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Investigation of Change of Pre-Service Teachers' in Education Concept Perception[*]

Research Article

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ARTICLE INFO	ABSTRACT
	The purpose of this study is to investigate the changes in the "education" concept perception of the pre-service teachers who are studying in the Faculty of Education Basic Education Department Primary Teaching Department. The research is based on case studies from qualitative research designs. Interviews and documentary analysis methods were used as data collection methods. The working group constitutes 21 teacher candidates who are studying in the Basic Education Department Primary Education Department. 8 randomly selected students from the study group were interviewed. In the study, it was asked to write an essay on "education" in the first grade for the pre-service teachers and again in the fourth grade. After analyzing the essays, semi- structured interview questions were organized with the aim of examining the importance of the experiences of the education faculty in perceptions of "education". 8 randomly selected students from the study group were interviewed. Content analysis method was used in the analysis of the data. The obtained data are presented in tables and discussed with the literature. © 2019 IOJES. All rights reserved **Keywords:** Pre-Service Teacher, Education Perception, Education-Teaching Process, Basic Education Department

Introduction

"How do we define the concept of education? Where and how do teaching, to learn, to teach, learner, teacher, individual and society fit into the concept of education? What does education mean for society and the individual? For good education what qualities should teachers be trained to have?" These questions have been debated for years.

In Turkey, in nearly every book or study about education, the most commonly-used definition appears to belong to Ertürk (1979): *"Education is the process of causing conscious, desired change in the behavior of the*

individual through their experiences". This definition is appropriate to the behavioral approach and in recent years it has been criticized with the thought that the educational system is based on a constructivist approach rather than a behavioral approach. According to this criticism, behavior is defined as the *"reaction to an effect"* given by an organism and education is a broad case that cannot be defined only as a process of behavioral change (Öngel, 2003; Şahin, 2003). Additionally, the word "desired" in the definition makes the individual a passive receiver (Denizel-Güven, 2005). Contrary to this criticism, according to Sönmez (2001) intent in behavior changes does not definitely indicate a behavioral learning concept. Education is both a process and the dynamic product obtained at the end of this process. The product obtained at the end of education is previously targeted, observable and measurable behavior. If education is a branch of science, then as with every branch of science it requires scientific proof. "Physical time, space, force and motion; chemical material; structure of biological organisms; psychology act on behavior. In education the desired behaviors are obtained" (Sönmez, 2001; Sönmez & Alacapınar, 2015). In other words, the proof of education science is observable, measurable behavior. As a result, according to Sönmez (2001), education is *"a process causing desired changes in behavior"*. The desired behavior in education may vary according to philosophy, policies, sociology and psychology. For example, individuals using an idealist philosophy as their target are individuals producing in line with the Marxist understanding. Similarly, state policies shape the desired behaviors. If it is a communist state, individuals adopting communism are the target; if it is a republic, individuals adopting democracy, laicity, and social justice are the target (Sönmez, 2001) because every state wants to cultivate good citizens who will continue the regime. When investigated in terms of sociology, one aim of education is socialization of the young generation; in other words, becoming compliant with society. Every society has a certain ideal for people and this ideal is the central mast of education (Durkheim, 2016).

At the same time, the "desired" word in the definition does not mean the target is passive and receiving individuals. This statement indicates the aim of education; in other words, how individuals are desired through education. According to Biesta (2015), the aim problem in education is a multi-dimensional problem because education functions in a range of areas. Biesta (2015) classified the aims of education in three main areas; qualification, socialization and subjectification. Education aims to cultivate qualified people with competency that can extend from a special area like professional competency to broad areas like gaining the range of knowledge, skills and experiences in life. At the same time, the aim is to raise children and young people who have adopted elements like tradition, culture, religion, policies, etc. in society and who comply with the society they live in. However, in addition to this, instead of being fully an object of other people's actions, subjectification targets individuals who can make their own decisions, use initiative and take responsibility.

When the Basic Law of National Education number 1739 is investigated, the general aims of Turkish National Education are listed as follows:

To raise citizens bound to Atatürk's revolution and principles and Atatürk nationalism stated in the Constitution; adopting, preserving and developing the national moral, humane, spiritual and cultural values of the Turkish nation; loving and continuously working to elevate their family, motherland and nation; knowing and acting in accordance with their duties and responsibilities to the democratic, laic and social legal state of the Republic of Turkey based on human rights and the basic principles at the start of the Constitution;

2. To cultivate people with balanced and healthy development of personality and character in terms of body, mentality, morals, soul and emotions, with the power of free and scientific thinking, with broad worldview, respecting human rights, valuing personality and expression, responsible within society, who are constructive, creative and productive;

3. To provide the necessary knowledge, skills, behavior and cooperative habits by developing interests, dedication and abilities to prepare for life and to ensure they gain a profession that makes them happy and will contribute to society's happiness;

Thus, on one hand to increase the welfare and happiness of Turkish citizens and Turkish society and on the other to support and increase the speed of economic, social and cultural development within national unity and integrity and finally to create constructive, creative and elite partners in contemporary civilization of the Turkish nation.

When the general aims of Turkish National Education and Biesta's (2015) education aims classification are investigated, a synthesis given in Figure 1 can be developed.
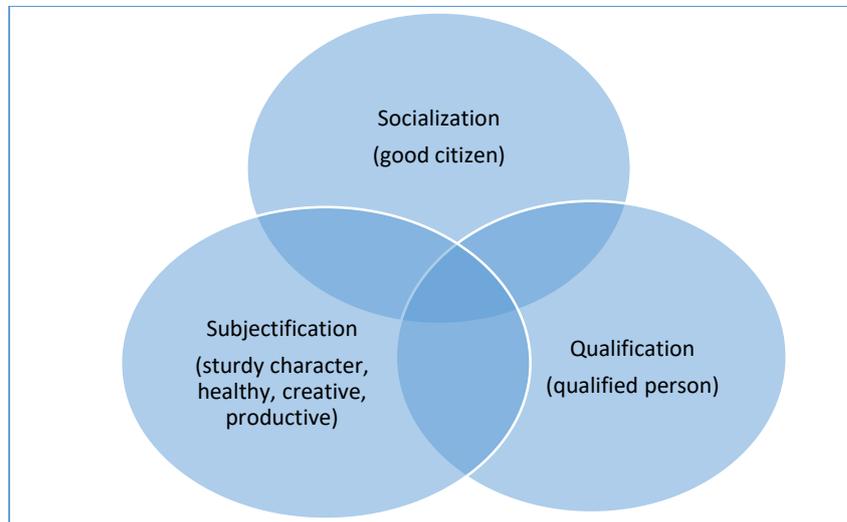

Figure 1. General aims of education

When the first aim of Turkish National Education is investigated, in summary the aim is to raise good citizens. This aim is called socialization by Biesta (2015). The second aim is to raise people who are healthy, happy and have sturdy character, which Biesta calls subjectification. The third aim in short is to equip individuals with the necessary knowledge and skills and employment and this aim is called qualification by Biesta.

For the learning concept, there is a similar situation to the education concept. Schunk (2001) states that experts have different opinions about the causes, processes and outcomes of learning and emphasizes that the concept of learning does not have a universally accepted common definition. He states that many education experts define learning as *"permanent behavior changes"*. We cannot directly observe learning; however, the transformation of change and development into behavior through learning can be observed (Schunk, 2011).

Learning and education concepts are simultaneously shaped by learning psychology and learning concepts. Behavioral approaches propose that learning occurs by forming links between stimulus-response and repeated consolidation, while cognitive theories explain learning by interpreting knowledge functions, memory, student perception and in-class factors (Schunk, 2011, Sözmez, 2001; Senemoğlu, 2009). The constructivist approach sees learning as people forming links between previous learning and new learning (Jacobsen, 2002). In the constructivist approach, the learner is not a passive receiver of information but is a person actively participating in the learning process by subjectively constructing knowledge (Jacobsen, 2002; Matthews, 1992; Özden, 2005).

In Turkey, curriculums are based on a constructivist approach. The "desired" predicted by the constructivist approach and the Turkish National Curriculum is not *"individuals obliged to do what is desired by others and passively receiving information"* as criticized by Denizel-Güven (2005); on the contrary it is individuals constructing knowledge, discovering routes to information, actively participating in the learning process who can think creatively and critically. However, there may be differences between the aims and applications of curriculum and it may not always be possible to achieve targets. Firstly, teachers must adopt the basis of the curriculum. According to research, teachers are consistent in using personal epistemological beliefs in new

class practice. As teachers create an *"intuitive screen"* of learning and knowledge and beliefs related to learning when interpreting professional development and teaching reforms, these beliefs may advance or prevent changes. If teacher's beliefs do not coincide with targets and assumptions of innovation in education, resistance is probable. Contrary to this, if teacher's belief coincide with education reforms, it is expected they will accept the new ideas into their classrooms (Levin & Wadmany, 2005).

While education and the aims of education are shaped by education policies, learning concepts and education philosophies, it is important to answer the question "what does the *education* concept mean to preservice teachers?" The perception preservice teachers have about education may be a determinant of what type of teachers they will be in the future. Teacher candidates attending educational faculties register in these faculties after 11-12 years in the education-teaching process. Within this process what does the "education" concept represent to these preservice teachers in line with successes and failures in school life, experiences with teachers, information obtained in lessons and in terms of experience and observations with family and friends. What changes occur in these perceptions after 4 years of education in faculties of education? What role do experiences in the education faculty play in this change? Research into these questions is considered to contribute to assessment of the education-teaching process given in education faculties. With this thought, this study aimed to investigate the change in perceptions of the "education" concept among preservice teachers during the education-teaching process while attending the class education branch of the Department of Basic Education in a Faculty of Education. With this aim, the answers to the following questions were sought in this research:

For preservice teachers:
- What are the perceptions related to education in first year?
- What are the perceptions related to education in fourth year?
- What are opinions related to the effect of experiences in the education faculty on perception of the education concept?

Method

Research Model

The research is based on a "case study" from the qualitative research patterns. Cases studies are a research approach (cited Saban & Ersoy, 2016) aiming to understand, describe, estimate or check an individual, group or cultural situation (Bassey, 1999), to reveal the uncertainty between an event and context (Gay, Mills & Airasian, 2009) and focusing on the *how* and *why* questions providing the opportunity to collect data in depth in a research (Yin, 2014). Johnson and Christensen (2014:396-397) investigated case studies in three groups as instrumental case studies (focusing on general understanding rather than a special situation), common case study (investigated more than one case in a study) and internal case study. The aim with internal cases studies is to understand a special situation. This pattern is a classical single case pattern. The target is to understand the general process by investigating a specific case in depth (Johnson & Christensen, 2014). This research deals with the case of change in perception of the education concept among preservice teachers and investigates in depth. Working from this point, the target was to understand the role of the education faculty in the change in perception of the education concept among preservice teachers and in a more general sense the efficacy of the education-teaching process in educational faculties. As a result, the research model was determined to be an internal case study.

Participants

The study collected data from Ordu University, Faculty of Education, Class Education branch in both the 2013-2014 education-teaching year and the 2016-2017 educational-teaching year. For selection of the study group, a criteria-based sampling selection method was used. To determine the study group, the criteria of attending the same class for 4 years (not freezing registration or leaving the faculty due to reasons such as exchange programs, etc.) and those who volunteered to participate in the study in both first and fourth years.

Additionally, data without the qualities of a composition (text not forming an understandable whole, limited to a few sentences) were not subjected to analysis. The study group comprised 21 preservice teachers abiding by these criteria. Additionally, interviews were held with 8 volunteer preservice teachers chosen from the study group at random.

Data Collection Methods and Tools

The research collection methods used interviews and document investigation methods.

In the study, preservice teachers were requested to write compositions on the theme of "education" in the second week of the first semester of first year and in the last week of the second semester of fourth year. The process-based writing method was applied when writing the composition. The aim of the research was explained to teacher candidates and they were asked to think about questions like "what comes to mind when you say education? what do you think education is? etc. and make small notes on rough paper. In the planning stage, they were requested to make a plan about how to include these ideas in introduction-development and conclusion sections using the notes. A duration of 40-45 minutes was given to write the composition. In the final stage they were asked to review their writing.

Additionally, semi-structured interview questions were prepared for fourth year students with the aim of investigating the effect of experiences in the educational faculty on perceptions related to "education". In preparing the interview form, questions were determined by reviewing the literature and then expert opinions were sought (experts in the field of curriculum and teaching and class teaching education experts) with statements corrected in line with expert opinion. The draft form was applied to a group outside the scope of the research to obtain an interview form with useful quality by testing the comprehensibility and functionality of the questions. There was no change made to the questions on the interview form after the preliminary application. Interviews were recorded with a sound recording device and later transcripts were made. Texts of the transcripts were read to participants to confirm that these were their opinions.

Validity and Reliability

In case studies, ensuring variety of data, detailed description of analysis stages, and confirmation of analysis results by experts and participants other than the researchers ensures validity and reliability (Creswell, 2016). In this research, variety of data was ensured by compositions and interviews. In creating the interview questions, the relevant literature was reviewed, expert opinion was sought and a pilot application was used to confirm comprehension of the questions. Additionally, voice recordings of interviews were made into transcripts and read to participants to confirm that they represented their opinions. Analysis of data was applied carefully in the content analysis stages with work at each stage explained in detail and analysis by a second expert to ensure consistency of coding (.87). The research results were shared with 3 participants to obtain their views. This work can be said to ensure the validity and reliability of the research.

Analysis of Data

The content analysis method was used for analysis of data. With the content analysis route, data are investigated in depth aiming to reveal hidden truths. The basic operation in content analysis is to bring similar data together in the framework of certain concepts and themes and to interpret them by organizing into a comprehensible form for readers (Yıldırım & Şimşek, 2004). The procedures performed in analysis of data during the stages followed in content analysis are summarized as follows:

Data coding: Compositions and interview transcripts were read line-by-line by the researchers once. Later data were read repeatedly and significant dimensions were determined to create codes within the framework of the research aims. Additionally, the compositions codes were created by firstly reading compositions written in 1st year and then in 4th years. After this stage, codes created for both years were compared and reorganized.

Identifying themes: The codes formed were grouped according to similarities and differences and related codes were combined into themes. Data were grouped and written according to the codes and themes found. Later the themes and codes formed by the data were investigated to see whether they reflected what was desired and data were read one more time to investigate whether a comprehensive whole was formed or not. During this reading, decisions were made about some codes that did not meet at the same point or which did not fully reflect the meaning and separate themes were created. Additionally, in this stage, the compositions preservice teachers wrote in 1st and 4th year were paired (with nicknames written on sheets) and concordance of themes and codes was investigated again.

After this organization, codes and themes found in the data were grouped, rewritten and read by an expert in curriculum and teaching and final organization was made in line with expert recommendations.

Organizing data: Data, themes, codes underlying the themes and statements reflecting the meaning of these codes were written and in line with these statements, codes given to participants stating opinions (P1, P2, etc.) were written on the tables.

Interpreting findings: With the aim of making comparison of data obtained from compositions in first and final years clearer and easier, data are compared, presented and interpreted in the same table. Tables created after analysis of interview data are interpreted with quotes from participants. Some quotes given in more detail in the tables are written in quote marks and italics. Coding for preservice teachers participating in interview was independent of codes for those writing compositions, given again as P1, P2, etc.

Results

Analysis of compositions about the topic of education written to determine perceptions of the concept of education among first and fourth year teacher candidates found 8 themes of "definition of education, contribution of education to the individual, contribution to society, the child, family, teaching, teacher and problems related to education". Data obtained from first and fourth year are presented in Table 1 to Table 8 to allow comparisons.

Table 1. Data related to the concept of education of preservice teachers in first and fourth year

Themes	First year			Fourth year		
	Codes	Statements	Participants	Codes	Statements	Participants
Process	Process	Education is a process that begins at birth and continues until death. People continue to learn in all places at all times.	P1, P2, P3, P6, P7, P8, P9, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21	Learning-education difference	The learning and education concepts should not be confused with each other. Education is not limited to the information given in schools..	P1, P2, P3, P4, P5, P7, P8, P12, P14, P16, P18
				Definition in the literature	Education is the process of causing conscious desired changes in behavior as a result of the individual's experiences.	P6, P7, P11, P12, P13, P20, P21
Description	Informing	Education is a process of gaining/transferring information.	P4, P7, P10, P16, P17	Implicit learning	It is a positive or negative process of change. The individual may gain negative behavior with implicit learning.	P10, P11

| Life preparation | Education is a process of preparing for life | P10, P17, P9 | Starting point of education | Education is born of the need to deal with problems encountered in life. | P10, |
| | | | Gaining knowledge/skills | It is a process of gaining the necessary information, skills and experience for life. | P18, P20 |

When Table 1 is investigated, it appears preservice teachers perceived education as a process not limited to school and continuing from birth to death when they first registered in the faculty of education. Additionally, preservice teachers perceived education as a process of preparation for life in the first year. In fourth year, preservice teachers focused on definitions of education in academic language and emphasized the differentiation between learning and education concepts.

Table 2. Data related to perception of the contribution of education to an individual by preservice teachers in first and fourth year

| Theme | First year | | | Fourth year | | |
	Codes	Statements	Participants	Codes	Statements	Participants
Contribution to individual	Social compliance	People learn how and where they should act with education.	P9 P10, P11, P13, P20	Social compliance	Ensure people comply with society.	P2, P11, P16, P17, P20
	Socio-cultural development	Ensures social and cultural development of people.	P7, P8, P9 P13, P15, P20	Socio-cultural development	Ensures social, cultural and moral development of people.	P5, P6, P13, P14, P15
	Career	Educated people have careers in society.	P1, P15	Career	Educated people have careers in society.	P16,
	View of life	Education changes people's view of life. Forward-thinking people are raised due to education.	P2, P4, P8 P15, P3	Quality of life	Education increases quality of life.	P6, P5, P17, P17
	Personal development	Education develops a person's personality and character.	P17, P3	Success	Individuals taste success due to education.	P7, P9, P11, P15, P17
				Discovery of abilities	Educated people are aware of their own abilities. They know themselves well.	P3, P6, P11, P21

On Table 2, it appears that when the perceptions of teacher candidates about the contribution of education to the individual are investigated, both first and fourth class perceive education as contributing to socio-cultural development, compliance with society, gaining a career and increasing quality of life for individuals. Additionally, in fourth year, education was perceived as an element ensuring discovery of the abilities of an individual and allowing them to taste success, which may be interpreted as a positive change.

Table 3. Data about perceptions of education's contribution to society among first and fourth year preservice teachers

Theme		First year			Fourth year	
	Codes	Statements	Participants	Codes	Statements	Participants
Contribution to society	Modern Society	Education advances a society. Ensures development of society.	P1, P2, P4, P6, P7, P8, P9, P11, P17, P19	Modern Society	Education advances a society. It is indispensable for modern societies.	P1, P2, P3, P4, P7, P13, P14, P18, P19, P21
	Welfare and peace	Educated societies live in welfare, safety and peace.	P8	Welfare and peace	Educated societies live in welfare, safety and peace.	P7, P11, P18
	Good citizen	Education cultivates people who love their country and benefit their state.	P4, P15, P20,	Good citizen	Education cultivates people who love their country and benefit their state.	P15, P8
	Scientific and technologic development	Education contributes to scientific and technologic development of societies.	P4, P6, P15, P18	Existence	Uneducated societies are at risk of disappearing.	P3, P5, P6, P16

In Table 3, when perception of the contribution of education to society among teacher candidates is investigated, both first and final year students perceived education as bringing societies to a modern level, cultivating good citizens, and contributing to living in welfare and peace. In first year, education was perceived to be an element contributing to scientific and technological development, while in fourth year it was perceived as indispensable for society.

Table 4. Data about perceptions related to the family among first and fourth year preservice teachers

Theme		First year			Fourth year	
	Codes	Statements	Participants	Codes	Statements	Participants
Family	Family and environment	Education begins in the family. Children learn by experiences gained in their family and environment.	P1, P5, P4, P6, P8, P12, P13, P14, P16, P17, P18, P20	Family education	Children's education begins in the family. The education given to a child by their family is very important. As a result, importance should be given to family education.	P1, P6, P12, P13, P14, P15, P20

When Table 4 is investigated, both first and final year preservice teachers appeared to perceive education as beginning in the family. In addition, in final year, the perception about the importance of family education had developed.

Table 5. Data about perceptions related to the child among first and fourth year preservice teachers

Theme	First year			Fourth year		
	Codes	Statements	Participants	Codes	Statements	Participants
Child	Time	Children's education should begin at an early age.	P16, P17	Future	In the future there will be societies providing good education to children. We should not forget that children are the adults of tomorrow for a bright future.	P5, P18, P20
						P5, P7, P8
				Unique	It should not be forgotten that every child is unique and special.	P1, P6, P8
				Holistic	Care should be taken about development of the child as a whole, development should be ensures for all aspects of social, physical and mental.	P2, P4, P8
				Time	Children's education should begin at an early age	P5, P17
				Equality	Teachers should treat children equally.	P1

As seen in Table 5, when perceptions related to children among preservice teachers are investigated, it appeared the perception about education beginning at an early age was present in first year. In final class, in addition to this perception, there were positive developments in perceptions related to the child such as raising children well for the future of the country, each child being unique and special, the need to educate each child as a whole and to behave equally toward every child.

Table 6. Data about perceptions related to teaching among first and fourth year preservice teachers

Theme	First year			Fourth year		
	Codes	Statements	Participants	Codes	Statements	Participants
Teaching	Discipline	If the educator is right, they should be rewarded, if wrong punished.	P19	Learning by doing and living	Instead of rote memorization, schools should use teaching methods for students to learn by doing and experiencing.	P3, P4, P7, P13
				Critical thinking	We should cultivate thinking, questioning, creative individuals..	P10, P11, P21
				Individual differences	In education care should be taken about individual differences.	P2,
					Children should be raised according to their interests and abilities..	P17, P11
				Affective gains	We should raise a generation who love their nation, flag and Atatürk.	P5, P8

		Our job is not only transferring information. It is more important that children learn correct behavior.	P2
	Learning to learn	We should raise children who can learn on their own..	P4, P20
	Productive	We should raise productive individuals.	P5

As seen in Table 6, when preservice teacher's perceptions related to teaching are investigated, though there were low rates of participation (f=1), only perceptions about discipline and ensuring reward and punishment in discipline were observed. In fourth year, emphasis was on teaching through doing and learning, development of critical thinking, maintaining teaching while taking care of individual differences, importance of the teacher in learning, the need to raise productive individuals, ensuring personal development in teaching and inoculating with love of the motherland. These can be said to be positive developments in perceptions related to the teaching concept among preservice teachers.

Table 7. Data about perceptions related to teachers among first and fourth year preservice teachers

First year		Fourth year	
Theme	**Codes**	**Statements**	**Participants**
Teachers	Qualified teachers	It is important to cultivate qualified teachers.	P1, P4, P5, P7, P21
	Love of the profession	Teachers who love their profession and children.	P1, P9, P13
	Teachers who develop themselves	Life-long learning teacher.	P7, P14, P17
	Importance given to the teacher	The necessary importance should be given to teachers in society.	P7
	Importance of the profession	Teachers form the foundations of the future.	P8, P19
	Professional responsibility	In education teachers have great responsibility.	P18

As seen in Table 7, when preservice teacher's perceptions related to the teacher are investigated, in first year there was no data obtained about this concept. In fourth year, perceptions included cultivating qualified teachers, self-development, aware of professional responsibilities, who love their profession and children and emphasizing the importance of the teaching profession were observed as positive developments.

Table 8. Data about perceptions related to educational problems among first and fourth year preservice teachers

Theme	First year			Fourth year		
	Codes	Statements	Participants	Codes	Statements	Participants
Problems related to education	Right to education	Education is a basic right of every individual.	P11, P17	Importance given to teachers	In Turkey, the previous respect for the teaching profession is gone.	P7
	Equal opportunities	Equal opportunities should be ensured in education.	P2, P8	Quality of education	In Turkey, the quality of education is falling every day. Many senseless ignorant people have diplomas.	P18 P21
					Today educators do not develop themselves. They act traditionally.	P8
				System changes	Instead of creating an educational system, new systems are brought in every few years causing great damage.	P19
				Original system	We should develop an education system appropriate to our culture, not just a mimic of others.	P19

When Table 8 is investigated, it can be said the perceptions related to problems in education in first year were about general concepts like educational rights and equal opportunities. In fourth class, the focus was on topics such as the educational system, training teachers and quality of education. It can be considered the perceptions of preservice teachers about education problems had developed.

Analysis of data obtained in interviews about the effect of educational faculty experiences on perceptions of education among preservice teachers obtained 3 themes of "contribution to change in perception of education, contribution to professional development and contribution to personal development". The data obtained are presented in Table 9 to Table 11.

Table 9. Data about opinions related to the effect of experience in educational faculties on perceptions about the concept of education

Theme	Codes	Opinions
Contribution to changes in perception of the concept of education	Knowledge of the concept of education	• I learned not just about the concept of education, but how to teach these days, how I should act towards the child and many other similar topics related to education in university (P1). • I learned what education should be when I came to university. Before that I was like an empty box (P3) • Before university, I thought education was limited to learning in a lesson or a school. I was mixing up education with teaching. Education is a process of changing behavior and in university I learned it was not limited to a school or a certain time (P4)
	Education philosophy	• All my experiences for four years allowed me to gain my own education philosophy. The important thing is to equip children with the correct behavior and inoculate them with our values (P3).

		• Education ensures individuals comply with society but maybe does this compliance disrupt human nature? In an environment where everything changes quickly, how can we decide what the correct behavior is, how can we try to teach that? As a result, we should teach students to make decisions and search for what they think is right (P7).
Importance of education		• I learned how important education was in this faculty (P2).
		• In teaching practice lessons, I saw that children with high family education levels were more successful. I understood once more how important education is (P2).
		• As Atatürk said, education is the greatest war against ignorance and I am very happy to be a part of it (P5).

As seen in Table 9, before teacher candidates attended the educational faculty, they did not differentiate the education and teaching concepts, and stated they learned what education was in the faculty. Related to this P5 states *"before attending the faculty I didn't know much about education. I thought teaching given in school was education. I thought a lesson was the job of obtaining information for 40 minutes. Here the really important thing is I learned what education is. I learned it is a process extending from birth to death. I learned it is a process causing desired changes in an individual's behavior".* P 4 stated *"teaching occurs under a school roof, while education is a broader concept. Before attending I thought teaching was a concept encompassing education."*

In addition to the pedagogic knowledge preservice teachers currently have, in the faculty they developed an educational philosophy and state their experiences in the faculty were important for the concept of how important education is.

Table 10. Data about opinions related to the effect of experience in educational faculties on professional development

Theme	Codes	Quotes
Contribution to professional development	Professional awareness	• There is a very narrow path, narrower than a hair or a sword, to perform this profession properly. A teacher can change a person, a generation, a country. If you touch someone's life, they will touch others… (P8)
		• I first became aware I would be a teacher during teaching practice lessons. There were 20-40 pairs of eyes looking at me and expecting something from me, it's not like being a student and sitting at your desk (P1).
	Professional competence	• I think I have enough theoretical knowledge. In this sense I received good education from good teachers (P1).
		• An advantage of this faculty is that there are teachers we can use as role models (P7)
		• Theoretically we are well-raised, but there are deficiencies in application. I think we should continuously do school practice (P3).
		• Internships should be in the early years and even every year. I think KPSS is an obstacle in fourth year. As a result, I couldn't prepare enough for my internship in fourth year (P1).
		• Though our university is a applied school, if our teachers did lessons in these schools – especially private teaching lessons – it would be more productive (P7).
		• We didn't see a village school and I think that was a great deficiency. Because we won't be appointed to schools like the schools we went to during applied lessons (P1).

Love of the profession	• When going out through this door, I will know teaching is the most appropriate profession for me. I will get an appointment and do this job (P1). • For me, sharing this knowledge is a great source of happiness (P5).	
Commitment to the profession	• I really want to get an appointment but if I don't get the chance to be a teacher this faculty has taught me a lot and I won't regret it (P2). • Like the teachers on the news/ads, I want to change the village school I went to (P1).	
Love of children	• I love children but I love school experience lessons even more (P1). • In applied teaching lessons one student wrote me 5 love letters (full of affection). I keep them, I won't ever forget it (P5).	
Communication skills	• I am a shy person, but my communication skills have developed (P6). • Presentations made in lessons added a lot for me. It is very important to stand straight and talk nicely (P7).	

When Table 10 is investigated according to the opinions of preservice teachers, faculty experience can be said to contribute to professional development by developing love of their profession, dedication to their profession, professional qualifications, love of children and communication skills. Related to this, P6 states *"I said teaching was not for me, but I have developed in this topic. Presentations I made in lessons and micro teaching practice added a lot for me. My confidence in myself arrived, I know I can work as a teacher"*.

Though teacher candidates thought they had learned well in terms of theory, they stated they felt deficient in transforming theory into practice. For example, P3 stated *"From first year if we had done it in 3-4-person groups and if one of the teaching staff had been interested in each group for the 4 years – like a coaching system. If we had gained experience in our practice schools with our advisor's guidance since the first year, we would be better trained"*.

For preservice teachers, it can be said that their experiences had an important place in discovering a love of their students in teaching practice lessons. Related to this, P4 expressed the following: *"I left my lesson during teaching practice to a friend for a short time. Then my phone rang and my friend said the children want you. This affected me a lot, I will never forget it."*

Table 11. Data about opinions related to the effect of experience in educational faculties on personal development

Theme	Codes	Opinions
Contribution to personal development	Socio-cultural development	• I learned about difference cultures. I learned by reading different authors. I owe my development to this faculty and my experiences here (P4).
	Tolerance	• I learned to accept the deficiencies and mistakes among my friends (P4). • Whatever their ideas, I learned to listen to people from y teachers (P5). • From one teacher I learned how to always be positive and smiling, I will not forget it (P3).
	Knowing myself and personal development	• My teachers gave me myself. I know myself and it contributed a lot to my personal development (P7). • An advantage of being the first students in a small university and faculty is that we had the chance to talk one-on-one with our teachers which was a great advantage. I learned a lot from my teachers both in terms of education and my own development (P5)

	• I discovered myself. I know better what I can and cannot do now (P8)
Feeling of self-confidence	• I am an insular person but I gained confidence in myself (P8). • I will not forget the presentations I made in lessons. I overcame my shyness due to these presentations (P6).
Love of people	• I learned to value other people and to do whatever I can for them from my teachers here (P5).

When Table 11 is investigated, according to the opinions of preservice teachers, experience in the faculty can be said to contribute to personal development on topics like knowing different cultures, being tolerant, self-confidence, knowing themselves and valuing people. Related to this P5 expressed the following opinion: *"The education faculty taught me the value of those opposite me. I observed the need to do whatever I can and not refuse when someone needs something from me from my teachers in this faculty. As the department is related to children, learning to value people is very important, I think."*

Discussion, Conclusion and Recommendations

In this research, the change in perceptions of the "education" concept among preservice class teachers during the education-teaching process was investigated. The research identified that preservice teachers in first year did not define the educational concept in academic language, while they had widely adopted the academic language in fourth year. In spite of teacher candidates choosing the faculty of education after 11-12 years in the education-teaching process, it is noteworthy that they did not fully understand the concept of education in first year. In fourth class, preservice teachers focused on the necessity not to confuse the education concept with the learning concept. According to findings obtained from opinions about the effect of experience in the educational faculty on perceptions of the education concept, it was concluded that preservice teachers did not differentiate education from teaching before attending the education faculty, and obtained pedagogic knowledge about not only what education is, but also teaching, the importance of education, educational philosophies, etc. in the faculty.

Biesta (2015) emphasized that the education and learning concepts are used in place of each other. Education is not just based on a student's learning. As a result, according to Biesta, within the education concept rather than the term "student" the term "learner" encompassing students, children and adults is more appropriate. Many studies in the field of research use the "learning" concept in a more abstract and general sense. However, "learning" has a more specific meaning, especially in English, while education deals with questions related to content, aims and relationships at all times. However, as the word "learning" has a broad meaning, it is necessary to remember it. For example, learning to ride a bicycle, learning the second law of thermodynamics, learning to be patient, learning we are good at something, etc. The perception that education is only about learning by students or facilitating learning is another reason for potential misconceptions among both students and teachers. Education and learning concepts can be used in place of the other most times. Romizowski (1984) in an example explaining the difference between education and teaching likened teaching to achieving aims via a previously determined road, while education is freely circulating though the broad fields around the road (cited, Güven, 2013). Moving from this point, after experience in the education faculty of preservice teachers, it can be said they perceived the education concept as a broader concept than learning or teaching as defined the literature. When education is mentioned, though generally the formal learning process of young people from 4 to 20 years of age may come to mind, it encompasses both formal and informal education continuing from birth to death and is a more complicated case involving interactions between philosophy, sociology, politics, psychology and economy (Bartlett & Burton, 2016).

When perceptions related to the education concept of preservice teachers are investigated, it was identified they focused on contributions of education to the individual and society. In both first and final years, preservice teachers were identified to perceive the contribution of education to the individual as ensuring socio-cultural development, adaptation to society and increased quality of life, while the contribution to society was in bringing society to a modern level, raising good citizens, and contributing to living in peace and welfare. Additionally, in fourth year, education was perceived as an element allowing individuals to discover their abilities and to feel success, while it was an indispensable element in terms of society, which may be interpreted as positive change. Additionally, according to findings obtained from interview data, experience of preservice teachers in the education faculty contributed to socio-cultural and personal development. At the same time, it contributed to development in the topics of tolerance, self-confidence and love of others.

Akbaba-Altun and Apaydın (2013) in a study of the metaphoric perceptions of teacher candidates related to the education concept identified the reasons for female teacher candidates choosing the metaphors used related to education as education shaping/forming an individual, presenting a quality life, ensuring continuous development, supporting personal development, creating change, creating a product and being a basic requirement. For male preservice teachers, metaphors used in relation to education were chosen for reasons such as education creating change, being a product and ensuring continued existence. It can be said that these research results are in parallel with the results in this study.

Antikainen, Houtsonen, Huotelin and Kauppila (1995) in research about the meaning of education in groups born before 1936, 1937-1945, 1946-1965 and after 1965 concluded that all generations perceived education as an element with social status and directly or indirectly necessary to gain a profession. According to the research, older generations perceived education as an element providing professional knowledge, while younger generations perceived education as more of a life lesson and a source of identity formation. When this situation is compared with the education perception of preservice teachers, preservice teachers perceived education as an element increasing quality of life, providing a taste of success and ensuring discovery of abilities, rather than a direct means of obtaining a profession. According to Antikainen et al. (1995), this situation may be called a postmodern movement.

Another variation in perceptions of preservice teachers about education in the research was the family concept. In both first and fourth year, the importance of the family for education of the child was emphasized, while in fourth year the importance of family education was a focus. Additionally, the most important development in the education perception of preservice teachers can be said to be in the case of the child and teaching. In relation to children, first class preservice teachers perceived that education should start at a young age, while fourth class preservice teachers had significant developments in relation to children being unique and individual, being important for our future, and providing development in line with abilities as a whole. Again, in relation to teaching in first year the focus was on discipline, though with low participation, with discipline perceived as punishment-reward. In fourth year, perceptions related to noting individual differences, learning by doing and living, critical thinking, and cultivating productive individuals who can learn how to learn were identified.

Lewin and Wadmany (2005) in a study investigating education beliefs of class teachers with observation and interview methods, identified that teachers with positivist and behavioral-based pedagogic views perceived learning as an absorption process like a sponge. According to teachers with these thoughts, teachers are a funnel inserting material and information into the mind of students and technology is a mechanical aid to calculations or writing texts.

Teachers with more relativistic ideas, compared to positivistic, were aware of the value of interdisciplinary learning duties, and developed a view of sharing planning of teaching with students. These teachers perceived technology as a tool to strengthen student and teacher competency. However, they were

very traditional-positivist about the curriculum, believing that the curriculum should be designed by academic experts and that teachers should not have the decision-making authority for any curriculum (Lewin & Wadmany, 2005).

Teachers with the constructivist education understanding were identified to perceive learning as a renewable unending process completed in cooperation with students through experiments. According to these teachers, technology is a part of the teaching and learning processes. When these teachers use open-ended creative learning opportunities, they believe students will reveal strong abilities. Additionally, they believed that benefitting from variegated learning models would be helpful in creating concepts and theories themselves and presenting curriculum recommendations (Lewin & Wadmany, 2005).

Teacher candidates definition of education as an element allowing a taste of success and the opportunity to discover abilities and their belief that teaching is learning by doing and experiences, learning how to learn, critical thinking, taking note of individual differences, that every child is special and the importance of development of the child as a whole indicates that, similar to the research by (Lewin & Wadmany, 2005), fourth year preservice teachers have adopted the constructivist approach that is the basis of the current education system. Preservice teachers defined the concept of education as a *"process of behavioral change"* but did not adopt a behavioral concept but a constructivist concept of learning. Supporting these research results, there are studies revealing that preservice teachers adopt student-centered teaching making the student an active participant in learning (Biesta, Priestley & Robinson, 2015; Doyle, 1997; Minor, Onwuegbuzie, Witcher & James, 2002; Witcher, Onwuegbuzie & Minor, 2002). In the literature (Alkın-Şahin, Tunca & Ulubey, 2013; Arslan, 2017; Çalışkan 2013; Çelik & Orçan, 2016, Oğuz, Altınkurt, Yılmaz & Hatipoğlu, 2014; Yılmaz & Tosun, 2013) studies investigating the educational philosophy/teacher beliefs adopted by teachers or preservice teachers identified they adopted an existential and progressive education philosophy. In this research, dealing with perceptions of children and teaching held by preservice teachers, preservice teachers can be said to have adopted a more progressive/existential education philosophy, though indirectly.

A significant change in the perception of education among preservice teachers was identified in the concept of teacher. When perceptions of teacher candidates related to education are investigated, there was no case related to teachers encountered among first years, while in fourth year a focus on the importance of the profession of teaching, love of the profession and the importance of training teachers was identified. At the same time, according to results obtained from opinions about the effect of experience in the education faulty on the perception of education, preservice teachers obtained gains like love of the profession, awareness of the profession, dedication to their profession, love of children and communication skills. Based on these findings, when preservice teachers reach fourth class, they have adapted to their profession more and can be considered to have developed positive attitudes about the teaching profession compared to first year. In the literature (Avramidis & Kalyva, 2007; Çapa & Çil, 2000; Oral, 2004; Özder, Konedralı & Perkan-Zeki, 2010; Pehlivan, 2004; Shade & Stewart, 2001; Üstüner, Demirtaş & Cömert, 2009) research has revealed that as the duration of education increases, positive attitudes related to the teaching profession developed. According to Cremin and Arthur (2014), in the past class teachers were seen as people who showed a child how to hold a pen, wiped their noses, told a few stories but did not teach real and important knowledge. The image that important information was taught at the second level led to the desire to be second-level teachers rather than class teachers. Currently, with the development of the positive attitude that class teachers are responsible for student development from reading, writing and numbers to the power of creative thinking, they are seen as experts responsible for children's education in a very broad area. In this sense, it is an important development that the preservice teachers in the research are aware of the importance of class teaching and display positive attitudes towards their profession.

According to data obtained from interviews, preservice teachers think they have been well-trained in a theoretical sense in terms of professional qualifications. On this topic, they stated lecturers who they could see as role models and form one-to-one communication with were effective. The reason preservice teachers had

the opportunity to form one-to-one communication with teaching staff was, as stated, because they are the first graduates from the faculty and the low number of students in the faculty. In Turkey it is a known truth that there is no quantitative need for teachers, in fact there are many preservice teachers waiting for appointments. The student intake numbers in faculties has been reduced ensuring teaching staff contribute more to the education of preservice teachers and as a result, training of qualified teachers may be ensured.

Though preservice teachers considered they had been well-trained in the theoretical sense, they were of the opinion that there were deficiencies in terms of opportunities to transform theoretical knowledge into practice. In the process beginning in the 1980s and continuing to date, in research related to teacher education (Anderson & Stillman, 2011; Britzman, 2003; Goodman, 1986; Smith & Lev-Ari, 2005; Zeichner, 2010) the largest quandary, as stated by the preservice teachers, is the lack of transformation of theoretical knowledge into practice. In the age of school-university partnerships, even if preservice teachers are educated about the basic information about being a teacher before service (Duffy, 1994; Zeichner, 2009), there should be more cooperation between schools, universities, political administrations and other social organizations about truly preparing preservice teachers to be teachers (Apple, 2008; Darling-Hammond, 2016; Newfield, 2008; Zeichner, Payne & Brayko, 2015).

Another important change in perceptions related to education among preservice teachers was identified about education problems. In the first year, preservice teacher's perceptions about education problems were limited to topics like equality of opportunities and the right of every individual to education. In fourth year, they were identified to reach a broader perception about educational problems like respect for teachers in society, quality of education in our country, educators not developing themselves and frequent changes to the education systems. Considering studies related to problems in Turkish National Education (Eğitim Reformu Girişimi, 2008; Gedikoğlu, 2005; Gür & Çelik, 2009; Seferoğlu, 2004; Yılmaz & Altınkurt, 2011) deal with problems like inequality in access to education, frequent changes in education planning, lack of quality education for every individual and cultivating qualified teachers, it can be said that preservice teachers are aware of the problems in education in our country.

In this research it was concluded that there were significant changes in perceptions related to the concept of education (encompassing topics like meaning of the education concept, contribution of education to the individual and society, child, teaching, teacher, family education and education problems) among teacher candidates due to experiences in the education faculty. According to the opinions of preservice teachers, experiences in the education faculty have an important place in both the change in perceptions of the education concept and in their personal and professional development. The research is limited to preservice teachers attending the class education branch in Ordu University. As a result, broader studies allowing the possibility to compare and investigate the education perceptions of teachers, preservice teachers, students, parents, managers and bureaucrats, administrators and politicians organizing education policies could be completed.

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