

PROFESSIONAL COMPETENCY PERCEPTIONS OF HISTORY TEACHER CANDIDATES: A COMPARATIVE RESEARCH

Arş. Gör. Dr. Aslı Avcı Akçalı
Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi
Tarih Eğitimi Anabilim Dalı, Buca/İzmir
asli.avci@deu.edu.tr

Abstract

Teachers' having necessary professional equipments in terms of knowledge and skill and feeling themselves efficient in this context is substantially related with the training they get in their teacher training institutions. This research aimed to reveal the competency perceptions of history teacher candidates with regards to teaching profession and history teaching profession and factors that affect these perceptions. The participants were history teacher candidates from the faculty of education and pedagogical formation program which are the two teacher training programs that provide history teacher supply. Perceptions were aimed to be presented comparatively. In this survey type descriptive study, mixed method research design was used in data collection. The data were obtained from the pre-service history teachers of two universities in 2015-2016 academic year. The participants were 60 senior grade students at the educational faculty and 90 students who were at the final stage of their pedagogical formation training. The professional competency perceptions of the participants were obtained by a survey form which include close and open-ended questions. The results identified that history teacher candidates of both programs felt themselves efficient to a large extent in professional sense. Yet, there was a difference between the perceptions of the teacher candidates in these two programs in terms of some competency fields. Moreover, in the study, the factors that affect the perceptions of teacher candidates and the effect of their teacher training programs on their perceptions were propounded.

Keywords: History teacher candidate, professional competency, educational faculty, pedagogical formation program.