



EVALUATION OF PROFICIENCY STANDARD LEVELS OF TEACHERS OF "PAINTING COURSES" FOR ADULTS FROM PEOPLE'S EDUCATION CENTERS*

Hatice Nilüfer SÜZEN**

Abstract

The targeted education carried out in the public education centers covers the entire education and training activities organized beside or outside the formal education. Within the scope of public education centers, it is aimed to acquire new knowledge, skills and learning that will contribute to knowledge experiences and actions of adult individuals. In order for this purpose to take place, it is necessary to reveal the initial needs, educational needs and information of adult individuals. The diversity of different gender, age group and educational factors taken into account should be considered in reaching the planned goals. In the determination, implementation and evaluation of the teaching and learning tools, the opinions and suggestions of the trainees must be taken. Courses of different art disciplines with a public education center are preferred by adult individuals who are willing to attend to their interests and abilities. Adult individuals involved in arts that are given according to talents are acquainted with the practices of different disciplines of art thanks to the courses they receive. Through these courses, they also discover the talents and skills they have not realized for many years with adult individuals. Especially in the context of the research, the courses given in public education centers are limited to only picture courses. The subject of the research was the contribution of the art teachers working in public education centers to improve their accessibility and ability to adult individuals. adults, art disciplines; concepts of art history, art criticism and aesthetics; teachers should be expected to be in the proficiency standards which can apply the methods and techniques in art education, learning and teaching strategies, and orientate adults according to their level of talents and interests. The purpose of this research; The trainees should consider the trainees' opinions about the proficiency standards of the art teachers in the picture courses for the adult education centered adults. For this purpose, the opinions and evaluations of the trainees who attended the courses were used. Especially in the context of the research, the courses given in public education centers are limited to only picture courses. As a subject of research, the contributions of art teachers working in public education centers to improve their accessibility and ability to adult individuals have been discussed. In public education centered painting courses; adults, art disciplines; concepts of art history, art criticism and aesthetics; teachers should be expected to be in the proficiency standards which can apply the methods and techniques in art education, learning and teaching strategies, and orientate adults according to their level of talents and interests. The purpose of this research; The trainees should consider the trainees' opinions about the proficiency standards of the art teachers in the picture courses for the adult education centered adults. For this purpose, the opinions and evaluations of the trainees who attended the courses were used. standards in Turkey in the Higher Education Council and the World Bank by the National Education Pre-Service Teacher Education Development Project was prepared. They have determined "Teacher Competencies" by the Ministry of National Education and YÖK. The "Visual Arts Education Teacher Proficiency Standards" questionnaire, which was adapted from literature reviews and prepared standards and accreditation studies, has been applied to 80 courses in 3 public education centers affiliated to the Ministry of National Education, General Directorate of Apprenticeship and Non-formal Education in Ankara. The data obtained in this way were analyzed using the SPSS 15.0 statistical program and the findings were explained by supporting the results of similar studies in the literature.

Keywords: Adults Education, Public Education Center, Arts Education.

INTRODUCTION

Social, economic and cultural conditions and nature of life in modern society has changed. Changing nature and meaning of life require a new series of modes and methods. This change is in case also for education. Individual has to be stronger and more active in events and developments. The thing that will provide this activeness is education. The place and importance of people's education in education system has grown in order to carry on and improve changes like knowledge and skills individuals acquire via formal education.

Content of adult education has enlarged as its functions have enlarged. Developed states see adult education as a national tool that fastens and regulates social change and economic development, rather than a special subject of consumption (Cropley,1979,8-25).

"General Education Programs", which is among the adult education programs provided by people's education centers, include literacy and basic education programs, complementary programs that help preparations for exams, and social-cultural programs (Lowe,1985,19-20). The purpose of art in people's education, which aims to make every part of society acquire knowledge and skills in different fields, is to make people conceptualize and love art, to teach individuals aesthetical values and to direct them towards a profession. In a healthy system of arts education, the emphasis should be on understanding what the

* This study displays the ideas of trainees, who attend to painting courses for adults in People's Education Centers of central districts of Ankara, namely Mamak, Çankaya, Yenimahalle, about the proficiency standards of painting course teachers.

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**Dr. Öğretim Üyesi, Uşak Üniversitesi, Güzel Sanatlar Fakültesi, Resim Bölümü, hnilufer.suzen@usak.edu.tr



phenomenon of art is and is not, and on the explanation of aesthetical values (Duman,2000,175-176). Change and improvement of science and technology in rapidly developing world bears new needs. Humans turn into materials in this technical and mechanical environment, and depart from their creativity. In these circumstances, the importance of art, of education of art, and of mass education institutions becomes obvious.

Arts education is one of the most reliable environments, in which creativity education stands in the forefront, divergent thinking is developed, every individual is tried to be directed in parallel with his personal development and dispositions. Education of art is a totality with its dimensions, namely history of art, aesthetics, criticism and practice. It is the target of arts education to grow creative and constructive individuals, who have improved visual perception, who are able to express themselves through artistic ways, and who know, learn, protect the culture they live in and carry the responsibility to transfer it to future generations (Buyurgan ve Buyurgan,2007,5). Teacher factor is highly important for this. Last studies held by Ministry of National Education concerning teacher proficiencies emphasize that the teachers educated should also have the proficiencies concerning adult education. It understands that adulthood period affects learning and knows how to consider these periods in making decisions about education. It understands how adults differ in their learning approaches and creates just opportunities for education in accordance with these differences (Ministry Of National Education,1999,38).

Teachers are affected by the possible obstacles in practicing stage most. In line with these factors; in order to conduct an objective research, literature review about the topic was made and the "Proficiency Standards for Teachers in Arts Education" Survey was applied to 80 trainees attending to painting courses in people's education centers. This survey had been prepared by being adapted from the accreditation studies and the standards for teacher candidates and teachers prepared within the context of Turkish Council of Higher Education and World Bank National Education Development Project, Pre-Service Teacher Training, and by being grouped under 3 main headings.

1.OBJECTIVE

Main objective of this study is to determine impressions, views and ideas of trainees attending to painting courses as registered in people's education centers, which they acquire from their observations about painting course teachers and from arts education applications.

In accordance with this general objective, answers to 4 questions below were sought.

1. What are their views about the Proficiency Standards for the Subject Field and Field Education?
2. What are their views about the Proficiency Standards for the Teaching-Learning Process?
3. What are their views about the Complementary Vocational Proficiency Standards?
4. What are the views of trainees about the reasons for their discontinuing painting courses?

2.METHOD

2.1.Design of the Research

Quantitative research method was used in this study. And it has the characteristic of an analysis study conducted in conformity with survey method. Survey models are research approaches, which aim to portray a situation, existing in past or today, as it is. The case, individual or object studied are tried to be described within their own conditions and as they are. No effort is to be made in order to change or affect them (Karasar,2002,77).

2.2.Participants

Within the scope of the research, Directorates of People's Education Centers were consulted, in order to find trainees attending painting teaching courses in People's Education Centers placed in districts of city center of Ankara, which are connected to Ministry of National Education, General Directorate of Apprenticeship and Mass Education. Research was conducted with 80 trainees accessed. Among the participating trainees, 9 are graduates of primary, 55 are of secondary, 16 are of higher education; 20 of them are retired, 33 are housewives, 10 are students, 17 are teachers.

2.3.Data Collection and Analysis

Data of research was derived from the answers given by trainees to a Likert-type survey including 38 items under 3 main headings that measure "Proficiency Standards for Teachers in Arts Education" and a close-ended question. There are 13 questions in the 1st part of this survey, called "Subject Field and Field



Education Proficiency Standards”, 18 in “Proficiencies Concerning Learning Teaching Process” part and 7 in “Complementary Vocational Standards”. Also there is the close-ended question of “What are the reasons for trainees’ discontinuing painting courses according to you?” at the end of the survey.

The data derived via the survey was coded and transferred to SPSS 15.0 statistical packet program in computer environment. Views about the existing situation concerning the proficiency standards of painting teachers, which take place in data collection device and views about determination of the trainees’ were analyzed through ANOVA and T-Test, according to the variables as education level and occupation. Each question item was included in the previous grouping under 3 headings, processed into tables; findings were achieved and results were evaluated.

3.FINDINGS AND COMMENT

In this part, data concerning the ideas of trainees about proficiency standards for subject field and field education, for teaching-learning process and complementary vocational proficiency standards of painting teachers takes place. The answers given are stated as “wanting”, “acceptable” and “well-educated”.

3.1. ANOVA results of the scores related to “Proficiency Standards for the Subject Field and Field Education” subtopic about the painting teachers, according to the school type trainees graduated from, are given in Table 1.

Table 1

Source of Variance	Sum of Squares	SD	Mean Square	F	p
Between Groups	7,855	2	3,927	,108	,898
Within Groups	2799,345	77	36,355		
Total	2807,200	79			

Analysis results in Table 1 show that there is no significant difference between the school type finished and Proficiency Standards for Subject Field and Field Education. ($F_{(2-77)}=.108$; $p>.05$). Mean square and standard deviance of the scores the trainees had got from 1st-13th item were given in Table 1. When total mean is based upon, it is seen that mean score of the trainees is high. It is seen that the trainees are mostly graduates of secondary education and that the scores of the graduates of higher education for proficiency standards for “subject field and field education” are higher. ($\bar{X}=34,50$). The scores of the trainees, who are graduates of secondary education, ($\bar{X}=34,11$) are higher than the ones of graduates of primary education ($\bar{X}=33,33$). In other words, proficiency standards for “subject field and field education” for painting teachers do not differ according to the school type trainees graduated from. This result shows that trainees see the painting teachers as successful in arts education field.

In order to be in conformity with its aim and to be efficient, qualified arts education requires a perspective aware of existence and importance of arts education, a syllabus refreshing itself according to changing and developing conditions of the era, well-qualified arts educators, sufficient course time, physical equipment and materials in conformity with goals (Buyurgan ve Buyurgan,2007,17).

The greatest roles are of teachers; in applying arts education standards in the painting courses for adults from people's education centers, in the development of individuals' aesthetical taste, and in the discovery of the abilities. This result points out us the fact that the painting courses given in peoples' education centers reached to its goals and targets, that teaching and learning activities are applied as planned, and that it contributed to personal, social and cultural development of the trainees.

3.2. ANOVA results of the scores related to “Proficiency Standards for the Teaching Learning Process” subtopic, according to the school type trainees graduated from, are given in Table2

Table 2

Source of Variance	Sum of Squares	SD	Mean Square	F	p
Btw Groups	112,578	2	56,289	,900	0411
Within Groups	4813,909	77	62,518		
Total	4926,488	79			

Analysis results in Table 2 show that there is no significant difference between the school type finished and “Proficiency Standards for Teaching-Learning Process”. ($F_{(2-77)}=.900$; $p>.05$). Mean square and standard deviance of the scores the trainees had got from 14th-31st item were given in Table 2. When total mean is based upon, it is seen that mean score of the trainees is high. It is seen that the trainees are mostly graduates of secondary education again and that the scores of the graduates of higher education for



“proficiency standards for teaching-learning process” are higher. ($\bar{X}=48,75$). The scores of the trainees, who are graduates of secondary education, ($\bar{X}=47,27$) are higher than the ones of graduates of primary education ($\bar{X}=44,33$). In other words, proficiency standards for teaching-learning process differ according to the school type trainees graduated from. According to this result, we can say that they are positive and above the mean.

It is known that the apparent expression of the utilities learner will get, under the name of “learning goals and targets=learning targets”, at the end of learning activity, improves the learning activity (Kışmir,2006,26).

It can be said, according to these findings, that the painting teachers have teaching behavior that is in line with the learning levels of the trainees and that there has been a successful progress in arts education for the trainees.

Standards, while defining the ability, knowledge and value of teachers, provide that the work done by teachers is noticed by the society and that they have a higher status in the eyes of the society. Standards, in a way, generate a quality guarantee for the society by making the nature of teachers' studies transparent. They constitute a tool for planning individual and collective occupational development programs in order to satisfy the specific occupational development needs at different points during the career of a teacher (Thomson,2006,67).

3.3. ANOVA results of the scores related to “Complementary Vocational Proficiency Standards” subtopic, according to the school type trainees graduated from, are given in Table 3.

Table 3

Source of Variance	Sum of Squares	SD	Mean Square	F	p
Btw Groups	1,729	2	,864	,103	,903
Within Groups	648,659	77	8,424		
Total	650,387	79			

Analysis results in Table 3 show that there is no significant difference between the school type finished and “Complementary Vocational Proficiency Standards”. ($F_{(2,77)}=.103;p>.05$). Mean square and standard deviance of the scores the trainees had got from 32nd-38th item were given in Table 3. When total mean is based upon, it is seen that mean score of the trainees is high. It is seen that the trainees are mostly graduates of secondary education and that the scores of the graduates of higher education for “complementary vocational proficiency standards” are higher. ($\bar{X}=20,00$). The scores of the trainees, who are graduates of secondary education, ($\bar{X}=19,65$) are higher than the ones of graduates of primary education ($\bar{X}=19,56$).

It can be said that the trainees participating in the survey think that the “Vocational Proficiency Standards” of their painting teachers are at sufficient level. We can say that, trainees have the belief that the painting teachers are aware of their vocational responsibilities, committed to their occupation, have positive attitude towards trainees, and self-educated; as well as they have complete proficiency in arts teaching-education and in the knowledge in that field. Wrong behaviors of the educator, such as having inappropriate attitudes, humiliating students, acting grumpily, teasing; strongly disturb adult students. Not only the human relation between educator and student being down, but also the relation between student-and-student and student-and-directory being down disturb the adult student (Özdemir, 2003, 26-29).

3.4. ANOVA results of the scores related to “Proficiency Standards for the Subject Field and Field Education” subtopic, according to occupations of trainees in people’s education centers, are given in Table 4.

Table 4

Source of Variance	Sum of Squares	SD	Mean Square	F	p
Btw Groups	142,744	3	47,581	1,357	,262
Within Groups	2664,456	76	35,059		
Total	2807,200	79			

Analysis results in Table 4 show that there is no significant difference between the occupation of trainees and “Proficiency Standards for Subject Field and Field Education”. ($F_{(3,76)}=1,357; p>.05$). In other words, “Proficiency Standards for Subject Field and Field Education” do not differ according to occupation.



Mean square and standard deviance of the scores the trainees had got from 1st-13th item were given in Table 4. When total mean is based upon, it is seen that mean score of the trainees is high. It is seen that the trainees are mostly housewives and that the scores of the trainees, who are still working as teachers, for "Subject Field and Field Education" are higher than those of housewives ($\bar{X}=36,05$). The scores of the trainees, who are housewives, ($\bar{X}=32,88$) are lower than the ones of retired trainees ($\bar{X}=35,00$). The scores of student trainees numbering 10 people in Table 4 ($\bar{X}=33,00$) are higher than those of housewife trainees. In other words, "Proficiency Standards for Subject Field and Field Education" do not differ according to occupations of trainees. Most of the trainees are housewives.

Participation in non-vocational adult education activities largely depends upon the social factor. Most people hope to build social relations by attending to adult education courses (Lowe, 1985, 19-20).

3.5. ANOVA results of the scores related to "Proficiency Standards for the Teaching Learning Process" subtopic, according to occupations of trainees in people's education centers, are given in Table 5.

Table 5

Source of Variance	Sum of Squares	SD	Mean Square	F	p
Btw Groups	364,652	3	121,551	2,025	,117
Within Groups	4561,836	76	60,024		
Total	4926,488	79			

Analysis results in Table 5 show that there is no significant difference between the occupation of trainees and "Proficiency Standards for Teaching-Learning Process". ($F_{(3-76)}=2,025$; $p>.05$). Mean square and standard deviance of the scores the trainees had got from 14th-31st item were given in Table 5. Mean score of the trainees are high according to the total mean. It is seen that the trainees are again mostly housewives and that their scores for "Proficiency Standards for Teaching-Learning Process" are higher than those of student trainees. ($\bar{X}=46,79$). The scores of the trainees, who are working as teachers, ($\bar{X}=50,18$) are higher than those of the trainees participating in the survey, who are in retired, housewife and student groups. Views of the teacher trainees concerning "Proficiency Standards for Teaching-Learning Process" for painting teachers are more positive.

It is thought that the painting teachers working in People's Education Centers use methods and techniques, which are appropriate for learning levels of the trainees, in their courses; that they emphasize works, which will help improvement of trainees' creativity and capability; and that they have clear and apparent communication with trainees.

People's education programs mostly target women. These programs largely aim for making women gain knowledge and skills such as cutting-sewing, handicrafts, artificial floriculture, which they can use in their houses. Great majority of the people participating in programs are graduates of primary education and they are constituted of young girls unable to continue their education or of housewives. That is why "people's education= cutting-sewing courses" equation and understanding still preserve their validity in people's minds (Duman, 2000,175).

3.6. ANOVA results of the scores related to "Complementary Vocational Proficiency Standards" subtopic, according to occupations of trainees in people's education centers, are given in Table 6.

Table 6

Source of Variance	Sum of Squares	SD	Mean Square	F	p
Btw Groups	47,581	3	15,860	2,000	,121
Within Groups	602,807	76	7,932		
Total	650,388	79			

Analysis results in Table 6 show that there is no significant difference between the occupation of trainees and "Complementary Vocational Proficiency Standards". ($F_{(3-76)}=2,000$; $p>.05$). Mean square and standard deviance of the scores the trainees had got from 32nd-38th item were given in Table 6. When total mean is based upon, it is seen that mean score of the trainees is high. It is seen that the trainees are again mostly housewives and that they got lower scores than teacher trainees got, concerning "Complementary



Vocational Proficiency Standards". (\bar{X} =20,29) It is seen, in Table 6, that, among the trainees, scores of retired ones (\bar{X} =19,55) are higher than those of the trainees in student groups (\bar{X} =17,80).

Although occupations of the trainees are important in their evaluations and comments about the teachers, they haven't got any effect on "Complementary Vocational Proficiency Standards".

Proficiency is one's possessing the required knowledge and ability to behave in a certain way. One of these two basic components of proficiency, knowledge; is an acquired cumulative experience that is used by a human being to assess the situations faced with, to express him/herself, and to act in a way required by his/her situation. Ability, on the other hand, is behaving in an easy, expertly manner and in required quality, method and way. The proficiency of arts educator depends on both conscious power, as it necessitates mental effort, and kinetic power, as it also requires physical effort (Erbay,2000,69-70).

3.7.1 structured (close-ended) question that had been developed as part of the objective of research was directed to the trainees attending to painting courses in People's Education Centers, at the end of the survey:

Table 7

What are the reasons for trainees' discontinuing courses according to you?	Number of Participants	f	%
Education's being economically heavy	80	37	46,3
High registration fees taken by people's education centers	80	16	20,0
Insufficient time of trainees	80	58	77,5
Insufficiency of the painting education given	80	10	12,5
Teachers' and trainees' being disinterested and unprepared for education	80	15	18,8
Insufficient course time, not supporting painting education	80	17	21,3

As an answer to the question of "What are the reasons for trainees' discontinuing courses according to you?", 77,5 % of the 80 trainees participating in the survey chose "insufficient time of trainees" option. A great majority drew attention to time insufficiencies as a reason for discontinuing painting courses. According to these findings, trainees complain about being unable to find enough time, despite their desire to make arts education a part of their lives. For this reason, it should be maintained that the lecture hours of painting courses are extended and even that the lecture hours are enriched by study hours in a way that also the trainees unable to attend courses in normal time benefited. With this objective, the necessity of preparation of multiple painting workshops, in People's Education Centers, can be thought. An adult student has to arrange the time (s)he will spend for education, according to occupational and family responsibilities. Adult student values the hours and the time allocated to learning and expects that these hours are used in a constructive way (Kurt,2000,156).

The second reason for discontinuing painting courses is "education's being economically heavy" option. 46,3 % of the 80 trainees participating in the survey reported that painting courses came with the economic burdens and that they had to quit their will to improve their skills and to get arts education, as a result of this reason.

View of "insufficient course time, not supporting painting education" was stated, as third, by approximately 21,3 % of the 80 trainees participating in the survey. Adults expect behaviors different than children do, in the learning process, as they have responsibilities and a certain status in the society. Therefore, teachers' acting towards adults as if they are children, during the teaching process, makes them escape from education or brings about failures in learning (Celep,2003,57).

Fourthly, approximately 20 % of the 80 trainees participating in the survey think that the reason for their discontinuing painting courses is the "high registration fees taken by people's education centers". Considering this finding, courses' being free of charge will enable a higher participation by trainees.

The reason in the fifth order, "teachers' and trainees' being disinterested and unprepared for education" was stated by 18,8 % of the 80 trainees participating in the survey. Not embracing one's role can create failures. Because of this, teachers should enjoy their jobs, embrace their roles well, and build healthy communication and relations with their adult students as well as with their colleagues. Teacher is an instructor, who teaches by also being a guide. Thus, (s)he should guide adults in the difficulties they face in educational environments and motivate them to learn and to continue learning (Kurt,2000,156).

Sixthly and lastly, 12,5 % of the 80 trainees, which is the least rate, think that the reason is the "insufficiency of the painting education given". The most important factor, which is effective in the development of adults and in meeting their educational needs within education-teaching practices, is again the teacher, as in formal education. Teachers should not only have theoretical knowledge about characteristics, development and education of adults; but also implement these. One of the easiest ways of learning for



adults is to learn by experience. Teachers should emphasize learning applications. Communication with the adults should be maintained not only during the program practices, but also after the program, when necessary.

CONCLUSION AND SUGGESTIONS

Improving skills, actions, behaviors of individual is among the duties of adult education. Educating and training people, whose main job is not going to school, but, who carry responsibilities in society, is independent from time and place.

It is necessary to provide them with educational service in every place and on all occasions; to determine educational programs and targets according to their needs and interests.

The criteria set for teacher proficiency in our country are, in fact, the minimum standards expected from and sought in educationalists in every branch.

It is a fact that arts education courses will be more efficient for individuals with application and improvement of proficiency standards for teachers of arts education disciplines like history of art, criticism of art, aesthetic and practice.

The scores, obtained from the answers given by the trainees to the questions in the scope of the research made, had been found to be considerably high and positive results were acquired. Also the recommendations specified below may be offered to the art educators as well.

It may be suggested to teachers giving arts education to determine aims and targets well, to be guiding, to use the principles of educational design actively, to be encouraging, consistent and flexible; besides the necessity of their knowing the trainees well.

It is advisable to direct trainees to studies, in which they can express themselves in an artistic manner, instead of the copying method, which deteriorates their creativity, within the scope of arts education in people's education centers.

Trainees' being both followers and participants of activities like visiting museums, art galleries, art expositions, art exhibitions may be encouraged in order to improve both communication with trainees and their artistic horizon.

Not taking registration fees, supporting trainees' material purchase with the revenue coming from the sales of trainees' works of art in bazaars may be suggested as a solution to the problem of high course expenses that is among the reasons for trainees' discontinuing courses.

Goals like dealing with current art activities, concepts and ideas, planning, designing and bringing creativity in the foreground can be taught the trainees by educators through applications, within the scope of Arts Education in People's Education Centers. Improvement of aesthetical emotions and ideas, individuals' expressing themselves via painting, improvement of painting reading and comprehension skills can be provided.

This research was applied to trainees in People's Education Centers and only teacher aspect was dealt with. In similar studies that will be conducted later, other aspects as teachers and trainees of other branches in people's education centers, and as directors of people's education centers, can be researched in line with the standards set and comparisons can be made.

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