EXAMINING PRIMARY PRE-SERVICE TEACHERS' PERSPECTIVES ON TEACHING PRACTICE COURSES

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Abstract: The courses "school experience" and "teaching practice" are undoubtedly among the central courses to be received by pre-service teachers who will be future teachers. Through them, pre-service teachers obtain the realistic information about their profession. Therefore, the aim of this study was to examine pre-service teachers' perspectives on teaching practice courses by using a quantitative approach. Therefore, a 5-point Likert-type questionnaire was administered in order to gather data. The participants of the study were 80 pre-service teachers from the department of primary school education at a public university in the north of Turkey. The data collected were analysed and interpreted using the methods of quantitative analysis. The results have revealed that the pre-service teachers appreciated the value of teaching practice courses, but because of some reasons, they were not very happy in spending time in practice schools. They had not any problems with students and were quite pleased with their attitudes, while it is not possible to say the same thing for mentors' and administrators' attitudes.

Key words: Primary pre-service teachers, teaching practice courses, teacher training, mentoring.

1. Introduction

The fact that teaching profession is introduced to pre-service teachers and mentors contribute their professional development can be considered as the most important functions of school practices in teacher training programs. Theory about teaching science and practice in the field are two main components of teacher training programs to help the development of pre-service teachers' learning. It is clear that the more the gap between theory and practice decreases, the more the efficiency of the program increases. Therefore, one of the important missions of teacher training programs is to harmonize these two components with each other.

Many studies have revealed that making practice in pre-service is effective for pre-service teachers to gain required knowledge and skills and it is one of the most important parts of teacher training (Audouin, 1996; Book, Byers &Freeman, 1983; Kitchers, 1983; Sands & Özçelik, 1997). The general purpose of the teaching practice courses is to contribute pre-service teachers' professional development by providing them, within the framework of the faculty and school cooperation, the opportunity to transform their content knowledge, pedagogical content knowledge and general cultural knowledge obtained from the faculty into practice (Alkan & Demirhan, 2005).

Being a teacher is a process which encompasses the theory and the practice and asks pre-service teachers to be developed in many aspects. However, many researches reveal that novice teachers and pre-service teachers have problems in transform their content knowledge into the form in which students understand (Canbazoğlu, 2008; Veal, Tippins, & Bell, 1998). These experienced problems in harmonizing theory and practice increase the importance of teaching practice courses and mentors' responsibilities (Power, Clarke, & Hine, 2002; Sinclair, 1997). In fact, teaching practice courses offer both mentor and pre-service teacher the opportunity to improve their teaching behaviours by providing them an environment where the mutual reflection and discussion occur (Barnett, 1995; Crowther & Cannon, 1998; Healy, Ehrich, Hansford, & Stewart, 2001). In their internships process, pre-service teachers learn to implement what they have learned at the faculty under the supervision of mentors. It is clear that individuals learn through experience in combination with careful preparation, good mentoring, discussions with colleagues, and well-designed courses, but not from experience alone. When learning in someone's supervision, what we learn is closely correspondence with what and how we do with this person, what

kind of assistance we receive from him/her, and what we talk about what is done together (Wells, 1995). According to Wilson and Berne (1999), dialogues, especially critical professional dialogues, in their teaching practice process have an important role in pre-service teachers' professional improvement. Based on these features, it can be asserted that mentoring is not a simple task to be left to chance (Ganser, 1996). Therefore, teachers who will be assigned to mentors should attentively be selected and be equipped with required knowledge and skills through well-organized programs (Gaston & Jackson, 1998; Zachary, 2002).

When considering studies on teaching practice courses in the literature, we consider that they often focus on the following issues: not receiving enough mentoring/assistance from mentors and lack of effective interaction between parts (Boz & Boz, 2006; Eraslan, 2008; Kiraz, 2002; Özbek & Aytekin, 2003); lack of time allocated for steps such as teaching and evaluation of pre-service teachers' teaching practice (Oral, 1997); lack of cooperation and coordinated work among mentor, pre-service teacher and faculty member (Azar, 2003; Dallmer, 2004; Eraslan, 2008; Shantz, 1995); faculty members' inattentiveness and deficiency in observation and evaluation (Azar, 2003); lack of opportunities to implement what is learned at the faculty into the schools (Boz & Boz, 2006; Karamustafaoğlu & Akdeniz, 2002).

In primary teacher training programs in Turkey, the internship in schools are performed through three courses as follows: school experience, teaching practice I and teaching practice II. Throughout the first one, pre-service teachers are asked to observe, to think about their observations, and to gain experience on teaching skills (Battal, 1998). In the second course, in addition of observations pre-service teachers start making some activities such as a course plan, designing teaching activities and practicing them. With the last course, pre-service teachers find the opportunities to transfer their skills and knowledge obtained at the faculty into practice.

As a result, the efficiency of teaching practice courses depends on process experienced by pre-service teachers and the nature of the relationship among the parts such as mentor, pre-service teacher, administrators, and faculty member. The aim of this study was to investigate pre-service teachers' perspectives on the process and practices of teaching practice courses by using a quantitative approach. Identifying pre-service teachers' perspectives on their internship process in practice schools is quite important in the context of helping us understand their difficulties and obstacles. As known, determining how to train a well-qualified teacher, how to gain pre-service teachers these abilities and to evaluate to what extend this project is succeeded are most significant objectives of teacher training programs (Gürses, Doğar, Özkan, Açıkyıldız, Bayrak, & Yalçın, 2005). Thus, it can be expected that the results of the study will help to improve the internship process and open for pre-service teachers the doors to do an effective internship. Furthermore, through this study it was also aimed to offer to the relevant literature, a valuable instrument for assessment of pre-service teachers' perspectives on teaching practice courses.

2. Methodology

In this study, we adopted a survey research design to diagnose the primary pre-service teachers' perspectives on teaching practice process. Unlike in the experimental research, in the survey research designs it is not needed that researchers experimentally manipulate the conditions. They should not explain the cause and effect like experimental researchers (Creswell, 2012). Therefore, the present study examined what pre-service teachers thought about the teaching practice courses without being influenced them in any way.

2.1 The Participants of the study

The research group of the study consisted of 80 pre-service teachers from the department of primary school education at a public university in the north of Turkey. There were 57 females (71.3%) and 23 males (28.8%), ranging in age from 20 to 27 with an average age of 22 (Std. Deviation: 0.941). Up to the moment of data collection, the pre-service teachers took the courses entitled "School Experience" and "Teaching Practice I" and continued to take "Teaching Practice II". The aim and content of these courses were presented in Table 1.

Table 1. Teaching Practice Courses' Aim and Content

Course	Aim	Content
School Experience Theory: 1 hour Practice: 4 hours Procedure: 14 weeks, 1 hour of lectures and 4 hours of practical per week.	The aim of this course is to introduce primary school pre-service teachers to school and classroom environment and provide them with the opportunity of observing structure of the school, teaching and learning settings, and other elements of the school in order to get ready for Teaching Practice. The course also aims to develop reporting skills of pre-service teachers on the basis of observations they made in classroom environments.	Observing the teacher and students in school, observing teacher organization of the course, how to divide the course into stages, how to apply the form of teaching and techniques, how to use activities in the class, how to manage the course and classroom control, how to finish the course and how to assess the student's works. Examining the organization structure of the school, responsibility of school headmaster and school relation with society. Preparing portfolio reflecting school experience studies.
Teaching Practice I Theory: 2 hours Practice: 6 hours Procedure: 14 weeks, 2 hours of lectures and 6 hours of practical per week.	The aim of this course is to prepare primary pre-service teachers to Teaching Practice. Pre-service teachers will participate in various activities within the schools, in order to develop their skills in making a course plan, designing teaching activities and practicing them, observing whole day activities in schools and reporting the observations.	Determination of daily works in practical school, preparing daily plan (preparation of environment, material and measurement tools); application of the plan and some activities in it, preparing plan for a students undesired behaviours, application and evaluation, filling self-evaluation report for a course applications, preparing portfolio.
Teaching Practice II Theory: 2 hours Practice: 6 hours Procedure: 14 weeks, 2 hours of lectures and 6 hours of practical per week.	The aim of this course is to give primary pre-service teachers opportunity to transfer their skills and knowledge obtained at the faculty into practice in partner schools by embracing them teaching and learning activities. In this way, help pre-service teachers to gain teaching experience develop their teaching skills.	Preparing of daily plan in every week, application of the plan, examination and evaluation of application by teacher, lecturer and student, corrections and reapplications after evaluation, preparing portfolio.

As seen in Table 1, the first course mainly focuses on the observations such as structure of the school, teaching and learning settings, and other elements of the school. Furthermore, pre-service teachers should report on the observations they made in classroom environments. The second can be qualified as a transition course from the observation to the practice. So, pre-service teachers are asked to participate in various activities within the schools, in order to develop their skills in making a course plan, to design teaching activities and to practice them, to observe whole day activities in schools and to report the observations. Regarding the last course, it asks pre-service teachers to transfer their skills and knowledge obtained at the faculty into practice in practice schools by embracing them teaching and learning activities. The school experience course involves one hour of theory and four hours of practice per week, while the teaching practice courses involve two hours of theory and six hours of practice per week. In theoretical hours, pre-service teachers talk about their experiences in the practice schools with their classmates and faculty member.

2.2 Data collection and procedures

To gather data, we conducted a five-point Likert type questionnaire which was developed by the researcher from his experiences in teacher training area, the review of the relevant literature (e.g., Audouin, 1996; Baştürk, 2008, 2009, 2010a; Hudson, 2007), and an open-ended question aiming to generate an item pool. In order to generate an item pool, we asked the pre-service teachers to give details about their views on teaching practice courses. They wrote and submitted a one or two pages reflection of their opinions. The written responses were examined and analysed to write the items. Then, a questionnaire including 30 items were obtained. According to feedbacks after the pilot application, some of the items were partly changed or definitely removed because they did not function well. To test its readability and understanding, about 10 pre-service teachers reviewed the items of the questionnaire.

The final questionnaire were 23 items ranging from "strongly disagree" to "strongly agree" (1=strongly disagree, 5=strongly agree). The content validity was established by a panel of experts consisting of three educators from the department of primary education. Moreover, exploratory factor analysis presented in detail below was performed to convert the numerous variables into limited number of meaningful and independent factors. After the factor analysis, five factors were identified as follows: mentor, positive perspectives on teaching practice courses, students' attitudes towards pre-service teachers, happiness in internship, and administrators of practice school.

2.3 Data analysis

The obtained data was analysed through a quantitative analysis software. The arithmetic mean values of the questionnaire items were calculated and the comments were built on them. In order to test the construct validity of the questionnaire and the factor structure of items, we performed principal components method and varimax rotation. This selection results from the reasons that the factors are independent, the orthogonal rotation is often used in social sciences due to its easy interpretation, and varimax is one of the most frequently used techniques of the orthogonal rotation (Büyüköztürk, 2010).

As indicated already, after this analysis five factors were identified. In the factor analysis, there were two steps. First, seven factors were determined. Their eigenvalues were greater than 1.0, which was a common criterion for a factor to be useful. 71.787% of the total variance was explained by these seven factors. However, some items load highly on more than one factor, thus we excluded this type of items from the analysis (4 items). In the second step, 23 remained items thus were analysed. As shown by Table 2, five factors whose loading value was more than 0.40, eigenvalues greater than 1.0, and explained 69.325% of the total variance, were determined. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was calculated as 0.79 and the Bartlett test was significant (i.e. a significance value of less than 0.05). This means that the variables were correlated highly enough to provide a reasonable basis for factor analysis (Sipahi, Yurtkoru, & Çinko, 2008). The significance of the result of this test can be interpreted as a proof of normality of scores (Büyüköztürk, 2010). The general reliability coefficient of the questionnaire was found to be 0.896.

Factor loadings, eigenvalues, variance percentages and Cronbach's Alpha coefficient of the factors, were presented in Table 2.

Table 2. Factors and Variables

Factors and variables	Factor loading	Eigenvalue	Variance	Alpha coefficient
Factor 1: Mentor ($\bar{X}=3.51$)		7.432	32.312	.858
Mentor shows the utmost effort for I can do an effective internship.	.804			
Mentor makes me feel like a teacher.	.755			
Mentor is not disturbed about my presence in classroom.	.754			
	.670			
Mentor trusts my teaching.	.669			
I trust mentor's pedagogical knowledge.	.620			
Mentor provides my development in professional sense.				
Factor 2: Positive perspectives on teaching practice courses ($\bar{X}=4.26$)		3.116	13.547	.876
Teaching practice courses are useful to learn how to behave towards students.	.830			
Internship experiences provide to increase my self-confidence in making teaching.	.806			
Teaching practice courses provide to destruct prejudices against teaching profession.	.719			
Teaching practice courses are useful to love teaching profession.	.718			
Internship practices provide to view better the difference between theory and practice.	.690			

Items				
Factor 3: Students' attitudes towards pre-service teachers ($\bar{X}$=4.18)		2.141	9.310	.816
Students view pre-service teachers as a teacher.	.817			
Students love pre-service teachers.	.760			
Students respect pre-service teachers.	.728			
Students like pre-service teachers' presence in classroom.	.662			
Mentors' attitudes towards pre-service teachers affect that of students.	.593			
Factor 4: Happiness in internship ($\bar{X}$=3.59)		1.875	8.154	.782
I willingly go to practice school.	.755			
I feel happy in practice school.	.738			
I am excited when I go to practice school.	.690			
I am bored in practice school.	.677			
Factor 5: Administrators of practice school ($\bar{X}$=3.76)		1.380	6.002	.887
	.863			
Administrators of practice school are savvy about pre-service teachers.	.846			
Administrators of practice school trait me like I am a teacher.	.722			
Administrators of practice school show effort in order that I can make an effective internship.				
Principal components factors with varimax rotation p< 0.000				
Keiser-Meyer-Olkin Measure of Sampling Adequacy: .79 Barlett's Test of Sphericity: 253				

As seen Table 2, the obtained factors explained 69.325% of the total variance. In the end of explanatory factor analysis, each factor was entitled according to their factor loadings and variables contained. For instance, factor 1 was grouped under the name "mentor" and refers to mentor's attitudes on internship. This factor with 6 variables had high factor loadings (0.62-0.80) and explained 32.312% of the total variable. Factor 2 was grouped under the name "positive perspectives on teaching practice courses" and included pre-service teachers' perspectives on teaching practice courses. This factor with 5 variables had factor loadings varying between 0.69 and 0.83, explained 13.547%, and with the first factor, 45.859% of the total variance.

3. Results

In this section, we presented the results of the questionnaire. Mean and standard deviation of items were presented in Table 3.

Table 3. Mean and Standard Deviation Value of the Items

Items	Mean	Std. Dev.
Factor 1: Mentor ($\bar{X}$=3.51)		
Mentor provides my development in professional sense.	3.84	1.257
Mentor is not disturbed about my presence in classroom.	3.61	1.013
Mentor makes me feel like a teacher.	3.60	1.165
Mentor shows the utmost effort for I can do an effective internship.	3.44	1.017
Mentor trusts my teaching.	3.36	.945
I trust mentor's pedagogical knowledge.	3.20	.770
Factor 2: Positive perspectives on teaching practice courses ($\bar{X}$=4.26)		
Internship practices provide to view better the difference between theory and practice.	4.52	.729
Teaching practice courses are useful to learn how to behave towards students.	4.35	.781
Internship experiences provide to increase my self-confidence in making teaching.	4.26	.882
Teaching practice courses are useful to love teaching profession.	4.17	.792
Teaching practice courses provide to destruct prejudices against teaching profession.	3.99	.907
Factor 3: Students' attitudes towards pre-service teachers ($\bar{X}$=4.18)		
Students like pre-service teachers' presence in classroom.	4.36	.733
Students love pre-service teachers.	4.35	.781

Students respect pre-service teachers.	4.14	.775
Students view pre-service teachers as a teacher.	4.01	.834
Mentors' attitudes towards pre-service teachers affect that of students.	4.01	1.037
Factor 4: Happiness in internship ($\bar{X}$=3.59)		
I willingly go to practice school.	3.91	1.138
I feel happy in practice school.	3.89	1.055
I am excited when I go to practice school.	3.26	1.133
I am bored in practice school.	2.69	1.109
Factor 5: Administrators of practice school ($\bar{X}$=3.76)		
Administrators of practice school are savvy about pre-service teachers.	3.93	1.016
Administrators of practice school show effort in order that I can make an effective internship.	3.76	1.094
Administrators of practice school trait me like I am a teacher.	3.60	1.154

As shown in Table 3, in terms of the arithmetic means (next to each factor in brackets), the factors "positive perspectives on teaching practice courses" and "students' attitudes towards pre-service teachers" have the highest averages 4.26 and 4.18 respectively. On the contrary, the factors "mentor" and "happiness in internship" have the lowest averages 3.51 and 3.59 respectively. From these results, we can quickly conclude that the pre-service teachers have positive perspective on teaching practices courses and so they consider them useful for their professional development. They also are happy about behaviors towards themselves from students. However, unfortunately we cannot say the same things about mentor and internship process.

If we consider the items of the factors in more detail, from the pre-service teachers' perspectives on mentor, we understand that they do not trust mentors' pedagogical knowledge enough ($\bar{X}$=3.20). Similarly, mentors do not trust the pre-service teachers' teaching enough too ($\bar{X}$=3.36). Although they agree some comments about mentor, it is difficult to qualify them as a very strong agreement such as sowing effort to an effective internship ($\bar{X}$=3.44), making feel like a teacher ($\bar{X}$=3.60), and being disturbed about the pre-service teachers' presence in classroom ($\bar{X}$=3.61). Considering the importance role of mentor in teaching practice process, we can assert that the teaching practice courses have some limitations as part of mentor. Regarding the pre-service teachers' happiness in internship, it is very interesting that no item has an average over 4. Although their level of satisfaction is high in the other items, the pre-service teachers do not clearly say "no" to the item that "I am bored in practice school." They willingly go to practice school ($\bar{X}$=3.91), feel happy in practice school ($\bar{X}$=3.89), and are excited when they go to practice school, but they are not sure whether they are bored in practice school ($\bar{X}$=2.69). This leads us to think that they cannot find what they expected from practice school.

The items of the factor "administrators of practice school" indicate that the pre-service teachers have not great problems with the administrators. They are savvy about pre-service teachers ($\bar{X}$=3.93), and show effort in order that the pre-service teachers can make an effective internship ($\bar{X}$=3.79). However, there is a remarkable point that, similar to mentors, the administrators also are not so generous to the pre-service teachers with respect to act towards them like a teacher ($\bar{X}$=3.60). On the other hand, we consider that the pre-service teachers seem to be pleased with students' attitudes towards them. The items of this factor never fall below 4. So, students like pre-service teachers' presence in classroom ($\bar{X}$=4.36), love ($\bar{X}$=4.35), respect ($\bar{X}$=4.14), and view them as a teacher ($\bar{X}$=4.01). Furthermore, the pre-service teachers also indicate that the attitudes of students are affected by those of mentors ($\bar{X}$=4.01).

The pre-service teachers' perspectives on teaching practice courses are very positive. Therefore, they believe that the internship process provide to view better the difference between theory and practice ($\bar{X}$=4.52), to increase their self-confidence in doing teaching ($\bar{X}$=4.26). At the same time, the teaching practice courses are useful to learn how to behave towards students ($\bar{X}$=4.35), to love teaching profession ($\bar{X}$=4.17), and to destruct prejudices against it ($\bar{X}$=3.99). As a result, we can conclude that the pre-service teachers are aware of the importance of the internship process and teaching practice courses in respect to their professional development.

4. Discussion

In this study, we examined primary pre-service teachers' perspectives on teaching practice courses through a Likert-type questionnaire. As they offer pre-service teachers the opportunities to experience a rich process in the engagement with mentors' pedagogical discourse and reflective thinking (Barnett, 1995; Crowther & Cannon, 1998; Healy et al., 2001), and to transform their content knowledge, pedagogical content knowledge into practice, the teaching practice courses are very important in pre-service teachers' professional development. In this context, we conducted this study with 80 pre-service teachers and obtained the following results:

The study revealed that there was a lack of trust between the pre-service teachers and the mentors in their teaching. So, the pre-service teachers did not trust the mentors' pedagogical content knowledge enough while the mentors did not trust the pre-service teachers' teaching enough too. This finding is in line with those of Baştürk (2010b) who pointed out that mentors often ask secondary mathematics pre-service teachers to teach in the phase of solving exercises or problems at the end of lesson, but not in the phase of introduction to the new subjects. Similarly, Boz and Boz (2006) also reported that mentors indicate that they teach the subjects themselves while they leave the relevant exercises or examples solving to pre-service teachers. The pre-service teachers also was not very optimistic about the fact that mentors showed effort to an effective internship, made feel them as a teacher, and were happy in their presence in the classroom. In his study conducted with primary pre-service teachers, Taşdere (2014) indicated that they complain about the lack of making applications, because mentors do not trust them and do not want due to the fact that their authority in the classroom is undermined. All these results show that the problem is not limited to the department and the university the study conducted. Regarding the administrators, the pre-service teachers seemed to positively think about them. So, they found the administrator comprehensible to them and enthusiastic about providing an effective internship environment. However, similar to the mentors, they were not very sufficient to make feel the pre-service teachers as a teacher. Correspondingly Ören, Sevinç, and Erdoğmuş (2009) indicated that pre-service teachers feel uncomfortable about their indefinite role in practice schools (teacher, student, or pre-service teacher).

On the other, we think that the appointment process of mentor in Turkey is a bit problematic. There is not a process which systematically works, but randomly (Baştürk, 2010a). Every teacher can be assigned as a mentor teacher. The administrators often decide who will be mentor among teachers. Because there is not a specific formal program designed to train mentor, it is very difficult to say that teachers assigned as mentor have sufficient knowledge and experience on mentoring. This is supported by many studies revealing the weaknesses of mentors in mentoring (Cansaran, İdil, & Kalkan, 2006; Kiraz & Yıldırım, 2007; Şad, 2010). Moreover, teachers who adopt ideas completely opposite to those taught in the faculty may be appointed as mentor. Canbazoğlu (2008) reported that some mentors' negative conversations about constructivist learning approach negatively affect pre-service teachers. However, as well underlined by some researchers such as Ganser (1996) and Carter and Francis (2000), mentoring is not a work which can be left to chance. Regarding students' attitudes towards pre-service teachers, we considered that the pre-service teachers had not any problems with students and were quite pleased with their attitudes. Students were not bored in their presence in the classroom, loved, respected them, and most importantly they viewed them as a teacher. Another important point underlined by the pre-service teachers was that the attitudes of mentors towards them, also affected those of students. So, mentors positively behave pre-service teachers, students do too and vice-versa.

The pre-service teachers thought very positively about teaching practice courses. They associated it with the following reasons: the teaching practice courses help them to better consider the difference between theory and practice, to grow their self-confidence in teaching, to learn how to behave towards students, and to improve positive views on their future profession. We can therefore conclude that the pre-service teachers consider teaching practice courses as useful for their professional development. As indicated already, teaching practice courses permit pre-service teachers to make teaching. These results correspond with those of the studies which revealed that teaching practices positively affect pre-service teachers' views on teaching profession (Alaz & Konur, 2009; Baştürk, 2009; Eraslan, 2008; Hasher, Cocard, & Moser, 2004; Şişman & Acat, 2003). However, they were not very happy in the practice schools. They willingly went to, and felt happy in practice school, but they were not sure whether they

were bored there. This leads us to think that although the pre-service teachers appreciate the value of teaching practice courses, because of some reasons, they are not very happy in spending time in practice schools. Although it seems difficult to comment on this issue with the present data included in this study, anyway by basing on the relevant literature we can discuss about what this unhappiness results from. In our opinion, most of the pre-service teachers may not find what they excited in practice schools. As we discussed above, mentor teachers can restrict pre-service teachers with respect to both teaching practice and doing applications. We can assert that they are bored because the pre-service teachers cannot implement what they have learned from the faculty. The fact that many researchers reported that mentors and administrators are disinterested, not sufficiently aware of their responsibilities, pre-service teachers sit in the teachers' room without doing anything and mentors do not allow sufficient time for them (Aslanargun, Kılıç, & Acar, 2012) supports this hypothesis.

5. Conclusion and Recommendations

The study examined pre-service teachers' perspectives on teaching practice courses from a quantitative approach. In short, this study concluded that the pre-service teachers had positive perspective on teaching practices courses and so they considered them useful for their professional development. They also were happy about behaviours towards themselves from students. However, unfortunately it was not possible to say the same things about mentor and internship process.

The study revealed some important results on teaching practice courses, but this supports only on a questionnaire designed by a quantitative approach. As they contribute us to recognize where the problem is, the quantitative research is often implemented in the social sciences. However, as the results of this study were obtained by statistical, mathematical or computational techniques, they should be understood by the qualitative research. Therefore, further qualitative research is necessary to focus on the nature of interaction between mentors and pre-service teachers, pre-service teachers' difficulties and obstacles during the internship process. It can be supposed that it will provide us to consider the details of the big picture better. On the other hand, the present study offers a questionnaire of which the reliability and validity were tested. By conducting this questionnaire in conjunction with other data collection instruments such as teaching and learning belief scale, teaching anxiety scale or self-efficacy scale, the variables which differentiate one pre-service teacher's perspectives on teaching practice courses from another can be determined.

This study is limited to the department of primary pre-service teacher education and a single university. Furthermore, the sample size can be considered as small. The further studies which include a larger sample from other departments and universities can provide confirming the obtained data and better identifying pre-service teachers' perspective on teaching practice courses.

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