9 girls. To be eligible for the study, the children had to have no diagnosis of any established mental disorder and to be in contact with children with MHD in the educational context. The teachers taking part were those who had agreed to answer our questions on their work with disorders and inclusion. Both participant teachers and students had at least five years of experience in inclusive contexts. Following ethical clearance procedures, a document explaining the study's purpose and methods was given to and signed by all participants (or parents and legal guardians) during the project presentation.

Data collection and analysis

For the school children's survey, we designed a semistructured interview since, due to the nature of the research topic, we deemed it necessary to allow the interviewer some flexibility, to shape the interview according to participants' responses (Bleger, 1985), and to preserve the spontaneity of answers in order to learn from the unexpected (Cifali, 2005). At the same time, there were clear, specific and important topics to be included and a set of questions that acted as a guide: (a) what the children thought of their classmates with MHD; (b) what their sources of information on differences were; and (c) what their relationships with children with MHD were like. Following recommendations from the school management team, we decided to use ADHD and ASD as examples because these disorders were well-known to pupils.

The teachers were sent an online questionnaire which featured open questions whose objective was to obtain replies in their own language, without limiting length and using open question words and phrases (how, what, in what situations, etc.). At the same time, the questions were closely directed to make sure the teachers gave information on relevant issues; in other words, we enquired

objectively about what they did, how they made certain decisions and their posture towards certain situations. The questionnaire comprised ten questions on five topics: (a) the teachers' position on the diagnoses; (b) how they treated this issue with their students; (c) their impressions of children's reactions to the issue; (d) their views on medication; and (e) their experience of and posture on inclusion in the classroom. Some examples are: 'In what way do pupils without mental health disorders relate to those with diagnoses, in your view?' 'How and what would you explain to your students about a mental health disorder such as ADHD, Autism or Intellectual Disability?'

The data went through two distinct thematic analysis (Braun and Clarke, 2006). The students' semistructured interviews and the teachers' questionnaires were analysed and two sets of categories were constructed. Later, both sets were compared and organised into four topics: school children's views on classmates with MHD, information sources, relationships between children and teachers' views on the educational inclusion of children with mental health disorders.

RESULTS

School children's views on classmates with mental health disorders

All the school children interviewed recognised at least one of the mental health disorders mentioned (ADHD and Autism), particularly when some of their more typical symptoms were described. The most easily identified of these symptoms were hyperactivity and fixation on an object or activity.

Enquiring into the equality or difference between participants and their classmates with MHD, we discerned three distinct ways of seeing the issue in their responses. A first group of children saw the others as different due to their conditions. They experienced the unusual behaviours (strange movements, not accepting jokes, being nervous, etc.) as important discrepancies, and expressed opinions such as, 'I don't have any disabilities, I don't think they're like me;' (P, 10) or, 'Their language and movements are really different, so they can't be kids like me' (A, 11). In the second group, we found the children who, while they did perceive differences, did not see them as so significant or as an issue for concern. On the one hand, they saw their diagnosed classmates as equal but on the other as somewhat different. 'They're kids like us, but they have problems like getting annoyed more easily' (L, 12); 'Although they're like us I think they're a bit different because they've got an illness, but not much' (S, 11); 'They're people, like everyone, but they're a bit different as well […] it's just they need peace and quiet to do things properly' (S, 11); 'They're different, but I don't know how to explain it, they're like a bit odd […] but not very different' (M, 12). The third group of children did not see the differences or disorders as separating factors: 'They're normal people, there's no reason to treat them any differently' (J, 12); 'I think the differences are normal, maybe they can behave differently, but I don't think

they're different' (V, 12); 'We're all different, but that's not bad' (P, 12).

However, their responses could sometimes be slightly contradictory. For example, the same pupil (P, 10) who said that he did not see them as equal also commented that he could learn from them and since he could play with them he didn't see them as distant. Despite our attempt to classify the responses into three categories, the children's views of the differences were highly nuanced and thus it was difficult to make them fit into only three possibilities. The difference marked by the diagnoses was present, it might represent a clear barrier or be minimized by the possibility of joint participation in games and activities, but it was not ignored by the children. Likewise, the diagnoses were not questioned and functioned as more or less accurate descriptions of the behaviour of the diagnosed children.

Information sources

The schoolchildren's main sources of information were: (a) their parents; (b) the school staff; (c) their classmates; and (d) media such as the television. Also, if they had family members and/or friends with some type of MHD or other condition such as Down's Syndrome it seemed to contribute greatly to their general knowledge of mental health. We should also note that some participants (4) told us they had not discussed the issue with any of the aforementioned sources or did not want to talk about it with their parents, although they had heard it discussed in other contexts.

It was also clear that the presence of pupils with these conditions combined with related incidents at school had led many teachers to explain the topic of diversity in the classroom. As M (11) told us: 'There was some trouble between some kids in my class because of insults and that's why the teacher explained to us what was happening;' and 'in our school there are kids with disorders, some other kids imitated them and the teacher talked about it.'

In general, information on mental disorders among children and adolescents is reasonably public and although it is a subject avoided by many adults, it was not exactly a taboo topic among the children participating in this study. More specifically, explanations of mental health may become necessary and turned into an issue precisely when there is a difference which becomes disruptive and needs some kind of containment. It seems that similar behaviours would be punished without further explanation, since they would have no supposed mental disorder behind them to explain or justify them. A mental health disorder diagnosis thus seemed to be used to account for a difference which had negative consequences but which remained on the level of a personal condition and was seen as independent of the person's will.

Relationships between children

The great majority of the children (12) were in favour of having friendships with their classmates with MHD. Nevertheless, it was true that many of them (5) did not see this as the same type of relationship that they would have with a non-diagnosed child. This difference became clear in the children's most essential activity: play. Many (7) tried to put themselves in other's shoes and chose games that the children with MHD would like. Others attempted to empathise with them, initiating relationships to prevent their isolation: 'Yes, I'd be friends because I could help them feel better and not be lonely, maybe nobody would want to stay with them and be their friend' (M, 11). Others even defended the children with MHD: 'We'd be good friends, there'd be no problem, I'd help her and I'd defend her. Do you think they need to be defended? Yes because sometimes people can be really horrible to them and they can't defend themselves on their own' (L, 12). In some cases they recognised that play would be very difficult for them because of issues such as language and nervous movements: 'With a kid with autism you can play but it would be more difficult because you don't understand them much when they talk, I wouldn't know how to get together with them and be with them' (M, 11); 'It's more difficult to get their attention because they can't communicate and express themselves, they can play but with people who're more patient' (J, 12); 'a kid with autism would be a bit more difficult and more complicated because some things can affect them and make them annoyed, the game wouldn't be the same but the friendship would' (L, 12).

It should also be noted that there was a small group (3) that would neither relate to these children nor saw play as an activity to share with them. 'You can play with them but they don't listen to you, it's a bit tiring when you're playing with someone and they don't take any notice of you' (V, 12); 'You can, but it's really difficult because they're in their world, I think it's really difficult to get to play with them' (D,11); 'With a kid with autism it would be a bit difficult because they make weird movements and they don't listen to you, we wouldn't play together the same way because they're different, they don't speak properly and they've got a strange expression' (A, 11).

The great majority of the children (12) said that they did not see any difficulty in establishing friendships and playing with children with MHD: 'I'd play in the same way with them, I don't understand why not when they're just people like us' (E, 11); 'I'd play with them like with anyone else, we'd be friends in the same way, I don't mind if they're like that' (P, 12).

Another factor which appeared important in establishing friendships was the other's personality: 'If I think they're nice, yes' (P, 12). Rather than psychiatric labels, the children we interviewed seemed to base their choices on their own experiences when deciding whether and how to relate to or play with children with MHD.

Some seemed to take into account factors affecting the relationship such as personal chemistry or the possibility of sharing the game or understanding the other, while others seemed not to mind the differences. Whatever the case, it was not easy to distinguish a clearly inclusive stance from a more segregating one, since those who said they would not play because they wouldn't feel understood or because they were not empathetic enough to adapt themselves to the other's play could not consistently be categorized as segregators. Likewise, those who were more empathetic or protective did not necessarily always take up the same stance of equality towards the other.

Teachers' views on the educational inclusion of children with MHD

The teachers who participated in our study considered inclusion to be important, and that it should be privileged over many other educational movements. However, they stressed that the lack of resources made its implementation difficult or even impossible in some cases. They also argued for the combination of two approaches: working with the whole class and individually, but constantly adapting to each individual and sharing resources appropriately. Even so, one teacher remarked that working with the whole class had many advantages since having two teachers in the classroom benefited not only the children with SEN but also the others.

Regarding MHD, all teachers stated that children must understand that diversity is the norm and that around them there are people with varying personal characteristics with which they all had to coexist as equals. 'It is the social reality that each and every one of us forms part of'. They also remarked that it was very important to be straightforward about personal differences and MHD in groups that have children with SEN. Using this approach, they would be able to discuss these pupils' difficulties and empathize more with them. The teachers argued that this approach would favour positive classroom dynamics and bond all the children in the class since they would then understand the particular actions undertaken to help those with MHD.

The discursive construction of difference by teachers thus involved communicating the nature of the daily life of children with SEN and explaining their most disruptive behaviours and their problems and needs so that the other children could help them. In this way, the pupils without MHD would understand better the behaviour and the reactions of children with MHD and everything could be explained quite naturally and in a language they could understand. The teachers also thought that the explanations of difference and changes made in class needed to be constantly readjusted due to variations in the schoolchildren's reactions over time and bearing in mind the characteristics of children with SEN and the real problems they encountered and had to live with.

The teachers' views had points of agreement and consistency with those of the children, but there were also certain differences. They unequivocally confirmed what we noted in earlier, that is, that information on the SEN of the children diagnosed with mental health problems was necessary to justify the interventions made in dealing with the most disruptive behaviours. The diversity which was supposedly presented as the norm, however, seemed always to be the diversity of others, not our own. That is, diversity was presented as a part of society, but the differences and special needs belonged only to the children diagnosed with MHD. The teachers' discourse traced a difference between those who needed adjustments and adaptation and the majority group which should embrace, understand and accept the former. Changes and adjustments were necessary to integrate them, but under no circumstances are we talking about inclusive education, since there was a deficit discourse and the difference was perceived as essentially that of the other (Graham, 2006). Nor did the teachers mention cooperative learning, which is one of the cornerstones of inclusive education. In fact, the teachers' discourse was clearly integrative and sought to make the adjustments necessary to integrate the children with mental health disorders into the class. Interestingly, this discourse seemed to be quite distant from that of some of the children, who observed that we are all people and all different.

DISCUSSION

The pathologization of childhood, with its accompanying descriptions covering ever more childhood behaviours, enables teachers and children with no MHD to construct a reasonably clear and accurate discourse on children seen as mentally ill. For the teachers taking part in our study, informing their pupils about the symptoms and disorders of some children favoured inclusion because it fomented understanding and tolerance. In fact, all the participant pupils characterized the children with MHD based on their symptoms while the great majority of them stressed the common features of both groups and the possibility of full integration. The diagnosis of children with MHD involves a description of specific characteristics which everyone should understand to enhance coexistence. Such descriptions allow the development of better-adjusted approaches which teachers can put into practice and adapt to foster more effective inclusion. However, it is also true that they can restrict the understanding of these children to that of their symptoms (Dueñas, 2013a). Further research should address this issue: how much do children with no MHD limit their perception of children with MHD to their symptoms?

Despite recognising that a growing number of children are being diagnosed and seeing this as a reality, the teachers taking part did not question either the diagnoses or the abnormality of the children with MHD. The pathologization of childhood was not acknowledged as such, its effects (more children with MHD) were naturalized and the role of schools in this pathologization was not called into question (Graham, 2007). However much it was said that children with MHD should be treated, accepted and tolerated like children with no MHD, the differences and limitations which teachers attempted to compensate or lighten through integrative approaches were always presented as those of the other (Graham, 2006). Hence, the teachers' discourse was essentially integrative: adapting oneself to deal with the limitations of pupils with MHD.

One of the surprises of our study involved the nature of the differences stemming from mental disorders. The need to explain measures adopted in dealing with the behavioural problems of pupils with MHD revealed the place that the psychopathological conditions occupied. The need to explain why school discipline and supervision were not applied equally to all pupils implicitly involved discussing responsibility and blame (Singh, 2012). It was claimed that children suffering from a disorder could not control some of their behaviours, and that this was why they received differential treatment. Therefore, their pathology was seen as a condition external to their will (Singh, 2013a), and this in turn justified tolerance and relaxation of the rules. This discourse, however, could undermine school discipline if it addressed the subjective conditions and needs of all schoolchildren. In contrast, an inclusive model would entail questioning the strictness of school rules and considering the subjective needs and limitations of every child. The integrative discourse allows some routines and rules not to be touched on, thus making the minimum changes necessary to integrate the children diagnosed with MHD. Moreover, current psychiatric diagnoses ease things since they leave aside the subjectivity of these children and reduce their disorders to clearly classifiable abnormal conducts (Harwood, 2009; Harwood and Allan, 2014). Considering each child's subjectivity and the complexity of the diagnoses would threaten the clearly defined border between those who do not have MHD and those who are pathologically different.

However much the discourse of some of the children we interviewed repeated segments of the teachers' integrative discourse, it would be inaccurate to claim that they limited themselves to reproducing it. Neither can we say that each child had an internally coherent discourse which could be identified unequivocally as segregating, integrating or inclusive. Some seemed to stress the differences while others looked more for what was common to all and recognised everyone's diversity. The great majority (12) showed a discourse of tolerance towards their classmates with MHD, even of protection and aid. Even so, a small group (3) seemed to see the differences as separating factors.

Aside from this, what seemed most relevant for the children, rather than ideals of integration or inclusion, was what emerged from their living together. Being able to talk to and play with others suffering from disorders, combined with more attitudinal factors (if they were 'nice' or not), seemed to be more salient when deciding the possibility of coexistence. Certainly, there were issues hampering relationships with children with mental health disorders, since they were perceived as 'a bit different,' but while the pupils with no MHD could play with them, live alongside them without difficulty, accompany them, help them in their needs and get on well with them, they seemed to have no prejudices or barriers towards being friends.

Some schools' unwillingness to participate in our study was at first interpreted as a more or less predictable response to a possibly taboo topic. However, from what we now know about the pathologization and medicalization of childhood, the supposed deficiencies in some children's mental health may not be such a taboo subject in schools, but rather a legitimising alternative explanation of disruptive behaviours (Lakoff, 2000; Bailey, 2014; Singh, 2011). Consequently, the pathologization of childhood assists teachers in explaining some disciplinary issues and reducing them to personal pathological conditions, but also marks certain limits to the inclusive education attempted by some schools, since the separation between children with and without MHD is introduced at the price of disregarding the subjectivity of both and focusing only on adjustment (or lack of it) to school routines.

This study has mainly three limitations. First, it is limited to one school with an inclusive tradition. Other case studies in less inclusive scenarios would certainly yield different results. Second, since we were concerned with how children with MHD were seen by their colleagues and teachers, we did not interview them. Contrasting their views with the others' might have been useful to have a broader picture of the school. Last but not the least, this study was limited to the participants' discourse, it would be interesting to do a more in-depth research about how these discourses relate to the day-to-day reality.

Based on the findings, three recommendations could be made:

(1) Teachers training should address critical views on pathologization of childhood. Although teachers are familiar with mental health diagnoses, their view seems limited to recognizing symptoms without further questioning.
(2) The viability of inclusive schools without cooperative learning must be debated. It seems that teachers still try to implement inclusive classes using individual or competitive approaches just to discover that they cannot handle a class with children with SEN on their own.

(3) Since children seem to have some information on MHD and use it in their relationships, it would be interesting to discuss with them how everybody has their own particularities and issues independently of having a mental health diagnosis. In this way, children would truly realize the diversity of all people and not only the ones that have a formal diagnosis.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

Meaning that social studies teacher candidates give to value concept and their value rankings*

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This work determines the role that value education plays in shaping people's personal and social life. This research aims to put forward meaning that social studies teacher candidates give to value concept and its value ranking. To achieve this aim, the opinions of 12 social studies teacher candidates were obtained. During the data collection period, phenomenology pattern, that is, one of the qualitative research methods was used, and the data were analyzed using content analysis. At the end of the research, it was understood that social studies teacher candidates give positive meaning to value concept and adopt national values.

Key words: Value, value education, social studies.

INTRODUCTION

Education is one of the most fundamental elements used in the development of a society. Value concept has become more important. In recent years, value concept has gained more importance as it has made education more compatible with the era where it is used. There are values that are expected of individuals to have good social life. For that reason, different definitions regarding value concept have been given. According to Turkish Language Association (TDK, 2017), value is all of the moral and material elements that cover the social, cultural, economic, and scientific values which a nation has. While values shape communal life, they are defined as intangible phenomenon that supports the development of people's characters (Aladağ and Kuzgun, 2015). According to another definition, values which are expressed as standards that guide behaviors of people in

communal life (Halstead, 1996) are society's approved attitudes and beliefs which form the judgments related to what is good or bad (Veugelers and Vedder, 2003). It is obvious that family, school, and social environment has important influence on individuals who are a part of society for improvement and progress of society to maintain their lives by gaining fundamental human values (Yazıcı, 2006).

Values that start in family and are internalized as result of interactions with school and social environment enhance perspectives of individuals. Culture transferred from generation to generation is provided by values that keep society together. It affects also communal development, change, and continuity (Kolaç and Karadağ, 2012). In value education, first, the fundamental values which shape human lives and relations with others

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are determined and how these values have effect on people's communal living (Beck, 1976).

Value education is an activity and participation in this activity is ensured in schools. Values that make individuals gain in school environment are transferred in a program in value education process (Robb, 1998). Value education is a principle and belief on achievement of fundamental values in school and effects of values on both individual and communal development (Chaitanya, 2017). School environment and interaction fields provide socialization environment to gain values (Balcı and Yanpar Yelken, 2010; Oğuz, 2012). It is aimed to make people responsible and sensitive; it solves individuals' problems, makes people to think versatile and fits into the environment (Katılmış, 2017). It is also expressed that value education which has connective effects on societies in terms of culture is a process in the school curriculum (Palispis, 2007). It is remarked that the effects of values would increase by improvement of program, activity, and school books that support value education process maintained in formal education process in schools (Kurtdede Fidan, 2009). The most important responsibility belongs to teachers in schools which transfer value in specific system (Robb, 1998; Yazıcı, 2006). Social studies course is accepted as an effective course for value transfer. It transfers cultural richness between the past and present (Sağlam and Genç, 2015). It is hoped that this study would contribute to related field literature because of its importance.

Aim of research

This research aims to study the meaning that social studies teacher candidates give to value concept and its ranking. The study aims to look at the following questions:

(1) What is value concept,
(2) What are national and universal values,
(3) What are the effects of value gained in school and out of school, and
(4) What are the roles and effects of social studies course in value education.

METHODOLOGY

In this research, phenomenology pattern, one of the qualitative research methods is used to put forward meanings that social studies teacher candidates give to value concept and their value ranking. Data are analyzed using content analysis. Phenomenology pattern works on situations and phenomenon that are not recognized in details and it helps individuals to comprehend them better (Yıldırım and Şimşek, 2008). In the research, the opinions of teacher candidates were taken by half structured interview form prepared by the researcher. Interview form was prepared after literature survey by taking opinions of two academic members who are social studies education and assessment-evaluation specialist. In the last step, interview form was taken in its final shape by taking

the opinions of one or more social studies educators.

Study group

Social studies teacher candidates (12) who continue their education in a government university in West Black Sea Region form the study group of this research. Teacher candidates are selected using easy accessible sample method and participation in the research was voluntary. The opinions of social studies teacher candidates are taken by interviewing them one by one. The opinions of the teacher candidates who participated in the research were taken by tape recorder, while the others' opinions were in written form. Data collected by interview were transferred to computer. Specific themes were composed by the researcher. Content analysis was done based on composed theme. Findings obtained are interpreted. In interpreting the findings, direct quotations from the participants were also taken. Teacher candidates who participate in the study are coded as females and males; females are indicated as 'FT1, FT2, FT3, FT4, FT5, FT6, and FT7' and males as 'MT1, MT2, MT3, MT4, and MT5'. Opinions of 5 males and 7 females totally 12 social studies teacher candidates were taken. Participants are in the age range of 23 to 25.

FINDINGS

Findings regarding value concept

Findings regarding opinions of the teacher candidates about value concept are shown in Table 1. When Table 1 is examined, 5 teacher candidates emphasize that value concept is an element that makes humans humane. Four teacher candidates express individual and communal development, 3 teacher candidates say it is an important element and affects life, 1 teacher candidate expresses common culture, connective factor, 1 teacher candidate voices concepts like good, bad, beautiful, and ugly, 1 teacher candidate says money is value. The teacher candidate who thinks value concept is a factor that makes humans humane says:

"*I think they are rules which make humans humane and satisfy society*" (FT2).

One of the participants who talks about the importance of value in people's individual and communal development indicates:

"*Values are important for the development of an individual and society*" (MT5). One of the teacher candidates says values are elements which affect human life:

"*Values are components which humans see as important. These components have important place in human life* (FT4).

The teacher candidate who indicates values are common culture factor and connective power for societies says:

Table 1. Findings regarding opinions about value concept.

Opinions, n	People
Make human a human, 5	FT2-FT4-MT1-MT2-FT6
Individual and communal development, 4	FT1-FT2-MT4-MT5
Important, effect life, 3	FT4- FT5-MT3
Common culture, connective element, 1	FT7
Judgements like good bad-beautiful ugly, 1	FT3
Money, 1	MT5

Table 2. Findings regarding national values.

Program, n	People
Flag, 6	FT3-FT4-MT3-FT6-FT7-MT5
Anthem, 6	FT3-FT4-MT3-FT6-FT7-MT5
Tolerance, 6	FT2-FT3-MT1-MT2-FT6-FT7
Respect, 6	FT1-FT2-MT1-FT6-MT4-FT7
Nationalism, 4	FT1-FT3-MT1-FT6
Hospitableness, 4	FT1-FT4-FT6-FT7
Patriotism, 4	FT1-FT6-FT7-MT2
Love, 4	FT1-FT6-MT4-FT7
Mercy, 2	FT1-FT4
Peace, 2	FT1-MT1
Righteousness, 2	FT1-FT7
Conscience, 2	FT4-MT4-FT7
Etiquette, 1	FT1
Freedom, 1	MT1
Helpfulness, 1	FT1

"*A society can stand by staying loyal to values. Common culture and values are integrative*" (FT7).

The teacher candidate says values help to separate bad from good:

"*They are concepts like bad or good. Value can be a subject item, behavior or role"* (FT3).

A participant emphasizes that values are important for people's financial life:

"*Value means money but we have something more valuable than money like family, love, country, nation"* (MT5).

From the findings, it can be said that the teacher candidates evaluate values as moral and material elements that shape human life, support individual and communal development and unite different cultures.

Findings regarding national values

The findings regarding national values are shown in Table 2. As shown in Table 2, teacher candidates focus mostly on flag (6), anthem (6), respect (6), tolerance and

(6) values; at least freedom (1), etiquette (1), and helpfulness (1) values when national values are mentioned. It is understood that the participants initially adopt national components like flag, national anthem as national values.

Findings regarding universal values

The findings regarding universal values that address all humanity are shown in Table 3. When Table 3 is examined, it is seen that the teacher candidates mostly express love (7), respect (6), freedom (6), and peace (5) values when universal values are mentioned; at least they express righteousness (1), sensitivity (1), responsibility (1), etiquette and (1) values. When the findings are evaluated, it can be said that the teacher candidates accept values like love and respect as universal values.

Findings regarding whether universal or national values should be given a priority

Findings regarding whether teacher candidates see universal values or national values as a priority are

Table 3. Findings regarding universal values.

Program, n	People
Love, 7	FT1-FT3-FT4-MT1-FT6-MT3-MT5
Respect, 6	FT1-FT4-MT1-FT6-FT7-MT5
Freedom, 6	FT1-FT3-FT4-MT3-MT4-MT5
Peace, 5	FT1-FT3-FT4-MT4-FT6
Tolerance, 3	MT1-FT6-MT3
Honesty, 2	MT1-FT7
Helpfulness, 2	FT6-MT3
Conscience, 2	MT3-MT5
Righteousness, 1	FT1
Sensitivity, 1	FT2
Responsibility, 1	FT2
Etiquette, 1	FT2

Table 4. Findings regarding ranking of values.

Precedence, n	People
National, 9	FT1-FT2-FT4-FT6-MT2-MT3-FT7-MT4-MT5
Universal, 3	FT3-MT1-MT4

shown in Table 4. In Table 4, 9 teacher candidates say national values should be given priority, while 3 teacher candidates say universal values should be given priority. One of the participants who says national values should be given priority says:

"*Firstly, national values are important because individuals who cannot internalize national values cannot perceive universal values*" (FT6).

One participant gives importance to universal values:

"*Universal values are important. Value of human in the world is important"* (MT4).

It can be said that national values are prominent, while universal values are in the second rank.

Findings regarding contribution of value in school and out of school processes

Findings regarding contribution of value gained in school and out of school are shown in Table 5. When Table 5 is examined, it is understood that 7 teacher candidates think value supports personal development. Four teacher candidates think value supports human relations; 3 teacher candidates emphasize value makes one to explore the environment. Two teacher candidates indicate value helps one to think versatile. One of the teacher candidates who think value supports personal development says:

"*Values affect character and behaviors*" (FT7).

One them who emphasizes value supports human relations says:

"*Improvement of interpersonal communication makes individuals to socialize and see value"* (MT5).

One of the teacher candidates who believes value helps one to explore the environment says:

"*It helps student to be aware of the school environment school and out of school environment"* (FT1).

One of the participants who think values make one to think versatile says:

"*They learn to be understanding and look from different perspectives. They live in harmony with the society and gain respect and status*" (FT6).

From the findings, it can be said that it contributes to individual and communal development.

Findings regarding social studies course in terms of value education

Findings regarding social studies course in terms of value education are shown in Table 6. When Table 6 is examined, it is seen that 7 teacher candidates indicate

Table 5. Findings regarding contribution of value gained in school and out of school processes.

Opinions, n	People
Support personal development, 7	FT2-FT3-FT4-MT1-MT4-FT6-FT7
Support human relations, 4	FT4-FT6-MT3-MT5
Explore environment, 3	FT1-MT1-MT3
Contribution to think versatile, 2	FT2-FT6

Table 6. Findings regarding social studies course in terms of value education

Opinions, n	People
Nature of social studies, 7	FT2-MT1-MT2-FT6-MT3-FT7-MT5
Rearing qualified individual, 3	FT4-MT4-FT5
Education based on activities, 2	FT1-FT3

that value education is suitable to the nature of social studies. Three teacher candidates think value education aims to produce qualified individuals in social studies course. Two teacher candidates support education based on activities in social studies course. One of the teacher candidates who indicate value education is suitable to the nature of social studies says:

"*Social studies course is the most appropriate course for value education as it helps students to gain*" (FT6).

One of the teacher candidates who think that value education makes individuals qualified in social studies course says:

"*Values education plays an important role in social studies course. One of the achievements of social studies course is to make individuals useful to the society and it protects individuals' values*" (FT4).

One of the participants who express that value education is based on activity in social studies course says:

"*It teaches values to students by giving examples from the environment*" (FT1).

When the findings are evaluated generally, it can be said that social studies course has important role in value education.

Findings regarding enabling and complicating factors for values education social studies course

Findings regarding enabling and complicating factors for value education social studies course are shown in Table 7. When Table 7 is examined, 3 teacher candidates think value education supports the training of good citizens in

context of social studies course. Three teacher candidates express that they do not have idea regarding complicating and enabling factors. Two teacher candidates indicate that existence of intangible elements in course makes value education process harder. Two teacher candidates say that activity and material based value education makes the process easier in social studies course. One teacher candidate expresses that few hours given to teach the course affects value education negatively; another teacher candidate says interdisciplinary feature of social studies course makes value education process harder. One of the teacher candidates who states value education supports the training of good citizens in context of social studies course says:

"*It makes the training of useful citizens to the society easy*" (FT4).

The teacher candidate who says he does not have idea regarding complicating and enabling factors says:

"*I have no idea*" (MT3).

One of the participants who says existence of intangible elements in course makes value education process harder indicates:

"*Increase in intangible activities makes value education a complicated process*" (FT7).

The candidate who says that activity and material based value education is easier in social studies says:

"*Concept of the course is quite suitable to give value education. They are values that can be placed easily in topics. It is easy to teach the course by using material*" (FT2).

Table 7. Findings regarding enabling and complicating factors for values education.

Opinions, n	People
It makes rearing good citizen easier, 3	FT3-FT4-MT1
I have no idea, 3	FT1-MT3-MT5
Intangible elements make harder, 2	FT6-FT7
Education process gets easy by activities and materials, 2	FT2-FT7
Fewness of course hours is complicating factor, 1	MT4
Interdisciplinary feature of course makes harder, 1	FT6

Table 8. Examination of program

Program, n	People
Not Examined, 9	FT2-FT3-FT4-FT6-MT2-MT3-MT4-FT7-MT5
Examined, 3	FT1-MT1-FT6

Another candidate says:

"*Value education is within this course and gives lessons from life and this situation enables it. Few hours used to teach this course in primary schools makes value education harder*" (MT4).

The teacher candidate who says that the interdisciplinary feature of social studies course complicate value education process says:

"V*alue education containing many different fields complicates issues*" (FT6).

When the findings are evaluated generally, it can be said that the teacher candidates remark that training good citizens and activity based education are an enabling and complicating factors for values education in social studies course.

Findings regarding social studies education program

Findings regarding whether social studies education program are examined in sense of value education or not are shown in Table 8. When Table 8 is examined, it is seen that 9 teacher candidates did not view education program in terms of value education, 3 teacher candidates viewed it. One of the teacher candidates who examined the program says:

"*I have examined the program and found it quite beneficial*" (MT1).

From the finding, social studies education program was not examined generally but there are teacher candidates who examined the program.

RESULTS AND DISCUSSION

This research investigates the meanings that social studies teacher candidates give to value education and how they rank values. According to the result of the research, most of the social studies teacher candidates say that they think value concept is one of the fundamental elements that make humans humane and it shapes human life. They express that value affects both individual and social development.

Most of the teacher candidates focus on flag, national, anthem, respect and tolerance elements, when national values are mentioned. Whereas when universal values are mentioned, most of them focus on love, respect, freedom, and peace. When the social studies teacher candidates classify national and universal values according to their importance and priority ranking, national values come first for individuals but they express universal values as also important. In social studies course, the teacher candidates build consensus on personal development; effective communication process and socialization is supported regarding what kind of effects value education has in school and out of school processes. It is understood that the participants point out that value education process is suitable to the nature of social studies in the role and importance of social studies course regarding values education. The teacher candidates indicate value education has significant influences in training active and qualified individuals in social studies course. While structure and content of the process enable the training of qualified citizens as related to enabling and complicating factors for value education in social studies course, few hours given to the course and intangibility of the program can affect the process negatively. It is understood that most of the participants could not have the opportunity to examine value education program but some of them could. Positive

opinions are reached regarding value education. When national values are mentioned, concepts like flag and national anthem are focused on; when universal values are mentioned, concepts like respect and freedom which are important for all humans are emphasized.

This research is in line with the research of Kolaç and Karadağ (2012) done on sense of results. Results of the study show that value education and humanitarian values play a role in individual development and training of qualified society; values like love, respect, and tolerance are supported in this study (Deveci, 2015). Even though there are some problems in value education process, it is in line with the research of Katılmış (2017) and expresses several positive opinions. Results of the research done by Kurtdede Fidan (2009) show that ideal activities should be given more place in value education; helpful materials, movies, and stories with positive effects are supported in the results of this study. In another research that supports this study, importance of benefiting from activities and school-family cooperation is highlighted (Baş et al., 2016). In the research of Balcı and Yanpar Yelken (2010), it was expressed that values are gained and improved in communal relationships; personal developments of people are affected by value education.

From the result, it was understood that the meaning that teacher candidates give to value concept and their value tendency is positive; they see national values primary for their individual and social development. The following recommendations are given in this research:

(1) This research is a qualitative study that contains the meaning which teacher candidates give to value concept and value ranking. It is recommended to researchers who have interest in this topic to conduct studies which can contribute to literature by using different methods, topics and contents.
(2) Services given to school-family cooperation should be improved because it is believed that value can be supported in school and out of school.
(3) In social studies course, researches and thesis that contribute to related literature field regarding the quality and quantity of value education should be increased.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

Using correction codes to enhance understanding of 4-parts harmony

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The effective ways of error correction in teaching musical harmony have been neglected. Making students realize their mistakes and have them think over them are assumed to be helpful in harmony teaching. In this sense, correction code technique is thought to be beneficial for students to realize their mistakes and solve them on their own. Forty eight volunteer participants took a harmonization test and the experimental group received written corrective feedback via correction codes whereas the control group was corrected traditionally. This study was conducted to evaluate the efficacy of correction code technique on enhancing their understanding of 4-parts harmony. The results showed that experimental group improved more than control group between pre-test and post-test, $F_{(1, 46)} = 4.719$, $p < 0.035$, $\omega2 = 0.051$. Finally, students were asked open-ended questions allowing them express their feelings and reflect on the process. The data acquired from qualitative and quantitative parts of the study suggested that correction code technique was an effective way of error correction in 4-parts harmony.

Key words: Correction codes, error correction, 4-parts harmony, music education, written feedback.

INTRODUCTION

Written error correction is the most common way of responding to students' mistakes on their exam papers. Although there is not enough research to prove traditional way, directly correcting the errors, does not promote meaningful improvement on students' understanding of their mistakes, it is believed that more beneficial technique is needed in order for students to give chance to think over their weaknesses and not to repeat the same mistakes over and over again. When students are shown their exam papers, most of the time they only focus on the grade they get ignoring the mistakes they

make. To avoid this and to let them realize the points they do not, correction codes are used.

The correction code technique is basically a type of indirect written corrective feedback. The exam papers of the students are corrected by using pre-determined codes or abbreviations and are not corrected directly. When students get to see their exam papers, they see the codes and try to understand the mistakes they did. Therefore, the students have the opportunity to think over their mistakes and try to correct them on their own. This technique is commonly used in English language

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teaching. It is believed that this technique will be beneficial for the music education students as they also need to get feedback in harmony courses.

In the scope of the Turkish education system, harmony education takes place in the programs of institutions that train music teachers, sometimes under the name of music theories, sometimes with different names (Sağlam, 1988). In education faculties, harmony education was taught within the course of Music Theory and Hearing Education, which was included in the program applied by the Higher Education Institution between years 1998 and 2006. Since 2006, it has been taught under the name of Harmony-Counterpoint-Accompaniment, which lasts four semesters. Harmony education which is one of the main courses in music education programs aims at educating musicians and composers as well as music educators, is one of the most challenging lessons for students. In a study by Eroğlu (2015) in-service music teachers' opinions on harmony education were collected and the results showed that most of the music teachers believe the importance of harmony knowledge and skills in order to be a proficient music teacher, but unfortunately, they believed their harmony knowledge and skills are not high enough to fulfil the requirements of music teaching profession.

Considering that harmony education is one of the basic lessons of music teacher education program, it can be said that the achievement in this course can affect the other courses. In this respect, different techniques should be tried out in order to enhance students' success and understanding of the subject matter. That is why this study has a crucial role to help students overcome the difficulties that they have in understanding 4-part harmony. Moreover, the use of correction code technique has not been investigated in music education. Whilst some research has been carried out on the efficacy of correction code technique in English language teaching, no single study exits in music education. As this study is the first of its kind, which tries out the efficacy of the correction code technique on harmony education, it will contribute to the field of music education by elaborating different techniques to enhance students' success and understanding.

Theoretical framework

Assessment has played a vital role in education, which is divided into two distinct categories, namely summative and formative assessments. Scriven (1967) is one of the first researchers who made a distinction between summative and formative assessment. He defines summative assessment as a process, which makes a judgment according to criteria and standards, while formative assessment is an on-going process of improvement. Furthermore, formative assessment is used to assess students to what extend they learn a specific topic and to identify their misunderstandings and mistakes about the topic being taught. In the learning process, as Kordes et al. (2014) mentioned that students come across challenges and develop a desire to explore, discover and make further progress. Therefore, students should become more aware of the importance of following their own progress and seeking optimum ways for their own development.

In this viewpoint, having students take short and frequent tests in order to observe their improvement through the process of learning can be considered as a key element in education. However, the question of how the students should be given feedback during these assessments remains unsolved (Lee, 1997).

Finding the appropriate way of giving feedback has always been a challenge for teachers (Ferris and Roberts, 2001). Written corrective feedback has been categorized as direct corrective feedback and indirect corrective feedback (Ferris, 1995; Hendrikson, 1980; Lee, 2004). The term direct correction is self-explanatory, referring to a direct correction of students' mistakes in their written productions while making the teacher a sole source of the correct information. On the other hand, indirect correction refers to prompting students about the location of their errors (Hyland, 1990) and helping them grow as autonomous learners.

Correction code technique, a form of indirect corrective feedback, means pointing the mistakes of students on their written work and by using the predetermined codes helping them realize what kind of mistake they have done (Oshima and Hogue, 1997). Having students think over their mistakes consciously might be one of the most important features of the technique, as Schmidt (1990) states in his article about noticing hypothesis that learners can only learn by the help of consciously noticing which helps converting input to intake. Moreover, he added that the task given to the learners must help them focus on what is to be learned; only then the target knowledge can be acquired by the learner.

The comparison of language and music has always been on the agenda owing to the role of music and language in human life and also because they both contain complex and meaningful structures. Furthermore, they both have important common points in the creation and learning process (Göktepe, 2013). In this sense, harmony in music is similar to grammar in language in several ways. A grammar of a language is a set of abstract devices, rule systems, and principles, which are used to form an acceptable sentence, which means grammar generates the language (Chierchia and McConnell-Ginet, 2000). Harmony is the musical result of tones sounding together. Whereas melody implies the linear or horizontal aspect of music, harmony refers to the vertical dimension of music (Benward and Saker, 2009). According to Chatham (2007) music have a form of implicit rule structure like grammar in language. However, as Sutcliffe (2014) states, in both grammar and harmony,

rules do not restrict possibilities, on the contrary, they increase them. As the syntax in language enables us to generate an infinite number of sentences from a finite number of words, it is possible to generate infinite number of melodies, harmonic structures, styles and varieties of music by using a few notes of a musical scale. The grammar of a language is made up with many components, like the grammar of tonal music which are the structure of chords, the rules for voice leading (part writing), the syntax of chord progressions (Sutcliffe, 2014). Therefore, correction code technique, which has proved its efficacy on written productions of learners in language learning can and should be applied to harmony teaching as this course also has quite similar expectations from learners.

Purpose of the study

The purpose of this study is to determine the efficacy of the correction code technique to enhance understanding of 4-parts harmony in Music Teacher Education program.

It is hypothesized that correction code technique will help students to think deeply about their mistakes and gain understanding by growing as an automatous learner. Therefore, they will not repeat the same mistakes by realizing their weaknesses and they will benefit more as compared to the traditional direct error correction.

This study sets out to seek answers to the following questions:

1. To what extend does correction code technique help students overcome their mistakes on written harmony exams?
2. What do the students think about the efficacy of correction code technique?

METHODOLOGY

Setting and participants

This study was conducted with convenience sampling consisting of sophomores who were registered to harmony course in spring term in 2016/2017 academic year at a state university. The curriculum of the music education program offers 2 hour harmony course both in fall and spring term in the freshmen and sophomore years. There were 2 sophomore classes, which received harmony course from the researcher himself who has PhD in music education and has been giving courses on harmony education for several years. One of the classes was assigned as experimental group, whereas the other class was assigned as control group randomly and the design of the study was determined as the static-group pretest-posttest design. In each group, there were 24 (totally 48) students who voluntarily attended to the study.

Data collection instruments and procedure

This study contains both qualitative and quantitative data. Prior to the data collection, the participants in the experimental group receive a detailed explanation of the technique. The key of the correction codes is explained and handed out (Appendix A). As a first step, all the students in both control and experimental groups take a harmonization test. In the preparation process of the test, a melody harmonization including the subjects taught during the term was composed. In this four-part harmonization, some of the chord symbols and notes are deleted in order to create a test. In order to determine whether the test is valid instrument to measure the level of harmony knowledge, three academicians who lecture on music theory were consulted. According to their feedback, necessary adjustments were made. For scoring each chord and symbol written correctly was given 1 point. The students are asked to fill the notes and figured bass symbols, which are left blank in a given four part harmonization (Appendix B). The mistakes on the students' exam papers in experimental group are coded according to the correction code list, which is given to the students beforehand whereas the students' exam papers in control group are corrected directly by the instructor. One week later, the students in experimental group attend a follow-up session in which they are given their coded tests and asked to correct their mistakes on their own. This session gives them chance to think over their mistakes and raise an awareness of their weaknesses. The control group, on the other hand, has only seen the exam papers which are corrected directly by the instructor. Two weeks later, both groups receive their post-tests. The post-test includes very similar questions to the pre-test. Post-test differs from pre-test only in tonality. Pre-test is in Bb Major whereas post-test is in A Major. The Cronbach alpha values of both pre-test and post-test were calculated as 0.86.

The final stage of the study comprises a structured interview with participants who are asked open-ended questions allowing them express their feelings and reflect on the process (Appendix C).

Data analysis

The quantitative data were analysed using a 2 × 2 ANOVA in which the test variable is within group factor with two levels (pre-test and post-test) and group variable is between groups factor with two levels (experimental group and control group). The qualitative data was transcripted and grouped in order to report in the result section.

RESULTS

The results of the quantitative data

Descriptive statistics of the results of pre-test and post-test are shown subsequently. As shown in Table 1, both groups' scores improved between pre-test and post-test. Improvement in experimental group was higher. To test if this difference was significant, a two-way ANOVA was employed. Levene's test showed that the assumption of equal variances was met for pre-test, $F(1, 46) = 0.013$, $p = 0.909$, and for post-test, $F(1, 46) = 2.077$, $p = 0.156$.

Two-way ANOVA results are shown subsequently. As shown in Table 2, the main effect of the group was not significant, $F(1, 46) = 0.120$, $p = 0.731$, $\omega^2 = 0.000$. There was a significant main effect of test, $F(1, 46) = 20.965$, $p < 0.001$, $\omega^2 = 0.275$. There was a significant interaction between test and group $F(1, 46) = 4.719$, $p < 0.035$, $\omega^2 = 0.051$.

These results showed that both experimental and control groups improved but experimental group improved more. In other words, both traditional and

Table 1. Descriptive statistics of the pre-test and post-test.

Test	Group	Mean	SD	N
Pre-Test	Experimental	11.58	5.397	24
	Control	13.42	5.174	24
Post-Test	Experimental	15.79	5.868	24
	Control	14.92	4.520	24

Table 2. Main and interaction effects of the variables Test and Group.

Source of variance	SS	df	MS	F	p	ω^2
Group	5.510	1	5.510	0.120	0.731	0.000
Residual	2118.479	46	46.054	-	-	-
Test	195.51	1	195.510	20.965	<0.001	0.275
Test * Group	44.01	1	44.010	4.719	0.035	0.051
Residual	428.98	46	9.326	-	-	-

coding method worked but coding method was more useful.

Results of the qualitative data

On the day when the interview was carried out, 17 of the 24 participants were available in class.

For the qualitative part of the study, participants were asked to express their feelings and reflect on the process. As shown in Table 3, their responses revealed that only one student out of 17 thinks there is no difference between coded correction and direct traditional correction. The participant reported that

"I believe both of them are equally beneficial"(interviewee 8).

Sixteen participants on the other hand found the activity beneficial.

'This technique helps me realize my mistakes. That's why I find it beneficial. However, understanding the content of the codes seems to me a little bit complicated. It reminds me of my high school days when we use crosscheck in maths' (interviewee 1). 'I find this technique very beneficial. If I hadn't found the mistakes on the test by myself, I wouldn't have realized them and probably kept doing the same mistakes. When I try to figure out my own mistakes, I was enlightened' (interviewee 2). 'I was able to find my mistakes easily. I was shocked when I saw the mistakes that I had made (b, #)' (interviewee 4, 10, 15 and 17).

One participant thinks the activity made him realize which

subject he could not totally internalize by saying:

'I find it beneficial as I got to see my mistakes one by one in detailed. I realized my weaknesses, and this activity told me what I did not understand and what I should study more' (interviewee 9). 'I think this activity was very useful as we can see our mistakes and try to figure them out and corrected them so it got me thinking that probably I kept doing the same mistakes without realising them for years' (interviewee 12).

Two participants out of 17 mention that this activity provide permanent learning by saying:

'When I saw my mistakes and try to understand what I had done, I guess I learn permanently. There is no doubt that this technique is beneficial' (interviewee 7) and 'I think that this technique is well-constructed and beneficial. The subjects that are taught in class will be more permanent for us if we keep on using these codes' (interviewee 5). 'The definitions and instructions of the codes are very clear, so I could understand them easily. As I found my own mistakes, the activity was very enlightening' (interviewee 14).

Three of them believed that this activity should be repeated more than once as it is helpful by saying:

'I believe this technique should be used repeatedly, one time shot is not enough. I realize my own mistakes' (interviewee 3) and 'It was helpful. I wish we had done it more' (interviewee 6).

One of them complained that 'Most of the time, we are not allowed to see our exam papers and when we do not

Table 3. Transcripted responses of participants in experimental group.

Interviewee	Responses
1	'This technique helps me realize my mistakes. That's why I find it beneficial. However, understanding the content of the codes seems to me a little bit complicated. It reminds me of my high school days when we use crosscheck in maths.'
2	'I find this technique very beneficial. If I hadn't found the mistakes on the test by myself, I wouldn't have realized them and probably kept doing the same mistakes. When I try to figure out my own mistakes, I was enlightened.'
3	'I believe this technique should be used repeatedly, one time shot is not enough. I realize my own mistakes.'
4	'I was able to find my mistakes easily. I was shocked when I saw the mistakes that I had made (b, #)'
5	'I think that this technique is well-constructed and beneficial. The subjects that are taught in class will be more permanent for us if we keep on using these codes.'
6	'It was helpful. I wish we had done it more.'
7	'When I saw my mistakes and try to understand what I had done, I guess I learn permanently. There is no doubt that this technique is beneficial.'
8	'I believe both of them are equally beneficial.'
9	'I find it beneficial as I got to see my mistakes one by one in detailed. I realized my weaknesses, and this activity told me what I did not understand and what I should study more.'
10	I believe the technique is really helpful but as this is the first time I think I might not fully understand the process but next time I will benefit more.
11	'Most of the time, we are not allowed to see our exam papers and when we do not get the grade we have expected, we feel disappointed. With this activity, we had the chance to see our mistakes so it is so helpful.'
12	'I think this activity was very useful as we can see our mistakes and try to figure them out and corrected them so it got me thinking that probably I kept doing the same mistakes without realising them for years.'
13	There is not much to say, I think I enjoy the whole process.
14	'The definitions and instructions of the codes are very clear, so I could understand them easily. As I found my own mistakes, the activity was very enlightening.'
15	I really like it. I hope we will have more like this one in other courses, too.
16	'I think that the activity is applicable and it is a creative idea as it allows us to find the mistakes but I guess it would be more efficient if we know the grading of the exam.'
17	I didn't know that I made such a lot of mistakes in very easy parts. I was shocked when I saw my mistakes. There is no doubt that this activity helped me.

get the grade we have expected, we feel disappointed. With this activity, we had the chance to see our mistakes so it is so helpful' (interviewee 11).

Moreover, one participant made a constructive criticism by saying:

'I think that the activity is applicable and it is a creative idea as it allows us to find the mistakes but I guess it would be more efficient if we knew the grading of the

exam' (interviewee 17).

DISCUSSION

This study sets out to determine the efficacy of correction code technique to enhance students' academic success and understanding of the subject matter. The quantitative data reveals a positive improvement on the success of the students in experimental group when pre-test and post-test are compared. It has been observed that students have developed a deeper understanding towards the structures and functions of chords, principles of connection of chords, and the usage of chord symbols. Moreover, the qualitative data, which consist of the responses of students towards the interview questions, have proven that students are satisfied with the whole process. The students report that they demand to participate in this kind of activities more often since they appreciate the activity and seem to realise its efficacy. Most of the students respond positively as the transcribed data in the result part suggests.

As hypothesized in the beginning of the study, correction code technique has been able to help students to think deeply about their mistakes and gained understanding by growing as an automatous learner. This might be due to the fact that the biggest challenge that students have to face during their education is to spot their mistakes and realize their weaknesses. This activity has given them chance to see their mistakes and try to sort them out by themselves. Therefore, they have gained confidence and their motivation has risen as they feel the achievement.

Taken together, these results suggest that correction code technique is a promising and beneficial way of helping students realize their weak points in the subject matter and give them chance to improve them. This research will serve as a base for future studies as it is the very first study to evaluate the efficacy of coding technique on 4-parts harmony course.

IMPLICATIONS AND SUGGESTIONS

The findings of this study have a number of practical implications. Firstly, as the results suggest the coded correction can help students not only see their mistakes but also realize what they really do not understand. Therefore, using this technique for other courses in the music education programs such as ear training, counterpoint or music forms will be worth trying out. Secondly, this technique has increased students motivation since the students realize their weaknesses and have chance to work on them. The students enjoy the process and become more attentive to the class, as it is observed during the process. In this sense, this would be a fruitful area for further work. This research has

thrown up many questions in need for further investigation with larger groups. Further studies might explore the long-term effects of the technique with multiple assessments.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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APPENDICES

Appendix A. The key of correction codes.

Correction codes and their definitions	
N	**Note errors**
N_1	Inaccurate or missing notes (including accidentals), inaccurate note choice to duplicate
N_2	Intervals above 8th between S-A or A-T, higher voice in a lower part (e.g. Tenor sings higher than alto)
N_3	Inaccurate inversion of the chord
F	**Functional errors**
F_1	Inaccurate chord progression (e.g. a V chord followed by a IV chord or a II chord followed by a IV chord)
F_2	Proceeding of a function from an upbeat to downbeat
F_3	Inaccurate Function (e.g. a 46 chord which is neither passing nor neighbouring nor cadential)
C	**Connection errors**
C_1	Inaccurate melodic movement (such as 7th or augmented 4th) in any voice part
C_2	Consecutives or hidden consecutives
C_3	Unable to determine the common tone of two consecutive chords. A chord in open position followed by a chord in close position
C_4	Failure to determine common progressions such as I-D46-I6 or DD7-D34-I
C_5	Failure in resolution of chords such as D7 or VII7
S	**Symbol errors**
S_1	Inaccurate symbols for altered notes
S_2	Inaccurate Roman numbers
S_3	Inaccurate symbol for chord inversion

Appendix B. Pre-test.

Name and Surname:
Number:
Class:
Fill in the blanks with appropriate chords and bass symbols.
Use the appropriate secondary dominant chord indicated by the arrow sign.
On the beat where modulation begins (as indicated by =) equal the 4th degree of Bb major as the appropriate degree of G minor.

Appendix C. Interview questions

(1) What do you think about the correction code technique?
(2) Do you believe that this technique really helps you realize your errors and correct them?
(3) Do you want your teacher keep using this with different activities?

Full Length Research Paper

Development of course inspection skills of secondary and high school headmasters in Bartin province*

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Headmasters are responsible for many things that take place in the school. One of the main duties of a headmaster is the task of teacher inspection. This study aims to evaluate education inspection skills of secondary and high school headmaster who work in the center of Bartın Province with the aim of also developing suggestions by identifying encountered problems during inspection. For this purpose, an audit seminar is given to 42 secondary and high school headmasters who work in Bartın province center, and study data is collected from headmasters at the end of seminar. The opinions of headmasters were obtained by "Headmaster Educational Inspection Behaviors Scale" prepared by İlgan. In addition, problems encountered by the headmasters during inspection as well as their solutions were taken in written form using semi-structured forms prepared by experts. The data were analyzed using content analysis method. At the end of the research, it is understood that there is no difference between the opinions of the headmasters according to school type, age, branch and seniority. Headmasters think inspection is necessary. Inspection is mostly carried out in the form of class visits, and additionally teachers are evaluated by observation, yearlong watching and evaluation of the obtained data. There are some ambiguities about how inspection can be done according to some headmasters. It is stated that headmasters, experts, and inspectors can take part in inspection and the opinion of all stakeholders should be taken in into consideration. Inspection forms should have tangible criteria, encountered problems should be solved together, managers should have the right to give reward and punishment, they should focus on positive things more, be fair and objective, and results should have sanctions.

Key words: Teacher inspection, inspection, course inspection, headmaster.

INTRODUCTION

In teacher inspection guide published by multinational enterprise (MNE) Inspection Directorate in 2011 based on the aims and principles of 1739 numbered National Education Fundamental Law, it is stated that it is possible

to determine whether teachers realize their mission or not, and if there are difficulties and deviations from the aim this should be corrected by inspection. The duty of management is to "make organizations fulfill their

purpose". It is expected of management to control material and human sources (Bursalıoğlu, 2000).

Headmasters of every institution are responsible for fulfilling management processes. This can be done by planning, organizing, directing coordinating and inspecting. Management mission is given to headmasters by several legal texts. It is required of them to do also some correction and improvements in addition to continuation and development of organization, inspection of staff and activities (Yengin, 2012). It is seen that the tasks such as managing performance of teacher under inspection of teacher, instructional leadership of headmaster and providing administrative support to teacher are seen as duties and responsibilities of headmasters (Bostancı, 2016).

Headmasters have many duties and responsibilities, and in Turkey management of education is not accepted as a profession, making education leadership and inspector roles difficult (Bayraktutan, 2011). According to a research which is related to course inspection of headmasters, it is put forward that headmasters use inspection to evaluate teachers and fulfill an official duty more than developing teachers and course. Teachers feel uncomfortable with inspection. They see it as an uncertain process and feel restless about it. The result obtained from conducting course inspections aren't realized based on its aim (Ünal and Şentürk, 2011). There are a lot of research works on inadequacy to raise province education inspectors who are determined to see that the aim of education is achieved and that it is improved. In all, it is not possible for headmasters to maintain their inspection duty successfully without being educated (Altun et al., 2015).

From the work of Can and Gündüz (2012) on "The Benefit Level of Primary School Teachers from Counselling Studies done by Province Education Inspectors and Headmasters", most of the participants express the following: headmasters do not carry out effective inspection, they do not benefit from counselling works, and counselling done by headmasters do not solve problems encountered. The role and position of headmasters in teacher inspection is quite restricted because teacher inspection is done by ministry and primary school inspectors who have graduated from school for long.

It can be said that this restricts the inspection behaviors of headmasters, making them not to see teacher inspection and teacher development as a priority. The restriction of the role of headmasters in teacher inspection reflects also on academic studies. It can be said that much research has not been done on this topic (İlgan, 2013). It is required for headmasters to inspect the education and teaching activities of teachers in class, and arrange several activities to develop them.

Education leadership role of headmasters is more important than other bureaucratic works of school. In this sense, headmasters should inspect in-class activities,

have close relations with teachers and guide them. The aim of all these activities is to develop education activities (Fırıncıoğulları, 2014). It is often said that headmasters encounter difficulties when doing their inspection jobs and remain incapable. Course inspection consists of generally just formality.

In -service well planned and operative programs which are prepared by specialists should be given priority to increase the efficiency of headmasters in inspection field. Development of headmasters in performance, evaluation, clinic inspection, communication, conflict management and information management fields should be done through in- service education programs (Yalçınkaya, 2014). It can be said that headmasters do not have sufficient inspection matter, since they did not study inspection of education. Raising headmasters in education inspection is important. Headmasters who have education would contribute to the development of teachers. Quality of education is directly proportional to teacher quality. Teacher quality should be increased to increase education quality. Inspection education would reveal teacher quality. It is believed that this study would bring positive contribution to education quality in schools directly.

The research aims to evaluate the abilities of secondary and high school headmasters who work in center of Bartın City in relation to their inspection mission, and to contribute to the development of headmasters' education inspection skills through seminars on inspection education. The followings are the research questions:

(1) Is there any difference between educational behaviors of headmasters based on their school type, branch and seniority?
(2) Is teacher inspection necessary according to headmasters?
(3) How is teacher inspection carried out?
(4) How is information for year-end teacher evaluation forms gathered?
(5) What are the problems that are encountered in teacher inspection?
(6) How should teacher inspection be done and who should do it?
(7) What kind of path should be followed in solving teacher inspection problem?

METHODOLOGY

In this research, mixed method research approach was used. This method is a research approach which comprises of qualitative and quantitative data in one research. It is designed simultaneously and has equal status (Christensen et al., 2015).

The study covers the headmasters who work in secondary and high school Bartın City Center. In Bartın City Center, there are 52 secondary and high school headmasters, and 42 (82%) headmasters who participated in the seminar and took part in the sample and working group of the study. The opinions of participants

Table 1. Demographic information on headmasters.

Variable	N	Percentage
School type		
Secondary school	22	52
High school	7	16
Technical High School	13	30
Gender		
Woman	3	8
Man	39	92
Branch		
Social studies	25	59
Science	6	14
Profession studies	5	11
Art and sport	5	11
Class teaching	1	0.2
Seniority		
21 years and more	25	59
16-20 years	9	21
11-15 years	7	16
3-5 years	1	0.2
Total	42	100

(N=42) were taken in document through qualitative data scale. The examination of the document covers the analysis of written documents related to the research topic (Yıldırım and Şimşek, 2008).

Half-structured interview forms were prepared by taking the opinions of two specialists: one education management specialist and one language field specialist. Data were taken in document and analyzed using content and qualitative analysis method. The findings which shows the individuals who are interviewed by qualitative analysis are evaluated; the data were defined by content analysis. Data having similarity or any relation with each other were commented on by combining specific terms and themes. The opinions of the participants are defined automatically by content analysis (Altunışık et al., 2010).

The written data were evaluated by reading; titled findings were also evaluated by qualitative analysis, while other findings were evaluated by content analysis. Themes were formed by using content analysis. Findings took place in two groups (qualitative and quantitative). The study was investigated by a field specialist in terms of consistency, and consistency of topic was evaluated by obtained data. Validity study was obtained by subjecting the results to the participants' opinions. The final form of the themes which are formed from the data is presented to opinions of specialists; the frequency and percentage of the themes are determined and findings are analyzed.

In the study, direct quotations are given. The opinions of the headmasters were taken by "*Headmaster Educational Inspection Behaviors Scale*" prepared by İlğan (2013) for qualitative dimension; the abilities of the headmasters are put in the dimensions of "developing teacher and education" and "class visits and presenting feedback". The scaling tool consists of 23 expressions and it is determined that it is possible to use scaling tool in one and two

dimensions in committed analysis. The first dimension of the scale is named as developing teacher and education, and consists of 15 clauses. These clauses are 1,2,8,9,10,11,15,16,17,18,19,20,21,22 and 23 numbered clauses. The second dimension of the scale is titled *class visits and presenting feedback* which consists of 8 clauses. These clauses are 3, 4, 5, 6, 7, 12, 13 and 14 numbered clauses.

Cronbach's Alpha coefficient item-total correlations ranged from 0.703 to 0.849. This puts forward the validity and reliability of this scale. Data are tested by Kruskal- Wallis test which is one of the non-parametric tests in statistical package for social sciences (SPSS) program to determine whether there is difference between school type, seniority and branches or not. 42 of 52 headmasters who work in secondary and high schools in Bartın City center participated in the seminar; the data of the study are limited by opinions of 42 (82%) headmasters. In two sessions for a day, education inspection seminar was given to the headmasters; later, education scale and half-structured interview forms are filled by the headmasters. In qualitative analysis, men are coded in the form of YE1 and YE2, while women coded as YK1 and YK2. Information on headmasters is seen in Table 1.

According to the demographic information of participants, it is seen that more than half of the respondents are secondary headmasters, 30% of them are from technical high schools and 16% are high schools. 92% of the headmasters are men while 8% are women. 59% of the participants are from social science branch; 14%, science; 11%, shop class; 11%, art and sport; 0.2% is class teacher; 59% of the headmasters have more than 21 years' work experience; 21% have 16 to 20 years work experience; 16% have 11 to 15 years work experience; 0,2% have 3 to 5 years' work experience. Number of women headmasters is few compared to women teachers.

Table 2. Inspection behaviors according to school type.

Variable	School type	N	Mean	X	Sd	P
Developing education	Secondary	22	20.73	-	-	-
	High	7	27.00	1.74	2	-
	Technical high	13	19.85	-	-	0.41
	Total	42	-	-	-	-
Class visit	Secondary	22	22.09	-	-	-
	High	7	23.57	-	-	-
	Technical high	13	19.38	0.64	2	0.72
	Total	42	-	-	-	-

FINDINGS

In this part, qualitative and quantitative analysis of the data obtained in the study was done in relation to the development of the inspection abilities of secondary and high headmasters.

Findings regarding educational inspection behaviors of headmasters

The study evaluated existence of any significant relationship between developing teachers and school visit based on school type, branch and seniority. 3 women and 39 men were among the participants. The research isn't based on sex comparison because women headmasters were few. Their distribution is accepted as normal.

Findings regarding evaluation of educational inspection behaviors of the headmasters according to school type

Educational inspection behaviors scale of the headmasters is examined based on the type of school they work. The result is seen in Table 2. In Table 2, it is seen that there is no significant correlation between school type and inspection behaviors of the headmasters (p>0.05).

Findings regarding evaluation of educational inspection behaviors of the headmasters according to their branches

The opinions of the headmasters are evaluated based on their branches. The results of the Kruskal Wallis test are in Table 3. It is apparent in Table 3 that there is no meaningful relation between branches of the headmasters and educational inspection behaviors (p>0.05).

Findings regarding evaluation of educational inspection behaviors according to seniority of the headmasters

The test conducted shows there no difference between opinions of the headmasters regarding seniority (length of service). The findings are given in Table 4. As seen in Table 4, it is understood that there is no significant correlation between seniority of the headmasters and their educational inspection behaviors (p>0.05). From the result of the tests conducted, it is understood that there is no significant difference between the opinions of the groups according to school type, branch and seniority. According to the result obtained from it, it can be seen that, secondary and high school headmasters who work in Bartın center didn't differ on school type, branch and seniority. Written opinions which are taken from participants before and after the seminar are evaluated by content analysis in qualitative dimension of the study; obtained findings and direct quotations are given in this part. Findings regarding the study question of whether teacher inspection is necessary or not, how inspection is done, how information is gathered for year-end teacher evaluation form, what problems are encountered in the inspection, how to solve the problems and who should inspect teachers were analyzed.

Findings regarding opinions of the headmasters

In this part, findings regarding necessity of teacher inspection, how to do teacher inspection, fill teacher evaluation forms, problems encountered during teacher inspection, how teacher inspection should be done and recommendations on teacher inspection are given. The headmasters' opinions were taken in written form using half structured interview form.

Findings regarding necessity of teacher inspection;

Headmasters were asked whether they needed to be

Table 3. Inspection behaviors according to branches.

Variable		N	Mean	X	sd	p
Developing teaching	Social studies	10	16.45	20.96	18	0.28
	Turkish	6	24.83	-	-	-
	Mathematic	2	21.00	-	-	-
	Religion-culture education	5	13.20	-	-	-
	Gym	2	20.50	-	-	-
	Class education	1	37.00	-	-	-
	Philosophy	1	28.00	-	-	-
	Metal works	1	23.00	-	-	-
	History	1	40.50	-	-	-
	Geography	1	23.00	-	-	-
	Science	2	17.25	-	-	-
	Psychological counseling	1	32.00	-	-	-
	Chemistry	2	6.50	-	-	-
	Technical design	1	23.00	-	-	-
	Music	2	34.50	-	-	-
	Accounting	1	40.50	-	-	-
	Handcraft class	1	12.00	-	-	-
	Child development	1	23.00	-	-	-
	Special education	1	42.00	-	-	-
	Total	42	-	-	-	-
Class visit	Social studies	10	20.60	17.96	18	0.45
	Turkish	6	19.83	-	-	-
	Math	2	16.50	-	-	-
	Religion	5	14.90	-	-	-
	Gym	2	19.75	-	-	-
	Class	1	41.00	-	-	-
	Philosophy	1	28.50	-	-	-
	Metal	1	37.50	-	-	-
	History	1	40.00	-	-	-
	Geography	1	21.00	-	-	-
	Science	2	17.75	-	-	-
	Counseling	1	17.50	-	-	-
	Chemistry	2	11.25	-	-	-
	Tech-design	1	39.00	-	-	-
	Music	2	33.50	-	-	-
	Accounting	1	35.00	-	-	-
	Shop class	1	19.00	-	-	-
	Child	1	3.50	-	-	-
	Special education	1	24.00	-	-	-
	Total	42	-	-	-	-

supervised. All headmasters state that supervision is necessary. In this topic, we show some of respondents' comments;

"It is necessary; inspection mechanism gives acceleration to teacher workouts, makes teachers to be controlled and orderly in schools" (YE28).

"Do the teachers achieve their aim, how do they perform their classes or is necessary to know which studies should be done" (YE34).

When the findings obtained from the analysis of the answers of headmasters on whether inspection is necessary or not are evaluated, it is understood that

Table 4. Educational inspection behaviors of the headmasters based on their seniority.

Variable	Years	N	Mean rank	X	SD	p
Developing education	3-5	1	1.00	4.72	3	0.19
	11-15	7	17.43	-	-	-
	16-20	8	19.88	-	-	-
	21	26	23.88	-	-	-
	Total	42				
Class visit	3-5	1	1.00	7.13	3	0.068
	11-15	7	24.50	-	-	-
	16-2	8	14.00	-	-	-
	21	26	23.79	-	-	-
	Total	42	-	-	-	-

Table 5. How to do class inspection.

Class	Frequency (f)	Percentage
Class visit	17	40
Observation and data analyze	7	16
By specific periods	3	7
In accordance with regulations	3	7
Yearlong observation	2	4.7
Observation, chase, follow	2	4.7
As needed	1	2
I am inadequate	1	2

almost all of the headmasters have the same opinions. Arguments on these ideas are given in results.

Findings regarding way of conducting teacher inspection

Themes that are obtained from the opinions of the headmasters on how to do inspection are seen in Table 5. It is clear from statistic data that 17 of 42 the headmasters (N=42) argue common classroom visit, 7 are of the opinion of observation and data analysis, 3 says specific periods, 3 says it should be done in accordance with regulations, 2 says yearlong observation and 2 says observation, chasing and follow up. One person says he is unable to do inspection. Most of the headmasters indicate they have done class visits. Some of respondent's comments are;

"Pre-information, evaluating course activities, revising results together" (YE9).

A headmaster who says inspection can be done by observation and data analysis says;

"Class inspection is controlled depending on students' success and observation" (YE34).

"It is done by taking feedback from students and student parents, making observation in class and school environment, and meeting teachers face to face" (YE36).

Some headmasters say it can be done in specific periods and some say it should be done in accordance with regulation. Few headmasters say yearlong observations. One of the headmasters says I used specified criteria and observations through my experience:

"*I didn't feel I'm adequate because I was new in management. This seminar was quite beneficial to me; number of inspection related educations should be increased. I applied in service education but it didn't come out; I wanted help from inspectors who I know"* (YK39).

When findings regarding this question are evaluated, more than half of the headmasters do inspection by class visit, others make evaluation by observation, yearlong chase and using data by analysis.

Table 6. Filling inspection forms according to the headmasters.

The way to fill forms	Frequency (f)	Percentage
Fair, based on document	12	28
By looking researches	9	21
By using inspection forms	8	19
Taken notes during inspection	7	16
While indicating complete inspection by observation	7	16
There is uncertainty in inspection	3	7

Table 7. Problems encountered in inspection according to the headmasters.

Problems	Frequency (f)	Percentage
Teachers aren't open to inspection	12	28
There isn't enough time for inspection, works are too busy	7	16
Teachers don't perform their jobs professionally	7	16
Teachers don't show their real performance during inspection	5	11
Inspection standards aren't available	5	11
İnspection grades cause to disturbance in school	3	7
Headmasters aren't adequate in inspection	3	7
Results of inspection don't have any effect	3	7
Inspection and management should belong to same person	2	4
There isn't problem	2	4

Findings regarding how to fill teacher evaluation forms

Questions regarding how to fill inspection forms are directed to the headmasters. The themes obtained from the analysis are seen in Table 6. In Table 6, 12 headmasters (N=42) say complete inspection using document, 9 headmasters say by looking at works, 8 headmasters by using inspection, 7 headmasters by taken notes during inspection, 7 headmasters by making observation. Additionally, 3 headmasters are uncertain about how to do inspection. In the first rank, it is indicated inspection should be based on document.

"*Year-end evaluation is mostly done on document because register grade implementation has been removed"* (YE3).

Works done by teachers yearly are also used in inspection. Uncertainty about inspection is also among the ideas. A headmaster says that;

"*This topic is full of suspense and year-end evaluation process is unfortunately uncertain*" (YE13).

From the findings regarding how inspection forms are evaluated, it is understood that inspection forms are filled as fair, by looking at the works of teachers, and using of inspection forms. Even if it is few, it is expressed that there is also uncertainty on how to make inspection.

Findings regarding problems encountered during teacher inspection

Themes regarding problems encountered in inspection according to opinions of the headmasters are shown in Table 7.

In Table 7, it is understood that the headmasters rank encountered problems. In the first rank, 12 headmasters think teachers are not open to inspection, 7 headmasters say they do not have enough time for inspection. 7 headmasters say teachers do not perform their jobs professionally, 5 headmasters say teachers do not show their real performance in inspection, 5 headmasters express there are no standards in inspection, 3 headmasters say inspection grades cause disturbance in school, 3 headmasters say headmasters are not efficient in inspection, 3 headmasters say inspection results are not effective, 2 headmasters express inspection and management should not be done by the same person, and 2 headmasters indicate that there is no problem. Additionally, they say inspection is not objective, there are intangible expressions in evaluation forms, teachers cannot keep pace with change, responsibility and authorization of headmaster are not balanced, inspection

process is not adequate and inspection is used as a threat tool. Some of the headmasters say some teachers feel unease with inspection. Here are some of the headmasters who have this opinion:

"Some teachers feel unease with inspection; it is seen that they get bored in inspection and go out of plan" (YE38).

Another headmaster says;

"They are not *able to give time to evaluation because of intensity of administrative jobs*" (YE35).

Some of the headmasters think teachers do not perform their jobs professionally. Another headmaster says;

"*Most of them do not know legislation work"* (YE18).

Related to inspection forms, a headmaster says:

"*Some courses do not cover inspection and needs of school; it should be updated according to school"* (YE26).

In this topic, it can be said that inspection forms should be updated and respond to the schools' needs.

"*Lack of knowledge related to how inspection mission would be done"* (YE9).

A headmaster also says inspection should be done by school graduates:

"*When the inspector and the inspected are from the same institution, it affects the atmosphere of the institution negatively. Inspection mission of headmasters removes leadership feature and highlights just headmaster profile"* (YE40).

However, inspection which is the last step of management process is an evaluation at the same time. It is necessary to evaluate work conducted and see whether it reaches its aim or not, otherwise management wouldn't be completed. From the findings regarding the problems encountered in inspection, it seen that teachers are not open to inspection, headmasters cannot find enough time for inspection, teachers do not perform their jobs professionally, teachers do not show their real performance in inspection, they have no standards in inspection, inspection grades cause disturbance in school, headmasters are not efficient in inspection, inspection results are not effective, inspection and management should not be done by the same person, inspections should be objective, teachers cannot keep pace with change, responsibility and authorization of headmaster are not distributed in balance, inspection process is not adequate and inspection is used as a minatory tool.

Findings regarding way to implement teacher inspection

The question on how should inspection be done is directed to the headmasters; the data obtained are seen in Table 8. As seen in Table 8, 22 headmasters express inspection should be done by the headmasters, 8 say by specialists, 3 say by headmaster and inspectors, 2 by all shareholders, 1 by headmaster, 1 by students and students' parent, 1 by headmasters and committee, 1 by inspection committee and 1 by national education headmasters and headmasters.   In the most of the answers, half of the headmasters claim inspection should be done by headmasters. One of these headmasters says;

"*Headmasters know their teachers in school and course environment better" (*YE37).

Another one says;

"*It should be done by headmasters, be transparent, fair and leads to vocational development of teacher rather than being judgmental "* (YE28).

Some of the headmasters say that inspection should be done by specialists.

"*Teacher inspection should be done by an exact specialist and it should have a specific frame"* (YE11).

Another headmaster says;

"*It should be done by specialists who are educated like inspector"* (YK25).

Few of the headmasters are of the opinion that it should be done by all shareholders like performance evaluation.

"It should be done by all shareholders of education in education environments indissolubly with evaluation and feedback forms" (YE36).

When findings related to the topic are evaluated, half of the headmasters think teacher inspection should be done by headmasters, some headmasters say by specialists, some of them express headmasters and inspectors, a few headmasters say all shareholders; headmasters should take the opinions of students and students' parents also. Others say it should be done by headmasters and committee, inspection committee and national education headmaster and headmasters.

Findings regarding solving encountered problems in teacher inspection

Problems encountered in teacher inspection are in seen

Table 8. Who should do inspection according to the headmasters?

Who should make inspection	Frequency (f)	Percentage
Headmaster	22	52
Specialist	8	19
Headmaster and inspector	3	7
All shareholders	1	2
Headmaster	1	2
Student and parent	1	2
Headmaster and committee	1	2
Inspection committee	1	2
National education head and headmaster	1	2

Table 9. How inspection should be done according to the headmasters.

Recommendations	Frequency (f)	Percentage
There should be tangible criteria in inspection forms	9	21
Headmaster should solve problems together	5	11
Headmasters should have ability to reward and penalty	4	9
They should focus on positive things more than negatives	4	9
Inspection should be fair and objective	4	9
Sanction of results should exist	4	9
Inspectors should take education in this topic	3	7
Firstly, guidance should be done	2	4
It is important to select headmasters according to objective criteria	2	4
In-service educations should be done	2	4
In inspection, inspectors should take role	1	2
It is important to investigate results of inspection by National Education Directorate	1	2
Selected coterie leaders can make inspection	1	2
Inspection should lead to change	1	2
Inspection should lead teachers to make self-control	1	2
Headmasters have too much work load so time doesn't remain for inspection	1	2
Extra time should be created for inspection	1	2

Table 9. Table 9 shows how headmasters create solutions for problems encountered during inspection. In the first rank, 9 headmasters indicate tangible criteria should take place in inspection forms. 5 headmasters express problems should be solved together, 4 headmasters say headmasters should have reward and penalty allowance, 4 headmasters indicate the necessity of focusing on positive more than negative things. 4 headmasters say inspection should be fair and objective, 4 headmasters say results should have sanctions, 3 headmasters say inspectors should take education course in school, 2 headmasters think counseling should be done. Two headmasters indicate it is important to select headmasters based on objective criteria, two headmasters say in - service education should be done, one headmaster expresses inspectors should also take charge of inspection. One headmaster expresses evaluation of inspection results by National Education Directorate is important, one headmaster says selected coterie leaders can also do inspection, one person thinks inspection should lead to change too. One person thinks inspection should lead to self-control, one person thinks work in schools is too much and headmasters cannot find time for inspection, one headmaster thinks extra time should be created. In the first rank, there is the opinion that inspection should be done in standard forms. Some of the thoughts are;

"*In teacher inspection, tangible criteria should be shared by teachers by transforming them to more clear and understandable charts"* (YE18).

Another headmaster says;

"*It is required of the system not to break peace in school environment; headmasters should have authority to work*

as inspectors. There is no sanction in current inspection, it should be powered by reward and penalty, officially headmasters do not have any rewarding power" (YE34).

Inspection results should have sanctions. One headmaster says that;

"Gain in financial term, performance and career should be in scales which are taken in inspection and evaluation" (YE29).

Another headmaster thinks:

"*In this point, headmasters should be educated and trained"* (YK39).

A headmaster says:

"*Selection of headmasters should be done among teachers who re-new themselves and by objective criteria* (YE13).

A headmaster expresses that inspectors should take part in inspection mission:

"*Inspectorship should be open to teacher inspection again; seminars should be done to educate teachers"* (YE7).

Another headmaster thinks results of inspection should be evaluated by sending National Education Directorate; a headmaster thinks selected coterie leaders can do also inspection.

"*Self-control ability should be possessed by teachers, inspection should have features which support vocational development or create environment for development rather than teacher observation; researches on process dimensional inspection should be done on instantaneous inspection"* (YE28).

Another headmaster indicates principal mission is inspection, but complain about not being able to find time for inspection among other obligations, assistant headmasters should be charged for technical subjects. Another headmaster says inspection needs extra time too. Findings from this research are: inspection forms should have tangible criteria, problems should be solved together with teachers, headmasters should have the right to give reward and penalty, inspection should focus on positive more than negative things, inspectors should be fair and objective, results should have sanctions, inspectors should be well educated, counselling should be done for inspectors, headmasters should be elected based on objective criteria, in service education is necessary, education inspectors should take charge in inspection, inspection results should be examined by

National Education Directorate, elected coterie leaders can do inspection, inspection should lead to change and self-control, headmasters have much overloaded work so lack time for inspection and extra time should be created for inspection.

DISCUSSION

In recent years, it is expected of headmasters to do inspection in schools. Opinions of the headmasters who participated in the seminar were taken by "*Headmaster Educational Inspection Behaviors Scale*" and half structured interview forms because education headmasters can perform their jobs well, if they take education course on inspection.

The result shows there is no difference between opinions of headmasters who work in secondary and high school in Bartın city center based on age, branch and seniority and they have similar opinions. The followings are evaluated: is inspection of secondary and high headmasters necessary or not, how is inspection done, how is information collected by year-end evaluation form, what are the problems encountered during inspection, how should inspection be done, which procedure is followed in solving problems encountered during inspection? It is understood that almost all of the headmasters have attitude on inspection. It is seen that half of the headmasters do inspection by visiting classes. Some of the headmasters do inspection by observation, watching teachers all year and using data by analyzing them. It is seen that headmasters fill inspection forms fairly by observing teaching of teachers, using inspection forms, observations and taking notes during inspection.

A few headmasters are uncertain on how inspection should be done. It is seen that headmasters encounter several problems during inspection. These problems are like; teachers are not open to inspection, headmasters cannot find enough time for inspection, teachers do not perform their jobs professionally, teachers do not show their real performance during inspection, inspection does not have standards, inspection grades provoke disturbance in school.

In many schools, headmasters are faced with problems such as school staff that resist inspection and inadequate teachers (Aseltine et al., 2006). The research which reveals the inspection effectiveness of headmasters by Özmen and Batmaz (2004) supports this result; it is determined that headmasters do not have enough knowledge and ability to do inspection; the inspection conditions are not quite suitable. Headmasters express that results of inspection are not effective, inspection and management should not be done by the same person, and people are not objective in inspection.

A similar research also supports this result. According to this research Yeşil and Kış (2015), teachers and headmasters working as friends in the same environment

is not healthy for inspection. It is understood that there are intangible expressions in evaluation forms and teachers cannot keep pace with change. According to the headmasters, authorization and responsibilities of headmasters are non-proportional. Açıkalın (1998) says that headmasters lack authority and responsibility in school; it is inversely proportional. They lack authority compared to the responsibility that they have.

Responsibility is defined based on job more than authority in schools, and it is seen that authority and responsibility balance cannot be achieved. Defining their authority clearly can prevent this situation. According to the headmasters, inspection process is not adequate and inspection is used as a threatening tool. 50% of headmasters have opinion that teacher inspection should be done by headmasters, some headmasters express that it should be done by experts, some of them say headmasters and inspectors, and a few indicate all shareholders. Headmasters should also take the opinions of students' parents and students. Headmasters express inspection should be done by headmasters together with committee and national education head. Headmasters gave some recommendations for encountered problems during inspection like inspection forms should have measurable criteria, problems should be solved together, headmasters should have reward and penalty authority, inspection should focus on positive things more than negative ones, fair and objective inspection is necessary, and results should have sanction. Additionally, taking education course on inspection would be beneficial.

A similar research also supports this result. According to the teacher opinions of school principals on course supervision, it is stated that school principals can receive in-service trainings on their supervisory skills and that their audits can be effective (Yeşil and Kış, 2015). According to the results of this study, it is thought that the inspectors will be in charge of the inspections. According to a similar study conducted by Tonbul and Baysülen (2017), inspectors sometimes suggest that they should attend classes with principals and directors of inspectors should direct which criteria should be taken into consideration (Tonbul and Baysülen, 2017). It is thought that inspectors doing inspections would be beneficial. A research done by Tonbul and Baysülen (2017) also supports these results. Headmasters as education inspectors should continue to guide teachers in occupation, headmasters should take education on course inspection and objective evaluation tools should be formed. The evaluations which are done according to performance criteria which are established according to a research increase quality of teacher (Goldstein, 2003).

Inspection results should be examined by National Education Directorate and selected coterie leaders also can conduct inspection. Headmasters express inspection should lead to transformation and self-control. Another similar research also supports this result.

According to this result, guide mission of inspection is to keep pace with change. So rapid change in the society

directly help the society to have education systems that is dynamic in structure also (Yeşil and Kış, 2015).

RECOMMENDATIONS

Headmasters cannot find time for inspection because of work overload; creating extra time for inspection is necessary. A research done by Fırıncıoğulları (2014) supports that headmaster should create time for inspection. From the result of this paper, here are some recommendations:

(1) Forms related to conducting way of inspection should be created, tangible and understandable statements should be given.
(2) Research regarding why teachers do not open to inspection should be done.
(3) Headmasters should create time for inspection at least twice a year.
(4) Several lectures should be given to headmasters about inspection.
(5) Results of inspection should include topics like teachers' reward, assignment, promotion.
(6) In school inspections, headmaster should benefit from specialist inspectors in education field.
(7) Inspections should be fair, unbiased and objective.
(8) Teachers should be involved in in- service educations according to results of inspection.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Full Length Research Paper

Self-efficacy of teacher candidates for teaching first reading and writing

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The purpose of this study is to determine by different variables the self-efficacy of a teacher candidate for teaching first reading and writing in their 3rd and 4th year in the department of primary school teaching. In line with the purpose of the study, the self-efficacy levels of teacher candidates for teaching first reading and writing were analyzed on the basis of gender and academic year. The screening model was used in the study. The study group is made up of 165 teacher candidates in their 3rd and 4th year in the department of primary school teaching. The "Self-Efficacy Scale for Teaching First Reading and Writing" developed by Delican (2016) was used as the data collection tool. Descriptive statistics and independent samples t-test were used for data analysis. It was found in the study that self-efficacy of teacher candidates for teaching first reading and writing is intermediate, the self-efficacy for teaching first reading and writing shows a statistically significant difference and female teacher candidates have higher self-efficacy for teaching first reading and writing than male teacher candidates; however the academic year does not have any significant effect on the self-efficacy for teaching first reading and writing. Based on the study, suggestions were made to ensure that teacher candidates teach first reading and writing effectively.

Key words: Teaching of first reading and writing, primary school teacher candidates, self-efficacy judgment.

INTRODUCTION

The process of teaching primary school students first reading and writing is called the process of teaching first reading and writing. The quality of teaching first reading and writing is important for the lives of individuals for deriving a meaning from written symbols, expressing feelings and thoughts verbally and in written, supporting social development, making effective communication, and becoming an efficient and productive individual. This process is important since it is not limited to reading and writing skills at fundamental level. It has an important function in improving mental skills such as thinking, comprehending, sorting, analyzing, synthesizing, and evaluating (Millî Eğitim Bakanlığı (MEB), 2018). This requires the task of teaching first reading and writing, which constitutes the foundation of education and learning to be high-quality (Güneş et al., 2016). Therefore, teachers who are in charge of providing the individuals with reading and writing skills should have a

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satisfactory level of knowledge and skills about teaching first reading and writing (Akyol, 2007).

One of the factors that affect the quality of the process of teaching first reading and writing is the self-efficacy perceptions of future primary school teachers with regard to teaching first reading and writing. Self-efficacy, which was developed by Bandura, based on perception of the self with regard to certain behaviors (Cassidy and Eachus, 2002) and is one of the key variables of Social Cognitive Theory, requires individuals to have a high level of self-confidence to use their skills effectively (Pajares, 1997).

Self-efficacy is the judgment of an individual about formation of an individual's behaviors, their capacity to be successful by organizing necessary activities to be successful and their ability to cope with potential circumstances (Bandura, 1982; Bandura, 1994).

Eachus and Cassidy (2006) states that, according to Bandura, self-efficacy judgments are given in response to four sources of knowledge, that is, past experiences (success or failure), observational experiences (observing the success or failure of others), persuasion process (by the family, friends or colleagues), affective experiences (experiencing intense feelings such as excitement, fear, etc.).

The knowledge, skills and attitude for carrying out the duties and responsibilities required for teaching as well as the self-efficacy judgment of an individual for their profession are effective in creating an efficient and successful learning environment (Akkoyunlu et al., 2005; Üstüner et al., 2009). The judgments of individuals with regard to their talents and skills are important in handling the problems that may be encountered in creating a competent teaching process (Özdemir, 2008).

Primary school teachers greatly influence the process of teaching primary school children first reading and writing. The self-efficacy judgments of primary school teachers who play an important role in teaching first reading and writing whereby students are made familiar with the awareness of literacy which constitutes the foundation of their future success.

The performance of primary school teachers in teaching first reading and writing is influenced by their judgments to carry out the process effectively. It is thought that the knowledge of a primary school teacher will not be functional if they lack the level of self-efficacy judgment that they are supposed to have with regard to teaching first reading and writing.

Tschannen-Moran and Johnson (2011) revealed strong relations between the self-efficacy of the teacher for teaching first reading and writing and the actual success of reading.

Students who study primary school teaching in Turkey take the Course of Teaching First Reading and Writing in their third year as a theoretical course with 3 credits. While Karadağ and Akkaya (2013) argue that this course is inadequate in terms of course hours and practice,

Yıldırım and Demirtaş (2010) state that the course of teaching first reading and writing should be practice-intensive.

It is stated in the Turkish Lesson Teaching Program prepared by MEB (2018) that a "Voice-based Approach to Teaching First Reading and Writing" is adopted in teaching first reading and writing. The stages of teaching in this program are examined under three headings:

Preparation for first reading and writing, starting first reading and writing, and independent reading and writing.

Efficiency of teaching first reading and writing is very important to ensure that individuals acquire first reading and writing skills. Therefore, self-confidence and self-efficacy of future primary school teachers who will teach first reading and writing play an important role in teaching first reading and writing effectively. An examination of the literature on teaching first self-efficacy reveals that several studies were conducted (Akbaş and Çelikkaleli, 2006; Başer et al., 2005; Ekici, 2008; Kahyaoğlu and Yangın, 2007; Kiremit, 2006; Özdemir and Erdoğan, 2017; Öztürk and Ertem.2017; Taşkın and Hacıömeroğlu, 2010; Torkzadeh and Van Dyke, 2002; Yaman et al., 2004).

Purpose

The purpose of the study is to determine the self-efficacy of a teacher candidate for teaching first reading and writing in their 3rd and 4th year in the department of primary school teaching. The following questions were sought to be answered for this purpose:

(1) What are the self-efficacy levels of teacher candidates for teaching first reading and writing?
(2) Do the self-efficacy levels of teacher candidates for teaching first reading and writing differ depending on the gender variable?
(3) Do the self-efficacy levels of teacher candidates for teaching first reading and writing differ depending on the academic year variable?

METHODOLOGY

This section of the study contains information about the research model, the study group, data collection tool, and data analysis.

Research design

The screening model was used in this study which measured the self-efficacy levels of teacher candidates in their third and fourth year in the department of primary school teaching. In the screening model which aims to describe past or present circumstances without modifying or affecting them, the event, individual or object that is studied is defined under its own conditions and in its current state (Fraenkel and Wallen, 2003; Karasar, 2017).

Table 1. The distribution of teacher candidates according to their year in college and gender variable.

Year	Gender		Total
	Female	Male	
3rd year	54	33	87
4th year	42	36	78
Total	96	69	165

Table 2. Internal consistency coefficients of the data collection tool.

Sub-dimension	Item	Internal consistency coefficient
Preparation	9	0.75
Implementation	12	0.86
Evaluation	4	0.79
General self-efficacy of teaching first reading and writing	25	0.92

Study group

The study group was made up of 165 teacher candidates in their third or fourth year in the Faculty of Education, Department of Primary School Teaching in the academic year 2017-2018. Participation in the study was on a voluntary basis. The distribution of teacher candidates in the study group according to their year in college and gender variable is given in Table 1. An examination of Table 1 reveals that out of 165 teacher candidates that participated in the study, 87 were in the 3rd year, 78 were in the 4th year, and while 96 of the participants were female, 69 were male. Out of 87 participants in their 3rd year, 54 were female, and 33 were male, and out of 78 participants in their 4th year, 42 were female, and 36 were male.

Data collection tool

The data collection tool titled "Self-Efficacy Scale for Teaching First Reading and Writing" developed by Delican (2016) was used as the data collection tool subject to the author's permit. Developed to measure the self-efficacy levels of teacher candidates for teaching first reading and writing, the scale is made up of 25 items and 3 sub-dimensions. The sub-dimensions of the scale were named preparation, implementation and evaluation. The scale accounts for 51.12% of the total variance. The Cronbach alpha reliability coefficient for the entire scale is 0.90. The Cronbach alpha reliability coefficient was 0.90 for preparation, 0.89 for implementation, and 0.78 for evaluation. The two-factor structure was confirmed by the confirmatory factor analysis conducted to determine the validity of the scale. All items in the scale developed as five-point Likert type are positive expressions in a format that allowed the students to express their self-efficacy on a scale of 1 (bottom) to 5 (top). Cronbach Alpha reliability coefficients were calculated for the entire scale and its sub-dimensions. The data derived from the analysis are given in Table 2. An examination of Table 2 reveals that Cronbach Alpha reliability coefficient is 0.75 for preparation, 0.86 for implementation, and 0.79 for evaluation. The Cronbach Alpha reliability coefficient for the general self-efficacy for teaching first reading and writing calculated for the entire scale is 0.92. Based on the Cronbach Alpha reliability coefficients, it can be said that the scale is very reliable.

Data analysis

Whether the data show a normal distribution was determined first to decide which test to be used to analyze the data derived from the scale. Skewness and kurtosis coefficients for each of the independent variables were analyzed to see whether the data showed a normal distribution. According to these analyses, skewness and kurtosis coefficients of the entire scale and its sub-dimensions are given in Table 3. An examination of Table 3 reveals that skewness and kurtosis coefficients of 165 pieces of data in the entire scale and each sub-dimension range from 0.02 to -0.81. Where skewness and kurtosis coefficients are between -1.5 and +1.5, the data set shows a normal distribution (George and Mallery, 2010; Tabachnick and Fidell, 2013). The skewness and kurtosis coefficients reveal that the data derived from the responses of the students to the Self-Efficacy Scale for Teaching First Reading and Writing show a normal distribution. For this reason, parametric tests were used in the analyses. Whether the self-efficacy perceptions of teacher candidates for teaching first reading and writing change by academic year or gender was analyzed by independent samples t-test.

The score interval found by $Interval\ width = \frac{Series\ width}{Number\ of\ groups}$ (Tekin, 2000) was used for interpretation of the average scores of teacher candidates based on the entire scale and its sub-dimensions. The score intervals calculated for the entire scale and its sub-dimensions are given in Table 4. An examination of Table 4 reveals that the interval width is 0.38 for preparation, 0.50 for implementation, 0.45 for evaluation, and 0.41 for general self-efficacy of teaching first reading and writing.

FINDINGS

Self-efficacy levels of teacher candidates for teaching first reading and writing

The question of "what are the self-efficacy levels of teacher candidates for teaching first reading and writing?" was addressed in the first sub-problem of the study. The results of the analyses for the sub-problem are given in

Table 3. Skewness and kurtosis coefficients of the scale and its sub-dimensions.

Sub-dimension	Frequency (f)	Skewness coefficient	Kurtosis coefficient
Preparation	165	0.02	-0.81
Implementation	165	-0.30	-0.33
Evaluation	165	-0.11	-0.68
Scale Total	165	-0.05	-0.60

Table 4. Score intervals used in interpretation of the scores derived from the scale.

Dimension	Self-efficacy levels and score intervals				
	Very low	Low	Medium	High	Very High
Preparation	3.11-3.48	3.49-3.86	3.87-4.24	4.25-4.62	4.63-5.00
Implementation	2.50-2.99	3.00-3.49	3.50-3.99	4.00-4.49	4.50-5.00
Evaluation	2.75-3.19	3.20-3.64	3.65-4.09	4.10-4.54	4.55-5.00
General self-efficacy of teaching first reading and writing	2.92-3.33	3.34-3.74	3.75-4.16	4.17-4.57	4.58-5.00

Table 5. Self-efficacy levels of teacher candidates for teaching first reading and writing.

Dimension	Frequency (f)	$\bar{X}$	Ss	Self-efficacy level
Preparation	165	4.14	0.45	Medium
Implementation	165	4.11	0.51	High
Evaluation	165	4.20	0.53	High
General self-efficacy of first reading and writing	165	4.14	0.45	Medium

Table 5. An examination of Table 5 reveals that the self-efficacy of the teacher candidates who participated in the study was medium for preparation, and high for implementation and evaluation. Considering the entire scale, it was found that the general self-efficacy for teaching first reading and writing is medium.

Comparison of the self-efficacy levels of teacher candidates for teaching first reading and writing based on the gender variable

The second sub-problem of the study addressed the question of "do the self-efficacy levels of teacher candidates for teaching first reading and writing differ depending on the gender variable?" The t-test results for this sub-problem are given in Table 6. An examination of Table 6 reveals that self-efficacy levels of teacher candidates for teaching first reading and writing show a significant difference based on the gender variable. The general self-efficacy of teaching first reading and writing also has significant differences (t(163)= 3.19; p<0.05) based on the gender variable. The mean values in Table 6 indicate that female teacher candidates scored higher averages than their male counterparts. When the significant differences are considered with the mean values, it is fair to say that self-efficacy of female teacher candidates for teaching first reading and writing is higher than that of their male counterparts.

Comparison of the self-efficacy levels of teacher candidates for teaching first reading and writing based on academic year

The third sub-problem of the study addressed the question of "do the self-efficacy levels of teacher candidates for teaching first reading and writing differ depending on the academic year variable?" The t-test results for this sub-problem are given in Table 7. An examination of Table 7 reveals that self-efficacy levels of teacher candidates for teaching first reading and writing do not show a significant difference based on the college year variable. The general self-efficacy of teaching first reading and writing does not have significant differences based on the college year of the teacher candidates either (t(163)= -1,08; p>0,05). Based on these results, it is fair to say that the self-efficacy levels of the teacher candidates in their 3rd year or 4th year in college for teaching first reading and writing are similar.

Table 6. T-test results of the self-efficacy levels of teacher candidates for teaching first reading and writing based on the gender variable.

Dimension	Gender	Frequency (f)	$\bar{X}$	Ss	Sd	t	p
Preparation	Female	96	4.21	0.44	163	2.37	0.019
	Male	69	4.05	0.44			
Implementation	Female	96	4.22	0.51	163	3.21	0.002
	Male	69	3.97	0.47			
Evaluation	Female	96	4.31	0.53	163	3.08	0.002
	Male	69	4.06	0.49			
General self-efficacy of first reading and writing	Female	96	4.23	0.45	163	3.19	0.002
	Male	69	4.01	0.42			

Table 7. T-test results of the self-efficacy levels of teacher candidates for teaching first reading and writing based on the academic year variable.

Dimension	Year	Frequency (f)	$\bar{X}$	Ss	Sd	t	p
Preparation	3rd year	87	4.13	0.46	163	-0.47	0.64
	4th year	78	4.16	0.43			
Implementation	3rd year	87	4.06	0.53	163	-1.27	0.21
	4th year	78	4.16	0.47			
Evaluation	3rd year	87	4.16	0.51	163	-1.16	0.25
	4th year	78	4.25	0.54			
General self-efficacy of first reading and writing	3rd year	87	4.10	0.47	163	-1.08	0.28
	4th year	78	4.18	0.42			

DISCUSSION

Individuals acquire the literacy skills that they need for their lives through the teaching of first reading and writing in their primary school years. Self-efficacy judgments of primary school teachers for teaching first reading and writing is one of the factors that affect the success of the teaching of first reading and writing.

The purpose of this study was to analyze by different variables the self-efficacy of a teacher candidate for teaching first reading and writing in the department of primary school teaching. It was found that the self-efficacy of the teacher candidates whose self-efficacy levels for teaching first reading and writing were attempted to be determined were medium for the sub-dimension of preparation, and high for the sub-dimensions of implementation and evaluation.

Considering the entire scale, it was also found that the general self-efficacy for teaching first reading and writing is medium. The self-efficacy levels of primary school teachers for teaching first reading and writing were found very high in Öztürk and Ertem (2017). This is consistent with the present study.

Significant differences were found in the present study for the self-efficacy levels of the teacher candidates for teaching first reading and writing in the sub-dimensions of preparation, implementation and evaluation, and for the general self-efficacy for teaching first reading and writing based on the gender variable. Female teacher candidates had higher self-efficacy for teaching first reading and writing than their male counterparts. This was consistent with the studies conducted by Günhan and Yavuz (2005), Kiremit (2006), Özdemir and Erdoğan (2017), and Yaman et al. (2004).

However, the results of the studies conducted by Akbaş and Çelikkaleli (2006), Ekici (2008), Taşkın and Hacıömeroğlu (2010) and Torkzadeh and Van Dyke (2002) were inconsistent with the results of the present study. No significant difference was found in the sub-dimensions of preparation, implementation and evaluation

with regard to the self-efficacy of the teacher candidates for teaching first reading and writing or in the general self-efficacy for first reading and writing based on the academic year variable. In other words, it is fair to say that the self-efficacy levels of the teacher candidates in their 3rd year or 4th year in college for teaching first reading and writing are similar. This was consistent with the studies conducted by Kahyaoğlu and Yangın (2007), and Özdemir and Erdoğan (2017).

Based on the results of this study, it is suggested that future primary school teachers should be given the opportunity to improve their dimensions of preparation, implementation and evaluation in the process of enhancing their self-efficacy for teaching first reading and writing.
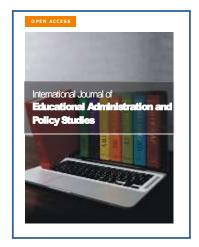
CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

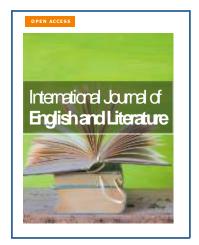## REFERENCES

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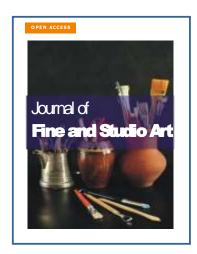
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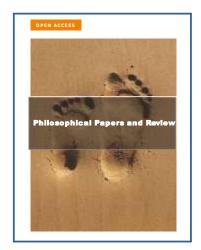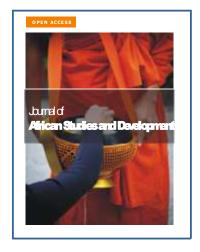**African Studies and Development**

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