

EVALUATION OF PRIMARY EDUCATION PRE-SERVICE TEACHERS' PERCEPTIONS OF "GOOD TEACHER" AS OTHERS AND AS SUBJECTS WITHIN THE FRAME OF GENERAL QUALIFICATIONS OF TEACHING PROFESSION¹

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ABSTRACT

The aim of this study is to evaluate primary school and pre-school pre-service teachers' perceptions about the concept of "good teacher" as another one and the concept of "good teacher" about themselves as a subject within the frame of "General Qualifications of Teaching Profession" published by the Ministry of National Education in 2017. In this study conducted in the form of qualitative research, the data obtained from "Good Teacher Form", which is a form filled by pre-service teachers, were evaluated by using the content analysis technique. The study group of this research consists of a total of 91 pre-service teachers studying in the Department of Primary Education, Faculty of Education of Adıyaman University in the Academic Year 2017-2018 including 55 primary school pre-service teachers; 34 from the 1st grade, 21 from the 4th grade, and 36 pre-school pre-service teachers; 15 from the 1st grade and 21 from the 4th grade. The 1st and 4th grade pre-service teachers studying in the Department of Primary Education expressed their opinions on the professional knowledge, professional skills, attitudes and values of other good teachers and of their own. Based on the results; the 4th grade pre-service teachers studying in the Department of Primary Education expressed more opinions on the professional knowledge, professional skills and attitudes and values of a good teacher compared to the 1st graders. The 1st grade pre-service teachers studying in the Department of Primary Education expressed more opinions on professional knowledge and professional skills of a good teacher as another when compared to the 4th graders; while the 4th grade pre-service teachers expressed more opinions on attitudes and values of a good teacher as another one when compared to the 1st graders.

Keywords: Good teacher, professional skills, professional knowledge, attitude, value

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INTRODUCTION

It is one of the main objectives of the education stakeholders to comply with the rapid changes in the world and to provide qualified education to our children who are the heirs of our future. Equipping our children with the knowledge and skills envisaged by the modern world can be undoubtedly ensured by high-quality teachers as well as a good education system (Kartal & Taşdemir, 2012; Çelikten, Şanal & Yeni, 2005). Durmuşçelebi, Yıldız & Saygı (2017) see the teaching profession as the basic element of a sound development of every field of society, future generations, science, and technology. Moreover, Cobb (1999); Harris (2000) emphasize that teachers lead the development, change, and innovation in society and therefore teaching is more important than other professions.

Şahin (2003) describes "teacher" as the person who guides the formation of individual behaviors that will improve the quality of individual and social life by using the theoretical knowledge, while Çetin (2001) describes it as a universal profession; Işık, Çiltaş & Baş (2010) as the profession of all professions; Article 43 of National Education Basic Law no. 1739 as a specialization profession that undertakes education, training and relevant management duties of the government; and Calderhead (1997) as the person needed, to be able to learn and control what we understand. In addition, Türer 2009; Işık, Çiltaş & Baş (2010) state that the teaching profession deserves to be the profession of all professions because it is a key profession that plays a leading role in the teaching of all subtleties of other professions. This key profession is a field of study that requires professional competence and knowledge in the social, cultural, economic, scientific and technological themes and special expertise in the current era (Şişman & Acat, 2003). Regardless of its definition, teachers are the leaders who bring contemporary societies to the best state with their professional skills and the ones who bring hope to the future.

Özer & Gelen (2008) express the importance of teaching profession as follows;

"... Given the developed countries, it is seen that their most important advantage is their educated manpower. Although many countries with well-educated people do not have enough rich resources financially, they can become rich by using other countries' resources. In contrast, countries with very rich underground and aboveground natural resources remain poor and serve other countries in various ways because they do not have educated and knowledgeable manpower. In this respect, it is known that education is an indispensable condition for development and economic progress among other benefits. At this point, the importance of teachers and the teaching profession becomes evident..."

It is necessary to increase the professional qualifications of the teaching profession, which is one of the basic elements of education. In this regard, there are a large number of studies in the field. These studies have

relevant contents such as professional knowledge, skills and attitudes related to teaching profession, general competencies, special field competencies and self-efficacy, contributions to teaching, subjective well-being, pre-service and in-service training of pre-service teachers (Akay and Boz, 2011; Akkuzu and Akçay, 2012; Akpınar, Turan and Tekataş, 2004; Berman, McLaughlin, Bass, Pauly & Zellman, 1977; Bhargava and Pathy, 2011; Büyükkaragöz and Sünbül, 1996; Çapri and Çelikkaleli, 2008; Çetin, 2001; Çubukcu, 2010; Darling-Hammond, 2000; Demirel, 1999; Diener and Lucas, 1999; Dilmaç, Bozgeyikli, 2009; Gelbal and Kelecioğlu, 2007; Gelen and Özer, 2008; Goe and Stickler, 2008; Karacaoğlu, 2008; Işık, Çiltaş & Baş, 2010; Kartal & Taşdemir 2012; Kök, Çiftçi and Ayık, 2011; Köksal, 2008; Kurudayıoğlu & Kana, 2015; Küçükoğlu and Kaya, 2009; Lucas, Diener and Suh, 1996; McDiarmid & Clevenger-Bright, 2008; MEB Öğretmen yeterlilikleri, 2018; Numanoğlu and Bayır, 2009; Öksüzoğlu, 2009; Özdemir and Özden, 2010; Özden, 2003; Özer and Gelen, 2008; Özpolat and Gürsoy, 2019; Passos, 2009; Rockoff, 2003; Sünbül, 2001; Şahin, 2003; Şişman, 2003; Taşgın and Sönmez, 2013; Ulusoy, 2013; Yasa, 2012; Yaşar, Gültekin and Ersoy, 2006; Yenice, 2012; Yeşilyurt, 2012; Yılmaz and Çokluk-Bölceoğlu, 2008). These studies emphasize the necessity and importance of improving the qualifications of teachers.

Competence of a teacher is a factor that directly affects the quality of education (Kartal & Taşdemir, 2012). The competence of a teacher is achieved by improving the professional qualifications. In relation with the teacher qualifications, the World Bank mentions three areas; the development of professional qualifications of teaching, the development of relevant qualifications through training and in-class studies and the development of qualifications related to the work environment. There is an article stating that “The qualifications to be required in pre-service teachers in the fields of general knowledge, special field education and pedagogical formation are determined by the Ministry of National Education.” in the Basic Law of National Education (1973).

“... It is emphasized for years in the studies investigating the relationship between education and development that the development of countries is related to the resources allocated to education. In recent years, the relationship between development and the quality of education, as well as the resources allocated to education, has come to the forefront and studies are executed in this field. All kinds of changes to be made in the field of education take on meaning by being reshaped in the hands of teachers who are the practitioners of education. Therefore, teachers make the most direct and most important impact on the quality of education. For this reason, having qualified teachers is a prerequisite for the changes to be made in education. With this understanding, many countries are trying to determine the qualifications that their teachers should have to achieve their long-term goals. However, it is not possible to define common and universal qualifications of a teacher for each country, and although some important areas show similar characteristics, the qualifications sought in teachers vary according to the needs of the era and the philosophy of education in the historical process. This relativity and continuous change have required each

country to determine the knowledge, skills, attitudes, and values that teachers should have independently within the framework of their conditions and educational philosophies and to determine these qualifications dynamically in line with current needs..." (MoNE, 2017).

The Ministry of National Education in Turkey started working on the qualifications of teachers in 2006 through the project funds of the World Bank and the European Union and determined special field qualifications in 2008 (Kurudayıoğlu & Kana, 2015). In 2017, the final version of the qualifications of a teacher was published (MoNE-2017).

General qualifications of teaching profession published in 2017 was grouped under three main headings: Professional Knowledge (Field Knowledge, Field Education Knowledge, Regulatory Knowledge), B Professional Skills (Education Teaching Planning, Creating Learning Environments, Assessment and Evaluation, Managing Teaching and Learning Process) and Attitudes and Values (National, Spiritual and Universal, Approach to Students, Communication and Cooperation, Personal and Professional Development) (MEB, 2017). It is envisaged that these qualifications will be used in the content of academic courses and teaching practices of pre-service teacher training in the fields of continuous professional development, career development and rewarding, performance evaluation, self-evaluation, pre-service teacher training process and teacher employment (MoNE, 2017).

In this context, this study conducted with primary school and pre-school pre-service teachers examines the perception of the qualifications of "a good teacher" and how the other perception of a good teacher is. Ulusoy (2013) states that the perspectives of pre-service teachers on professional qualifications and their level of competence are closely related to how they see themselves when they begin their profession. It is about how the pre-service teachers who just begin studying teaching see themselves according to their qualifications of the profession and how they should prepare themselves for this profession. In this respect, the present study is of great importance for pre-service teachers to evaluate themselves and current teachers with the theoretical knowledge they have learned. Accordingly, the following questions were sought in the research.

- a) How do 1st grade pre-service teachers find themselves in the general qualifications of the teaching profession as a subject?
- b) How do 4th grade pre-service teachers find themselves in the general qualifications of the teaching profession as a subject?
- c) Is there a conceptually significant difference between 1st and 4th grade students?
- d) Is there a significant difference between pre-service teachers by gender?

Purpose of the Research

The aim of this study is to evaluate the perceptions of primary school and pre-school pre-service teachers about the qualifications of "a good teacher" and their own qualifications as teachers within the framework of "General Qualifications of Teaching Profession" published by Ministry of National Education in 2017. In this study conducted in the form of qualitative research, the data obtained from "Good Teacher Form" from pre-service teachers will be evaluated by using the content analysis technique. The study group of this research consists of a total of 91 pre-service teachers studying in the Department of Primary Education, Faculty of Education of Adiyaman University in the Academic Year 2017-2018 including 55 primary school pre-service teachers; 34 from the 1st grade, 21 from the 4th grade, and 36 pre-school pre-service teachers; 15 from the 1st grade and 21 from the 4th grade. In our opinion, the fact that the primary education part of the research includes 1st and 4th grade pre-service teachers and the data to be obtained will be evaluated within the context of the General Qualifications of the Teaching Profession framework published in 2017 will contribute to the field.

The Significance of the Research

The Ministry of National Education tried to determine the professional qualifications of the teaching profession by publishing the General Qualifications of the Teaching Profession framework in 2006 and 2017. The general qualifications of the teaching profession are updated in 2017 and defined around three qualification fields; professional knowledge, professional skills, attitudes and values. This study does not only aim to evaluate the "good teacher" perceptions of the 1st and 4th grade pre-school and primary school pre-service teachers, who are studying in the Department of Primary Education, Faculty of Education of Adiyaman University, in the context of "the other" and "the subject" but it also aims to evaluate these findings within the framework of "General Qualifications of Teaching Profession". It is considered that the research shall contribute to the perspectives of 1st and 4th grade pre-service teachers on the concept of being a "good teacher" and to the development of qualifications in the field of knowledge, skills, attitudes and values by revealing the opinions of pre-service teachers on the concept of "good teacher".

METHOD

Research Model

This study conducted to evaluate the perceptions of the 1st and 4th grade pre-school and primary school pre-service teachers who are studying in the Department of Primary Education, Faculty of Education of Adiyaman University on the qualifications of a "good teacher" and their own qualifications as teachers according to the

"General Qualifications of the Teaching Profession" framework was carried out using the survey model. The qualitative research approach was adopted in the study and document analysis technique was used.

Population and Sampling

The population of the study consists of 190 pre-service teachers studying in the 1st and 4th grade in the Department of Primary Education, Faculty of Education, Adıyaman University, while the sample consists of 89 pre-service teachers, 34 of which are pre-school teachers and 55 are primary school teachers who participated in the research voluntarily. The informed consent procedure included informing potential participants of their right to withdraw from the study at any time, and for any reason, without any kind of sanction.

Collection and Analysis of the Data

The form, which was developed in order to find out the opinions of primary school pre-service teachers about the concept of "good teacher" consists of two sections that include the personal information of pre-service teachers and a section in which pre-service teachers express their opinions about the concept of a good teacher for the other and the concept of a good teacher for the subject.

The data on the concept of being a good teacher were collected from 91 volunteer pre-service teachers who are studying at the Department of Primary Education, Faculty of Education, Adıyaman University, and two forms were excluded from the evaluation by the joint decision of the researchers. The opinions of the pre-service teachers about the concept of being a good teacher were transformed into codes through content analysis, and themes and sub-themes were created from these codes based on the Ministry of National Education Teacher Qualifications Framework. In order to ensure the reliability of the research, the data of the research was separately checked by the researchers and consensus was reached on the code, theme, and sub-themes, and the themes, sub-themes, and codes were finalized.

Validity and reliability are the two most commonly used criteria for the credibility of the results obtained in the research. (Başkale, 2016). Including frequent direct citations from scientific studies and coming to the conclusions of the study based on these citations are important in terms of the validity of this research (Yıldırım & Şimşek, 2013). The findings of the research are consistent and statistically significant and have constituent concepts. (Yıldırım & Şimşek, 2013) emphasize that it is important for researchers to interrogate each other in a qualitative research study and to compare and work on the same subject for internal and external validity. In this study, three researchers constantly questioned themselves and the research process among themselves, and checked whether the findings they obtained and the results of these findings reflect the truth. For this purpose, in the creation phase of the concepts and themes, all of the individual studies were compared and the common conclusions were reached, results were compared with the results of previous research studies, and

internal validity was achieved by gathering depth-oriented data. The research results and the research question are consistent with the conceptual framework. The research sample was diversified to allow generalization (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2014). They had the opportunity to test the research findings in another study. (Yıldırım and Şimşek, 2013) emphasize that if this happens, the generalizability of the qualitative research results may increase.

The researchers wanted to find out the pre-service teachers' perceptions about the general and professional qualifications of the teaching profession. The role of researchers is to identify these perceptions for research purposes and to collect and analyse data in line with these purposes (Başkale, 2016). The researchers did not go beyond this. The differences that might arise from the collected data and analysis of these data between the researchers are minimized (Güneyli, & Akıntuğ, 2012). They have decided together on each stage of the research. For instance, they discussed and decided together on the collection of the data, which data analysis methods to use, and how to determine the codes and themes. For instance, the code determinations were determined separately by each researcher and the researchers decided together on what common codes might be by combining them later (Güneyli, & Akıntuğ, 2012). The same was done in the determination of the themes. As a result, it can be said that there is enough evidence to establish the validity and reliability required for the credibility of the research.

FINDINGS (RESULTS)

Table 1. Frequency and Percentage Values of the Research Group

Participants		1st Grade		4th Grade	
		f	%	f	%
Pre-school	Female	13	28	20	48
	Male			1	2
Primary School	Female	18	38	18	43
	Male	16	34	3	7
Total		47	100	42	100

As shown in Table 1, 38% (f = 34) out of 89 Primary Education pre-service teachers in our study group were pre-school teachers, while 62% (f = 55) of them were primary school pre-service teachers. 53% of the pre-service teachers studying in the Department of Primary Education are 1st graders, while 47% of them are 4th grade pre-service teachers. The distribution of Primary Education pre-service teachers by gender was that 66% of the first grades were female and 34% were male; and 91% of 4th grades were female and 9% were male.

Table 2.Primary Education Pre-School Pre-Service Teachers' Opinions and Descriptive Distribution in terms of Professional Knowledge

Pre-School Teaching				Good Teacher			
Professional Knowledge	Field Knowledge, Field Education Knowledge	Profession	Specialist	1st Grade		4th Grade	
				Other (f)	Subject (f)	Other (f)	Subject (f)
				2	2	7	4

As can be seen in Table 2, primary school pre-service teachers studying in the Primary Education Department expressed opinions in the field of professional knowledge under the themes/sub-themes of field knowledge, field education knowledge, and profession, and the 1st graders stated that a good teacher should have the qualities of a specialist (f=2) as an “other”; and for the “subject”, they expressed that a good teacher should have the qualities of a specialist (f=2); and the 4th graders expressed that a good teacher should have the qualities of a specialist (f=7) as an “other”; and for the “subject”, they said that a good teacher should have the qualities of a specialist (f=4) again.

Table 3.Primary Education Pre-School Pre-service Teachers' Opinions in terms of Professional Skills and Descriptive Distribution of Their Opinions

Pre-School Teaching			Good Teacher			
Professional Skills			1st Grade		4th Grade	
			Other (f)	Subject(f)	Other (f)	Subject (f)
Creating Learning Environments	Learning environment	Creating an appropriate learning environment	1			
		Safe				1
		Healthy				1
		Using appropriate material			2	
		Raising curiosity		1		
		Creative		1	1	
		Improving students		1	1	1
	Teaching	Teaching at student level	5		7	1
		Using appropriate activities				1
		Transferring his/her knowledge	3	2	1	
		Transferring his/her experience	1			
		Using appropriate methods/techniques			2	
		Teaching using non-rote methods		1		
		Student-centered	2	1	2	

Education	Raising well-educated individuals	1			
	Raising individuals beneficial to society	1	1		1
	Developing students' perspective		1		
	Raising citizenship awareness		1		
	Raising democratic individuals		1		
	Raising secular individuals		1		
	Raising individuals seeking their right		1		
	Raising individuals loyal to state		1		
	Raising self-expressing students		2		
	Raising students for the future		1		1
	Leaving traces				1
Classroom Management	Raising all-rounder students	2			
	Positive intervention to students	4	2	1	3
	Disciplined	2	1		

As can be seen in Table 3, pre-school pre-service teachers studying in the Primary Education Department expressed opinions in the field of professional skills under the themes/sub-themes of creating learning environments and learning environment, and 1st grade student stated that as an "other", a good teacher should create an appropriate learning environment (f = 1); and as a "subject", they expressed that a good teacher should have the qualities of raising curiosity (f = 1), being creative (f = 1) and improving students (f = 1) and creating learning environments; and 4th grade students expressed that as an "other", a good teacher should have the qualities of using appropriate materials (f = 2), being creative (f = 1), improving students (f = 1); and as a "subject", they expressed that a good teacher should have the qualities of being safe (f = 1), healthy (f = 1) and creating learning environments to improve students.

Pre-school pre-service teachers studying in the Department of Primary Education expressed opinions in the field of professional skills under the theme/sub-themes of managing teaching and learning process and teaching, and 1st grade students stated that as an "other", a good teacher should have the qualities of teaching at student level (f = 5), transferring knowledge (f = 3), being student-centered (f = 2) and transferring experiences (f = 1); and as a "subject", they said that a good teacher should have the qualities of transferring knowledge (f=2), teaching using a none-rote method (f = 1), being student-centered (f = 1), and 4th grade students stated that as an "other", a good teacher should have the qualities of teaching at student-level (f = 7),

using appropriate method techniques (f = 2), being student-centered (f = 2); and as a “subject”, they said that they should have the qualities of teaching at student level (f = 1) and using appropriate activities (f = 1).

Pre-school pre-service teachers studying in the Department of Primary Education expressed in the field of professional skills under the theme/sub-themes of managing teaching and learning process and teaching that a good teacher should have the qualities of raising all-rounder students (f = 2), raising well-educated individuals (f = 1), raising individuals beneficial to society (f = 1) as an “other”; and as a “subject”, they stated that a good teacher should have the qualities of raising self-expressing students (f = 2), raising individuals beneficial to society (f = 1), improving students' perspective (f = 1), raising citizenship awareness (f = 1), raising democratic individuals (f = 1), raising secular individuals (f = 1), raising individuals seeking their right (f = 1), raising individuals loyal to the state (f = 1) and raising students for the future (f = 1); and 4th grade teacher students expressed that as an “other” a good teacher should have the qualities of raising individuals beneficial to society (f = 1) and raising students for the future (f = 1); and as a “subject”, they stated that they should have the quality of leaving a trace (f = 1).

Pre-school pre-service teachers studying in the Department of Primary Education expressed opinions in the field of professional skills under the theme/sub-themes of managing teaching and learning process and classroom management, and 1st grade students stated that as an “other”, a good teacher should have the qualities of having positive intervention for students (f = 4) and being disciplined (f = 2); for their own qualities as “subjects”, they stated they should have the qualities of having positive intervention to students (f = 1); while 4th grade teacher students expressed that a good teacher should have the qualities of positive intervention to students (f = 1); and as a “subject”, they stated that a good teacher should have the quality of positive intervention (f = 3).

Table 4.Primary Education Pre-School Pre-service Teachers' Opinions in terms of Attitudes and Values, and Descriptive Distribution of Their Opinions

			Pre-School Teaching			
			1st Grade		4th Grade	
			Good Teacher		Good Teacher	
Attitudes and Values			Other (f)	Subject (f)	Other (f)	Subject (f)
			National, Spiritual and Universal Values	Values	Attaching importance on values education	1
Approach to Students	Value	Dutiful	1	1		
		Individual respecting different views	2			1
		Raising individuals with citizenship awareness	2			
		Democracy	1			
		Fair				1
		Equitable	3	1	10	3
		Helpful	3			
Altruistic	2	2	2	2		

		Tolerant	2		8	4
		Respectful	2	2	4	4
		Affectionate	3	4	7	6
		Appreciating	1		1	
		Consistent	1			
		Friendly		4		
		Protective		1		
		Enjoyable	3	1		
		Caring	3			
		Kind	1			
		Compassionate	3	2	3	4
		Sincere	1	2	1	
		Patient	2	1	6	4
		Optimistic	1	1		
		Smiling	1	1	2	1
		Reliable	1		1	
		Honest	3		1	
		Democrat			4	2
		Secular			1	
		Humanitarian				2
	Role Model	Role Model	2	2		
	Role Model	Guide	3	2		
Communication and Cooperation	Contact	Diction	1		1	
		Empathy	4		3	
		Listening-Comprehension			5	1
Personal and Professional Development		Leader	1			
		Idealistic		1		
		Observer	1			
		Peace with oneself	1	2		
		Explorer	1			
		Vivid imagination		1		
		Knowing Oneself	1		1	
		Skilled		1		
		Progressive		1		
		Creative		1	1	1
		Popular		1		1
		Clean conscious				1
		Developed reasoning ability			1	
	Personal	Organised			1	
		Knowing one's responsibilities against society			1	
		Loving what they do as a	1	2	2	4

job			
Doing his/her profession willingly	1		1
Self-Improving	1	4	2

As can be seen in Table 4, pre-school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of a good teacher in the field of attitudes and values under the themes/sub-themes of national, spiritual and universal values, values; 1st grade students stated that as an "other", a good teacher should have the qualities of raising individuals respecting different views (f = 2), raising individuals with citizenship awareness (f = 2), attaching importance on values education (f = 1), being dutiful (f = 1) and democratic (f = 1); and as a "subject", they stated a good teacher should have the qualities of being dutiful (f = 1); and 4th grade students did not express an opinion about the qualities of a good teacher as an "other", but as a "subject" they stated that a good teacher should have the qualities of raising individuals respecting different views (f = 1) and being fair (f = 1).

Pre-school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of a good teacher in the field of attitudes and values under the themes/sub-themes of approach to students and value; 1st grade students stated that as an "other" a good teacher should have the qualities of being fair (f = 3), helpful (f = 3), enjoyable (f = 3), affectionate (f = 3), honest (f = 3), altruistic (f = 2), tolerant (f = 2), respectful (f = 2), patient (f = 2), attaching value (f = 1), consistent (f = 1), kind (f = 1), sincere (f = 1), optimistic (f = 1), friendly (f = 1), reliable (f = 1); and as a "subject" they stated that a good teacher should have the qualities of being affectionate (f = 4), friendly (f = 4), altruistic (f = 2), respectful (f = 2), compassionate (f = 2), sincere (f = 2), patient (f = 1), optimistic (f = 1), smiling (f = 1), protective (f = 1), enjoyable (f = 1), fair (f = 1); and 4th grade students expressed that as an "other", a good teacher should have the qualities of being fair (f = 10), tolerant (f = 8), affectionate (f = 7), patient (f = 6), respectful (f = 4), democrat (f = 4), compassionate (f = 3), altruistic (f = 2), friendly (f = 2), reliable (f = 1), honest (f = 1), secular (f = 1), sincere (f = 1) and attaching value (f = 1); and as a "subject", they stated that a good teacher should have the qualities of being affectionate (f = 6), tolerant (f = 4), respectful (f = 4), compassionate (f = 4), patient (f = 4), fair (f = 3), democrat (f = 2), humanitarian (f = 2), altruistic (f = 2) and smiling (f = 1).

Pre-school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of approach to students and being a role model; 1st grade students stated that as an "other", a good teacher should have the qualities of being a guide (f = 3), role model (f = 2); and as a "subject", they stated that a good teacher should have the qualities of being a role model (f = 2) and guide (f = 2); but 4th grade students did not comment on being a good teacher as an "other" and as a "subject".

Pre-school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of communication

and cooperation, communication; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of having empathy (f = 4) and diction (f = 1); but for as a “subject” they did not state any opinions about the qualities of a good teacher. The 4th grade students, on the other hand, stated that as an “other”, a good teacher should have the qualities of listening and comprehension (f = 5), empathy (f = 3) and diction (f = 1); and as a “subject”, they stated that they should have the qualities of listening and comprehension (f = 1).

Pre-school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of personal and professional development, personal; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of being a leader (f = 1), observer (f = 1), in peace with oneself (f = 1), explorer (f = 1), knowing oneself (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of being in peace with themselves (f = 1), idealist (f = 1), vivid imagination (f = 1), skilled (f = 1), progressive (f = 1), creative (f = 1), popular (f = 1); while the 4th grade students expressed that as an “other”, a good teacher should have the qualities of being altruistic (f = 1), creative (f = 1), improved judgment ability (f = 1), organized (f = 1), and aware of their responsibilities against society (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of being creative (f = 1), popular (f = 1) and having a clean conscious (f = 1).

Pre-school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of personal and professional development, profession; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of loving what they do as a job (f = 1), doing their job willingly (f = 1) and being self-improving (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of loving what they do as a job (f = 2); while the 4th grade student teachers expressed that as an “other”, a good teacher should have the qualities of self-improving (f = 4) and loving one's profession (f = 2); and as a “subject”, they stated that a good teacher should have the qualities of loving what they do as a job (f = 4), being self-improving (f = 2) and doing their job willingly (f = 1).

Table 5. Primary Education Primary School Pre-service Teachers' Opinions in terms of Professional Knowledge, and Descriptive Distribution of Their Opinions

Classroom Education				Good Teacher			
				1st Grade		4th Grade	
				Other (f)	Subject (f)	Other (f)	Subject (f)
Professional Knowledge	Field Knowledge, Field Education Knowledge	Profession	Specialist	10	2	1	2

As can be seen in Table 5, the primary school pre-service teachers studying in the Primary Education Department expressed the qualities of a good teacher under the themes/sub-themes of professional knowledge, field knowledge, field education knowledge, profession and stated that a good teacher should be

an expert in the field of education and knowledge, for the qualities of a good teacher 1st grade students expressed (f = 10) for the “other”, and (f = 2) for the “subject”, while 4th grade students stated (f = 1) for the qualities of “other” and (f = 2) for the qualities of “subject” respectively.

Table 6.Primary Education Primary School Pre-service Teachers' Opinions in terms of Professional Skills, and Descriptive Distribution of Their Opinions

	Classroom Education		Good Teacher				
			1st Grade		4th Grade		
			Other (f)	Subject (f)	Other (f)	Subject (f)	
Professional Skills	Creating Learning Environments	Learning environment	Cleaning	1			
			Use of materials	1	1		
			Enjoyable		2		
			Use of appropriate technology	1			
	Managing Teaching and Learning Process	Education	Explaining the course well	3	1	1	4
			Teaching at student level	2	4	1	2
			Making students think	1	1		
			Transferring his/her knowledge	3	1		
			Making efforts	1			1
			Active		1		
			Teaching through games		1		
			Doing activities		1		
		Classroom Management	Giving fun lectures		2		1
			Teaching through experience		1		
			Non-traditional teaching		1		
			Providing good education		1		
			Raising good people				2
			Preparing students for the future		1		1
			Affecting development positively			3	
			Raising critical thinking individuals		1		
	Classroom Management	Education	Raising questioning individuals	1			
			Raising researching individuals	1			
			Improving students' imagination		1		
			Teaching how to tackle problems	2			
			Allowing students to discover information rather than making them memorize	1			
			Teaching how to learn	1			
			Raising idealist generations	1	1		
			Raising useful students to the country	3			
			Raising students beneficial to society	2	1		
			Teaching how to take responsibility	1			
Raising enthusiastic students				1			
Positive intervention			4	5	6	3	
			2	2			

Assessment and Evaluation	Evaluation	Ability to test what they transfer to students	1	2

As can be seen in Table 6, the primary school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of professional skills, under the themes/sub-themes of creating learning environments and learning environment; for the qualities of teachers, 1st grade teacher students stated that as an “other”, a good teacher should have the qualities of cleaning (f = 1), using materials (f = 1), using appropriate technology (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of being enjoyable (f = 2) and using material (f = 1); while the 4th grade students did not comment on the characteristics of a good teacher for the “other” and the “subject”.

Primary school pre-service teachers studying in the Department of Primary Education in the professional skills expressed opinions on the qualities of good teachers in the field of professional skills, under the theme/sub-themes of teaching and learning process management, teaching; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of explaining the course well (f = 3), transferring their knowledge (f = 3), teaching at student level (f = 2), making the students think (f = 1), making efforts (f = 1); and as a “subject, they said that a good teacher should have the qualities of teaching at student level (f = 4), giving a fun lecture (f = 2), explaining the course well (f = 1), making students think (f = 1), transferring their knowledge (f = 1), being active (f = 1), teaching through games (f = 1), doing activities (f = 1), teaching through experience (f = 1), non-traditional teaching (f = 1); while the 4th grade students expressed that as an “other”, a good teacher should have the qualities of explaining the course well (f = 1) and teaching at student level (f = 1); and as a “subject”, they said that a good teacher should have the qualities of explaining the course well (f = 4) and teaching at student level (f = 2).

Primary school pre-service teachers studying in the Department of Primary Education in the professional skills expressed opinions on the qualities of good teachers in the field of professional skills, under the theme/sub-themes of managing teaching and learning process with regards to education; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of raising students beneficial to the country (f = 1), raising students beneficial to society (f = 1), teaching how to tackle problems (f = 1), raising questioning individuals (f = 1), raising researching individuals (f=1), allowing students to discover instead of making them memorize (f = 1), teaching how to learn (f = 1), raising idealistic generations and how to take responsibility (f = 1); and as a “subject”, they said that a good teacher should have the qualities of providing good education (f = 1), preparing students for the future (f = 1), raising critical-thinking individuals (f = 1), developing imagination (f = 1), raising idealistic generations (f = 1), raising students beneficial to society (f = 1) and hardworking students (f = 1); while the 4th grade students expressed that as an “other”, a good teacher should have the qualities of affecting development positively (f = 3); and as a “subject”, they said

that a good teacher should have the qualities of raising good people (f = 2) and preparing students for the future (f = 1).

Primary school pre-service teachers studying in the Department of Primary Education expressed opinions on the qualities of a good teacher in the field of professional skills, under the theme/sub-themes of managing teaching and learning process, with regards to classroom management; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of positive intervention (f = 4); and as a “subject”, they stated that a good teacher should have positive intervention (f = 5) skills; while the 4th grade teacher students stated a good teacher should have the qualities of positive intervention (f = 6) and being disciplined (f = 2) skills; and as a “subject”, they stated that a good teacher should have the qualities of positive intervention (f = 3) and being disciplined (f = 2).

Primary school pre-service teachers studying in the Department of Primary Education expressed opinions on the qualities of good teachers in the field of professional skills, under the theme/sub-themes of assessment and evaluation with regards to assessment; for the qualities of a good teacher, 1st grade students stated that as an “other” a good teacher should have the ability to test what he/she transfers to his/her students (f = 1); while the 4th grade students stated that as an “other”, a good teacher should have the ability to test what he/she transfers to his/her students as well (f=2).

Table 7. Primary Education Primary School Pre-service Teachers' Opinions in terms of Attitudes and Values, and Descriptive Distribution of Their Opinions

		Classroom Education		Good Teacher			
				1st Grade		4th Grade	
				Other (f)	Subject (f)	Other (f)	Subject (f)
Attitudes and Values	National, Spiritual and Universal Values	Loving their country	1	2			
		Loving their nation	1	1			
		Benefactor	1				
		Sharer	1				
		Raising benefactor students		2			
		Raising honest students		1			
		Raising students loyal to their culture		1			
	Approach to Students	Equitable	7	4	2	3	
		Compassionate	2	1	9	8	
		Sharer	1				
		Helpful	2				
		Affectionate	5	2	6	5	
		Honest	1				
		Responsive				3	
Tolerant	3		11	6			

		Enjoyable	1			1
		Patient	4		5	4
		Sincere	2	1		
		Reliable	1			
		Objective	1		4	5
		Friendly		3	1	1
		Respectful			3	1
		Discreet			3	
		consistent			2	
		Smiling			1	1
		Mother				1
		Sister				1
		Caring				1
	Role Model	Role Model	5	1	2	2
		Guide	2		2	
Communication and Cooperation	Contact	Listening-Comprehension	5	6	3	1
		Empathy	1			
		Diction			1	1
	Personal	Having matching discourses with actions	1			
		Having sense of humour	1			
		Predicting the future	1			
		Recognizing students	2			
		Patriot	1	1		
		Loyal to state	1			
		Idealistic	2	5		2
		Loyal to nation	1	1		
		Interested in sports	1			
		Loving the environment	1			
		Reliable	1	1		
		Radiating goodness	1			
		Experienced	1			
		Beneficial	4			
		Popular		2		1
		Respected		2		
		Self-confident		2		
		Healthy		1		
		Ambitious		1		
		Creative		1		1
		Honest		2		
		Decent		1		
		Organized		1		1
		Reasonable		2		
	Profession	Loving his/her profession	5	4	3	6
		Self-Improving	11	16	8	1

As can be seen in Table 7, primary school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of national, spiritual and universal values with regards to value; for the qualities of teachers, 1st grade students stated that as an “other”, a good teacher should have the qualities of being patriot (f = 1), loving their nation (f = 1), being benefactor (f = 1) and sharer (f = 1); and as a “subject”; they stated that a good teacher should have the qualities of being patriot (f = 2), raising benevolent students (f = 2), loving their nation (f = 1), raising honest students (f = 1) and students loyal to their culture (f = 1); while the 4th grade students did not express opinions for a good teacher as an “other” and a “subject”.

Primary school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of a good teacher in the field of attitudes and values, under the themes/sub-themes of approach to students with regards to value; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of being fair (f = 7), affectionate (f = 5), patient (f = 4), tolerant (f = 3), compassionate (f = 2), helpful (f = 2), sincere (f = 2), honest (f = 1), enjoyable (f = 1), reliable (f = 1) and objective (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of being fair (f = 4), friendly (f = 3), affectionate (f = 2), compassionate (f = 1) and sincere (f = 1); while the 4th grade students stated that as an “other” a good teacher should have the qualities of being tolerant (f = 11), compassionate (f = 9), affectionate (f = 6), patient (f = 5), objective (f = 4), respectful (f = 3), discreet (f = 3), consistent (f = 2), fair (f = 2), friendly (f = 1) and smiling (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of being compassionate (f = 8), tolerant (f = 6), objective (f = 5), caring (f = 5), patient (f = 4), fair (f = 3), sensitive (f = 3), fun (f = 1), friendly (f = 1), respectful (f = 1), smiling (f = 1), mother-like (f = 1) sister-like and related characteristics.

Primary school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of approach to students, role model with regards to being a role model; for the qualities of a good teacher, 1st grade students stated that as an “other” a good teacher should have the qualities of being a role model (f = 5), and a guide (f = 2); and as a “subject”, they stated that a good teacher should have the qualities of being a role model (f = 1); while the 4th grade students stated that as an “other” a good teacher have the qualities of a role model (f = 2) and guidance (f = 2); and as a “subject” they stated that a good teacher should have the qualities of role model (f = 2).

Primary school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of communication

and cooperation with regards to communication; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of listening-comprehension (f = 5) and empathy (f =

1); and as a “subject”, they stated that a good teacher should have the qualities of listening-comprehension (f = 6); while the 4th grade students stated that as an “other”, a good teacher should have the qualities of listening and comprehension (f = 3) and diction (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of listening-comprehension (f = 1) and diction (f = 1).

Primary school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of good teachers in the field of attitudes and values, under the themes/sub-themes of personal and professional development, with regards to personal traits; for the qualities of a good teacher, 1st grade students stated that as an “other”, a good teacher should have the qualities of being useful (f = 4), recognizing students (f = 2), being idealist (f = 2), having discourses matching with actions (f = 1), having sense of humour (f = 1), predicting the future (f = 1), being loyal to the nation (f = 1), interested in sports (f = 1), loving the environment (f = 1), being reliable (f = 1), radiating goodness (f = 1) and being experienced (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of being idealist (f = 5), loved (f = 2), respected (f = 2), self-confident (f = 2), honest (f = 2), reasonable (f = 2), patriot (f = 1), loyal to the nation (f = 1), reliable (f = 1), healthy (f = 1), ambitious (f = 1), creative (f = 1), decent (f = 1) and organized; while the 4th grade teacher students did not express any opinion about the qualities of a good teacher as an “other”, they stated that as a “subject”, a good teacher should have the qualities of being idealistic (f = 2), loved (f = 1), creative (f = 1) and organized.

Primary school pre-service teachers studying in the Primary Education Department expressed opinions on the qualities of a good teacher in the field of attitudes and values, under the themes/sub-themes of personal and professional development, with regards to professional traits; for the qualities of a good teacher, 1st grade students stated that as an “other” that a good teacher should have the qualities of being self-improving (f = 11) and loving what he/she does as a job (f = 1); and as a “subject”, they stated that a good teacher should have the qualities of being self-improving (f = 16) and loving what he/she does as a job (f = 4); while the 4th grade students stated that as an “other” a good teacher should have the qualities of being self-improving (f = 4) and loving what he/she do as a job (f = 2); and as a “subject”, they stated that a good teacher should have the qualities of loving what he/she does as a job (f = 4), being self-improving (f = 2) and doing his/her job willingly (f = 1).

CONCLUSION and DISCUSSION

The 4th grade pre-service teachers expressed that as for other, good teachers should be more specialized in terms of professional knowledge, while they express less this quality for themselves (subject). This may be because they consider themselves more qualified in this field (Table 2). These results have emerged in previous researches as well i.e. Setenberg, Karlson, Pitkaniemi, & Maaranen (2014) report that when student teachers begin their teacher education, the majority of positions concern didactical issues, that is, how to promote

pupils' studying and learning processes. In addition, student teachers' teacher identities as teachers strongly emphasise the moral nature of teaching. Contextual issues about school and society and matters related to content, such as the curriculum, had little representation in first-year student teacher identities.

Unlike primary school pre-service teachers, pre-school pre-service teachers stated more that good teachers should be specialist in the field of professional knowledge at the level of 1st grade pre-service teachers. Primary education and pre-school pre-service teachers stated that good teachers should be specialized in the field of professional knowledge more for the other and less for themselves (for the subject). This may be because they see themselves more qualified than others (Table 5). These findings are consistent with Arnon & Reichel's (2007) research in which both groups of participants similarly attribute great importance to the personal qualities of the ideal teacher, but with a difference in their perception of the importance of knowledge: the beginning teachers attribute great importance to knowledge and perceive it as a quality similar in importance to personal characteristics, while the student teachers, who have not begun their teaching careers, attribute less importance to knowledge as a characteristic of the ideal teacher.

1st grade pre-school pre-service students studying in the Department of Primary Education stated that good teachers should mostly have the quality of creating an appropriate learning environment in the field of professional skills; and for themselves (as subjects), they should have the ability to create a learning environment that raises curiosity, is creative and improves students. The 4th grade pre-service students revealed that good teachers should have the following qualities for others and teachers for themselves (as a subject) respectively; use of appropriate materials, ability to create a creative learning environment that improves students, and ability to create a safe and a healthy learning environment that improves students (Table 3). The 4th grade pre-service teachers expressed more opinions about learning environment qualities of good teachers, while 1st grade students expressed more opinions as subjects.

In terms of creating a learning environment in the field of professional skills, 1st grade primary school pre-service teachers presented views on the fact that good teachers should have the qualities of cleanliness, the use of materials and the use of appropriate technology, and as for the subjects, they stated that they should have the qualities of being enjoyable and using materials. The 4th grade pre-service teachers did not express opinions as others and as subjects about good teachers' creating a learning environment (Table 6).

In terms of professional skills and managing learning and teaching process, 1st grade pre-school pre-service teachers studying in the department of primary education expressed opinions on the qualities of good teachers as teaching at student-level, transferring their knowledge, being student-centered, transferring their experience the most; and as for the subjects, they said they should have the qualities of transferring their knowledge, teaching using a none-rota method and being student-centered the most. The 4th grade pre-service teachers expressed that good teachers should have the qualities of teaching at student-level (f = 7),

using appropriate methods and techniques (f = 2), being student-centered (f = 2) and transferring their knowledge; and as for the subjects, they said that they should have the qualities of teaching at student-level (f = 1) and using appropriate activities (f = 1). (Table 3). Student centered learning and competency in instruction qualities are mentioned first and third by importance respectively in Minor, Onwuegbuzie, Witcher, & James' research (2010) conducted to elicit the educational beliefs and perceptions of teacher candidates regarding characteristics of effective teachers.

In terms of professional skills and managing learning and teaching process, 1st grade primary school pre-service teachers studying in the department of primary education expressed as others that good teachers should have the qualities of explaining the course well, transferring their knowledge, teaching at student-level, making students think and making efforts the most; and as subjects, they said mostly that they should have the qualities of giving fun lectures, making students think, transferring their knowledge, being active, teaching using games, doing activities, teaching through experiences and not teaching through conventional methods. The 4th grade pre-service teachers expressed as others that, good teachers should have the qualities of explaining the course well and teaching at student-level; for their own qualities as subjects, they stated that they should have the qualities of explaining the course well, making efforts and giving fun lectures. (Table 6). 1st grade pre-service teachers expressed more opinions about the teaching qualities of good teachers for their own qualities as subjects. The 4th grade pre-service teachers suggested for their own qualities as subjects that good teachers should have the qualities of explaining the course well and teaching at student-level. Cristian & Denisa (2014) have also found similar results in their research regarding qualities of participants' favourite teachers in which rank the following traits by importance; the clarity of teaching, illustrating the concepts, fairness in grading, open attitude and encouragement of dialogue, general knowledge and connections to other fields, enthusiasm in teaching and sense of humour, respectively.

In terms of professional skills and managing learning and teaching process, 1st grade pre-school pre-service teachers studying in the department of primary education expressed as others that good teachers should have the qualities of raising all-rounded and well-educated individuals as well as raising individuals beneficial to society; for their own qualities as subjects, they stated that good teachers should have the qualities of raising students beneficial to society, developing students' point of view, raising citizenship awareness, raising democratic individuals, raising secular individuals, raising individuals seeking their rights, raising individuals

loyal to the state and raising students for the future. The 4th grade pre-service teachers expressed as others that good teachers should have the qualities of raising individuals beneficial to society and raising students for the future; for their own qualities as subjects, they stated that they should have the qualities of leaving traces. (Table 3). 1st grade pre-service teachers expressed more opinions as others about the teaching qualities of good teachers with regards to education for their own qualities as subjects. Although some of the codes are listed under different themes in our study, correspondent traits have been found in Lui & Meng's (2009)

research. The participants have listed qualities of a good teacher as being responsible, treating all students equally, care about all students and having a good relation with students under the theme of teacher ethics; setting a good model for the students being knowledgeable, having excellent teaching skills, caring the students' actual level while planning under the theme of professional skills, and having update knowledge of content and pedagogy knowledge by in-service learning under the theme of professional development.

In terms of professional skills and managing learning and teaching process, 1st grade primary school pre-service teachers studying in the department of primary education expressed with regards to education that good teachers should have the qualities of raising students beneficial to the country, raising students beneficial to the society, teaching how to tackle problems, teaching how to learn, raising idealistic generations, raising individuals who question, raising individuals who do research and teaching how to take responsibility; for their own qualities as teachers, they stated that they should have the qualities of providing good education, preparing students for the future, raising critically-thinking and idealist generations, developing students' imagination, raising individuals beneficial to society and hardworking students. The 4th grade pre-service teachers expressed that good teachers should have the qualities of affecting students' development positively; for their own qualities as teachers, they stated they should have the qualities of preparing students for the future. (Table 6). 1st grade pre-service teachers expressed more opinions about the teaching qualities of good teachers with regards to education for their own qualities as teachers. Although the first and fourth grader teacher candidates have common ideas dealing with the good teacher, they rank the qualities to observed differently and attribute different significance. For example, instilling values is ranked first in the present research while it is seen to be ranked fourth in another research (Arnon & Reichel, 2007).

In terms of professional skills and managing learning and teaching process, 1st grade pre-school pre-service teachers studying in the department of primary education expressed with regards to classroom management as others that good teachers should have the qualities of positive intervention to students and be disciplined; for their own qualifications as subjects, they stated that they should have the qualities of positive intervention to students and being disciplined. The 4th grade pre-service teachers, on the other hand, expressed as others that good teachers should have the qualities of positive intervention to students (Table 3). 1st grade pre-service teachers expressed their opinions as others and stated more opinions about the teaching qualities of good teachers with regards to classroom management.

In terms of professional skills and managing learning and teaching process, 1st grade primary school pre-service teachers studying in the department of primary education expressed with regards to classroom management that good teachers should have the qualities of positive intervention to students and being disciplined for their own qualifications as subjects, and for the qualities of others, they stated that they should have the qualities of positive intervention to students as well. On the other hand, the 4th grade pre-service teachers expressed as

others that good teachers should have the qualities of positive intervention to students and being disciplined; for their own qualities as subjects, they stated that they should have the qualities of positive intervention to students and being disciplined (Table 6). The 4th grade pre-service teachers stated more opinions about the teaching qualities of good teachers with regards to classroom management. In their research with pre-service teachers, Sallı & Osam (Sallı & Osam, 2018) have also found that establishing and maintaining discipline in class to be one of the significant qualities the teachers ought to have beside incorporating various and interesting materials in lessons, integrating technology to instruction, implementing new approaches to teaching, conducting learner-centered lessons under the theme of instructional skills.

Pre-school pre-service teachers studying in the Department of Primary Education did not express their opinions for the qualities of good teachers with regards to the assessment under the theme of assessment and evaluation in the field of professional skills. As others, 1st grade primary school pre-service teachers expressed opinions on the qualities of good teachers as having the ability to test what they transfer to their students, while the 4th grade pre-service teachers stated as others that good teachers should have the ability to test what they transfer to their students (Table 3, Table 6). Fairness in grading the students' work is rarely mentioned among the qualities of teachers in the research conducted with pre-service teachers (Arnon & Reichel, 2007; Cristian & Denisa, 2014).

1st grade pre-school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of national, spiritual and universal values in relation to the values, as others that good teachers should have the qualities of respecting different opinions, raising individuals with citizenship awareness, caring about value education and having democratic characteristics; for their own qualities as subjects, they stated they should have the quality of being responsible. On the other hand, 4th grade pre-service teachers expressed as subjects that good teachers should have the quality of respecting different views (Table 4). Respecting different views has been cited first for both group of participant whereas this quality is found third in Arnon & Reichel's (2007) research with teacher candidates depicting their perceptions of qualities of good teachers and their own qualities as teachers.

1st grade primary school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of national, spiritual and universal values in relation to the

values that good teachers should have the qualities of loving their homeland and nation, being benefactor and sharing; for their own qualities as subjects, they stated they should have the qualities of raising students who love their homeland, who are benefactor, sharer and honest and who love their nation and who are loyal to their culture. The 4th grade pre-service teachers did not express any opinion about the qualities of other teachers and themselves as subjects. (Table 7). 1st grade pre-service teachers expressed more opinions about the teaching qualities of good teachers with regards to values for their own qualities as subjects.

1st grade pre-school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of attitude towards students in relation to values as others that good teachers should be fair, helpful, caring, entertaining, concerned, compassionate, honest, altruistic, tolerant, respectful, patient, valued, consistent, kind, optimistic, friendly and reliable; for their own qualities as subjects, they stated that they should be affectionate, friendly, altruistic, respectful, compassionate, sincere, fair, protective, funny, patient, optimistic and smiling. The 4th grade pre-service teachers expressed that good teachers should have the qualities of being fair, tolerant, affectionate, patient, respectful, democratic, altruistic, friendly, valued, sincere, honest and secular; for their own qualities as teachers, they stated that they should be affectionate, tolerant, respectful, compassionate, fair, patient, democrat, altruistic, humane, and friendly (Tablo 4). As subjects, the 4th grade pre-service teachers expressed more opinions about the qualities that good teachers should have as being especially fair, tolerant and affectionate.

1st grade primary school pre-service teachers studying in the Department of Primary Education expressed opinions in the field of attitudes and values under the theme of attitude towards students in relation to values as others and stated that good teachers should have the qualities of being fair, affectionate, patient, tolerant, compassionate, helpful, sincere, sharing, fun, reliable and objective; for their own qualities as subjects, they stated that they should be fair, friendly, affectionate, compassionate and sincere. The 4th grade pre-service teachers stated that good teachers should be tolerant, compassionate, affectionate, patient, objective, respectful, discreet, consistent, fair and smiling; and for their own qualities as subjects, they stated that they should be compassionate, tolerant, affectionate, objective, patient, responsive, fun, friendly, respectful, mother-like, sister-like and have related characteristics. As subjects, 4th grade pre-service teachers expressed more opinions about their own qualities and stated that good teachers should be tolerant, compassionate and affectionate. Attitudes and values clustered under that theme in the present study have also been mentioned in many studies (Hoşgörür, 2012; Sallı & Osam, 2018; Simpson et al., 2009) although the characteristics of the ideal teacher depicted in those research ranked differently.

1st grade pre-school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of attitude towards students in relation to being a role model as

others that good teachers should have the qualities of being a guide and role model; for their own qualities as subjects, they stated that they should have the qualities of being a role model and guide. The 4th grade pre-service teachers did not express any opinion about whether good teachers should have the qualities of being a role model and guide as others or as subjects or not (Table 4). As others, 1st grade pre-service teachers expressed more opinions about the qualities of good teachers with regards to being a role model.

1st grade primary school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of attitude towards students in relation to being a role model

as others that good teachers should have the qualities of being a guide and role model; for their own qualities as subjects, they stated that they should have the qualities of being a role model. The 4th grade pre-service teachers expressed opinions as others that good teachers should have the qualities of being a role model and guide and added that as subjects good teachers should have the quality of being a role model (Table 4). As others, 1st grade pre-service teachers expressed more opinions on the qualities of good teachers with regards to being a role model and guide.

1st grade pre-school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of communication and cooperation in relation to communication as others that good teachers should have the qualities of having empathy and diction. They did not express any opinions on their qualities as subjects. The 4th grade pre-service teachers expressed as others that good teachers should have the qualities of having listening-comprehension, empathy and diction and for their own qualities as subjects they stated that good teachers should have the quality of listening-comprehension skills (Table 4). As others, 4th grade pre-service teachers expressed more opinions on the qualities of good teachers with regards to listening-comprehension and empathy.

1st grade primary school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of communication and cooperation in relation to communication, expressed as others that good teachers should have the qualities of having listening-comprehension, empathy and diction; and for their own qualities as subjects they stated that good teachers should have the qualities of having listening-comprehension skills. The 4th grade pre-service teachers expressed as others that good teachers should have the qualities of listening-comprehension and diction skills; and as for their own qualities as subjects they stated that good teachers should have the qualities of listening-comprehension and diction skills. 1st grade pre-service teachers expressed more opinions on listening-comprehension and communication qualities of good teachers compared to the 4th grade pre-service teachers (Table 7). These results support Hoşgörür's (2012) research with pre-service primary teachers. In the mentioned research, the teacher candidates rank the qualities of good teachers by importance as patient, good

communicator, smiley, empathetic, understanding, honest, respectful, loving children, tolerant, affectionate, having a good diction and friendly. The characteristics such as being empathetic and attentive to their pupils, including qualities being someone who loves children and listens to them, who is flexible, who does not discriminate, who is sensitive to children, who is forgiving and open are also mentioned by Arnon & Reichel (2007) beside many others.

1st grade pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of personal and professional development in relation to personal as others that good teachers should have the qualities of being a leader, observer, being in peace with themselves

and recognizing themselves; for their own qualities as subjects, they stated that they should have the qualities of being in peace with themselves, idealist, having great imagination, skilled, progressive, creative and popular. The 4th grade pre-service teachers expressed as others that good teachers should have the qualities of recognizing themselves, being creative, having improved reasoning skills, being organized and knowing their responsibilities against society; and as for their own qualities as subjects they stated that good teachers should have the qualities of being creative, popular and having a clear conscious (Table 4). With regards to the personal traits of good teachers, as others, 1st grade pre-service teachers expressed more opinions.

1st grade primary school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of personal and professional development in relation to personal that good teachers should have the qualities of useful, idealistic, recognizing their students, having matching discourse with actions, having sense of humour, predicting the future, patriotic, loyal to state, loyal to nation, interested in sports, loving the environment, reliable, radiating goodness and experienced; for their own qualities as subjects, they stated that they should be idealist, popular, respected, self-confident, honest, reasonable, patriotic, loyal to their nation, healthy, devoted, researcher, creative, decent, reliable and organized. As others, 4th grade pre-service teachers did not express any opinion for the qualities of good teachers, while they stated for their own qualities as subjects that they should have the qualities of being idealist, loveable, creative, organized, and open to new ideas. 1st grade pre-service teachers expressed more opinions on the personal traits of good teachers than the 4th grade pre-service teachers did for other teachers and for themselves as subjects.

1st grade pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of personal and professional development in relation to professional that good teachers should have the qualities of loving what they do as a job, doing their job willingly and self-improvement; for their own qualities as subjects, they stated that they should have the quality of loving what they do as a job. The 4th grade pre-service teachers expressed opinions as others that good teachers should

have the qualities of being self-improving and loving what they do as a job; and for their own qualities as subjects, they stated that they should have the qualities of being self-improving and loving what they do as a job (Table 4). The 4th grade pre-service teachers expressed more opinions on the professional characteristics of good teachers and stated that good teachers should have the qualities of loving what they do and being self-improving, compared to the 1st grade pre-service teachers. Both groups of participants have common views of what attitudes and values an ideal teacher should have. Enthusiasm in teaching, which is cited most, has also been attributed in some other research as well (Beishuizen, Hof, van Putten, Bouwmeester, & Asscher, 2001; Benekos, 2016; Raufelder et al., 2016).

1st grade primary school pre-service teachers studying in the Department of Primary Education expressed in the field of attitudes and values under the theme of personal and professional development in relation to profession as others that good teachers should have the qualities of being self-improving and loving what they do as a job; and for their own qualities as subjects, they stated that they should have the qualities of self-improving and loving what they do as a job. The 4th grade pre-service teachers expressed as others that good teachers should have the qualities of being self-improving and loving what they do as a job; and for their own qualities as subjects, they stated that they should have the qualities of loving what they do as a job (Table 4). 1st grade pre-service teachers expressed more opinions especially on the professional traits of good teachers and stated that good teachers should have the qualities of self-improving, compared to the 4th grade pre-service teachers. The reason why the 4th grade pre-service teachers expressed fewer opinions on the professional qualities of good teachers and for themselves as subjects might be the fact that they see themselves and other teachers more qualified in this field (Table 7).

A greater number of 4th grade teacher candidates describe the image of themselves and the other teacher with the qualities listed in General Competences of Teaching Profession (Ministry of National Education, 2017) dealing with attitudes and skills than do the first grade participants in both groups of primary teaching and pre-school teaching. There is a significant gap between the perceptions of first graders' and fourth graders of teacher image of themselves and the other's on basis of qualities dictated by the Ministry of education dealing with the professional knowledge and professional skills, first grade participants attribute more significance to professional knowledge and skills than fourth grade participants do.

SUGGESTIONS

A significant gap appears between the evaluation of the participants of themselves and of others. The reasons causing this gap needs being examined both in qualitative and quantitative to reveal whether this result is

related our sampling or context. There is an evolution from content knowledge to human characteristic. The reason why the emphasis on domains change is, as well, of significance enough to be traced through cohort studies.

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