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Academic Self-problems of Candidate Teachers of Native Language: "I am not sure what or how to learn." But I must be sure of what I can teach."

Belkıs Orhan[1], Sezgin Demir[2]

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Abstract: Academic self-concept is an individuals' self-definition using their experiences in the educational process or their views on their own skills and interests. This study aims to determine the academic self-perception of teacher candidates of native language. This study was conducted with a qualitative approach in a phenomenological design. The study group consisted of 10 female and 6 male native language teacher candidates at a university located in the eastern part of Turkey. During the data collection process, semi-structured interviews were conducted with open-ended questions, the data collected with a voice recorder was converted into a written text. Participant views were subjected to content analysis. The first, last, and focus codings were completed for "coder reliability;" and an external controller was also used. In this study, the data source was diversified with reminder notes and observation reports for stability and transparency. The findings revealed that most participants had high verbal abilities and interests, and weak numerical abilities and interests. Additionally, the views that they were unable to make the right choices in line with their abilities and interests and therefore could not achieve their academic self-concept and goals are remarkable.

Keywords: Academic self-concept, native language education, teacher candidate.

About the Article

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[1] Fırat University, Faculty of Education, Department of Turkish and Social Education, Elazig, 23000, Turkiye, belkis.orhan@hotmail.com

[2] Corresponding Author's: Assoc. Prof. Fırat University, Faculty of Education, Department of Turkish and Social Education, Elazig, 23000, Turkiye / Tashkent State University of Oriental Studies, Tashkent, Uzbekistan, sezgin.demir@firat.edu.tr

Introduction

Individuals begin to observe their environment during infancy. Thus, they increase their knowledge about the environment. With this experience, they realize that they are a part of a group and the characteristics of that group and their own from a very young age. They begin to define their differences better under the influence of the environment. They create structures in which they classify themselves and others (Aydın, 1996). These structures play an active role in one's thoughts, behaviours, approaches, expectations, and orientations. As individuals become more curious about their inner structures, they start to think and research more about themselves. The desire of an individual to understand and explain himself is an issue that is always on the agenda. One has always been a mystery to himself (Jung, 1999). All kinds of research and defining efforts to solve this mystery enabled the determination of the main subjects of philosophy and many disciplines including sociology, psychology, anthropology, and archaeology. Considering "human" as the basis of the subjects, one's cognitive and sensory structures, his characteristics that distinguish him from other people, lifestyles, relationships with others, and behavioural structures became the basic research areas of the social sciences. Researchers conceptualized the term "self" with the structures that consist of the inner and personal perceptions of human beings and introduced many definitions for this concept.

Self-concept in the Philosophy Dictionary is defined as the spiritual center of one's intense interaction with himself and the environment in which he lives in (Frolov, 1991). In sociology, it is defined as intellectual abilities with reflective properties and a way that encourages people to consider themselves as objects of their own thoughts while emphasising the two-way effect of it between the individuals and society (Marshall, 1999; Mead, 1934). Later, self-concept became one of the main topics in psychology, which deals with the inner aspects of human beings. The self-concept term was first defined by William James in his work entitled "The Principles of Psychology" and he initiated studies on this concept. In the studies, the concept of personality was also emphasized along with the concept of self-concept. Many approaches to explaining the two concepts from different aspects led to different personality theories. There are six basic approaches according to Burger's classification: psychoanalytic, distinctive feature, biological, humanistic, behavioral, and cognitive approach (2006). The self-concept is defined as a biological-based and acquired behavior with immutable attribution which depends on individuals' learning processes and encourages people to answer the questions of who am I, what are my values, what do I want and what can I do (Burger, 2006; Rogers, 2011; Yazgan İnanç & Yerlikaya, 2012). While some researchers use these two concepts interchangeably, others state that the self-cencept is one of the important aspects of personality. In general, both concepts were not considered separately from each other, and it was observed that the definitions were intertwined.

There are other definitions and studies about self-concept in the literature. The self-concept was first seen as a concept that reflects wishes, expectations, feelings, thoughts, beliefs, interests, and abilities, encompasses all individual judgements, the mental

counterpart of personal perspectives, past lives, future goals, social duties, and answers questions, such as what a human being is, what he aims to be and how he is recognized by his environment, what his opinions are about himself, how he defines himself, how he positions himself (Bakırcıoğlu, 2012; Kuzgun, 2002; Ghazvini, 2011; Atkinson, Atkinson, Smith, Bem & Hoeksema, 2008; Rogers, 2011; Yavuzer, 2016; Aydın, 1996). The self-concept is considered developmental, acquired, learned, changeable, dynamic, active, and strong. It is directly based on many sources related to people's lives, including family, friends, ethnicity, cultural elements, the behaviors and opinions of other people, the judgements they make about themselves based on their own reactions, the emotional reactions they give depending on external situations, the discovery of their own characteristics that make them different from other people, and the comparison of themselves with others (Ghazvini, 2011; Markus & Wurf, 1987; Purkey, 1988; Kenç & Oktay, 2002; Taylor, Peplau & Sears, 2010).

In many studies, the flexibility of the self-concept was emphasized. In this context, a model known as the "Shavelson Model" was introduced. According to the model, the self-concept has a gradual structure. There are two components under the general self-concept, namely, academic and non-academic self-concept. In addition, these two components are classified according to their own properties. According to Shavelson et al. (1976), while academic self-concept can be divided into subject areas and then specific areas within these topics, non-academic self-concept can also be divided into social, emotional, and physical self-concepts. Along with the studies on the model, the concept of academic self-concept gained importance in educational studies. It is defined as students' opinions about how they see themselves academically in relation to their perception of competence and ability level, their opinions about their abilities and interests, their interest and attitude towards a topic and theme, their confidence in whether they pass a course, and their general opinion about the courses. Also, it is considered a mediating variable that often facilitates the achievement of other desired outcomes, such as academic achievement (Shavelson & Bolus, 1981; Craven, Marsh & Debus, 1991; Kuzgun, 1996; Piyancı, 2007; Başbay & Senemoğlu, 2009; Kirk, as cited in Çağlar, 2010; Koç, 2011). In summary, the academic self-concept is a phenomenon that an individual acquires based on his experiences in school life to define himself as successful or unsuccessful in academic life both based on himself and through comparison with peers.

Studies have shown that there is a causal relationship between the academic self-concept and other factors, including academic interest, attitude, academic achievement, desire to learn, and academic performance in the future (Byrne, 1986, as cited in Bıyıklı, 2014; Cokley, 2000; Marsh et al., 2005; Marsh, 1986; Byrne, 1984). There are two models of academic self-concept: The personal development model posits that self-concept affects academic achievement and the skill development model reveals that self-concept is a result of academic success (Guay, Marsh & Boivin, 2003). Academic self-concept affects not only students' academic performance but also their efforts, participation, continuity, motivation, behaviors, and choices in classroom activities (Marsh & Yeung, 1997; Hanan, Shabana & Mona, as cited in Yanal, 2019; Kuzgun, 2009). Noting that

academic self-concept is divided into two categories, mathematical and verbal academic self-concepts, it is also divided into sub-dimensions within itself to refer to some concepts, such as interest and ability. The "Academic Self Concept Scale" developed by Kuzgun (1996), who deals with ability and interest dimensions under the academic self-concept, is one of the important sources in the studies conducted on behalf of this concept in Turkey. Kuzgun identified four ability areas in her study (1996): verbal, numerical, shape-space, and eye-hand coordination ability. Accordingly, verbal ability refers to reason with words, to understand what is read, and to express feelings and thoughts clearly with words; numerical ability refers to thinking with numbers, processing, and solving problems; shape-space ability is related to detecting similarities and differences among shapes and visualizing different formal features and situations that shapes and objects will take; eye-hand coordination is associated with performing tasks, such as cutting, piercing, and drawing, which requires both hands and eyes to work together (Kuzgun, 1996).

Explanation and development of academic self-concept are crucial in terms of determining the interests and abilities of a person in the education process, allowing people to make appropriate choices and see their place in life better. As a result, it gained educational psychologists' attention and became a widely used concept in both career choices and vocational guidance. While some studies aimed to explain and develop academic self-concept, and determine the academic self-concept in individuals (Shavelson, Hubner & Stanton, 1976; B. M. Byrne, 1984; Marsh, 1986; Herbert & Marsh, 1990; Marsh & Craven, 1996; Kuzgun, 1996), there are other studies examining the academic self-concept through correlations by employing quantitative research models (Byrne, 1986; Marsh, Byrne & Shavelson, 1988; Marsh, Chessor, Craven & Roche, 1995; Subaşı, 2000; Korkmaz & Kaptan, 2002; Kenç & Oktay, 2002; Marsh, Trautwein, Lüdtke, Köller & Baumert, 2005; Pesen, Odabaş, Bindak & Kudu, 2005; Göktaş, 2008; Başbay & Senemoğlu, 2009; Karasakaloğlu & Saraçoğlu, 2009; Koç, 2011). In some master's theses, although some variables of academic self-concept, including attitude, academic achievement, student access, and interest in profession were examined, the relationship between academic self-control and academic achievement has been explored in the majority of studies (Yağcı, 1997; Çalışkan, 2004; Sevilmiş, 2006; Piyancı, 2007; Yılmaz, 2009; Gökmen, 2009; Çağlar, 2010; Baran, 2011; Turgut, 2011; Baştürk Tekin, 2014; Uzunoğlu, 2019; Yanal,2019). Considering those studies, there is a severe lack of qualitative research on this phenomenon that has such an impact on success and decision systems. To my knowledge, there is no qualitative study in the literature on the academic self-control of native language teacher candidates. Studies examining the effect of academic self-control on personality characteristics specific to an individual will contribute to the field. The fact that qualitative research enables deeper explanations about a phenomenon revealed the necessity of studying the academic self-concept qualitatively. Jung (1999) stated that for one to recognize himself, he should question himself, which results in psychological gain. It is believed that this study enables native language teacher candidates to question their opinions about themselves.

This study aims to determine the perceptions of native language teacher candidates about their academic self-concept. In line with this general purpose, this study examines how those candidates evaluate their effective communication skills, what they think about problem-solving skills using numerical operations, which ways they follow while doing a job, what they do regarding visual skills and hand skills, the extent of their interest in social sciences and learning a foreign language, how they evaluate themselves in terms of social assistance, and to what extent they match themselves with the field they have chosen.

Method

This study was conducted according to a phenomenological design, which is concerned with qualitative research types. In such studies, the dimensions of the phenomenon are explained subjectively as a result of the interviews conducted with the participants who are at the level of living and transferring the phenomenon and supported by the researchers' participatory observations and reminder notes (Baş & Akturan et al., 2017; Büyüköztürk et al., 2018; Patton, 2014; Yurdakul, 2016). Creswell (2017a) states that phenomenological studies, frequently preferred in qualitative research, have philosophical foundations and include descriptions of participants as a result of their experiences. At this point, a biaxial focus is achieved in accordance with the phenomenological design.

Participants

The study group was formed through stratified purposeful sampling, one of the purposeful sampling methods. The purposeful sampling method is a method that is frequently used in qualitative research, and participants are selected according to some characteristics (Sönmez & Alacapınar, 2018). The rationale for this selection is due to the limitations of defining the universe and the logic and context of social processes that cannot be interpreted by random sampling (Miles & Huberman, 1994). In these studies, it is focused on how the sample, or the sum of small case studies, units or activities illuminate social life rather than the representative power of the sample, and the main concern of the researcher is to find case studies that will improve what is learned about context-centered social life processes (Neuman, 2017). The study group consisted of 16 teacher candidates (10 female and 6 male) who were in the Department of Native Language Teaching at a Faculty of Education in a university located in the eastern part of Turkey. First, two participants were selected from each grade level. Then, new participants were added until the data provided little in terms of new perspectives or themes in the study, which resulted in 16 participants in total in this particular study.

Data Collection

In this study, open-ended questions were preferred in the data collection process so that the participants could think independently. Semi-structured interviews were conducted to

ask additional questions when necessary. Interviews help researchers understand and describe the phenomenon in a phenomenological design (Büyüköztürk et al., 2018). While interviews are conducted with questions or directions to reveal the subjects to be discovered, neither a sentence structure nor a definite decision on the questions in advance is required (Merriam, 2015). Based on the principle that "Interviewers are active participants" in qualitative research, the researchers do not monopolize the conversations/interviews but prioritize creating interaction-based environments in order not to disappear in the background (Silverman, 2018). In this study, an interview protocol consisting of 10 questions was used as a data collection tool. Each item in the interview protocol explained a different aspect of the research phenomenon. While preparing the protocol, the literature was reviewed first and criteria/categories were determined as suggested by Berg and Lune (2015). The "Academic Self-Concept Scale" developed by Kuzgun (1996) was used to determine the criteria. For the validity of the content, expert opinions were gathered from faculty members serving at the Faculty of Education. Based on the feedback from the experts, the protocol was finalized. All the data obtained as a result of the interviews were recorded, and reminder notes and observation reports were written during the interviews. The determination of the study group and data collection and analysis processes were carried out simultaneously (Interview (I) 1>Analyses (A) 1>I2>A2>In>An) as suggested by Creswell (2017b). In contrast to quantitative research, research questions cannot be finalized before the data collection and data analysis processes are completed at a significant level (Maxwell, 2018).

The Data Analysis

The interviews were recorded with a tape recorder and then transferred into electronic text format. The data were analyzed through content and descriptive analysis methods. Content analysis allows researchers to identify the existence of words, concepts, themes, idioms, characters or sentences in texts and express them numerically (Kızıltepe, 2017). While content analysis is the method in which the researcher, who has obtained sufficient information about the content, categorizes the data and expresses and interprets the relationship among them, the descriptive analysis method refers to describing the participant views by a researcher (Sönmez & Alacapınar, 2018).

In qualitative studies, credibility, transferability, dependability, and confirmability are the four aspects critical for the robustness of the study. To increase the credibility of the study, member checks, persistent observations, discussions about the phenomenon with peer debriefing during the data collection process, the researcher's interaction with the participants for progressive subjectivity and adapting the dynamic participant-observer role, and data triangulation through reminder notes and observation notes were followed in the study as Çelik and Ekşi (2015) suggested. Informing participants about the purpose of the study, including direct quotations reflecting the feelings and thoughts of the participants in reporting the findings, explaning the findings in detail, and employing purposeful sampling were also employed to increase the transferability of the study (Çelik & Ekşi, 2015).

For the dependability of the study, the researchers asked an expert from another university to analyze the data to ensure the themes and categories. The expert examined how the methodology of the pattern was developed and changed and the adequacy of this process in terms of defining, exemplifying, and supporting it as suggested by Çelik and Ekşi (2015). In addition, the coding process was held twice. Each interview datum was analysed after the interview, which was the first coding process. The second coding process was carried out twenty days after the first coding process. The reliability between the two coding processes was calculated using Miles and Huberman's (1994) formula of "reliability = number of agreements / (total number of agreements + disagreements)" and found to be 90.83%. After the second coding process, with the random sampling method, the data obtained from four participants was selected among the data of 16 participants for content analysis. The expert examined the data obtained from those four participants. The intercoder reliability was calculated through the same formula and found to be 81.82%. Checking the consensus between different coders mainly provides the reliability check in qualitative data analysis and contributes to the thoroughness of the interpretation process in analyzing a qualitative database (Creswell, 2017).

To ensure the confirmability of the study, the sensitivity of the researchers to the process steps enables them to be independent of the values, instincts, and political beliefs stemming from their own paradigms in their analysis and interpretation of the findings (Çelik & Ekşi, 2015). In addition, instead of statistical generalization, the "analytical generalization approach" was adopted in accordance with the epistemological foundations of qualitative research. To realize the triangulation method developed by Merriam (2015), "descriptive phenomenology" was used to describe the phenomenon and "interpretive phenomenology" was used to explain the phenomenon. In the study, sample opinions of the participants for each category were provided. The principle of "axiological subjectivity" between the participants and researchers was adopted in explaining the perception of the phenomenon. Descriptive and interpretive phenomenology were basically carried out to provide interpretation validity, which is the ability to accurately document and reflect on the phenomenon by accessing participants' minds to concretize the extent to which the phenomenon/subject is represented correctly (Christensen, Johnson & Turner, 2015). To increase the strength and transparency of the study, the data source was diversified by keeping reminder notes and observation reports. Reminder notes taken during one-to-one interviews contribute to the researcher's ability to evaluate the experiences in the data collection process, to make comparisons on the data, and to examine the case in detail. Also, reminder notes are expected to be useful for other researchers who tend to apply the method in terms of concretizing the research process. The category clarity was ensured by creating the categories based on the literature to reflect the sub-dimensions of each phenomenon. A phenomenological reduction was made by removing the data that was not related to the problem. By carrying out content analysis, the data were subjected to three-step coding as initial, final, and focus coding by employing open coding and association coding methods. With the "coding" used for adding conceptual labels to the data, the data were analyzed by adding the label to the data piece, whichwas followed by associating these relational

codes to theorize (Urguhart, 2018). While open coding ensures that the concepts, words, and features of a subject are listed under a general category, associative coding involves the association of categories and subcategories with each other (Sönmez & Alacapınar, 2018).

Findings and Interpretation

In this section, the findings obtained through the content analysis method are presented in tables and explained with interpretive phenomenology based on the literature. "What difference or similarity is there between the world in which the participants live and their individual experiences?" constitutes the focus of interpretative phenomenology (Ersoy, 2017). In addition, during the interviews, the reminder notes, and observations, which were the product of the participant observer/researcher role, were subjected to descriptive phenomenology. This role increased our awareness and curiosity about interactions around us, enabled the researcher to be involved in the environment, people, and research questions, and to understand whether the participant observer/researcher role was fulfilled, which is related to whether the researcher feels an increasing determination or not (Glesne, 2015).

Table 1. *Participants' opinions on effective communication skills*

Codes	First coding *f*			Last coding *f*			Focus coding *f*
	Positive	Negative	Total	Positive	Negative	Total	
Grammar	15	5	20	17	6	23	Verbal skills 6
Area of expertise	8	3	11	8	3	11	
Memorization	6	-	6	5	-	5	
Vocabulary	5	-	5	3	-	3	
Pronunciation	3	-	3	2	-	2	
Style	3	-	3	3	-	3	
Expression	57	33	90	47	31	78	Communication 5
Comprehension	40	4	44	34	7	41	
Socialization	28	4	32	20	11	31	
Persuasion	20	4	24	22	5	27	
Leadership	5	-	5	4	-	4	
Linguistic Consciousness	10	-	10	12	-	12	Psychology of language 3
Empathy	8	-	8	10	-	10	
Anxiety	4	-	4	6	-	6	
Gestures	8	4	12	8	3	11	Non-verbal communication 2
Tone of voice	3	-	3	3	-	3	
Competence	6	1	7	6	1	7	Area of expertise 2
Family	4	-	4	4	-	4	
Total	**233**	**58**	**291**	**214**	**67**	**281**	**18**

It was determined that the participants' opinions regarding effective communication skills mostly emphasized the codes of "comprehension" and "expression." There are common views that effective communication is based on expressing oneself and understanding others correctly. Some of the participants stated that they had difficulties in speaking to a group of people as opposed to individual relationships. This may be because the participants do not have the opportunity to speak in front of a group and they do not have many platforms to practice. The concentration of the participants on the concept of sociability is related to the fact that the interaction is based on communication since individuals establish relationships with others through communication and then the socialization process begins. Participants reported that they express themselves in social settings, communicate without hesitation in a new environment, and easily adapt to the environment. Some of the participants stated that they could not socialize due to the fear of not being able to express himself/herself well and the opinions of other people about him/her during communication. In addition, opinions about gestures and tone of voice were determined as factors affecting communication. It was argued by the participants that persuasion skill is essential for effective communication. It was determined that most participants thought that they could impose their ideas on other people. It was observed that the participants who defined themselves as the dominant character during communication emphasized the concept of leadership. They also highlighted the importance of verbal communication skills and stated that they paid attention to their pronunciation, style, and vocabulary. They stated that they were more successful in non-mathematics courses and, therefore, their interests and skills in this area intensified. The participants who provided positive opinions about the grammar code emphasized the linguistic consciousness code by saying that they pay attention to grammar rules in texts and speeches of others and try to correct the mistakes made. The source of these opinions may be related to the department of the participants. In addition, they stated that they chose the department because of their verbal skills.

Table 2. *Participants' opinions on problem-solving skills using numerical operations*

Codes	First coding *f*			Last coding *f*			Focus coding *f*
	Positive	Negative	Total	Positive	Negative	Total	
Biology	19	-	19	18	2	20	Sciences 5
Chemistry	6	2	8	7	2	9	
Physics	-	6	6	-	6	6	
Respect	4	-	4	4	-	4	
Astronomy	5	-	5	5	-	5	
Subscription to periodicals	10	2	12	14	3	17	Scientific research 5
Research	6	4	10	7	4	11	
Study	1	7	8	1	7	8	
Documentary	5	1	6	5	1	6	
Reading	4	2	6	6	2	8	
Mathematics	5	15	20	4	16	20	Numerical skills 3
Problem solving	4	6	10	4	6	10	
Processing skills	10	7	17	6	7	13	

Codes	First coding f			Last coding f			Focus coding f
	Positive	Negative	Total	Positive	Negative	Total	
Self-efficacy	5	12	17	2	12	14	Area of expertise choice 2
Teacher	-	2	2	-	2	2	
Total	**84**	**66**	**150**	**83**	**70**	**153**	**15**

The findings showed that most participants first preferred the mathematics code in the numerical skills focus code. The participants mainly focused on mathematics when it came to the numerical field since they believed that mathematics is related to all other numerical fields. Participants stated that they were unsuccessful in mathematics. For example, they stated that they could not solve problems, did not have processing skills, and had difficulty even in four operations. Some of the participants stated that they can perform simple operations in daily life and that they believe that they can improve themselves in this area if they prefer. While making comments about science, the participants stated that the field of "biology" was interesting and that they understood this field better. When asked about the reason, the participants associated this situation with the verbal aspect of biology. In relation to the "Scientific Research" focus code, the participants stated that they were particularly interested in technological developments, astronomy, and research on the lives of living things. They also stated that they read scientific publications, actively use social media, and watch documentaries. Some of the participants stated that they respect the research and envy successful scientists. On the other hand, they stated that they did not carry out any research and that they could not imagine themselves doing research in the future. They associated this situation with their dislike and seeing themselves as inadequate in these areas. They also stated that the self-efficacy and teacher guidance they received in their K-12 education were insufficient.

Table 3. *Participants' opinions on work discipline*

Codes	First coding F			Last coding f			Focus coding f
	Positive	Negative	Total	Positive	Negative	Total	
Responsibility	21	4	25	25	10	35	Work awareness 4
Concentration	18	2	20	20	2	22	
Work culture	9	1	10	6	1	7	
Discipline	8	7	15	15	9	24	
Detail	18	-	18	28	-	28	Attention 3
Foregrounding	3	-	3	3	-	3	
Research	10	-	10	15	-	15	
Time management	18	12	30	25	12	37	Competence 2
Planning	30	21	51	37	20	57	
Total	**135**	**47**	**182**	**174**	**54**	**228**	**9**

It was determined that most participants primarily focused on the planning code. Along with the participants who provided positive comments that they regularly conduct their

daily work and make a weekly schedule, there were also participants who said that they were not planned at all, and that they worked randomly in their work. However, some participants stated that they worked by paying attention to time management. Participants said that regardless of the task, they always completed it on time. Participants stated that they felt responsible about their duties, tried to fulfill them in the best way, focused on their work, tried to be disciplined, and did not start another task before their duties were over. They also stated that a work culture was necessary for collaborative work to be successful. Participants stated that while performing their responsibilities, they paid attention to details, evaluated their own competencies in the relevant subject, and cared about the opinions of people they considered to be experts. In this context, it can be said that the participants generally have process management sensitivities.

Table 4. *Participants' opinions on their visual memory*

Codes	First coding *f*			Last coding *f*			Focus coding *f*
	Positive	Negative	Total	Positive	Negative	Total	
Recall	46	8	54	48	8	56	Store 5
Attention	31	6	37	31	6	37	
Coding	7	-	7	10	-	10	
Sense of direction	5	5	10	10	6	16	
Estimation	4	2	6	4	4	8	
Visual memory	20	7	27	30	9	39	Memory 3
Symbolic memory	17	8	25	19	9	28	
Auditory memory	6	-	6	5	-	5	
Assemble parts	7	-	7	7	-	7	Synthesis 3
Three-dimensional thinking	5	3	8	4	2	6	
Puzzle	3	-	3	2	1	4	
Total	**151**	**39**	**190**	**170**	**45**	**215**	**7**

The findings obtained in this study showed that the participants focused on the "memory" code in questions related to their visual memory. Participants stated that they did not easily forget people who they had seen before, the places where they had been, and the text that they had read. They stated that it was easier for them to remember especially when they paid attention. They stated that they encoded some shapes, symbols, words, and concepts so that they could easily remember them. Participants specified that they did not have any difficulty in finding their directions, whether it was a place they went before or a place they went for the first time. The participants who had positive views had the ability to analyze the environment well, solve complex systems, and have high spatial perceptions. Some of the participants indicated that they relied on their predictions in finding their directions, predicted the different shapes a shape would take, and noticed the changes. Participants who mentioned visual memory, auditory memory, and symbolic memory mentioned that they did not forget what they had seen before, they coded some words and concepts with figures and symbols while preparing for the exams, and they were more sensitive to auditory materials than visual materials.

Participants' comments, such as visualizing the new shapes when the figures were rotated, seeing the similarities and differences between shapes, reading maps, doing puzzles, combining models were associated with the codes of "three-dimensional thinking", "combining parts", and "puzzle." The high level of visual labelling skills of the participants may be related to the fact that their educational background consisted of non-numerical courses. In other words, it may be said that most participants used symbolic coding as a method of memorization.

Table 5. *Participants' opinions on their handicrafts*

Codes	First coding *f*			Last coding *f*			Focus coding *f*
	Positive	Negative	Total	Positive	Negative	Total	
Repair	12	5	17	12	5	17	Handicrafts 6
Drawing	11	4	15	10	5	15	
Cutting	6	3	9	6	3	9	
Designing	5	2	7	5	2	7	
Predisposition	5	2	7	6	3	9	
Daily routine	3	5	8	3	5	8	
Hobby	8	10	18	12	18	30	Tendency 4
Attention	7	6	13	10	12	22	
Family	4	5	9	4	3	7	
Need	2	-	2	2	-	2	
Total	**63**	**42**	**105**	**70**	**56**	**126**	**10**

Most participants stated that they were interested in simple repairs, they liked assembling some items that required installation, they made writing and tracing work, and they liked cutting and glueing paper. Some of the participants stated that they were able to produce ideas, but they were not able to create them in real life. The positive comments may be associated with their mechanical interest. Generally, the participants expressed positive opinions about their predisposition in areas related to handicrafts. On the other hand, some participants stated that they were not interested in these areas at all and that they could not do it when they attempted. Some of the participants stated that the reason for this situation was related to their families' attitudes. They mentioned that they were not given responsibilities by their families and their families did not direct them, so their hand skills did not develop. Some of the participants stated that they were interested in subjects that require handicrafts, and some of them stated that they only attempted handicrafts when needed. There were also participants who did not have any hobbies. It may be said that the participants tend to only focus on their own fields because of the department in which they are enrolled and that they are not interested in different fields.

Table 6. *Participants' opinions on social sciences*

Codes	First coding f			Last coding f			Focus coding f
	Positive	Negative	Total	Positive	Negative	Total	
History	32	8	40	36	10	46	Social sciences 4
Geography	29	6	35	27	7	34	
Psychology	29	2	31	22	4	26	
Sociology	4	2	6	4	2	6	
Reading	20	11	31	18	10	28	Research 3
Documentary	8	2	10	10	2	12	
Conversation	3	-	3	3	-	3	
Importance	10	-	10	10	-	10	Relevance 3
Curiosity	10	2	12	12	2	14	
Relevance	10	1	11	10	1	11	
Sightseeing	9	2	11	9	2	11	Enculturation 2
Cultural development	2	-	2	2	-	2	
Total	**166**	**36**	**202**	**163**	**40**	**203**	**12**

When asked about their opinions on social sciences, most participants stated that they were more interested in this topic. Participants reported that they were interested in history in the social sciences, information about history attracts their attention, they generalized from history, and they were interested in archeology and anthropology. They said that Turkish history was especially important to them and that they should learn about it. Also, the participants stated that they were interested in geography, and they did not have difficulty in this area. On the other hand, there were some participants who stated that they did not like or were not interested in geography. It may be concluded that the numerical content in geography is effective in participants' negative opinions. Participants indicated that they were curious about subjects, such as mental health, subconsciousness, and character analysis related to the area of psychology. In an academic context, every teacher candidate works in educational sciences, and this leads them to a psychosocial process. As a result, they have psychosocial-centered academic perspectives. Participants' focus on psychology and sociology may be explained in this context. Participants mentioned that they mostly read articles and books in the social sciences, followed publications in these fields, and especially enjoyed reading books on history and psychology. Some participants stated that they watched documentaries with interest, talked among themselves about the documentaries they watched, visited museums, and organized trips to explore the geographical features of some places. They also said that all these are important to their cultural development. Thus, it may be said that the participants have a tendency towards social disciplines.

Table 7. *Participants' opinions on producing and analyzing a work of art*

Codes	First coding *f*			Last coding *F*			Focus coding *f*
	Positive	Negative	Total	Positive	Negative	Total	
Eagerness	29	11	40	28	5	33	Artistic production 5
Talent	14	8	22	15	13	28	
Selectivity	9	5	14	6	6	12	
Performance	6	9	15	7	13	20	
Procrastination	-	5	5	-	5	5	
Music	34	17	51	31	10	41	Art Branches 3
Literature	36	4	40	34	7	41	
Painting	15	21	36	19	21	40	
Artist	11	7	18	12	6	18	Analysis 2
Artwork	11	5	16	18	9	27	
Total	**165**	**92**	**257**	**170**	**95**	**265**	**10**

Most of the participants stated that they were interested in producing and examining works of art, and that they liked listening to music and going to concerts. The others said that they were not interested in music and did not like listening to music. The participants who stated that they were interested in literature said that they liked reading poems, novels, and stories and that they thought about them. Participants often mentioned the art of painting. They said that they were willing to paint, produce, and examine any work of art, but they said that producing a work of art required talent. However, they said that they postponed them both because of their conditions and of their own will. Some participants stated that they played musical instruments, painted, wrote novels or poems, and they interpreted these efforts in the context of production. There were also participants who were curious about the context of being an artist or an artist's process of producing work, who loved to read books or articles containing an artist's life story, and who gathered information about artists. Participants stated that there was no selectivity while listening to music, they listened to all kinds of music that was pleasing to their ears, and they did not have any language preferences. Environmental effects may be mentioned in the participants' interpretation of the arts. The reason for their tendency to produce works of art may be that their daily lives are progressing in different areas. Art, on the other hand, includes activities that require attention and effort beyond the activities of our daily lives. Art in general may be considered a need for people. It may be concluded that each participant considered art as a means of expression without being aware of it.

Table 8. *Participants' opinions about learning/knowing a foreign language*

Codes	First coding f			Last coding f			Focus coding f
	Positive	Negative	Total	Positive	Nagative	Total	
Job opportunity	5	3	8	5	3	8	Benefit 5
Personal development	4	-	4	5	-	5	
Privilege	4	2	6	5	2	7	
Information	3	-	3	3	-	3	
Tourism	2	-	2	2	-	2	
Communication	24	-	24	21	-	21	Importance 4
Multilingualism	17	2	19	20	3	23	
Culture	6	-	6	7	-	7	
Mother tongue	3	-	3	2	-	2	
Learning	43	18	61	43	22	65	Education 4
Aim	29	2	31	31	3	34	
Teacher	2	-	2	2	-	2	
Talent	2	-	2	5	-	5	
Total	**144**	**27**	**171**	**151**	**33**	**184**	**14**

Most of the participants stated that they wanted to learn at least one foreign language and they took or planned to take foreign language courses. Some participants stated that if they liked their teachers, they would want to learn a foreign language for purposes, such as academic career, meeting new people, tourism, and trips abroad. Participants emphasized the benefits of knowing a foreign language and they said that knowing a foreign language would make it easier for them to find a job, contribute to their personal development, and put them in an advantageous position. On the other hand, some of the participants indicated that they did not need a foreign language due to the department they are in, that they did not consider it necessary because they did not consider making an academic career, and that a foreign language was not required to become a teacher. The participants also pointed out that it was not possible to learn a foreign language in a short time and that proficiency was acquired in the long term. The different opinions of the participants may have been caused by the different learning approaches they were exposed to. It may be said that the participants with negative opinions were closed to innovations, changes, new learnings, and new cultures.

Table 9. *Participants' opinions about their skills to solve problems in their environment*

Codes	First coding f			Last coding f			Focus coding f
	Positive	Negative	Total	Positive	Negative	Total	
Carelessness	30	6	36	27	10	37	Solidarity 6
Sufficiency	18	8	26	20	10	30	
Request	12	3	15	10	1	11	
Moral aid	12	3	15	12	3	15	
Financial aid	6	6	12	6	6	12	
Necessity	4	-	4	3	-	3	
Children	4	-	4	4	-	4	Awareness 3
Old peoples	4	-	4	4	-	4	
Animals	2	-	2	2	-	2	
Participation	30	9	39	30	10	40	Project 2
Pioneer	20	12	32	20	12	32	
Total	**142**	**47**	**189**	**138**	**52**	**190**	**11**

Most of the participants emphasized that they were not unmindful of any problem in their environment, that helping people was necessary and a priority for them and they were willing to help people out. This situation may be related to the helping attitudes of the participants. Participants mentioned helping each other in two dimensions: financial aid and moral aid. Participants stated that they listened to the problems of the people around them and tried to find solutions to those problems. They stated that they took part in aid projects and activities, that they were members of social aid associations as much as possible, and that they encouraged their friends to become members of those associations. These statements revealed that the social sensitivity levels of the participants were high. It can be said that this results from the participants having a high level of awareness of social belonging and displaying an approach in line with professional requirements.

Table 10. *Participants' opinions about their academic selves*

Codes	First coding f			Last coding f			Focus coding f
	Positive	Negative	Total	Positive	Negative	Total	
Choice of profession	12	24	36	8	24	32	Career 5
Stability	5	7	12	7	9	16	
Achievement	9	2	11	9	2	11	
Future anxiety	10	-	10	15	-	15	
Family	6	-	6	6	-	6	
Professional field	16	11	27	18	12	30	Self-awareness 4
Ability	13	4	17	13	7	20	
Self knowledge	11	4	15	11	4	15	
Career goal	4	11	15	2	15	17	
Total	**82**	**63**	**145**	**89**	**73**	**162**	**9**

When asked if they had any other opinions on their academic self-concepts, most participants focused on the issue of choice of profession. Some participants stated that they actually studied a department other than the department they wanted, that the department they studied did not fully meet their expectations, and that they were not sure that they would be able to teach in the future. They stated that success, family factors, future anxiety, and stability codes under the career focus code were effective in their career choices. From this point of view, the participants seem not to be able to decide freely. For the stability code, the participants mentioned the issues of completing the department they studied, performing, and continuing this profession. Some of them stated that they liked their departments, that they aimed to complete their education in the best way and that they wanted to serve as teachers. Some participants, on the other hand, stated that they wanted to study another major at a university even if they completed their education in this department. They had doubts about whether they could perform the profession properly, and they were not sure whether they were in the right department. At the same time, some of the participants mentioned that they had different abilities and that they thought that these abilities were in the background of their choosing this department. In general, the participants seemed to know themselves well and be aware of what they liked and disliked and what they could and could not do. Participants who expressed a negative opinion about the aim code stated that their goals were not to seek a degree in this department, they were not at the point they aimed to achieve academically, and they had many skills to develop. These statements reveal that the participants are undecided between career expectations and having a profession. The inconsistency between expectations and preferences may cause uncertainty in most participants' academic self-concepts. Thus, although they chose the department in accordance with their interests and abilities, they were unable to experience academic satisfaction.

Results and Discussion

Each table contains a different aspect of the academic self-concept, and the participants also had different views on the research phenomenon. Marsh (1990) stated that the academic self-concept is remarkably subject-specific. This diversity can be interpreted from this perspective or explained by the view of Markus and Wurf (1987) that self-conceptions on different subjects can be at different stages of development. In this study, it was determined that the positive and negative frequencies of some codes were close to each other and the opposite was the case in some of them. Specifically, some participants' self-representations corresponded to their current and past experiences and some participants' self-representations corresponded to future expectations (Markus & Wurf, 1987). It was determined that the participants had verbal skills, and accordingly.

They were successful in this field and these are effective when choosing a major. These findings are consistent with the findings of the other studies showing a mutual interaction between academic self-concept and academic performance (Byrne, 1984; Guay, Marsh & Boivin, 2003; Pehlivan & Köseoğlu, 2011; Göktaş, 2008; Çağlar, 2010; Marsh et al.,

2005; Byrne, 1984). However, in a study conducted by Kenç and Oktay (2002), it was stated that the relationship between academic achievement and academic self-perception was at a low level. It was determined that the participants thought that their verbal abilities were mostly related to their previous school life success. Marsh (1990) also discussed that the perception of academic ability is typically associated with school life. According to the reminder notes taken in this study, the participants mostly provided their self-perceptions about their verbal skills with the feedback they received from others around them. This finding is compatible with the finding in Purkey's (1988) study that most successes and failures people experience in many areas of life are closely related to their relationships with others. The participants stated that they preferred the department mostly based on their proficiency in verbal areas. This finding can be based on the view that academic self-concept influences preferences (Pullman & Allik, as cited in Yanal, 2019). People prefer to do the jobs that will allow them to use their abilities (Markus & Wurf, as cited in Trope, 1983). Based on the participants' views on their verbal proficiency and interests, it may be concluded that they have the qualifications and requirements for Turkish language teaching.

Most participants have extremely negative thoughts especially about the field of mathematics. This was also associated with unsuccessful results in mathematics courses. This situation was found to be similar to another study that concluded that there is a significant relationship between mathematics achievement and academic self-concept (Sürmeli & Ünver, 2017). In addition, it was observed that the participants had prejudices towards the field of mathematics. The participants stated that they did not like mathematics, so they were not interested in it and because they realized that they were not successful before, their interest in mathematics decreased. This finding is supported by the other studies showing that academic achievement, academic self-control, and interest are interrelated (Trautwein et al., 2006, p. 413; Pesen, Odabaş, Bindak & Kudu, 2005). However, the participants stated that the teacher factor was effective in shaping their negative perspectives on numerical-based fields and in their preferences. This finding can be explained by the fact that the individuals' ways of expressing themselves academically is closely related to their learning history and the judgements of their teachers (Yanal, 2019).

It was also determined that many participants had to postpone their desire to work on their areas of interest. From this point of view, it can be inferred that the participants could not find an area to work on their interests and they had to focus on their own areas. The fact that this opinion was expressed more especially in the senior group can be associated with the fact that these participants had an exam-oriented year and could not spare time for their hobbies. It can be said that the freshmen and sophomores in the study were able to achieve their wishes more easily. Kuzgun (1996) determined that the students at the lower grades were more interested in fine arts than the students in the upper grades and this situation was related to the fact that the students in the upper grades were more oriented towards academic subjects. When the views of the participants were evaluated according to their grade levels, it was determined that the self-perceptions of the participants became clearer as the grade level increased. This

situation may be explained through the result of Kuzgun's study on the academic self-concepts of middle school and high school students. Kuzgun concluded that interests and abilities develop with education and experience (1996). The senior participants pointed out that they did not choose their major in line with their interests and abilities and as a result, they thought that they were unable to reach their goals, and therefore, they did not make the right choice. This finding suggests that although interest and ability develop with age, this progress depends on the individual's feeling of harmony with the chosen area. According to Tuzcuoğlu's study (2000), a relationship was found between the personality traits of senior students and their career choices. However, this finding differs from the opinions of the senior students in this particular study, who stated that they could not realize their academic self-concept.

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Genişletilmiş Türkçe Özet

Dil, insanları diğer varlıklardan ayıran, önce kendisini daha sonra çevresini anlamlandırma ve tanımlama çabasında etkin bir rolü olan, sosyal bir varlık olarak insanın sosyalleşme sürecinde doğrudan kullandığı bir araçtır. Tüm bu yönleriyle ana dili ise bireyin içinde bulunduğu çevreden edindiği kendisini en iyi anlamlandırabildiği ve anlatabildiği dildir. Sosyal ve psikolojik yönleri olan bir varlık olarak insanın ana dilinin tüm özelliklerini bilmesi ve imkânlarına sahip olması kendini gerçekleştirme sürecinde önemli bir yere sahiptir. Bu bağlamda bireyin ana dili üzerine alacağı eğitimin sağlam temellere oturtulması şarttır. Eğitim sürecinde ise öğretmenlere ciddi görevler düşmektedir. Dolayısıyla ana dili eğitimini verecek öğretmenlerin yetiştirilmesi ve seçilmesine büyük önem verilmelidir. Çünkü öğretmenlerin ve öğretmen adaylarının kendilerini algılama şekilleri ve bu konudaki görüşleri sağlıklı nesiller yetiştirmek adına sürecin daha kontrollü ilerlemesi açısından son derece önemlidir. Bu noktada bireyin kendini algılaması ve değerlendirmesi anlamına gelen "benlik kavramı" ortaya çıkmaktadır. Benlik kavramı bağlamında yapılan araştırmalar konuyu akademik ve akademik olmayan benlik olarak iki boyutlu ele almıştır. Bu araştırmalar ışığında akademik benlik, bireyin eğitim sürecindeki deneyimlerinden faydalanarak kendisini bu anlamda tanımlaması ve değerlendirmesi, yetenek ve ilgileri hakkındaki görüşleri ve kendini akademik olarak konumlandırması olarak tanımlanabilir. Araştırmanın amacı Türkçe öğretmeni adaylarının akademik benliklerine ilişkin görüşlerinin belirlenmesidir. Bu genel amaç doğrultusunda öğretmen adaylarının ilgi ve yeteneklerinin belirlenmesi ve akademik benlik algılarının ortaya koyulması hedeflenmiştir. Bu araştırma nitel araştırma türünde olgubilimsel (fenomenolojik) desende gerçekleştirilmiştir. Bu tür çalışmalar, olguyu yaşayan ve aktarabilecek düzeyde olan katılımcıların araştırmacıyla gerçekleştirdiği görüşme sonucunda olgunun boyutlarını öznel olarak anlattığı çalışmalardır (Büyüköztürk vd., 2018, s. 22). Creswell (2017), nitel araştırma türünde sıkça tercih edilen olgubilim çalışmaları, felsefi temellere sahip olmakla birlikte katılımcıların deneyimleri sonucu yaptıkları betimlemeleri içerdiğini söyler. Nitel çalışmalar bir olguyu daha iyi tanımamıza ve anlamamıza yardımcı olur (Büyüköztürk vd., 2018 s.23).

Çalışma grubu, Fırat Üniversitesi Türkçe Öğretmenliği Programında öğrenim gören her sınıf düzeyinden 4 olmak üzere 10 kadın, 6 erkek toplam 16 öğretmen adayından oluşmaktadır. Çalışma grubu bu öğretmen adayları içerisinden gönüllülük esasına dayalı olarak amaçlı örnekleme yöntemlerinden sınıf değişkeni açısından "tabakalı amaçsal örnekleme" yöntemiyle süreç içerisinde oluşturulmuştur. Amaçlı örnekleme yöntemi nitel araştırmalarda sıklıkla kullanılan katılımcıların bazı özelliklere göre seçildiği bir yöntemdir (Sönmez ve Alacapınar, 2018, s. 174).

Nitel çalışmaların doğasına uygun olarak katılımcıların bağımsız düşünebilmesi hedefiyle veri toplama sürecinde, açık uçlu sorular tercih edilmiş ve gerekli durumlarda ek sorular yöneltilmesi mümkün kılınması için yarı yapılandırılmış görüşmeler gerçekleştirilmeye çalışılmıştır. Araştırmada 10 sorulu bir görüşme kılavuzu veri toplama aracı olarak kullanılmıştır. Görüşme kılavuzundaki maddelerin her birinin araştırma

olgusunun farklı bir yönünü aydınlatması amaçlanmıştır. Kılavuz hazırlanırken önce alanyazın taranmış ve ölçütler belirlenmiştir. Ölçütlerin belirlenmesinde Kuzgun (1996) tarafından geliştirilen "Akademik Benlik Kavramı Ölçeği"nden yararlanılmıştır. Kapsam geçerliliği için eğitim fakültesinde görevli öğretim üyelerinden ilgili görüşme kılavuzunu değerlendirmeleri istenmiştir. İlgili uzmanlardan gelen görüş ve değerlendirmelerden hareketle düzeltmeler ve eklemeler yapılmıştır. Katılımcılarla gerçekleşen bire bir görüşmeler sonucunda elde edilen tüm veriler kayıt altına alınmıştır. Daha sonra bu veriler katılımcılara tek tek kontrol ettirilip teyit ettirilerek araştırmanın "inandırıcılığı", görüşmeler sırasında katılımcılara araştırma süreci hakkında ayrıntılı bilgi verilerek araştırmanın "aktarılabilirliği" sağlanmaya çalışılmıştır. Amaçlı örnekleme yöntemiyle oluşturulan çalışma grubu, veri toplama süreci ile eşgüdümlü tamamlanmıştır. "Kuramsal doyum ve görüş tekrarı" ölçütleri ışığında 16. katılımcı ile çalışma grubu tamamlanmıştır. "Kategori netliğinin" sağlanması için kodların ve temaların alan yazınla uyumuna dikkat edilmiştir. Bunun için de gerekli durumlarda "fenomonolojik azaltma" gerçekleştirilmiştir.

Verilerin çözümlenmesinde içerik ve betimsel analiz gerçekleştirilmiş, "sağlamlık", "saydamlık" ve "veri kaynağının çeşitlendirilmesi" adına hatırlatıcı notlar ve gözlem raporları kullanılmıştır. Araştırma verileri "başlangıç, sonuç ve odak kodlamalarla" kodlanmış, "açık kodlama ve ilişkilendirerek kodlama" yöntemleri kullanılmıştır. Başlangıç kodlamada her görüşmenin analizi görüşmenin ardından yapılarak çapraz görüşme ve analizler yapılmıştır. Sonuç kodlama ise başlangıç kodlamalarından 20 gün ara verildikten sonra gerçekleştirilmiştir. İki kodlama arasındaki uyumun ilk etapta %70'in üzerinde çıkmasıyla da kodlayıcı güvenirliği sağlanmaya çalışılmıştır. Kodlayıcı güvenirliğinin sağlanması için *Miles ve Huberman'ın* (2016) *"Güvenirlik=Görüş Birliği Sayısı/Toplam Görüş Birliği + Görüş Ayrılığı Sayısı" formülünden yararlanılmıştır*:(119/119+12)x100=90.83). Türkçe öğretmeni adaylarıyla gerçekleştirilmiş görüşmeler belirlenen alt amaçlar doğrultusunda analizlerle çözümlendikten sonra benzer cevaplar bir araya getirilerek, cevapların toplam cevaplar içindeki frekansı tablolaştırılmış ve frekanslar tabloların altında alan yazından hareketle yorumlanmıştır. Bununla birlikte yorumlarda olgunun tanımlanması adına betimsel fenomenoloji, olgunun açıklanması adına yorumsayıcı fenomenoloji kullanılarak Merriam (2015), tarafından geliştirlen üçgenleme yöntemi kullanılmıştır. Her bir kategoriye yönelik katılımcıların örnek görüşleri verilmiştir. Olguya yönelik algının açıklanmasında katılımcılar ve araştırmacılar arasındaki aksiyolojik öznelliğin sağlanması ilkesi gözetilmiştir.

Bulgulardan, olumlu ve olumsuz görüşlerde bulunan katılımcı sayılarına göre yapılan değerlendirmelerden, hatırlatıcı notlar ve gözlem raporundan hareketle katılımcıların çoğunun sözel yeteneklerinin yüksek olduğuna, sözel yetenek gerektiren alanlara ilgi duyduklarına buna bağlı olarak dil ve edebiyat alanlarına yönelik ilgilerinin fazla olduğuna, bununla ilişkili olarak ikna kabiliyetlerinin ve ilgilerinin yüksek olduğuna; sayısal yeteneklerinin zayıf olduğuna ve sayısal yetenek gerektiren alanlara ilgi duymadıklarına ancak sayısal alanlarda sözel alanlarla benzerlik gösteren içeriğe sahip alanlara ilgi duyduklarına; sanatsal faaliyette pek fazla bulunmadıklarına; şekil-uzay

yeteneklerini görsel bellek açısından başarılı gördüklerine, el-göz koordinasyonlarına yönelik çok fazla çalışma yapmadıklarına ve bu anlamda becerilerinin zayıf olduğuna, sosyal yardım konusunda öncü ve katılımcı yönlerinin olduğuna, iş ayrıntılarına önem verdiklerine; katılımcılarının çoğunun istek ve hedeflerine, ulaşamadıklarına, kendileriyle seçmiş oldukları alan uyumunu tam olarak sağlayamadıklarına, yetenek ve ilgileri doğrultusunda doğru tercih yapamadıklarına bu bağlamda akademik benliklerini gerçekleştiremediklerine dair görüşleri olduğu sonucuna ulaşılmıştır.

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Authors	Contact
Belkıs Orhan	Fırat University, Faculty of Education, Department of Turkish and Social Education, Elazig, 23000, Turkiye, E-mail: belkis.orhan@hotmail.com
Sezgin Demir	Fırat University, Faculty of Education, Department of Turkish and Social Education, Elazig, 23000, Turkiye / Tashkent State University of Oriental Studies, Tashkent, Uzbekistan, E-mail: sezgin.demir@firat.edu.tr,