

Full Length Research Paper

The opinions of the teacher candidates who attended the pedagogical formation certificate programme for the professional competency of instructors

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The main purpose of this study was to determine the opinions of the teacher candidates who attend the pedagogical formation certificate programme for the professional competency of instructors. The method of the research is a descriptive survey based on scanning. The study group included the teacher candidates who attend the pedagogical formation certificate programme organized in Cankiri Karatekin University. In order to collect the data of the research, "Scale of Professional Competency of Instructors (OEMYO)" was developed. The professional competencies were classified into 5 main sections and in each section, totally 50 behaviours are determined. For five sub-sections of OEMYO, validity study was done separately with factor analysis. The construct validity of each professional competency is determined by descriptive factor analysis. Research data were analysed by applying t-test, Kruskal Wallis-H test and Mann Whitney U test as well as descriptive statistics. In this research, it was determined that the instructors constantly perform the professional competencies during study period. There was no significant difference in the views of teacher candidates related to developing professional competence of instructors according to their education levels and when they graduated. On the other hand, there were significant differences in certain professional competencies according to the gender of the teacher candidates and the departments they graduated from.

Key words: Pedagogical formation, teacher candidate, instructor of study period, professional competency.

INTRODUCTION

Teacher is one of the most important elements of education system. Having an effective education system and getting to top level is based on the success of teacher. Turkish education system has important background considering teacher training. Especially in teacher training, in order to troubleshoot quantity and quality, different applications are included. These different applications bring about many problems in teacher training. On one hand, the knowledge and communication era that we live in perpetuates education; on the other hand, the increasing need of qualified manpower makes this problem multidimensional.

The basic duty of the teacher is to provide learning. Teachers should have the professional competencies to do this duty. The professional competency of the teacher is based on general culture, knowledge of teaching field and profession. Sünbül (2001), Lunenberg (2002), Küçükahmet (1999), Demirel (1999), Erden (1998) and Sönmez (2003) classified the professional competencies of being a teacher as field of subject, general culture and professional knowledge of being a teacher and vocational and personal competencies (Cited in Şeker et al., 2005). No matter how positive the personal characteristics of a

these characteristics (Çelikten et al., 2005).

To be effective teachers, teachers should develop their characteristics and professional qualifications and they should renew themselves. Knowledge of any field or subject of a teacher is a presupposition for teaching, but it is not enough for a successful teaching. A teacher should know how to teach what he/she knows. Teachers should have knowledge and abilities related to teaching as well as having expertise knowledge in any field. No matter how well the teacher knows the field, he cannot be successful in his job if he cannot explain the information to the students. Therefore, a teacher should have both field knowledge and have the ability to teach (Erden, 1999).

In the societies where the role of teachers in the education system is seen, teaching is given importance; teachers are seen as the most elite people based on their status and prestige (Karagözoğlu, 1987). The point of training teachers, which is one of the most important problems of Turkish education system, is not limited with Ministry of National Education (MONE) and teacher training institutions. At the same time, General Plan of Public Servants Education, Development Plans, Fulfilment Plans are the most important factors which determine principle, target and policy of teacher training in Programmes of Government and National Education Councils.

In the light of these developments, the importance of teaching occupation is felt in Turkish education system and the legal principles related to teacher training are determined. With National Education Fundamental Law (NEFL) numbered as 1739, the institutions which train teachers are at the high education level and teaching is seen as a private expertise profession. In the 43rd article of aforementioned law, "teaching is a private expertise profession which takes over related education, teaching and management functions of the government. Teachers are liable to perform these duties according to purposes and the basic principles of Turkish National Education. Preparation to teaching is provided with general culture, private field education and pedagogical formation." NEFL determines the main qualifications of a teacher and sets forth that the teacher training should be at higher education level (Türkmen, 2011). Correspondingly to these developments, in 1981, teacher training function is given to faculty of education with Higher Education Law numbered 2547.

In accordance with Higher Education Law, high schools, institutes, academies and faculties which train teachers are incorporated under universities of Higher Education Council (HEC) in 1982. Since 1998-1999 academic periods, faculties of education are reorganized and it is intended to train qualified teachers who may provide the needs of the country. Under the collaboration between Ministry of National Education and Higher Education Council, "teacher competences" which indicate the qualifications of a teacher are determined (MEB, 2008). The main purpose of this study is to organize a system which may compare the qualification and the quality of a

teacher, and provide stability in social expectations of teaching profession on the view of status and quality, and organize a clear, understandable and confidential source which will be based on professional development of teachers. Teacher competences are thought to be used in determining the teacher training policies, pre-service training programmes of teachers, in-service training of teachers, selection of teachers, evaluating of vocational success and performances of teachers, self knowledge and career developments of teachers. Teaching profession general competences are of six competences field, 31 sub-competences and 233 performance indicators (MONE, 2008). These competences fields, sub-competences and performance indicators indicate the behaviours teacher should have and they set a general frame related to teaching profession analysis.

With the recognition of the importance of teachers in education system, the studies on this topic are accelerating and causing reevaluation of teacher training. Quality and quantity problems in teacher training lead to deviation from the main principles and basis of this point; they also cause the occurrence of different applications. Especially in quantitative meaning in order to meet the needs of teachers, substitute, paid and contract teachers systems are applied. On the other hand, not following the plan required today for teacher training and employment leads to excessiveness of number of teachers and shortage of them as well. This contradiction in teacher training causes teachers from different sources to give pedagogical formation by different methods.

Education given to one who is not yet a teacher in order to make him competent in teaching is generally known as "pre-service education" and it is intended to prepare the candidates for teaching profession. Faculties of education are the institutions responsible for teacher training in Turkish Education System (HEC, 1988). For this purpose, there are general culture, field knowledge and pedagogical formation knowledge and abilities courses in faculties of education. One of the most important characteristics of teachers different from other people who have possibility to train people (parents, masters etc.) is the private education they received to be competent in teaching (Yeşil, 2009).

Teaching competences levels of teachers have predictor and prerequisite qualifications which are important based on productivity of teaching applications. For this reason, teacher training programmes should put these competences in students. YÖK which is the basis of current education faculty programmes, in the framework of World Bank and National Education Development Project, limits the competences fields of a teacher. These are classified under four main titles as competences related to learning-teaching period, following, evaluating and registering of the learning of students, and supplementary professional competences. There are direct reflections of these competence dimensions on in-class teaching. The effect of in-class teaching is directly related to competences of teachers (Yeşil, 2009).

Pedagogical formation is given in four years in undergraduate programmes of faculties of education. But, since the policies and the applications followed in order to meet the need of teacher do not resolve shortage of teachers, different certificate programmes are opened for those who did not graduate from education faculties in different periods. YÖK starts the application of non-thesis master programmes in 1997 because teacher certificate programmes are far from application and are insufficient based on content and time. Following this decision, all teacher certificate programmes are closed. The programmes related to secondary education field teaching under faculties of education are applied as 3, 5 +1, 5=5 years non-thesis master programme. In order to train field teachers for secondary education institutions, Literature, Science, Arts and Sciences, Language and History, Geography, Theology Faculties and Physical Education and Sport High School programmes are brought in 4+1,5=5,5 years non-thesis master level (Şeker et al., 2005). Secondary education Science and Mathematics teaching and Social Sciences teaching are set forth to train teachers with non-thesis master programmes carried out under Institutes (YÖK, 1998). But, with the decision of HEC in 2010, non-thesis master programmes ended and again pedagogical formation education began (Eraslan and Çakıcı, 2011).

Selecting the teachers from education faculties as well as other faculties leads to occurrence of different applications on pedagogical formation. In the last years, pedagogical formations are given in arts-sciences faculties' undergraduate programmes as well as non-thesis master applications for the ones who graduated from arts and sciences faculties. Today, pedagogical formation is given in the undergraduate education period in education faculties. Also, according to needs of teachers, pedagogical formation certificate programmes are organized for different faculties. These programmes are given by education faculties and arts and science faculties under the frame of principles of HEC (YÖK, 2012). With the permission given by YÖK, issuing pedagogical formation programme to the ones who graduated from departments different from education faculties and appointing a candidate who has no teaching formation as a teacher indicate the problems related to teacher training and teaching profession continue (Özkan, 2012).

Also, in branches which have needs for teachers, the candidates who have 75 and over points from Public Personnel Selection Examination (KPSS), pedagogical formation is given through in-service training after they are appointed as teachers (MEB, 2012). It is stated in article 45 of NEFL in relation to selecting and developing teachers that "Teachers are selected from the ones who graduated from higher education institutions and foreign higher education institutions with equivalence, by Ministry of National Education. "In appointing those without pedagogical formation during their higher education as teachers in the fields needed, Ministry of National Education takes necessary

precautions in training these teachers during candidatenesship period". As determined in related law, pedagogical formation may be given by in-service to teachers appointed into the profession.

HEC prefers delaying the problem related to the subject by giving permission of opening pedagogical formation certificate for teacher candidates who are not graduated from faculty of education in case of solving the problem related to teacher training. It is predicted that the pedagogical formation certificate programme shall be opened in 64 universities in accordance with the decision of HEC by continuing the applications of previous years in 2012 and 15.000 candidates will attend this education. Such programmes are organized by arts and science faculties as well as the education faculties. The principles, universities related to organizing of these programmes and the numbers of the candidates who attend these programmes are determined by HEC. These programmes applied in two semesters have totally 10 courses and 26 credits as 6 courses in first semester and 4 courses in the second semester (YÖK, 2012).

In the frame of certain principles and rules, it is not enough to solving the problem of opening pedagogical formation programmes, it also causes the occurrence of new problems. Especially, graduations of the candidates from different departments and the different applications of pedagogical formation certificate programmes raise this problem. On one hand, the employment problem and on the other hand, the expectation of all people graduated from universities may be a teacher, pave the way for regarding a period of receiving a pedagogical formation certificate programmes. Today, while the qualification problem comes into prominence, it should be seen as a period for habilitating teaching rather than giving a certificate. Therefore, it is necessary to evaluate the efficiency degree of different applications and developing new applications in the pedagogical formation programme.

The pedagogical formation certificate programmes are generally conducted by the instructors of the educational sciences departments. Instructors of departments rather than educational sciences are assigned for teaching of certain courses. It is important that all the instructors assigned in these programmes have pedagogical formation, craft knowledge and experience which give teaching abilities to teacher candidates in training efficient teachers. Searching the degree of having such characteristics of the instructors who are assigned in the period of formation education and taking necessary precautions are important. It is necessary to train the teacher according to the living conditions and providing persistence during the service for organizing the education system according to these developments, because the teacher is one of the most important variables which affect success of education period.

Teacher candidates learn the professional competences under the pedagogical formation courses. These courses are given in undergraduate programmes of education faculties

and to the candidates who graduated from other faculties rather than education faculties in certificate programmes. It is supposed to have a coherence of indicated proficiencies in learning-teaching period and the proficiencies which are requested to teach; this is because the teacher candidates want indicating behaviours which are requested from them by applying and the instructors are model in this point. For effective gaining of the vocational professions of teacher candidates, the instructors should apply these behaviours during the learning-teaching period. For this reason, it is necessary to have researches on evaluation of vocational professions of the instructors who are assigned in pedagogical formation certificate programmes.

Many researches are done in relation to the vocational qualifications of a teacher. It is determined that there are many problems related to vocational qualifications of teachers in these researches. Oktar and Bulduk (1999) tried to determine the profession levels of teacher behaviours, according to the views of the teachers who work in secondary education institutions. According to the results of the research, teachers accept themselves as efficient in planning of the courses. Also, they accept that they are efficient in taking attentions of the students in the introduction of the course and reminding of the previous learning related to new learning, but they accept themselves as inefficient in informing students of targets during the behaviours of in-class (cited in Temizkan, 2008).

Erişen and Celikoz (2003) observe the professional perceptions related to themselves on the point of general teaching behaviours of the teacher candidates. The results of the researches indicate that teacher candidates accept themselves as partially efficient on the point of general teaching behaviours and the proficiency perceptions are not different in the view of university, department and gender variables.

Cakan (2004) researched the assessment and evaluation applications and proficiency levels of teachers. At the end of the research, it comes out that many teachers accept themselves as inefficient or wanting on the point of assessment and evaluation. This result (Bicak and Cakan, 2004; Daniel and King, 1998; Guven, 2001; Temel, 1991; Yanpar, 1992) indicates coherence with many research results. Öztürk et al. (2005) compared the perceptions of the students of education faculties and arts and sciences faculties on teaching. According to the findings of research, the vocational perceptions of students of education faculties are more positive than the students of arts and sciences both before and after the vocational courses. To develop the perceptions of students of arts and sciences faculties on teaching profession, teaching knowledge programmes are requested to make students gain effective characteristics.

According to a study of Taşdemir (2006), teachers include assessment and evaluation activities and the principle of establishing a relation between courses. According to result of research, on determining

instructional objectives, programme, environment, colleagues, education apprehensions of their own and teacher-student interaction are the most effective factors. But, certain plans introduced by Ministry of National Education and different people and publishing houses on electronically environments to share.

Cakmak (2009) has a study on determining the thoughts of affective teacher qualifications of teacher candidates. At the end of the research, according to teacher candidates, it is found that the teacher characteristic which has the highest average is "objectiveness"; the lowest average is "presentations of the students". Sahin (2011) studied affective teacher behaviours according to teacher perceptions. According to research results, the vocational proficiencies of an affective teacher are "having plans and preparations for courses", "having classroom management, in-class regularity and discipline" and "discovering the personal differences of the students and providing learning opportunity according to learning speed and style. Cakmak (2011) searched for changing teacher roles and related views of teacher candidates. According to the research results, teacher candidates point to the changing of teacher roles as counselling, motivating the students, information transfer and being role model. Also, using the technology is emphasized as the most changing role rather than the other roles.

In the research, done by Gurbetoğlu and Tomakin (2011) related to vocational proficiencies of a teacher, "a teacher makes effort to keep the interest of students alive, he is social and likes talking, gives importance to the attendance of the students in course"; behaviours are indicated as the most favourite proficiencies. These proficiencies respectively motivate the students with different activities and materials, students intrepidly ask questions to teacher, teacher takes care of all the students in class, use many activities and materials in the course, the relations and communications with students are fine, students find the course enjoyable and the time passes fast.

Bulca et al. (2012) analysed the views of physical sciences teachers related to what extent they benefit from the courses they take during their education periods. In the research, since the teaching vocational courses are not efficient by themselves on the point of theories, transferring the information related to application is made. Gençtürk et al. (2012) request for teacher candidates to write an essay related to an ideal teacher profile by thinking of their most influential teachers during their education periods. The results of the researches indicate that communication of an ideal teacher should be fine; teacher should have qualified education, should be master of the field, and should have certain characteristics such as being loving, ethical and broad minded. When the scientific research are analysed, it is indicated that teachers have researches related to vocational proficiencies frequently, but the researches on evaluating the vocational proficiencies of the instructors who are

assigned in pedagogical formation certificates are limited. Vocational professions of the instructors who are assigned to pedagogical formation certificate programmes and limitless of the related researches indicate that new researches are requested in this field. For this reason, it is important to determine the views of teacher candidates who attend the pedagogical formation certificate programmes related to vocational proficiencies of instructors. This research is supposed to be beneficial to education, arts and sciences faculties, other high education institutions of teaching, Ministry of National Education and persons and institutions.

The present study was conducted on the prospective teachers who attended the pedagogical formation certificate course which was held by Çankırı Karatekin University (ÇKU). ÇKU was established in the year 2007. Since the foundation date is relatively new, ÇKU has not enough number of instructors in its faculties. In addition, although the university has teacher education certificate programme, it has no Faculty of Education. This is an important problem in terms of efficiency and its effectiveness of the pedagogical formation course. The number of the instructors that are responsible for the pedagogical formation certificate course is only six. These instructors have different academic background such as educational administration, curriculum and teaching, psychological counselling and educational measurement. Another property of the instructors is that their vocational experiences are relatively low. On the other hand, most of the students do not live in Province of Çankırı where the course is held. These students are coming from Çankırı in the different provinces of the country daily.

The main purpose of this research is to determine the views of the teacher candidates who attended pedagogical formation certificate programmes related to proficiencies of instructors. To reach this basic purpose, the answers of the questions below are searched.

1. What are the implementation levels of vocational proficiencies of the instructors according to the views of teacher candidates?
2. Do the views of teacher candidates on the implementation levels of vocational proficiencies of the instructors differ according to gender, educational level, departments, high school and year of graduation?

MATERIALS AND METHODS

In this research, it is intended to determine the views of teacher candidates who attended the pedagogical formation certificate programme about the vocational proficiencies of the instructors. For this reason, the method of this research is a descriptive survey based on scanning. Scanning models are the approaches which have purpose of description of a case as it is today and in the past. The event, person or object which are the point of research try to describe their own conditions as they are. An effort is made for changing them (Karasar, 1991).

Study group

The study group of this research includes the teacher candidates who attended the pedagogical formation certificate programme organized in Cankiri Karatekin University in 2012-2013 academic periods. 191 teacher candidates attended this programme.

Data collection tool

The data of the research are collected with a survey. Survey has two parts: In the first part, personal information and in the second part, vocational proficiencies. Data related to the personal information are received by multiple-choice questions and data related to the vocational proficiencies are received by 5 scales. In order to measure the vocational proficiencies of the instructors, "Scale for Vocational Proficiencies of the Instructors" is developed. In order to set up the item pool, teacher proficiencies prepared by Ministry of National Education (MEB) and HEC are used (MEB, 2008). This item pool is presented for the views of 6 instructors who are assigned in order to determine the content validity. In accordance with the suggestions of the experts, the item pool takes its final form and survey of 50 items and personal information form are prepared. In this way, vocational proficiencies are grouped in 5 main parts and 50 behaviours are determined as 10 vocational behaviours in each part. The frequencies of learning and teaching periods related to vocational proficiencies are scaled with the choices of never (1), few (2), sometimes (3), frequently (4), always (5) (Appendix 1).

Validity and reliability studies of Scale for Vocational Proficiencies of the Instructors (SVPI) are done by 149 scales collected from the participants. It is done by validity study factor analysis separately for each of the five sub-parts of Scale for Vocational Proficiencies of the Instructors (Appendix 2).

Each of the vocational construct validity is determined by commentary factor analysis. At first, sampling dimension, missing value, normality, extreme value, linearity, multiple connection and singularity tests are done with the purpose of determining the multi-variable analysis assumption. When the data are seen as appropriate for factor analysis, main factor is determined based on commentary factor analysis. Before the factor analysis, data are analysed with the appropriateness of Kaiser-Meyer-Olkin (KMO) parameter and Bartlett globalism tests. With the purpose of determining factor construct of each of the vocational proficiency, the main component analysis is not rotated from factor analysis methods, and varimax rotated is used. SVPI includes programme and content, personal characteristics and communication skill, classroom management, teaching period and activities and teaching principles and methods sub-parts. Each of the sub-parts includes 10 items. The lowest point may be received related to the scale which includes: item of each of the sub-parts is zero and the highest point is 50. The highest point may be received from the scale, which indicates the positive attitude, and the lowest point indicates the negative attitude.

For the scale which includes the items related to "Programme and Content", KMO (0.88) and Bartlett (567.969, $p=0.00$) tests indicate that commentary factor analysis can be done. It is seen that the scale includes one factor at the end of commentary factor analysis, and this factor explains 51.21% of the total variance related to the scale. Kline (1994) accepts the explaining level of total variance in the single factor scales being above 30% as one of the most important indicators for construct validity. Factor load related to items of scale changes between 0.54 and 0.83. When the item distinctiveness indexes in the scale are analysed, it is seen between 0.74 and 0.89. At the end of the analysis for reliability studies of the scale, Croanbach Alpha internal consistency parameter is calculated as 0.88. KMO (0.91) and Bartlett (843.468, $p=0.00$) tests calculated for the scale including the items related to "Personal characteristics and communication skill" indicate that commentary factor analysis can be done. At the end of commentary factor analysis, it is seen that scale

consists of only one factor and this factor explains 56.52% of total variance related to the scale. Factor loads of scale items change between 0.63 and 0.83. When the item distinctiveness indexes of the scale are analysed, the change between 0.89 and 0.91 is seen. The Croanbach Alpha internal consistency parameter is calculated as 0.91. KMO (0.90) and Bartlett (741.12, $p=0.00$) tests calculated for the scale including the items related to "Classroom Management" indicate that commentary factor analysis can be done. At the end of commentary factor analysis, it is seen that scale consists only of one factor and this factor explains 53.90% of total variance related to the scale. Factor loads of scale items change between 0.58 and 0.78. When the item distinctiveness indexes of the scale are analysed the change between 0.89 and 0.91 is seen. The Croanbach Alpha internal consistency parameter is calculated as 0.90.

KMO (0.92) and Bartlett (1031.34, $p=0.00$) tests calculated for the scale including the items related to "Education Period Activities" indicate that commentary factor analysis can be done. At the end of commentary factor analysis, it is seen that scale consists only of one factor and this factor explains 63.60% of total variance related to the scale. Factor loads of scale items change between 0.70 and 0.86. When the item distinctiveness indexes of the scale are analysed the change between 0.92 and 0.93 is seen. The Croanbach Alpha internal consistency parameter is calculated as 0.93. KMO (0.91) and Bartlett (973.61, $p=0.00$) tests calculated for the scale including the items related to "Teaching Principles and Methods" indicate that commentary factor analysis can be done. At the end of commentary factor analysis, it is seen that scale consists only of one factor and this factor explains 60.49% of total variance related to the scale. Factor loads of scale items change between 0.65 and 0.88. When the item distinctiveness indexes of the scale are analysed the change between 0.91 and 0.92 is seen. The Croanbach Alpha internal consistency parameter is calculated as 0.92. From these results, it is decided that each of the scales is used as a valid and reliable assessment item under current research.

Procedures

Data collection tool is copied from the numbers of teacher candidates (191) that form the study group in the classrooms. When the necessary descriptions of assessment instrument are explained, enough time to answer the questions is given to the teacher candidates. Because some candidates are not in the class and some of them do not give back the documents, totally 149 data are collected.

Analysis of data

While the data received from researches are evaluated, arithmetical average, standard deviation and the percentage are calculated for independent variables taking place in the first part of the scale. T-test is applied for determining whether the answers of the teacher candidates to scale items differ according to their genders. According to education level, department and graduation year variables, the findings related to vocational proficiencies of the instructors based on the views of teacher candidates are received with Kruskal Wallis-H test since the groups include the normal distribution characteristic. In order to determine the difference between the groups, Mann Whitney U Test which is one of the pair wise group comparisons is applied. In the statistical analysis of data, SPSS 20 programme and error margin upper limit is accepted as 0.05.

RESULTS

This part includes the finding related to the views of the

teacher candidates who attend the pedagogical formation certificate programme on vocational proficiencies of the instructors. These findings are presented in two sub-parts according to the purposes of the research. In the first part, according to the views of the teacher candidates, the findings related to vocational proficiencies of the instructors are included. In the second part, according to the demographic characteristics of the teacher candidates, the findings related to vocational proficiencies of the instructors are included.

Findings related to the vocational proficiencies of the instructors

According to the views of the teacher candidates, the vocational proficiencies of the instructors are discussed. Five separate sub- parts are Programme and Content information, Personal characteristics and communication skill, classroom management, teaching period and activities , teaching principles and methods. According to the views of the teacher candidates, the findings related to vocational proficiencies related to "Programme and Content" of the instructors are indicated in Table 1.

According to the data in Table 1, in the first three lines, these proficiencies take place, on the point of vocational proficiencies levels related to "Programme and Content" dependency to education programmes ($\bar{x} = 4.14$), adapting the purposes and the principles of Turkish national education ($\bar{x} = 4.11$), emphasize the vocational problems and importance ($\bar{x} = 4.08$). On the other hand, reflection of scientific and vocational developments ($\bar{x} = 3.82$) provides coherence of content –theory application ($\bar{x} = 3.73$) and benefit from environmental possibilities ($\bar{x} = 3.17$). Proficiencies take place in the first three lines. Also, according to the views of teacher candidates, benefit from environmental possibilities sub-proficiency and all other sub-proficiency frequently occur. Concerning all these data, according to the views of the teacher candidates, it is seen that the instructors have the proficiencies related to programme and content during the education period.

According to the views of the teacher candidates, the findings of vocational proficiencies level of the instructors related to "Personal characteristics and communication skill" are indicated in Table 2.

According to data in Table 2, the first lines related to implementation vocational professions levels are personal characteristics and communication skill, behaving equally and unbiased to students ($\bar{x} = 4.51$), obeying ethic rules in lesson ($\bar{x} = 4.41$) and behaving patiently and broadmindedly to students ($\bar{x} = 4.27$). On the other hand, effective usage of body language ($\bar{x} = 4.01$), behaving passionately and vigorously ($\bar{x} = 3.92$), knowing and understanding caring for students ($\bar{x} = 3.17$) efficiencies are in the last three lines. According to the views of teacher candidates, behaving equally and unbiasedly to students ($\bar{x} = 4.51$), obeying ethic rules in lesson ($\bar{x} = 4.41$), behaving patiently and broadmindedly

Table 1. Implementation level related to programme and content.

Programme and Content	N	Min.	Max.	\bar{X}	Ss
1. Abide by content of teaching programme	149	1.00	5.00	4.14	0.82
2. Obey the purpose and principles of Turkish national education	149	1.00	5.00	4.11	0.93
3. Emphasize the vocational problems and importance	149	1.00	5.00	4.08	0.86
4. Providing the coherence of purpose, content and method	149	1.00	5.00	3.99	0.89
5. Course notes and giving reference	149	1.00	5.00	3.99	1.06
6. Presentation of content in plan and systematically	149	1.00	5.00	3.93	0.98
7. Correlation between educational problems and content	149	1.00	5.00	3.93	0.92
8. Reflection of scientific and vocational developments	149	1.00	5.00	3.82	0.96
9. Providing theory-application coherence in content	149	1.00	5.00	3.73	0.97
10. Benefit from environmental possibilities	149	1.00	5.00	3.17	1.18

Table 2. The proficiencies level related to Personal characteristics and communication skill.

Personal characteristics and communication skill	N	Min.	Max.	\bar{X}	Ss
1. Behave equally and unbiased to students	149	2.00	5.00	4.51	0.77
2. Obey ethic rules in lesson	149	1.00	5.00	4.41	0.75
3. Behave patient and broadminded to students	149	1.00	5.00	4.27	0.89
4. Having principles and being determined in class	149	1.00	5.00	4.26	0.80
5. Coherence in talking and behaviours	149	1.00	5.00	4.25	0.85
6. Talk open and understandable	149	2.00	5.00	4.24	0.82
7. Care of different views and offers	149	2.00	5.00	4.24	0.91
8. Affective usage of body language	149	1.00	5.00	4.01	0.93
9. Behave passionate and vigorous	149	1.00	5.00	3.92	1.00
10. Know, understand and care of students	149	1.00	5.00	3.91	1.09

to students ($\bar{x} = 4.27$), having principles and being determined in class ($\bar{x} = 4.26$), coherence in talking and behaviours ($\bar{x} = 4.25$), talking open and understandably ($\bar{x} = 4.24$), understanding different views and offers ($\bar{x} = 4.24$) efficiencies are always carried out. Effective usage of body language ($\bar{x} = 4.01$), behaving passionately and vigorously ($\bar{x} = 3.92$), knowing, understanding and caring for students' ($\bar{x} = 3.91$) efficiencies are carried out frequently. According to these data, vocational proficiencies related to personal characteristics and communication skill are carried out.

According to the views of teacher candidates, the findings related to carrying out level of vocational efficiencies in terms of "classroom management" of instructors are presented in Table 3.

According to the data in Table 3, vocational proficiencies level related to classroom management, creating a democratically learning environment ($\bar{x} = 4.29$), being sensitive to classroom rules ($\bar{x} = 4.12$), effective usage of education time ($\bar{x} = 3.99$) proficiencies take place in the first three lines. On the other hand, using the physical environment effectively ($\bar{x} = 3.77$), benefiting from the experiences of the students ($\bar{x} = 3.68$), sensitiveness to personal problems ($\bar{x} = 3.31$) proficiencies take place in

the last three lines. According to the views of teacher candidates, creating a democratic learning environment ($\bar{x} = 4.29$) proficiency always occurs. Being sensitive to classroom rules ($\bar{x} = 4.12$), effective usage of education time ($\bar{x} = 3.99$), preventing undesirable behaviours ($\bar{x} = 3.98$), adapting to assessment and evaluation principles ($\bar{x} = 3.81$), being a leader and giving guidance ($\bar{x} = 3.80$), caring for personal differences ($\bar{x} = 3.77$), using the physical environment effectively ($\bar{x} = 3.77$), benefiting from the experiences of students ($\bar{x} = 3.68$) proficiencies frequently occur. Sensitiveness to personal problems ($\bar{x} = 3.31$) proficiency occurs occasionally. According to these data, proficiencies related to classroom management occur frequently, but sensitiveness to personal problems occurs occasionally. This indicates that instructors do not care about personal problems frequently.

According to the views of teacher candidates, the findings related to vocational proficiencies level of instructors in terms of "Teaching Period and Activities" are indicated in Table 4.

According to the data in Table 4, the vocational proficiencies level related to teaching period and activities, giving information about instructional objective ($\bar{x} =$

Table 3. Implementation level of proficiencies related to classroom management.

Classroom management	N	Min.	Max.	\bar{X}	Ss
1. Creating a democratically learning environment	149	1.00	5.00	4.29	0.89
2. Being sensitive to the classroom rules	149	1.00	5.00	4.12	0.87
3. Affective usage of education time	149	1.00	5.00	3.99	0.94
4. Preventing the undesirable behaviours	149	1.00	5.00	3.98	0.91
5. Adapting the assessment and evaluation principles	149	1.00	5.00	3.81	1.12
6. Being leader and guidance	149	1.00	5.00	3.80	1.10
7. Care for personal differences	149	1.00	5.00	3.77	1.09
8. Using the physical environment affectively	149	1.00	5.00	3.77	1.08
9. Benefit from the experiences of the students	149	1.00	5.00	3.68	1.21
10. Sensitiveness to personal problems	149	1.00	5.00	3.31	1.27

Table 4. Proficiencies level of teaching period and activities.

Teaching period and activities	N	Min.	Mak.	\bar{X}	Ss
1. Inform about instructional objective	149	1.00	5.00	3.98	0.97
2. Take attention and motivate	149	1.00	5.00	3.97	0.90
3. Support active attendance in education period	149	1.00	5.00	3.92	0.99
4. Prepare appropriate learning environment	149	1.00	5.00	3.91	0.92
5. Presenting tips related to content	149	1.00	5.00	3.91	0.97
6. Set up relation between activities and life	149	1.00	5.00	3.91	0.99
7. Activities of feedback-correction	149	1.00	5.00	3.79	1.05
8. Raise prerequisite behaviours	149	1.00	5.00	3.73	1.02
9. Provide for stability and transfer	149	1.00	5.00	3.72	1.12
10. Summary and repeating activities	149	1.00	5.00	3.53	1.24

3.98), giving attention and motivation ($\bar{x} = 3.97$), supporting active attendance in education period ($\bar{x} = 3.92$) proficiencies take part in the first three lines. On the other hand, raising prerequisite behaviours ($\bar{x} = 3.73$), providing stability and transfer ($\bar{x} = 3.72$), summarizing and repeating activities ($\bar{x} = 3.53$) proficiencies take part in the last three lines. All the proficiencies related to teaching period and activities occur frequently.

The findings related to vocational proficiencies level of instructors in terms of "Teaching Principles and Methods" are indicated in Table 5.

According to the data in Table 5, on the point of vocational proficiencies levels related to Teaching Principles and Methods, supporting the subject with current examples ($\bar{x} = 4.24$), adapting to the education principles during education period ($\bar{x} = 4.11$), benefit from visual and audio materials ($\bar{x} = 3.95$) proficiencies take place in the first three lines. On the other hand, activities of research and application ($\bar{x} = 3.41$), activities for many sensations ($\bar{x} = 3.40$), giving cooperation studies ($\bar{x} = 3.13$) proficiencies take place in the last three lines. According to the views of the teacher candidates, supporting the subject with current examples ($\bar{x} = 4.24$) proficiency is always seen. Adapting to the education

principles during education period ($\bar{x} = 4.11$), benefit from visual and audio materials ($\bar{x} = 3.95$), priority of active learning methods ($\bar{x} = 3.82$), benefit from reinforces when it necessary ($\bar{x} = 3.73$, out-class activities (homework, project, etc.) ($\bar{x} = 3.59$), priority to high level thinking abilities ($\bar{x} = 3.44$), activities of research and application ($\bar{x} = 3.41$) proficiencies occur frequently. Activities for many sensations ($\bar{x} = 3.40$) and giving cooperation studies proficiencies occur occasionally. According to these data, vocational proficiencies related to classroom management generally occur frequently.

According to the demographic characteristics of the teacher candidates, the findings related to vocational proficiencies of the instructors are as follows.

The arithmetic frequency and percentage values related to teacher candidates are given in Table 6.

According to the data in Table 6, 64.4% of teacher candidates are female, 35.6% of them are male teachers. When the education levels of the teacher candidates are analysed, it is seen that many of them (95.3%) have Bachelor's Degree. 43.6% of the candidates graduated from Social Sciences Departments. 43.6% of the candidates have completed their Bachelor's Degree in 2012.

Table 5. Proficiencies level related to teaching principles and methods.

Teaching principles and methods	N	Min.	Max.	\bar{X}	Ss
1. Supporting the subject with current examples	149	1.00	5.00	4.24	0.90
2. Adapting to the education principles during education period	149	1.00	5.00	4.11	0.90
3. Benefit from visual and audio materials	149	1.00	5.00	3.95	1.00
4. Priority of active learning methods	149	1.00	5.00	3.82	1.09
5. Benefit from reinforces when it necessary	149	1.00	5.00	3.73	1.14
6. Give out-classes activities (homework, project, etc.)	149	1.00	5.00	3.59	1.22
7. Priority to high level thinking abilities	149	1.00	5.00	3.44	1.22
8. Activities of research and application	149	1.00	5.00	3.41	1.23
9. Activities for many sensations	149	1.00	5.00	3.40	1.26
10. Giving cooperation studies	149	1.00	5.00	3.13	1.36

Table 6. The distributions of teacher candidates according to their demographic characteristics.

Variables	Groups	f	%
Gender	Female	96	64.4
	Male	53	35.6
Education Level	Bachelor's Degree	142	95.3
	Master	6	4.0
	Doctorate	1	0.7
Graduated from	Social Sciences	65	43.6
	Sciences	43	28.9
	Health Sciences	15	10.1
	Visual Arts	19	12.8
	Physical Education	1	0.7
	Theology	6	4.0
Graduation Year	2012	65	43.6
	2011	25	16.8
	2010	15	10.1
	2009 and before	44	29.5
Total	All groups	149	100

T-test is done for independent samples related to determining whether the views of teacher candidates on vocational proficiencies level of the instructors differ or not. The results of the analysis are indicated in Table 7.

When the t-test results in Table 7 are analysed, it is seen that the views of the teacher candidates have meaningful differences related to programme and content [$t_{(147)} = -1.01$; $p > 0.05$], personal characteristics and communication skill [$t_{(147)} = -1.45$; $p > 0.05$], classroom management [$t_{(147)} = -1.48$; $p > 0.05$] and teaching principles and methods [$t_{(147)} = 2.21$; $p > 0.05$] vocational proficiency fields. But the views of teacher candidates related to teaching period and activities vocational

proficiency fields do not have meaningful difference according to gender [$t_{(147)} = -2.11$; $p < 0.05$]. Male teacher candidates ($\bar{x} = 40.30$) find teaching period and activities level of instructors more sufficient than the female teacher candidates ($\bar{x} = 37.38$).

Kruskal-Wallis H Test is done in order to determine whether there is a difference when the views of teacher candidates received from each of the scales about vocational proficiencies level of the instructors are analysed according to the education levels. The results of this test are indicated in Table 8.

When the Kruskal-Wallis H test related to comparison of the views of teacher candidates on vocational

Table 7. Comparison of the views of teacher candidates on vocational proficiencies level of the instructors according to the gender (N=149).

Proficiencies	Variables	N	\bar{X}	Ss	Sd	t	p
Programme and Content	Female	96	38.52	7.16	147	-1.01	.314*
	Male	53	39.69	6.10			
Personal Characteristics and Communication Skill	Female	96	41.47	7.25	147	-1.45	0.08*
	Male	53	43.13	5.41			
Classroom Management	Female	96	37.87	8.15	147	-1.48	0.14*
	Male	53	39.83	6.79			
Teaching Period and Activities	Female	96	37.38	8.66	147	-2.11	0.03**
	Male	53	40.30	6.82			
Teaching Principles and Methods	Female	96	35.75	9.17	147	2.21	0.13*
	Male	53	38.88	7.97			

* $p > 0.05$; ** $p < 0.05$.

proficiencies level of instructors related to their education levels in Table 8 is analysed, it is seen that there is not meaningful difference according to programme and content [$kwh_{(2)} = 0.32$; $p > 0.05$], personal characteristics and communication skill [$kwh_{(2)} = 4.04$; $p > 0.05$], classroom management [$kwh_{(2)} = 2.47$; $p > 0.05$], teaching period and activities [$kwh_{(2)} = 0.54$; $p > 0.05$] and teaching principles and methods [$kwh_{(2)} = 0.86$; $p > 0.05$]. When the other averages of the groups are concerned, it can be said to be more effective on determining the proficiencies of teacher candidates who have Bachelor's Degree related to classroom management ($\bar{x} = 76.12$), teaching period and activities ($\bar{x} = 75.56$) and teaching principles and methods ($\bar{x} = 86.03$), proficiencies related to programme and content ($\bar{x} = 78.08$) of the candidates who have master degree, proficiencies related to personal characteristics and communication skill ($\bar{x} = 137,50$) of the candidates who have Doctorate degree.

In order to determine whether there is a meaningful difference on the views of teacher candidates related to vocational proficiencies levels of the instructors received from each of the scales according to the departments from which they graduated, Kruskal-Wallis H test is done. The results of this analysis are indicated in Table 9.

When the data of Kruskal-Wallis H test related to comparison of the views of teacher candidates on vocational proficiencies level of instructors related to the departments from which they graduated are analysed, it is seen that the differences are not meaningful according to personal characteristics and communication skill [$kwh_{(5)} = 4.28$; $p > 0.05$], classroom management [$kwh_{(5)} = 8.97$; $p > 0.05$], teaching period and activities [$kwh_{(5)} = 10.84$; $p > 0.05$] and teaching principles and methods [$kwh_{(5)} = 6.74$; $p > 0.05$]. Comparison of the views of teacher

candidates on vocational proficiencies level of instructors related to the departments from which they graduated indicate a difference according to programme and content [$kWh_{(5)} = 12.17$; $p < 0.05$].

In order to determine this difference that comes from which group or groups, Mann Whitney-u test, which is one of the multiple comparisons tests (post hoc) on data and preferred in the pair wise comparison, is done.

At the end of the Mann Whitney-U test, a meaningful difference related to vocational proficiencies level of the instructors on the views of the teacher candidates is determined according to the programme and the content between the ones who graduated from Social Sciences departments and Theology departments. Concerning the other averages of the groups, it can be stated that the teacher candidates who graduated from Health Sciences departments are more influential in determining instructor proficiencies according to programme and the content ($\bar{x} = 107.47$), personal characteristics and communication skill ($\bar{x} = 95.50$), classroom management ($\bar{x} = 100.90$), teaching period and activities ($\bar{x} = 109.00$) and teaching principles and methods ($\bar{x} = 100.47$).

When the views of the teacher candidates received from each of the scale related to vocational proficiencies scale levels of instructors are analysed according to the years they get the Bachelor's Degree, in order to determine whether there is a meaningful difference among them or not, Kruskal-Wallis H test is used. The results received from this analyse are indicated in Table 10.

When the Kruskal-Wallis H test related to the comparison of the views of the teacher candidates received from each of the scale related to vocational proficiencies scale levels of instructors related to the years they get the Bachelor's Degree is analysed, it is seen that the

Table 8. Comparison of the views of teacher candidates on vocational proficiencies level of instructors related to their education levels (N=149).

Proficiencies	Variables	N	Other average	Ss	Sd	Kruskal Wallis H	
						χ^2	p
Programme and Content	Bachelor's Degree	142	75.04	6.89	2	0.32	0.84*
	Master	6	78.08	5.67			
	Doctorate	1	51.50	-			
Personal Characteristics and Communication Skill	Bachelor's Degree	142	75.58	6.51	2	4.04	0.13*
	Master	6	50.75	9.35			
	Doctorate	1	137.50	-			
Classroom Management	Bachelor's Degree	142	76.12	7.78	2	2.47	0.29*
	Master	6	56.50	7.05			
	Doctorate	1	26.50				
Teaching Period and Activities	Bachelor's Degree	142	75.56	8.24	2	0.54	0.76*
	Master	6	62.42	6.97			
	Doctorate	1	70.50	-			
Teaching Principles and Methods	Bachelor's Degree	142	75.72	8.90	2	0.86	0.64*
	Master	6	61.33	9.01			
	Doctorate	1	54.50	-			

* p > 0.05.

differences are not meaningful according to programme and content [$kwh_{(3)} = 0.4.11$; $p > 0.05$], personal characteristics and communication skill [$kwh_{(3)} = 0.32$; $p > 0.05$], classroom management [$kwh_{(3)} = 3.56$; $p > 0.05$], teaching period and activities [$kwh_{(3)} = 5.30$; $p > 0.05$] and teaching principles and methods [$kwh_{(3)} = 3.77$; $p > 0.05$]. When the other averages of the groups are concerned, it can be said that the teacher candidates who are graduated from university before 2009 are more influential in determining programme and content ($\bar{x} = 85.38$) and teaching period and activities ($\bar{x} = 83.98$); the teacher candidates who are graduated from university in 2010 are more influential in determining classroom management ($\bar{x} = 90.70$) and teaching principles and Methods ($\bar{x} = 86.03$); the teacher candidates who graduated from university in 2011 are more influential in determining personal characteristics and communication skill ($\bar{x} = 79.18$).

DISCUSSION

The primary purpose of the institutions which educate teachers is to train qualified teachers. When the qualified teacher's concept is analysed, the teachers who have the field competencies, personal characteristics, teaching the learning abilities, classroom management abilities, planning, evaluation abilities, using technology, communication and counselling abilities are thought to be the

terminal teachers. These abilities are received within the scope of pedagogical formation which takes place in vocational knowledge. The main element of the education system is teacher and the success of the system is directly related to the characteristics of teachers. The effective teachers are accepted as the ones who are sufficient at the point of general culture, have necessary information and abilities and also teaching vocational knowledge and abilities.

Most of the teacher candidates stated that sub-proficiencies related to programme and content were frequently occur, but the sub-efficiency of benefitting from environmental opportunities occur occasionally. According to these views, it can be said that the knowledge of the instructors related to programme and content is enough, and they depend on these during education period. Stating the benefit from environmental opportunities occasionally may be related to not including education approaches enough and not using environmental sources effectively.

In a research conducted by Sen and Erisen (2002), it was found that many of the effective teacher characteristics formed 9 dimensions and 95 behaviours are made by "some of" the instructors. But according to the views of instructors, when the characteristics of effective teaching are evaluated, it is seen that many of the behaviours occur "generally" or they are "quite sufficient" in these behaviours. In the research conducted by Şirinkan and Gündoğdu (2011), it was found that

Table 9. Comparison of the views of teacher candidates on vocational proficiencies level of instructors related to the departments from which they graduated (N=149).

Proficiencies	Variables	N	Other average	Ss	Sd	Kruskal Wallis H		Significant Difference (Mann Whitney U Test)
						X ²	p	
Programme and Content	Social Sciences	65	75.73	6.61	5	12.17	0.03*	SB-l ***
	Sciences	43	71.29	6.07				
	Health Sciences	15	107.47	5.01				
	Visual Arts	19	60.68	9.27				
	Physical Education	1	85.50	-				
	Theology	6	56.08	2.36				
Personal Characteristics and Communication Skill	Social Sciences	65	73.86	7.55	5	4.28	0.50**	
	Sciences	43	71.45	5.76				
	Health Sciences	15	95.50	5.04				
	Visual Arts	19	72.11	6.68				
	Physical Education	1	46.00	-				
	Theology	6	75.50	6.86				
Classroom Management	Social Sciences	65	74.64	8.87	5	8.97	0.11**	
	Sciences	43	74.74	5.87				
	Health Sciences	15	100.90	6.64				
	Visual Arts	19	56.47	8.33				
	Physical Education	1	82.00	-				
	Theology	6	73.50	3.71				
Teaching Period and Activities	Social Sciences	65	72.47	8.43	5	10.84	0.05**	
	Sciences	43	72.03	7.47				
	Health Sciences	15	109.00	4.83				
	Visual Arts	19	65.71	9.84				
	Physical Education	1	79.50	-				
	Theology	6	67.33	6.27				
Teaching Principles and Methods	Social Sciences	65	71.61	9.87	5	6.74	0.24**	
	Sciences	43	73.36	7.62				
	Health Sciences	15	100.47	6.93				
	Visual Arts	19	66.74	9.34				
	Physical Education	1	87.00	-				
	Theology	6	84.00	6.43				

* p < 0.05; ** p < 0.05; *** SB = Social Sciences; l = Theology.

teachers adapt to curriculum or education plans occasionally in the physical education and sport courses. In similar researches, it was said that while the vocational proficiencies are not in the expected level, according to the findings of this research vocational proficiencies are frequently occur.

It is stated that approximately half of the sub-proficiencies related to personal characteristics and communication skills occur frequently and the other half occurs always. This result indicates that the instructors

are quite effective on the point of personal characteristics and communication skills. A fine student-teacher interaction decreases the undesirable behaviours of the students. Students adapt to the instructors who have warm and friendly approaches. In another words, a strong student-teacher interaction makes taking responsibilities of students easier and increases their success (Jones and Jones, 2004). In a research of Seker et al. (2005), teacher candidates perceived the instructors of the faculty as sufficient in the scope of teaching

Table 10. The comparison of the views of the teacher candidates received from each of the scale related to vocational proficiencies scale levels of instructors related to the years they get the Bachelor's Degree (N=149).

Proficiencies	Variables	N	Other average	Ss	Sd	Kruskal Wallis H	
						χ^2	p
Programme and Content	2012	65	69.73	7.30	3	4.11	0.24*
	2011	25	75.54	4.99			
	2010	15	66.50	7.45			
	2009 and before	44	85.38	6.59			
Personal characteristics and communication skill	2012	65	74.86	6.09	3	0.32	0.95*
	2011	25	79.18	5.36			
	2010	15	73.90	8.78			
	2009 and before	44	73.20	7.49			
Classroom Management	2012	65	69.92	7.90	3	3.56	0.31*
	2011	25	71.06	6.60			
	2010	15	90.70	7.92			
	2009 and before	44	79.40	8.09			
Teaching Period and Activities	2012	65	65.93	8.78	3	5.30	0.15*
	2011	25	80.28	6.14			
	2010	15	79.17	9.27			
	2009 and before	44	83.98	7.42			
Teaching Principles and Methods	2012	65	67.51	8.64	3	3.77	0.28*
	2011	25	78.60	7.52			
	2010	15	86.03	10.02			
	2009 and before	44	80.26	9.46			

* p > 0.05.

proficiency standards. They think that the instructors are sufficient in the standards of "basic principle and concepts of the subject with a logical consistent relating", "rallying the lesson", "giving understandable explanations and directions", "introduction to the lesson", "evaluation of access to the target behaviour" and "writing course plan open, understanding and regularly". Teacher candidates think that the concepts of "teaching according to personal differences", "using verbal and body languages effectively", "provide a democratically education environment" take less places than other concepts by instructors.

It is stated that from the vocational proficiencies related to classroom management, creating democratically learning environment sub-proficiency occurs always, Sensitiveness to personal problems sub-proficiency occurs occasionally, other sub-proficiency occurs frequently. According to this data, it can be said that proficiencies related to classroom management occur frequently. According to teacher candidates, the occasionally occurrence of sensitiveness to personal problems sub-proficiency means that instructors are not interested in the candidates or the candidates expect more concern. Since many of the teacher candidates come from other

countries, many of them work in private or government institutions; there are some problems such as residence, transportation etc. It can be said that the teacher candidates expect more concern of the instructors. Classroom management is an activity related to applications of principles, concepts, models and techniques about planning, organising, application and evaluation in order to do the education purposes generally determined. In order to do the education purposes, the most effective element of the classroom management is a teacher. For this reason, it is thought that as long as the proficiency level in the scope of the classroom management subjects increases direction of the educational struggles of the students and having leadership on them come easier. One of the roles in class of the teachers is providing discipline. Classroom management is important for the personal and psychological needs of the students. By this mean, fine classroom management application is necessary in order to provide the needs of the students and concerning their needs. In determining the success of the education, classroom management is important and the teachers who are inefficient from the point of classroom management are not successful enough in education activities

(Celep, 2002).

According to the views of the teacher candidates, there are limited studies in literature related to vocational proficiencies of the instructors and also there are many researches on the similar subjects. Akin and Kocak (2007) determine that the satisfaction received from their jobs of teachers' increases since teachers have classroom management skills and they are productive and they state that the teachers whose classroom management skills are good receive more satisfaction from their jobs by getting successful in education. For this reason, it is difficult to think teachers who have no classroom management skills may have a qualified learning-teaching period (Demirtas, 2005). In a study of Cubukcu and Girmen (2008), it is determined that teachers think they are efficient mostly in "field domination" and at least in "planning" related to their classroom management skills levels. Preparing learning environment, organizing learning experiences and their guiding in classroom is one of the activities which should be done under responsibility of teachers. According to Brophy (1988), classroom management is not only minimizing the undesired behaviours of the students in class by teachers but also including all academic skills during learning-teaching process and organizing the activities for students and maximum attendance of the students (Cited in Cubukcu and Girmen, 2008). In the study of Okutan (2001) related to determining the attitudes and behaviours related to classroom management of teachers states that the attitudes and the behaviours of the teachers change appropriately to the democratization and they indicate certain traditional behaviours. In a study of Aydin and Akbaba (2011), they stated that teachers do not use a certain discipline approach which takes place in the literature during the period of suffering with undesired behaviours in classroom, and they benefit from their experiences while providing discipline in classroom.

All the vocational proficiencies related to teaching period and activities are frequently done. These data indicate that instructors considerably carry out the behaviours required for during the education period. Frequently performing of the proficiencies related to education period may provide success for the period. Performing the vocational proficiencies is an important factor for effective and productive education period. Taking feedbacks related to this effectiveness level of these variables which is effective in using of education period as effectively and productive is useful. Therefore, students and the instructors should continuously evaluate their own successes. But there are certain problems on Turkish education system about evaluation. In their research, Gelbal and Kelecioğlu (2007) state that the teachers prefer the traditional methods in evaluating success of students. The results of the research related to in-class activities of Bicak and Cakan (2004), Daniel and King (1998), Guven (1998) indicate that the knowledge and skills of assessment and evaluation of

teachers in classrooms are under the required level. Cizek et al. (1996) determine that the assessments and evaluations activities carried out by teachers in classrooms have higher level of reliability. Also, the variables such as gender, seniority and the levels of the classrooms where they give lecture do not affect the reliability (Cited in Cakan, 2004). When the results of researches are analysed, different results are seen. This case indicates that the variables which affect the education period are analysed in different views and this variable may change according to person, time and place.

From the vocational proficiencies related to teaching principles and methods, supporting the subject with current examples sub-proficiency always occurs, appeals to many sense organs, occasionally allows for co-operation studies and other sub-proficiencies occur frequently. According to this data, it can be said that vocational proficiencies related to classroom management occur frequently. Activities appealing to many sense organs generally require for concrete experiences. At the same time requires for the environments based on research approaches and learning by practising. Based on this data, it can be understood that concrete experiences based learning environments and activities partially take place. Also, it can be said that they are not taken place in group works based on interaction and required for cooperation. On the other hand, it is stated that visual and audio tools are frequently used. During the education period, benefitting from computer technology make us think that providing visual and audio richness. But many researches of Yılmaz (2010), Özbışirici (2006), Ediz (2008) and Eroldoğan (2007) indicate that during the education period contemporary technology is not effectively used, computer is used in lower levels among other countries developed on the point of education; teachers do not use education technologies efficiently during the education period.

The views of teacher candidates on vocational proficiencies of instructors are analysed on the point of demographical characteristics; certain differences were detected. According to the gender of the teacher candidates, views on vocational proficiencies levels of instructors have differences on the point of programme and content, personal characteristics and communication skill, classroom management, teaching principles and methods. But, vocational proficiencies related to teaching period and activities have meaningful differences according to gender. The view of male teacher candidates related to education period and activities vocational proficiencies ($\bar{x}=40.30$) is higher than attitudes levels of female teacher candidates related to teaching period and activities vocational proficiencies ($\bar{x}=37.38$). From the vocational proficiencies, it is challenging that only teaching period and activities is important for gender and this difference is higher in favour of male candidates. While there is not a significant difference on the point of gender in the other proficiency fields, it is seen in

teaching period and activities make us think that the expectations of female and male related to education period are different.

There are many researches about the relation between vocational proficiencies and genders of teachers. These researches are generally for the teachers who are assigned in primary and secondary education, it is seen that they are not directly related to instructors. There is not coherence between the results of these researches. Cakmak (2009) researched the thoughts about qualifications of "influential teachers" of the teacher candidates. According to the results of the research, among the views of the teacher candidates related to influential teaching qualifications of teacher candidates and their genders and the programmes they follow, there is a meaningful statistical difference. Eraslan and Cakici (2011) researched the attitudes of the students who attend to pedagogical formation programme on teaching. According to the results of the research, it is seen that the attitudes on teaching of male students are more positive than the attitudes of females. In the research about "the attitudes on teaching of students who attend to non-thesis master programme on secondary education" of Simsek (2005), it is seen that female students have more positive attitudes than male students. In the research of Yuksel (2004), it is determined that there is a meaningful difference on the views of students on the point of gender (Cited in Ersalan and Cakici, 2011).

According to the results of a research of Gurbetoğlu and Tomakin (2011) related to liked and disliked teacher behaviours, it is seen that there is a meaningful difference from the point of gender, department and classroom levels. In a research of Erisen and Celikoz (2003), it is seen that teacher candidates find themselves partially sufficient from there is not a meaningful difference from the point of university, department and gender variables in their proficiency senses. This case may be interpreted as the teacher behaviours are liked or disliked according to the genders, their departments and classrooms of the students. These results make us think that in evaluation of teacher behaviours, gender is sometimes an important variable. It is seen that gender and other variables are important on the view of self-sensation of teacher candidates.

According to the results of the research of Turla et al. (2001), there is not a meaningful relation between the universities teacher candidates graduated from and classroom management skill level. According to these findings, the classroom management skills which are gained on the level of Bachelor's Degree are not on the expected level (Cited in Guven and Cevher, 2005). In the study of Köse (2010), it is seen that teacher candidates generally have confidence about classroom management and they receive the enough knowledge from classroom management courses, but the application of the classroom management courses are not sufficient. In the same research, there are differences between the views

of the teacher candidates related to their departments and genders. In a study of Cakmak et al. (2008), considering the views of teacher candidates related to classroom management strategies, in many of the vocational proficiencies a relation between genders and departments of teacher candidates.

The views of the teacher candidates related to vocational proficiencies levels of instructors according to their education status have no meaningful difference related to programme and content, personal characteristics and communication skill, classroom management, teaching period and activities and teaching principles and methods. Regarding the order averages of the groups, it can be said that in determining the teaching proficiencies of teacher candidates, management, teaching period and activities and teaching principles and methods have influence on candidates who have Bachelor's Degree, programme and content have influence on candidates who have Master Degree, personal characteristics and communication skill have influence on candidates who have Doctorate Degree. The personal characteristics, proficiency to manage learning activities, following the learning period and proficiency to give lecture, background, relations with students and other people of teacher affect the success of teachers in class (Güçlü, 2002). Teachers should believe that in order to increase the teaching proficiencies, they behave to influence the education of students. Teachers should know their capacities and decisions related to being influential on the roles of students which they present and indicate (Enderlin-Lampe, 2002).

According to the universities from which the teacher candidates graduated, the views of the instructors on vocational proficiencies levels, there is not a meaningful difference on the point of personal characteristics and communication skill, classroom management, teaching period and activities and teaching principles and methods. But there is a meaningful difference related to proficiencies on programme and content. This difference is seen between the teacher candidates graduated from Social Sciences and Theology. Considering the order averages of the groups, according to Programme and Content, Personal characteristics and communication skill, Classroom Management, Teaching Period and Activities and Teaching Principles and Methods may be said to be influential on determining the proficiencies of teacher candidates graduated from Health Sciences. In a research done by Eraslan and Cakici (2011), there is a difference related to teaching on the groups of students according to their departments. According to the result of the research, candidates who graduated from Turkish Language and Literature have less attitudes than the ones who graduated from Chemistry and Mathematics; candidates who graduated from History and Physics have less attitudes than the ones who graduated from Chemistry. However, in a study of Simsek (2005), the result received that the attitudes on teaching of teacher

candidates do not change according to their residences and the departments which they have education. In the research done by Butt et al. (2005) similar results are received (Cited in Bozdoğan et al., 2007).

Bulca et al. (2012) stated that approximately half of teacher candidates think that vocational knowledge of teachers is always useful. In the same research, they state that they do not benefit from the classroom management course but the other vocational courses and they face with undesired student behaviours during education period. Azar (2003) stated that teacher candidates thought the theoretical classroom management and discipline subjects are not sufficient to control the real classroom environment. On the other hand, Yavuzer et al. (2006) state that the teacher candidates who are graduated from Classroom Teaching Departments benefit from "Classroom Management" courses (Cited in Bulca et al., 2012). In a research related to assessment and evaluation applications and proficiency levels of Cakan (2004), it is seen that many of the teachers find themselves inefficient or weak about assessment and evaluation. When the results of the research are analysed, it is seen that there are different results of different researches. This case states that according to the personal characteristics of teacher candidates, proficiencies of instructors and the view related to other factors may change.

According to the graduation years of the teacher candidates, the views related to vocational proficiencies levels of the instructors have meaningful differences on the point of programme and content personal characteristics and communication skill, classroom management, teaching period and activities and teaching principles and methods. Considering the other averages of the groups, it can be said that teacher candidates graduated in 2009 and before are more effective in programme and content and education period and activities, teacher candidates graduated in 2010 are more effective in Classroom Management, Teaching Principles and Methods, candidates graduated in 2011 are more effective in proficiencies of Personal characteristics and communication skills. It is remarkable that while the numbers of the candidates are higher in 2012; they are not effective in determining proficiencies.

Based on the findings of the research, the results below are given:

1. According to the views of the teacher candidates who attended the pedagogical formation certificate programme, the instructors frequently have the vocational proficiencies.
2. The views of the teacher candidates on proficiencies of the instructors on Programme and Content, Personal characteristics and communication skill, Classroom Management and Teaching Principles and Methods fields have no meaningful differences according to gender. But, the views related to Teaching Period and Activities proficiency have a meaningful difference according to

gender.

3. The views of the teacher candidates on proficiencies of the instructors about developing of the vocational proficiencies of instructors do not indicate a meaningful difference according to education levels.

4. The classroom management, teaching period and activities and teaching principles and methods proficiencies of the teacher candidates who have Bachelor's Degree, proficiencies related to programme and content of teacher candidates who have Master degree, proficiencies of communication and personal characteristics are more effective in determine.

5. The views of the teacher candidates on the vocational proficiencies of personal characteristics and communication skills, classroom management, education period and activities and education principles and methods of instructors do not indicate a meaningful difference according to the departments from which they graduated. But the views of the teacher candidates on vocational proficiencies levels related to programme and content of instructors indicate a meaningful difference according to their graduation years.

6. The views of teacher candidates who graduated from Social sciences departments and Theology departments have a meaningful difference related to proficiencies of programme and content of instructors.

7. The views of the teacher candidates related to vocational proficiencies levels of the instructors related to programme and content, personal characteristics and communication skills, classroom management, education period and activities and education principles and methods have meaningful differences according to the graduation years.

According to these results, the suggestions below are developed:

1. In order to evaluate the vocational proficiencies of the instructors who are assigned to pedagogical formation courses, similar researches should be done continuously and extensively.
2. The applications of instructors who are assigned to the pedagogical formation courses should cohere. The experimental researches related to evaluation of pedagogical formation courses should have priority.

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Appendix 1. SCALE

Dear Teacher Candidate

Your views are requested on this study, titled, the purpose of determining the views of the teacher candidates who attended the pedagogical formation certificate programme about the vocational proficiencies of the instructors. Your sincere answers to the questions below are needed. Since this research is issued with the scientific purpose, there is no need to write your name. Thanks for your help, and wish you success.

Assistant Prof. Dr. Mehmet ŞAHİN

Department of Educational Sciences

PART I. PERSONAL INFORMATION FORM.

-
- 1. Gender**
 - a. () Female
 - b. () Male
 - 2. Class**
 - a. () Freshman
 - b. () Sophomore
 - c. () Junior
 - d. () Senior
 - 3. Department**
 - a. () History
 - b. () Philosophy
 - c. () Sociology
 - d. () Geography
 - e. () Turkish Language and Literature
 - 4. Age:** Please write down.
-

PART II: QUESTIONS ABOUT VOCATIONAL PROFICIENCIES

Explanation: There is the proficiency fields that is related to teaching and the behaviours related to it are below. Please, remark on only one choice related to behaviour of your views about frequency of occurrence the behaviour of your instructors in the learning-teaching period.

CHOICES RELATED TO THE OCCURANCE DEGREE OF THE BEHAVIOUR
 Never (1) Few (2) Sometimes (3) Frequently (4) Always (5)

PROFICIENCY FIELDS		CHOICES				
A.	PROGRAMME AND CONTENT INFORMATION	1	2	3	4	5
1.	Inform about the content of the education programme					
2.	Adapt to purpose and principles of Turkish national education					
3.	Benefit from environmental opportunities (library, technology and etc.)					
4.	Reflect the scientific and vocational developments to the course					
5.	Provide theory-application entireness in content					
6.	Present the content in plan and systematically					
7.	Provide stability of purpose, content, method					
8.	Emphasize the vocational problems and importance					
9.	Provide connection between education problems And content					
10.	Give reference for /benefit from Course note and resource					

PROFICIENCY FIELDS		CHOICES				
B.	PERSONAL CHARACTERISTIICS AND COMMUNICATION SKILL	1	2	3	4	5
11.	Adopt the ethical rules in the course					
12.	Behave equal and neutral to the students					
13.	Have principles and determined in class					
14.	Is patient and broadminded to the students					
15.	Is consistent in his/her sayings and behaviours					
16.	Use body language affectively					
17.	Talks open and understandable					
18.	Concern about different views and offers					
19.	Is willing and enthusiastic in the courses.					
20.	Concern about student and try to understand them.					
C.	CLASSROOM MANAGEMENT					
21.	Sensitive to the educational rules of the class					
22.	Provide a democratically learning environment					
23.	Reacts for preventing the undesirable behaviours					
24.	Concern about personal differences					
25.	Uses the physical environment of the class					
26.	Concern about the personal problems of the students					
27.	Guide for vocational behaviours					
28.	Use education time affectively					
29.	Use assessment and evaluation principles					
30.	Benefit from the experiences of the students					
C.	EDUCATION PERIOD ACTIVITIES					
31.	Take attention of the students in the courses					
32.	At the beginning of the course inform about education targets					
33.	Raise prerequisite behaviours related to the subject of the course.					
34.	Provide appropriate learning environment to purpose and content					
35.	Give necessary tips to make learning easier					
36.	Provide active participation of the students in education period					
37.	Provide feedback-correction activities in the period.					
38.	Provide summary and repeating activities					
39.	Provide permanent and transfer in order to have affective education					
40.	Have connection between education activities and life.					
E.	EDUCATION PRINCIPLES AND METHODS					
41.	Give priority to active education methods					
42.	Benefit from reinforcer when necessary.					
43.	Adapt to education principles during education process					
44.	Support the topic with current samples					
45.	Give out-class activities (homework, project, etc.)					
46.	Provide studies required for cooperation					
47.	Organize activities for many senses					
48.	Give priority to high level abilities					
49.	Have activities for research and application					
50.	Benefit from visual and auditory materials					

Appendix 2. TABLES RELATED TO FACTOR ANALYSIS

Table 1. Commentary factor analysis results related to “Programme and Content” scale.

Item	Factor Loads	Item Total Correlation
6.	0.83	0.74
7.	0.79	0.87
1.	0.76	0.87
2.	0.75	0.87
5.	0.73	0.87
4.	0.72	0.87
9.	0.71	0.87
10.	0.67	0.87
8.	0.55	0.88
3.	0.54	0.89
Explained Cumulative	51.21	
Cronbach Alpha	0.88	

KMO= 0.88, Bartlett=567.969, p=0.00.

Table 2. Commentary factor analysis results related to “Personal characteristics and communication skill” scale.

Item	Factor Loads	Item Total Correlation
20.	0.83	0.89
14.	0.83	0.89
15.	0.81	0.89
18.	0.81	0.89
13.	0.77	0.90
19.	0.77	0.90
17.	0.71	0.90
11.	0.64	0.91
12.	0.64	0.91
16.	0.63	0.91
Explained Cumulative	56.52	
Cronbach Alpha	0.91	

KMO= 0.91, Bartlett=843.468, p=0.00.

Table 3. Commentary factor analysis results related to “Classroom Management” scale.

Item	Factor Loads	Item Total Correlation
22.	0.78	0.88
28.	0.78	0.88
24.	0.77	0.88
29.	0.76	0.88
25.	0.75	0.89
21.	0.74	0.89
26.	0.74	0.89
27.	0.74	0.89
30.	0.66	0.89
23.	0.58	0.90
Explained Cumulative	53.90	
Cronbach Alpha	0.90	

KMO= 0.90, Bartlett=741.12, p=0.00.

Table 4. Commentary factor analysis results related to education period scale

Item	Factor Loads	Item Total Correlation
39.	0.86	0.92
34.	0.84	0.92
37.	0.84	0.92
35.	0.81	0.92
40.	0.80	0.92
33.	0.79	0.92
36.	0.78	0.92
38.	0.78	0.93
31.	0.73	0.93
32.	0.70	0.93
Explained Cumulative	63.60	
Cronbach Alpha	0.93	

KMO= 0.92, Bartlett=1031.34, p=0.00.

Table 5. Commentary factor analysis results related to Teaching Principles and Methods scale

Item	Factor Loads	Item Total Correlation
48.	0.88	0.91
49.	0.83	0.91
47.	0.83	0.91
46.	0.79	0.91
41.	0.78	0.91
43.	0.77	0.91
42.	0.77	0.91
50.	0.73	0.92
45.	0.67	0.92
44.	0.65	0.92
Explained Cumulative Variance (%)	60.49	
Cronbach Alpha	0.92	

KMO= 0.91, Bartlett=973.61, p=0.00).