

TEACHING PRACTICE EXPERIENCES OF STUDENT TEACHERS OF SOCIAL STUDIES

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Abstract. The purpose of this study is to determine the opinions of senior students attending the social studies teaching departments concerning the necessity of the teaching practice course, contributions of the course, positive and negative situations occurring during the process and stakeholders of the practice. Content analysis was used to analyze the interview questions in this study, which was prepared according to the basic qualitative research method. It can be said, on the basis of a general examination of the research results, that student teachers have expectations subsumed under the headings of professional, personal and love of teaching. In addition, it was found that the student teachers cited, as problems in the internship, disorganization in the internship program, inadequacy of the internship handbooks, problems experienced during class management, and problems arising from students and practice teachers. With respect to the findings obtained, it could be suggested that specialist teachers and academicians should be included in the internship program; attention should be paid to cooperation among stakeholders; internship program should not be limited to the senior year only, and there should be a

teaching practice handbook prepared specifically for the social studies teaching.

Keywords: internship, social studies, stakeholders, teaching practice

Introduction

The whole of the knowledge and skills acquired during the process is a product of experience. Having experience in education involves spreading to large masses the knowledge that has been learned. Kant states, regarding gaining experience in education, that people see this as unnecessary and therefore they become susceptible to errors. He endorses his argument maintaining that “experience teaches us that the results of an experience are in many cases totally different from our expectations”. One of the most important experiences in education is by all means the teaching practice. It is difficult to transform into practice the knowledge learned in the first teaching practice by quickly assimilating it in various contexts. Facilitating this difficulty, eliminating differences, capturing a good experience and making it a reflection of real life are all possible via a good teaching practice. For this reason, the teaching practice course is quite important in that it provides an opportunity to apply in the field the education received prior to the profession (Kant, 2017; Cohen et al., 2004; Nonis & Jernice, 2011; Carpenter & Balance, 2007; Aglazor, 2017; Allen & Wright, 2014; Mtika, 2008; Çelik, 2008; Aslan & Sağlam, 2018; Gökçe & Demirhan, 2005; Ngidi & Sibaya, 2003; Kiggundu & Nayimuli, 2009).

When teaching practices of various countries of the world are examined, it is observed that they vary from country to country, from state to state and even from city to city. It is seen that a basic component of the teaching practices is the directives/guidebooks used in countries. In these guidebooks, student teachers are intended, through the teaching practice internship, to gain experience in different schools and thus improve their ability to cooperate, get experience in real life circumstances, acquire professional knowledge and

skills and put into practice different application techniques. For example, a student teacher in Australia is supposed to do an internship for an average of 85 to 95 days during the teaching practice internship. In the Philippines, on the other hand, the teaching practice covers a period of 30 weeks in total, 15 weeks in the first term and 15 weeks in the second term. In these practices, the student teacher, being in charge of a classroom, is expected to take an active part under the supervision of the mentor (Curtin University, 2016; Briar Cliff University, 2017-2018; Bittman et al., 2017).

When the teaching practice in Turkey is examined, it is seen that generally CHE-World Bank guidebook or MNE directive is used in the teaching practice course. In order for the teaching practice process to serve the specified qualities and raise qualified teachers, a definition is given in the handbook of the teaching practice in which student teachers will participate in institutions of education affiliated to the Ministry of National Education as “a course which aims to provide teaching skills in the classroom with the administration and extracurricular activities and where practice activities intended to teach a certain course or courses in a planned way are discussed and evaluated”. The CHE/World Bank Guidebook, on the other hand, states with regard to the student teachers in the teaching practice that “they might be asked to assume the role of the teacher for the whole of a class hour. In this way, they will begin the teaching practice having gained a significant experience in regard to teaching methods and classroom management”. When the teaching practice process is considered, it is seen that practice-based education is provided in the senior year and in two terms. The teaching practice course is offered in the eighth term as an 8-credit course with a 6-hour practice stage. The student teacher is obliged to teach at least twice in this term. During the teaching, student teachers are observed by the supervising academician and given necessary suggestions. On the other hand, student teachers’ experiences gained during the teaching practice are mentioned in the classes held at the faculty and thus ef-

forts are made to find solutions to the problems encountered; also, materials to be used during classes are discussed, thereby aiming to integrate practice classes with theory. Discussions are also held about performance files required to be completed by student teachers in the process (CHE, 1998; 2020; MNE, 2018; Baştürk, 2009; Özkılıç et al., 2008; Göktaş & Şad, 2014; Uygun et al., 2011; Demir & Çamlı, 2011).

Teaching practice is an inseparable part of being a teacher. At the same time, teaching practice is known as a field that allows student teachers to apply their necessary skills before they experience the teaching practice in real environments. Therefore, student teachers are likely to experience some feelings such as anxiety, excitement, worry and anticipation when they begin the teaching practice. At this point, the teaching practice course allows them to confront these anxieties, discover themselves, improve their weaknesses, reinforce their strengths and discover new learning methods by developing their cooperation skills within the process. The feedback provided, different roles assumed, and collaboration with academicians and mentors support student teachers' professional competencies and enable them to socialize. This is important as it allows student teachers to transform their theoretical knowledge into practice and acquire professional competence and ability. Moreover, the teaching practice course enables student teachers to gain a favorable attitude towards the profession and assess the teaching education they have received objectively (Komba & Kira, 2013; Zachary, 2002; Tok, 2010; Kasanda 1995; Kiggundu & Nayimuli, 2009; Ngwaru, 2013; Jarvis et al., 2001; Cohen et al., 2004; Ngidi & Sibaya, 2003; Acheson & Gall, 1980 retold by Parker, 2008; Clift & Warner, 1986; Özkılıç et al., 2008; Riedler & Eryaman, 2016; Assimonye, 2014; Clarke et al., 2014; Aglazor, 2017).

When relevant national and international literature is examined, it is seen that there are various studies concerning the teaching practice (Rembe, Shumba & Mavuso, 2016; Clarke et al., 2014; İzadınia, 2016; Maynard, 2000;

Riedler & Eryaman, 2016; Hobson, 2002; Akdemir, 2013; Jones, 2001; Seer et al., 2010; Yılmaz, 2019; Oğuz & Avcı, 2014; Hurioglu, 2015; Ekizer, 2006; Yılmaz & Kab, 2013; Aytacı, 2012; Bařtırık, 2009; Sünkür akmak, 2019; řahin & Özkılı, 2005; Göktař & řad, 2014; Özkılı et al., 2008). However, in studies conducted, the opinions of academicians, mentors and student teachers about school experience and teaching practice were tried to be determined in general terms by fitting them into a single study, and also existing problems were tried to be discovered in the same study. In this study, on the other hand, the opinions of the student teachers only about the teaching practice which they received in the second term were tried to be determined in detail and only the situations experienced in this term were attempted to be identified. In this way, a specific rather a general study was tried to be conducted. Therefore, the present study aims to determine the opinions of senior student teachers attending the social studies department about the necessity of the practice teaching course, the contributions of the course, positive and negative situations encountered during the process and stakeholders of the practicum.

Method

The basic qualitative research method was used in this study. Basic qualitative studies concentrate on how individuals build realities as a consequence of their interactions with their social environments. Therefore, in a basic qualitative study, researchers are concerned with how individuals construct their worlds, what meanings they assign to experiences and how they interpret their lives (Merriam, 2018).

The sample

The sample of the study consists of a total of 56 senior student teachers, 19 female and 37 male, attending the social studies teaching department of a state university in Turkey in the 2019-2020 academic year. The sample was

determined through the convenience sampling method and participation was on a voluntary basis. Necessary permission for the study was taken from the relevant faculty.

Data collection and analysis

The data of the study were collected using a questionnaire form consisting four open-ended questions which were prepared by the researchers taking views of the specialists in the field in order to determine the opinions of student teachers concerning the teaching practice. Standardized open-ended questions are prepared carefully beforehand and focus on understanding the phenomenon. Each participant is asked these questions within a certain order (Patton, 2002; Creswell, 2017). Yıldırım & Şimşek (2013) state that open-ended questions provide an opportunity to form a first-hand/direct opinion about people's knowledge and experiences and their emotions and ideas, as they offer an opportunity to examine the topic of the research flexibly and without any limitations.

The data obtained from the study were subjected to content analysis. The purpose of content analysis is to increase the quality of the data obtained from the categories. Therefore, "content analysis is more than a counting process" (Downe-Wamboldt, 1992). Content analyses were conducted, in addition to the researchers, with the help of two experts in the field in order to increase the reliability of the study. The formula $R(\text{Reliability}) = \frac{Na (\text{Agreement } 204)}{Na (\text{Agreement } 204) + Nd (\text{Disagreement } 26)} \times 100$ proposed by Miles & Huberman (1994) was used to calculate the reliability of the study. According to the calculations made, the analysis of the study was found to be reliable. In addition, the findings of the study were supported via direct quotations from the opinions of the student teachers (ST1: 1st student teacher, ST2: 2nd student teacher).

Findings

Findings about the social studies student teachers' opinions concerning their evaluations of the necessity of the teaching practice

Table 1. Findings about the student teachers' opinions regarding the necessity of the teaching practice

Themes	Teaching Practice	f
Professional competence and the practice process	Provides experience	29
	Putting theoretical knowledge into practice	8
	It must last for 4 years	7
	One term is not enough	4
	Efficiency	3
	Classroom domination	2
	Ability to manage the process in class	2
	Needs improvement	2
	Lack of theoretical knowledge in competence	1
	There must be a different practice method	1
	The first step to the profession	1
	Adaptation to school	1
	Total	61
Personal Competence	Provides benefits	5
	Allows seeing errors	1
	Regulates excitement	1
	Provides improvement in practice	1
	Coming to classes well prepared	1
	Being respectful to differences	1
	Experiencing what kind of a teacher one will be	1
	Trial version	1
	Internalizing knowledge	1
	Measures readiness	1
	Personal development	1
	Total	15
Practice School and The Process	Students don't take it seriously	1
	Provides financial aid to the student teacher	1
	Total	2

In Table 1, when the social studies student teachers were asked about their opinions regarding the necessity of the teaching practice, all of the student teachers stated that it was necessary. It is seen that the responses concentrate under the headings of professional competence and the practice process, personal competence, practice school and the process. The decisive response is interestingly professional competence and the practice process. It can be said on the basis of this that student teachers are of the opinion that the teaching practice course helps gain some experiences related to the profession and thus may offer some benefits in the process of practice. Moreover, it can be argued that it affects student teachers' personal development positively by providing them with individual competencies. The student teachers also thought that students did not take the process seriously during the teaching practice, which leads to some problems, and that financial assistance should be provided to student teachers during the process. Some of the student teachers' responses are as follows:

“It should not be squeezed to the 4th year only; it should be given in the first 3 years, too” (ST48)

“It needs some restructuring” (ST55)

“It is very useful in terms of our gaining experience; indeed, it should be implemented from the first year on; student teachers' food and travel expenses should be covered; the candidate (student teacher) may either continue the profession or turn to other fields depending on the experience, but one does not have this opportunity in the 4th year” (ST 50)

“It is necessary to measure and reinforce individuals' readiness” (ST 42)

“The teaching practice is a necessary environment for a student to become a teacher, for example you prepare the ingredients for a

meal but if you don't have an oven, then the food remains raw. It is this teaching practice that is the oven in this example. It helps us cook (mature) and be more beneficial and efficient” (ST 37)

“I think it helps individuals gain a significant experience by practically enabling them to be aware of their position in the teaching profession” (ST 1).

Findings about the opinions of the social studies student teachers concerning the contribution of the teaching practice to their professional/personal/teaching desire expectations

Table 2. Findings about student teachers' opinions of the contributions of the teaching practice

Themes	Contributions of the teaching practice	f
Professional	Experience	21
	Learning by living	7
	Transfer of achievements	6
	Class domination	4
	Self-confidence	3
	Gaining experience from colleagues	3
	Getting to know students	2
	Professional competence	2
	Positive	2
	Student communication	2
	Effective use of time/time management	2
	Crisis management	2
	I have conquered my excitement, created a roadmap, gained the ability to control my behavior, improved myself and got to know myself	1
	Total	62
	Communication skill	11
	Self-confidence	7
	Patience	5
	Being able to express myself	4
	Student approach	3
	Field domination	3

Personal	Class domination	3
	Responsible	2
	Self-assessment	2
	Empathy	2
	Doing research	2
	Positive	2
	Feeling like a teacher	2
	Seeing my shortcomings	2
	My respect for differences increased, critical thinking, being impartial, attention, tolerance, an increase in the level of culture, maturation, motivating myself, the value of the profession	1
	Total	59
Desire to teach	My faith in the profession has increased	20
	I love teaching	17
	Positive	30
	Learning by doing	2
	Holiness of the profession	2
	Am approach to students	2
	Teaching requires effort, courage, respect for differences, I have learned my duties, loving the profession	1
Total	52	

In Table 2, when the student teachers of social studies were asked about their opinions regarding the contributions of the teaching practice, it was seen that they cited professional and personal responses as well as a desire to teach. The decisive response is interestingly the category termed professional. According to this, it can be said that the student teachers are of the opinion that the teaching practice course provides some experience related to the profession. In addition, they state positive views like experiencing increases in their personal development and communication skills. It can be said that thanks to the teaching practice, the student teachers' faith in the profession and their desire to teach increased. Some of the responses of the student teachers are as follows:

“It has made a lot of contribution in terms of helping me to learn by living, doing my job and seeing it on site” (ST 50)

“It has increased my faith in my profession. I have become a teacher totally committed to their students” (ST 37)

“I had the chance to express myself better. I can collect my attention. Learning has no age and I learn with them, too” (ST 13)

“It has strengthened my positive feelings towards teaching. It is great to be a teacher.” (ST 24)

“Seeing closely that the teaching profession requires patience and tolerance taught me that I had to educate my personal development in this respect” (ST 14)

“The students’ hunger for learning motivated me for this profession” (ST 33)

Findings about the positive and negative situations experienced by student teachers of social studies during the teaching practice

Table 3. Negative situations experienced by the student teachers

Themes	Problems experienced	f
Inconveniences encountered	Disorganization of the internship program	12
	Difficulty in classroom management	12
	Problems with physical infrastructure	8
	Negative behaviors by the students	8
	Unplanned schedule	6
	Incompatibility with the mentor	4
	Number of students	2
	Indifference on the part of the academician, administration’s attitude, inexperience	1
	Total	55
Negative remembrances	Caused by the problems of the students in the classroom	10
	Problems with the mentor	5
	Originating from classroom management	4
	Student’s death	3
	Administration’s approach, infrastructural	1

	problems, internship program, planning problems	
	<i>Total</i>	<i>25</i>
Negative reflection on teaching	Negative reflections of student attitude	4
	Failure to use teaching methods and techniques, lack of syllabus, the child's erroneous orientation by the society and the family, the attitude of the school administration, incompetence of the teachers, the teachers' negative attitudes	1
	<i>Total</i>	<i>9</i>

In Table 3, when the student teachers of social studies were asked about their opinions regarding the negativities they encountered in the teaching practice, they cited responses that could be subsumed under the headings of negative remembrances, inconveniences encountered and negative reflection on teaching. The decisive response is interestingly the theme “inconveniences encountered”. As a reason, it can be said that the student teachers are of the opinion that problems exist with regard to the planning and implementation of the teaching practice course. Some responses of the student teachers are as follows:

“Going to a very distant school twice a week, changing buses twice, material and moral fatigue, tension ...” (ST 12)

“The fact that students are naughty, constantly change their places and wrangle with each other prevent me from teaching my classes properly” (ST 38).

“I am in constant conflict with my mentor, which leads to continuing troubles” (ST 30)

“I have seen teachers who are systematically focused on teaching classes only” (ST 55)

“Crowded classroom was a problem because it made it difficult to do activities” (ST 46)

“Excessive student number per class and insufficient class hours were the greatest problems” (ST 40)

Table 4. Student teachers’ opinions about a beautiful event experienced in the teaching practice

Themes	Examples of a beautiful event	f
Events related to the student teacher	Feedbacks from the students and the mentor	8
	Their wanting me to teach the lesson	6
	The students’ looking into my eyes in class	6
	Their calling me “teacher”	5
	The students’ not wanting me to leave	4
	Their showing me respect outside the school	3
	Their standing up when I come in	2
	Showing their love	2
	The students’ loving me	2
	Going sightseeing	2
	My playing games with the students	1
	Total	41
Events related to the class	The students’ liking the class	6
	The students’ being active during the class	6
	Funny events by the students in class	3
	The students’ interest in the class	2
	The students’ welcoming me with smiling faces	2
	My first class day, my winning over a student with problems, my catching a student cheating during an exam	1
	Total	20

It is seen in Table 4 that when the social studies student teachers’ opinions were asked about a beautiful event they experienced during the teaching practice, they responded citing events related to the student teacher and events related to the class. Among the decisive statements are positive feedback from the students and the mentor, the students’ asking me to teach all the time, the students’ looking into my eyes during the class, the students’ liking the class

and the students' being active in class at all times. According to these, it can be said that the student teachers experienced various beautiful events in the teaching practice classes and they are of the opinion that these events may provide certain benefits for the practice process leading to the profession. Some of the student teachers' views are as follows:

“One of my students' calling me “teacher” from behind down-town and coming near me made me happy” (ST 11)

“The students' showing me as much respect as they do to their teacher and their asking me to teach the class again” (ST 40)

“My students' following the class carefully and participating actively in class” (ST 42)

“The students' greeting me with smiling faces every time I enter the classroom and showing me their affection during the break.” (ST 54)

“The students' coming near me after class and telling me how much they love me” (ST 55)

Findings regarding the social studies student teachers' evaluations about the stakeholders in the teaching practice

Table 5. The student teachers' opinions about mentor and the academicians

The stakeholders	f
A good person	10
Guiding	7
A good role model	7
Understanding	6
Caring	4
Friendly	3
Knowledgeable	3
Sophisticated	2

Internship teacher (mentor)	I love him/her	2	
	S/he was bad	2	
	I could not get along	2	
	A constructivist teacher	2	
	Experienced	2	
	Democratic and modern	2	
	Rude, completed my shortcomings, compatible, had a fundamentalist approach, respectful and amiable, implements new methods, strict, the factor in my loving the profession	1	
	Total	63	
	Academician	Guiding/Caring	18
		Good	11
Informative		4	
Took care of me every week		3	
Strict/coercive		3	
Indifferent		2	
Does his/her best		2	
A knowledgeable and full-fledged person		2	
Supportive		2	
Understanding		2	
Did not help me, does not know what s/he is doing, prim, efficient, helping, contributing, sufficient, the only one of his/her kind, has no permanent place, tries to assert himself/herself, does not give feedback, gives feedback, coercive		1	
Total		61	

In Table 5, the student teachers were asked to evaluate mentor and the academician, who were among the stakeholders of the teaching practice, and it was found that majority of the comments concentrated on mentor. According to this, it can be said that the student teachers expressed more opinions about mentor and they were described as a good person, guiding and a good role model. As for the academicians, it can be said that their being guiding, caring, informative and good were important characteristics for the student teachers. Some responses of the student teachers are as follows:

“Mentor is a matter of chance; sometimes a bad mentor may discourage a student teacher from the profession” (ST 15)

“My practice academician is a strict and extremely rigorous person who makes the necessary explanations” (ST 4).

“The practice academician listened to our problems in his/her theoretical classes but did not do anything about them” (ST 20).

Table 6. The student teachers’ opinions about the internship school and the administration of the internship school

	Stakeholders	f	
Internship school	Was good	18	
	Crowded	6	
	Successful	3	
	A field of experience	3	
	Sufficient	3	
	Had adequate facilities	2	
	I loved it; It was soul-sucking; suitable for the practice; clean; democratic; lacking in discipline; did not give me the merit I deserved; possessive; good in part; disciplined; strict; inadequate; provided me with a status; lacking amenities; bad; distant	1	
	<i>Total</i>	53	
	The Internship School Administration	I didn’t see them	8
		Martial law/law and order	7
Caring/good		7	
Bad/conceited		5	
Indifferent		3	
Helping		3	
Inadequate		2	
Informative; useless; a guiding light; inapproachable; not bad; firm; coercive; I don’t know; understanding		1	
<i>Total</i>		52	

In Table 6, the student teachers were asked to evaluate the internship teacher and the internship school administration, which were among the stakeholders of the teaching practice, and according to the results, it can be said that the opinions about the internship school were generally positive such as good, crowded and successful, whereas the opinions about the internship school administration were generally negative such as I did not see them, and martial law/law and order. Therefore, it can be said that the student teachers had more positive opinions of the internship school than the internship school administration. Some responses of the student teachers are as follows:

“The internship school had limited amenities and the classroom was rather crowded, so I had difficulty during the classes” (ST 33).

“I did not have much to do with the internship school administration” (ST 4).

Table 7. The student teachers’ opinions about the students in the internship school, the guidebook and the internship friends

	Stake holders	f
Inte rnship students	Naughty	14
	Well-behaved/quiet	10
	Good	4
	Respectful and enthusiastic	3
	Annoying	2
	Motivated for the class	3
	Sweet	2
	Participate in the class	2
	Repulsive	2
	Provided me with experience	2
	Disrespectful; I love them all; supportive; sufficient; motivating; crowded	1
	Total	53
	Insufficient/has some shortcomings	11
Guiding and helpful	9	

The guide book	I did not use it	7
	Unnecessary	7
	Good	2
	Complicated	2
	Partially useful	2
	Necessary	2
	There should be a guidebook unique to social studies	2
	Should be revised; bad; sufficient; contains irrelevant activities and topics	1
	Total	48
The group friends	Compatible and good	28
	Division of labor/cooperation	5
	We inform each other	2
	We get along	2
	Enthusiastic	2
	Indifferent; enthusiastic; fun; insufficient	1
	Total	43

In Table 7, the student teachers were asked to evaluate the internship students, the guidebook and the friends in the internship group. According to this, it can be said that the student teachers thought internship students were naughty. When their opinions concerning the guidebook were examined, it was found that the student teachers considered the guidebook to be insufficient and incomplete. Their responses regarding their group friends, on the other hand, were that they were compatible and good. Some responses of the student teachers are as follows:

“The guidebooks were insufficient. A guidebook unique to social studies could be created” (ST 24)

“We are in cooperation with the group friends with whom I went to the practicum” (ST 6).

“The guidebooks had some shortcomings, but it is good that we have such a book” (ST 54).

“The crowd of internship students made control difficult. Intermediate-level students were in majority” (ST 20).

“It was very good that the guidebook guided me” (ST 5).

Discussion, conclusion and suggestions

This study aims to determine the opinions of the senior student teachers attending the social studies department about the necessity of the practice teaching course, the course’s contributions, positive and negative situations experienced in the process and the stakeholders of the practicum. According to this, when the results of this study are evaluated in general, it is seen that the student teachers of social studies are of the opinion that the teaching practice is necessary; it gave them professional competence and besides providing information about the process, it also gave them personal competence. On the other hand, when the expectations of the student teachers of social studies regarding the teaching practice are examined, it can be said that they had professional and personal expectations and loved teaching. When asked about the negativities they encountered during the teaching practice, it is seen that they experienced some problems arising from the disorganization of the internship program, classroom management, and from mentor and the students. When beautiful events experienced are examined, it is seen that they expressed situations originating from the student teacher, i.e. individual cases and some positive situations experienced related to the course. In addition, when their opinions about the stakeholders were asked, they stated that the mentor’s being good, and being a guiding light and a role model was important and s/he was among the stakeholders that received the most opinions. They also highlighted as important qualities such as the academician’s being knowledgeable and good, the school’s being fully equipped, goodness or naughtiness of the students at the internship school, the school administration’s being indifferent/excessively

strict, the adequacy of the internship guidebook and the internship friends' being good.

As far as the sub-dimensions were concerned, first the social studies student teachers were asked to submit their opinions about the necessity of the teaching practice and all of the student teachers stated that the teaching practice was necessary and it would provide benefits in terms of professional competence; they also added that the practice process should be not just in the last year but beginning from the first year onwards. In addition, the student teachers pointed out that the teaching practice had favorable effects on them as it provided them with personal competence. However, when an assessment was made regarding the practice school and the process, they highlighted some points that needed attention in the teaching practice such as the fact that the students did not take it seriously or there was no financial support given to the student teachers. In parallel to the findings of the study, it was determined in the studies conducted by Yılmaz & Kab (2013), Çiçek & Ince (2005), Ayvaci et al. (2019) and Ngwaru (2013) that teaching practice promoted professional development, gave a sense of belonging to the profession, and provided feedback by revealing the strengths and weaknesses of the student teacher. In Zachary (2002)'s study, it was again stated that the teaching practice promoted personal development. In studies conducted by Yılmaz & Kab (2013) and Aytaçlı (2012), it was emphasized that the teaching practice course should be offered at all terms.

When the expectations of the student teachers of social studies are examined, it is seen that the highest number of expectations concern their professional expectations. It was stated regarding professional expectations that the teaching profession makes contributions such as gaining professional experience and learning by living. It was further stated that their personal expectations were met, as it helped them gain skills like communication and self-confidence. The fact that the student teachers had a desire to teach, had faith in

their profession and loved teaching also indicate their expectations from the teaching practice. Moreover, when the social studies student teachers were asked about the negativities they encountered during the teaching practice, it was seen that they faced problems such as the internship program being disorganized, having difficulty in classroom management, planning problems and imbalance between theory and practice. It was determined that their failure to organize the method and technique to be used, their inability to dominate the classroom and some negativities occurring in the classroom caused by the students like their being naughty and the problems they had with the mentor affected their attitude towards the teaching profession negatively. In parallel with the finding of this study, it was shown in Tok (2010) and Kasanda (1995)'s studies that students' being rude and undisciplined, the student teacher's lack of knowledge/method and their failure to manage time due to a lack of planning were among negative factors of the teaching practice. Likewise, it was determined in Eraslan (2009)'s study that the student teachers had difficulty establishing a correlation between theory and practice.

When the student teachers of social studies were asked about their opinions concerning beautiful events they experienced during the teaching practice, it was found that positive feedback they received from both the students and the mentors pleased the student teachers. In particular, the fact that they were addressed as "my teacher"; the respect for the class teacher was also shown to them and that the students adopted them as teachers were among the positive situations experienced in the teaching practice. Moreover, it was determined that the students' liking them when they taught classes, and their interest and active participation in the classes were among the beautiful events.

When the student teachers were asked about their opinions concerning the stakeholders in the teaching practice, it was seen that the most frequently expressed opinions were about the mentor. It is seen that the internship teacher, who is described as being a good person, a guiding light and a role model, is

one of the most important stakeholders for student teachers. It was found that the academicians were described as being guiding and informative; the internship school was crowded but good, whereas internship students were designated as being very naughty by some student teachers and well-behaved and quiet. When their opinions about the school administration and the guidebooks were asked, they generally stated that they did not see the administrators; there was martial law at the school; internship guidebooks were insufficient, incomplete or unnecessary. When their opinions were asked about the student teachers with whom they attended the internship program, it was found that they were generally compatible and inclined to cooperate. In parallel with the findings of the study, it was found in Tok (2009), Kasanda (1995), Ayvacı et al. (2019)'s studies that cooperation between stakeholders affects teaching practice favorably and increases its quality. Unlike the findings of the present study, it was found in Seçer et al. (2010)'s study that a lack of cooperation between stakeholders leads to some problems. As for the guidebook, Tok (2009) and Ayvacı et al. (2019) found in their studies that there was not sufficient guidance/orientation in the teaching practice guidebooks. As far as the internship schools were concerned, Tok (2009) and Seçer et al. (2010) reported that student teachers complained that the equipment/materials at the schools were inadequate and that they were crowded and distant. Regarding the mentor and the academician, it was stated in a study conducted by Özkılıç et al. (2008) that the student teachers thought that academicians and the mentors were good, in other words efficient. However, unlike the findings of the present study, negative opinions were expressed in Demir & Çamlı (2011), Aytaç (2012), Seçer et al. (2010) and Yeşilyurt (2010)'s studies arguing that the academicians did not observe or supervise the practice process and were not interested in the student teacher. With respect to the school administration, it was found in Demir & Çamlı (2011), Yılmaz & Kab (2013) and Yeşilyurt (2010)'s studies that there were some problems originating from school administrations and

it was alleged that administrations did not pay attention to student teachers. As for the students at the schools, Tok (2009), Kasanda (1995) and Demir & Çamlı (2011)'s studies reported that student teachers had negative opinions of them.

In the light of the results obtained in the research, it can be suggested that cooperation among stakeholders should be given importance and internship programs should be implemented within the framework of joint planning. Specifically, there should be a practice guidebook specific to the field of social studies teaching prepared as a guide for academicians and teachers. It is believed that assigning interns to experts in the fields and volunteering academicians and teachers will make a positive contribution to the quality of the teaching practice. In addition, it should be ensured that the internship schools are fit for this kind of education in terms of building and equipment and have classrooms with a reasonable number of students. It is believed that in order to strike a balance between theory and practice in the teaching practice, the teaching practice course should be distributed evenly to four years rather than squeezing it into the last term of the last year.

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