



Participatory Educational Research (PER)
Vol.9(6), pp. 494-509, November 2022
Available online at <http://www.perjournal.com>
ISSN: 2148-6123
<http://dx.doi.org/10.17275/per.22.150.9.6>

Id: 1170623

Research Tendencies of Postgraduate Theses Related to Pre-Service Turkish Teachers/Candidates

Aslı Maden*

Turkish Language Education, Bayburt University, Bayburt, Türkiye
ORCID: 0000-0002-3336-0198

Mete Yusuf Ustabulut

Turkish Language Education, Bayburt University, Bayburt, Türkiye
ORCID: 0000-0002-8864-645X

Article history

Received:
03.07.2022

Received in revised form:
12.08.2022

Accepted:
11.10.2022

Key words:

Turkish candidate;
postgraduate; thesis; research;
tendencies.

In the study, it is aimed to determine the postgraduate theses related to pre-service Turkish teachers and their candidates and to reveal the research tendencies by analyzing them according to certain characteristics. For this purpose, the distribution of postgraduate theses on Turkish teacher candidates according to year, program type, university, subject, method and design characteristics was examined and thus their tendencies were revealed. This research was designed according to the qualitative research model. In the research, postgraduate theses on Turkish teacher candidates were scanned and the obtained documents were analyzed. As a result of the research, it has been determined that 84 postgraduate theses, 59 of which are postgraduate and 25 are doctoral dissertations, have been written from 2002 to 2022, related to Turkish teacher training and candidates before service. It has been observed that the most theses on the subject were completed in 2019, and these theses were mostly prepared in Gazi, Canakkale Onsekiz Mart and Atatürk Universities in Türkiye. In theses about Turkish teacher training and candidates, writing skills, professional competence, anxiety and attitudes, and self-efficacy perception were the most preferred subjects. In addition, quantitative research models are used more in theses on Turkish teacher training and candidates.

Introduction

The main goal of education is to raise people suitable for the requirements of the age. The human profile of the 21st century is to require that creative, reflective, critical thinking, problem solving and decision making, cooperation and empathy, entrepreneurship, being a digital citizen, taking initiative, self-control and self-confidence. All formal and non-formal education activities are planned, developed and updated to provide with this. In raising individuals with the mentioned qualifications, it is important to train qualified teachers who apply that system as much as establishing modern and advanced education systems.

* Correspondency: aslimaden@bayburt.edu.tr

The most important element of an education system is the teacher, because qualified teachers can make a good and qualified education, and therefore a school can only be as good as the teachers in it (Kavcar, 2002). Quality education is the key to success. The key to quality education is teacher qualification (Canado, 2018; Lasley, Siendentop, & Yinger, 2006; Rivkin, Hanushek & Kain, 2005). Teacher quality has a central role in increasing student achievement (Darling-Hammond, 2006; Harris & Sass, 2011). In teacher training, social needs and scientific developments should always be taken into account and reforms should be made (Botello & Glasman, 1999; Munthe, Malmo & Rogne, 2011; Naish, 1990; Nuland, 2011; Niemi & Lavonen, 2012; Oancea, & Orchard, 2012; Phelan, 2001). Therefore, in order to provide a quality education, the teacher must be well trained. The education system should work as a whole from pre-school to higher education and move towards the goals of national education. Therefore, there is a need to train qualified teachers in all branches. The teacher training process should not be limited to the transfer of field knowledge, professional knowledge and general culture, but should also include lifelong learning skills that can renew themselves. Because teacher training programs offer the opportunity to acquire many knowledge and skills in the pre-service period. On the other hand, the necessary skills and experience to be a teacher can only be gained in the classroom (Feiman-Nemser, 2001). In particular, the training of those who teach the language, which is the transmitter of national identity and culture, the key to thinking and the success of communication, affects the success of the whole system. In this respect, Turkish is both the subject of teaching as a course and the framework for the success of other courses. In fact, Marshall (1994) said, "Teaching a mother tongue is a crossroads of four roads, there is no lesson that passes without stopping there." draws attention to language teaching.

Turkish teacher training gained an institutional basis with the Republican Period. The first branch of the Secondary Teachers' School, which was established in Konya in 1926 by the instruction of Atatürk (later to be moved to Ankara and will be named as Gazi Education Institute), in Turkey. This school also served as the basis for the Education Institutes to be established later, and aimed to train teachers for secondary schools, primary teachers and village teacher schools. In the late 1940s, when it was understood that the capacity of the Gazi Education Institute could not meet the secondary school teacher needs of the country, new education institutes began to be opened. By 1978, their number reached eighteen (Maden, 2017). The undergraduate program that trains Turkish teachers today trains students within the Faculties of Education. Since 1982, these schools have been transformed into Education Faculties and connected to universities. The first Turkish language teaching undergraduate program within the Faculties of Education was established under the Turkish Language and Literature Teaching in 1992. The curriculum of Turkish Language Teaching programs, which train teachers within the Education Institute, Higher Teachers' School and Faculty of Education, has undergone a change in various periods. Today, the rules created by the Council of Higher Education are implemented in 1997, 2006, 2009 and last updated in 2018. According to the Atlas data of the Council of Higher Education (YÖK), today Turkish teachers are trained in 71 programs in state universities (www.yokatlas.yok.gov.tr). Turkish language teaching programs also accept students in Turkey, Turkish Republic of Northern Cyprus and foundation universities abroad. Therefore, Turkish teachers are trained in undergraduate programs, the number of which reaches one hundred today. The teacher training process is discussed in many scientific studies in line with the developments in science and technology, individual and social needs, innovations in educational approaches and the problems experienced in Turkish teaching. Conflicts and confusions about the professionalization of teaching or its modernization (Hilton, Flores, & Niklasson, 2013; Ingersoll & Merrill, 2011) are also effective in the Turkish teacher training process. It should

be noted here that while training Turkish teachers, it will not be sufficient to graduate candidates who are sufficient in theory and practice in terms of field knowledge, professional knowledge and general culture. After graduation, teacher candidates have to constantly renew themselves in their professional lives depending on the nature of the language, student characteristics and developing conditions. For this, it is not enough for pre-service programs to provide pre-service teachers with field dominance, to convey the basic principles of professional formation, and to develop their ability to apply. In addition, candidates should be given both theoretical and practical training on how to use the ways and skills, resources and curricula of lifelong learning. In the training of Turkish teachers, it is also important to determine the existing situation and the problems experienced in both pre-service undergraduate education and in-service professional life for the measures to be taken and the solutions to be applied. There is also a need for scientific studies in the development of appropriate curriculum, professional competence, method, technology, and policies for the training of teachers who will teach Turkish to students as a correct and effective communication tool. Finally, able to plan and organize the teaching time; able to develop language skills; able to monitor and evaluate language development; It is necessary to prepare the most appropriate undergraduate program, to use the most effective methods and technologies in teacher education, and to benefit from scientific findings in order to provide this. As a matter of fact, in recent years, various studies have been carried out to increase the quality of education. The researches shows that the comprehensive and qualified teacher training process reduces the attrition rate of new teachers, accelerates their professional development, provides a positive return on investment and improves student learning (Goldrick, Osta, Barlin & Burn, 2012). According to Onwuegbuzie and Daniel (2003) when these researches are synthesized, it is understood that educators and educational research should make self-criticism by taking into account scientific findings.

Due to the spread of Turkish education departments and teaching programs, there has been an increase in academic studies in this field. There are studies that analyze master's and doctoral theses (Boyacı & Demirkol, 2018; Büyükikiz, 2014; Coşkun, Özçakmak & Balcı, 2012; Çelebi and et al., 2019; Önal & Maden, 2021; Turan, Sevim & Tunagür, 2018; Yağmur Şahin, Kana & Varışoğlu, 2013), articles (Şeref & Karagöz, 2019; Varışoğlu, Şahin & Göktas, 2013) and theses related to sub-topics such as vocabulary enrichment, measurement and evaluation, fluent reading, media literacy, reflective thinking, textbook (Banaz and et al., 2022; Maden, 2020a; Maden, 2020b; Maden, 2021a; Maden, 2021b; Ustabulut, 2021) prepared in the field of Turkish education. Especially in the last 20 years, new scientific studies have been added every day in the field of education and training of Turkish. In this academic literature, Turkish teacher training is also the subject of many studies. When the relevant literature is examined Çifci's (2011); evaluations regarding of the undergraduate program; Cemiloğlu's (2005), Güzel's (2005) and Çoban's (2010) regarding Turkish teacher training; Güzel's(2010) offers about Turkish education department's main suggestions on the structure of the discipline, Özbay's (2005) undergraduate program proposal, Kırkkılıç and Maden's (2010) evaluation of the current state of the Turkish teaching profession and its department, Topuzkanamış's (2021) examination of the suitability of the undergraduate program for secondary school, Kurudayıoğlu and Tüzel's (2011) examination of the undergraduate program in terms of special field competencies, and Durukan and Maden's (2011) studies on determining the opinions of Turkish teacher candidates about the undergraduate program stand out. In addition to these, as in other branches (Bahcacı Önal & Türkoğlu, 2019; Ergünay & Adıgüzel, 2017; Sezer, İnal & Gökalp, 2019), there are also studies examining scientific studies on Turkish teachers and candidates from various perspectives with a holistic perspective. Eyüp's (2020) postgraduate theses on Turkish teachers, and Arı et al.'s (2020) studies on the analysis



of scientific articles on Turkish teacher candidates can be accessed. On the other hand, it has been observed that there is no study that analyzes various aspects of postgraduate theses on pre-service Turkish teachers and candidates. It is thought that this study, which will determine the postgraduate theses on Turkish teacher candidates and the teacher training process and reveal research trends, will guide the field and researchers related to the reasons mentioned.

In the study, it is aimed to determine the postgraduate theses related to pre-service Turkish teachers and their candidates and to reveal the research tendencies by analyzing them according to certain characteristics. For this purpose, the distribution of postgraduate theses on Turkish teacher candidates according to year, program type, university, subject, method, and design characteristics was examined and thus their tendencies were revealed. Based on the purpose of the research, answers were sought to the following questions:

- (1) How is the distribution of postgraduate theses related to pre-service Turkish teacher candidates according to the year variable?
- (2) How is the distribution of postgraduate theses related to pre-service Turkish teacher candidates according to the types of programs (master's and doctorate)?
- (3) How is the distribution of postgraduate theses related to pre-service Turkish teacher candidates according to universities?
- (4) How is the distribution of postgraduate theses related to pre-service Turkish teacher candidates according to their subjects?
- (5) How is the distribution of postgraduate theses related to pre-service Turkish teacher candidates according to method and design selection?

Method

Research design

This research was designed according to the qualitative research model. In qualitative research, the data is read one by one, divided into codes and categories, and in this way, the research results are presented (Merriam, 1998, p. 58). In addition, in this approach, the subject or subjects to be researched are tried to be interpreted and interpreted in a realistic and holistic way in their natural environment (Ekiz, 2017, p. 31). In the research, postgraduate theses on Turkish teacher candidates were scanned and the obtained documents were analyzed. Documents are information resources that should be used effectively for the collection and systematic analysis of information and records in qualitative research (Ekiz, 2017; Yıldırım & Şimsek, 2008). In this direction, postgraduate theses related to pre-service Turkish teacher candidates were determined and their tendencies were revealed by subjecting them to content analysis in terms of various variables.

Data source

The data source of this research consists of postgraduate theses, which are open to share in the National Thesis Center of the Council of Higher Education (YÖK), about pre-service Turkish teacher training and Turkish teacher candidates, prepared until 30 July 2022 and have permission to be published. Theses, which constitute the data source, were determined by scanning according to certain key concepts on the web page of YÖK National Thesis Center. During the screening, theses on Turkish teacher candidates who continue their pre-service undergraduate education, aiming to determine the situation regarding the teacher training process of the field and choosing the candidates as samples were included in the

study. In line with the opinions of field experts working in the field of Turkish teaching, Turkish, teacher candidates, Turkish teacher candidates; Turkish teaching, Turkish education department, Turkish education department; It was decided to search with the key concepts of pre-service Turkish teachers, mother tongue teacher training and Turkish teacher education. Eighty-four theses prepared in the National Thesis Center were reached in the scans made with the determined key concepts. Electronic documents of prepared theses were obtained. The data source of the research consisted of 84 postgraduate theses, which were reached as a result of the scanning made according to the determined criteria.

Data collection tools

In the research, the publication classification form was used. While preparing the classification form, a classification form developed for articles by Sözbilir and Kutu (2008) was used. The draft form was arranged as Thesis Classification Form in accordance with the research purpose. 2 field experts were consulted for the validity of the Thesis Classification Form. The opinion that there would be no problem in the classification process in the form was dominant and it was put into practice. The Thesis Classification Form consists of six sections: the year the data source was prepared, the program, the university, the subject, the method and the design.

Data analysis

Research data were collected through document review. In the analysis of the obtained data, descriptive analysis, one of the content analysis methods, was used. Content analysis takes place by following the coding, classification, and definition stages of the obtained data (Glesne, 2012). In descriptive content analysis, this process is followed, and it is aimed to reveal the tendencies of the theses on a subject in a descriptive way. Accordingly, in the analysis process, each thesis was classified according to year, program type, university, subject, research method and patterns. The data were coded using the SPSS 16.0 program. At each stage of the content analysis, one field expert also carried out the classification and coding of the graduate theses in a coordinated manner. The data set was created by looking at whether there were similarities and differences between the categories created by the researchers and the field expert. Analysis was carried out by observing that there was consistency in the classification and coding of the data. In the analysis process, first, the identifier of the data source (thesis number, name, author, publication year, university, etc.) was extracted, and then the program type, subject, method and design were determined. In the meantime, it was seen that there was not enough information in some of the postgraduate theses, especially in the method section. The opinions of field experts (n=2) were consulted about the situation regarding the method knowledge of the theses. In line with the opinions received, it was evaluated that the method information based on other theses with the same content in the data source could be accepted for these studies, and coding was done. The data coded in the SPSS 16.0 program were interpreted using frequency, one of the descriptive analysis techniques.

Results

The digitized results of the analysis of 84 postgraduate theses related to pre-service Turkish teachers and candidates are shown below:



Results concerning the years of theses

The distribution of the publication years of the theses related to Turkish teacher candidates is visualized in Table 1:

Table 1. Distribution of theses for Turkish teacher candidates by years

Year	2002	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
<i>f</i>	1	1	4	1	1	1	3	2	3	10	4	6	8	8	14	7	8	2	84

Table 1 shows the distribution of theses on Turkish teacher candidates over the years. According to the table, the first thesis about Turkish teacher candidates is dated 2002. According to the year of publication, the most thesis was in 2019 ($f=14$), followed by 2014 ($f=10$), 2017 ($f=8$), 2018 ($f=8$), 2021 ($f=8$), 2020 ($f=7$), it is understood that it was prepared in 2016 ($f=6$). In addition, 4 in 2007 and 2015, 3 in 2011 and 2013; It is seen that 2 theses were prepared in 2012 and 2022. One a pieces thesis was completed in 2002, 2006, 2008, 2009 and 2010. According to the findings, it can be said that there has been an increase in pre-service Turkish teacher training and theses for Turkish teacher candidates since 2015, and this increase has intensified in 2019.

Results related to types of theses

The distribution of the program types of theses related to Turkish teacher candidates is visualized in Table 2:

Table 2. Types of theses for Turkish teacher candidates

Type	<i>f</i>
Postgraduate	59
Doctorate	25
	84

In Table 2, it is seen that 59 of them are in the type of postgraduate and 25 of them are in the type of doctorate of the theses about Turkish teacher candidates. According to this finding, most of the theses for pre-service Turkish teacher training and candidates were prepared at the postgraduate's level.

Results regarding the universities where the theses were prepared

The distribution of universities where theses related to Turkish teacher candidates are prepared is visualized in Table 3, according to frequency:

Table 3. Distribution of theses for Turkish teacher candidates to universities

<i>Universities</i>	<i>f</i>
1. Akdeniz University	3
2. Ankara University	2
3. Atatürk University	8
4. Balıkesir University	1
5. Bolu Abant İzzet Baysal University	3
6. Bursa Uludağ University	1
7. Çanakkale Onsekiz Mart University	11
8. Çukurova University	1
9. Dokuz Eylül University	2
10. Düzce University	1
11. Fırat University	1
12. Gazi University	14
13. Gaziantep University	1
14. Hatay Mustafa Kemal University	3
15. İnönü University	2
16. İstanbul University	1
17. Kafkas University	1
18. Kırşehir Ahi Evran University	4
19. Kilis 7 Aralık University	1
20. Kütahya Dumlupınar University	1
21. Mersin University	3
22. Muğla Sıtkı Koçman University	3
23. Necmettin Erbakan University	1
24. Nevşehir Hacı Bektaş Veli University	3
25. Niğde Ömer Halisdemir University	3
26. Pamukkale University	3
27. Selçuk University	2
28. Tokat Gaziosmanpaşa University	1
29. Trabzon University	1
30. Van Yüzüncü Yıl University	1
31. Zonguldak Bülent Ecevit University	1
	84

Table 3 shows the universities where theses about Turkish teacher candidates were prepared. According to the findings, it was determined that the most thesis about Turkish teacher candidates was prepared at Gazi University (f=14). It shows to come to the forefront of Gazi University, Canakkale Onsekiz Mart (f=11) and Atatürk (f=8) Universities; apart from these, Kırşehir Ahi Evran (f=4), Abant İzzet Baysal (f=3), Akdeniz (f=3), Hatay Mustafa Kemal (f=3), Mersin (f=3), Muğla Sıtkı Kocman (f=3), Nevşehir Hacı Bektaş Veli (f=3), Niğde Ömer Halisdemir (f=3) and Pamukkale (f=3) Universities. It was also determined that 2 theses related to the subject were completed, Dokuz Eylül, İnönü and Selcuk Universities in Ankara. It is among the findings that 1 thesis related to the subject was prepared in other 15 universities. This finding shows that there is a postgraduate research tendency on pre-service Turkish teacher training in Gazi and Canakkale Onsekiz Mart Universities, and pre-service teachers are the subject of more postgraduate studies.

Results related to subject areas of theses

The distribution of the subject areas of the theses related to Turkish teacher candidates is visualized in Table 4:



Table 4. Subject distribution of theses for Turkish teacher candidates

<i>Subject</i>	<i>f</i>
Writing Skills	20
Reading Skills	6
Professional competence-concern-attitude	6
Self-sufficiency	5
Speaking Skills	4
Thinking Skills	4
Educational Messages	4
21st Century Skills	4
Utilisation from Web-Digital learning environments	4
Values Education	3
Reading-Listening, Reading-Writing Skills	3
Feedback Preferences	3
Teacher Training Programs	3
Perception-Knowledge of Literature/Turkish	2
Listening Skills	2
Academic success (Success, professional competence, self-efficacy, thinking skills, literacy)	2
Vocabulary	2
Test of KPSS/PPSE (Public Personnel Selection Exam) Subject Matter Knowledge	1
Communication Skills	1
Language Awareness-Attitude	1
Technology Integration	1
Internship Process	1
Questioning Skills	1
Student profile	1
	84

Table 4 shows the distribution of the subject areas of the theses about Turkish teacher candidates. According to the findings, it was determined that the theses prepared about Turkish teacher candidates mostly focused on writing skills ($f=20$). Again, pre-service teachers' reading skills ($f=6$), professional competence-anxiety-attitudes ($f=6$) and self-efficacy perceptions ($f=5$) were the most preferred topics in the theses. Apart from these, speaking skills ($f=4$), high-level thinking skills ($f=4$), 21st century skills ($f=4$), benefiting from web-digital environments ($f=4$), values education ($f=3$), notification-correction ($f=3$), evaluation of teacher training programs ($f=3$) were preferred more in theses. On the other hand, in the theses in the data source, Turkish/literary perception-knowledge, listening skills, evaluation of academic success (in terms of various variables), vocabulary subjects more than once, KPSS subject matter knowledge test, communication skills, language awareness, technology integration, internship, questioning skills. It was found that undergraduate program student profile subjects were covered only once. This finding shows that there is a tendency for pre-service Turkish teacher training and postgraduate theses related to candidates, language skills and the current status of professional qualifications, and that solutions to improve the existing situation are put into practice with various methods and technologies.

Results related to research methods of theses

The distribution of research methods and designs of theses related to Turkish teacher candidates is visualized in Table 5:

Table 5. Distribution of the methods and designs of theses for Turkish teacher candidates

Research Method	Pattern	<i>f</i>
Quantitative	Scanning	47
	Experimental	6
	Sub Total	53
Qualitative	Phenomenology	2
	Case Study	1
	Activity Research	2
	Document Review	1
	Sub Total	6
Quantitative + Qualitative	Mixed	25
		84

Table 5 shows the findings related to the research methods and designs of the theses about Turkish teacher candidates. According to the findings, It is created with methods 53 with quantitative, 25 with quantitative and qualitative patterns, and 6 with qualitative methods of the theses about Turkish teacher candidates. According to the table, 47 of the theses for Turkish teacher candidates are in the form of survey and 6 of them are experimental with quantitative designs; Qualitative research designs were conducted in the form of 2 phenomenology, 2 action research, 1 document analysis and 1 case study. It has been determined that phenomenology and document analysis designs are mostly used together with scanning in studies conducted with mixed method. This finding shows that there is a tendency to identify the existing situation related to the pre-service teacher training process in the theses in the data source, and accordingly, survey and phenomenology designs are more preferred.

Discussion and Conclusion

The following results were reached in this research, which aims to train Turkish teachers before the service and to determine the postgraduate theses related to the pre-service teachers of the field and to analyze them according to certain variables and to reveal the research tendencies:

According to the findings of the research, it has been determined that the first postgraduate study on pre-service Turkish teacher training and teacher candidates was prepared in 2002, and 84 theses, 59 of which are postgraduate and 25 doctoral, have been completed until 2022. Cochran-Smith and Fries (2008) stated that in the field of teacher training, since the 1950s, discussions on quality have continued. In addition, in recent years in European countries, there has been an increasing debate on the effectiveness of teacher training programs and the quality of teachers in research on teacher training (Lewis & Young, 2013; Wisemann, 2012). The highest number of theses related to Turkish teacher candidates were completed in 2019.



In the study of Arı, Yaşar and İstanbullu (2020) in which they analyzed the articles about Turkish teacher candidates, it was determined that the most articles were published in 2017 and an increase was observed in the articles related to the subject since 2014. Eyüp's (2020) postgraduate theses on Turkish teachers, Önal and Maden's (2021) trends in Turkish teaching theses, Boyacı and Demirkol's (2018) doctoral theses on Turkish education, Maden's (2010) foreign language theses in his studies in which he examined the theses of teaching Turkish as a language, it was determined that more theses were produced in 2019. Afterwards, it was seen that the thesis on the subject was prepared in 2014, 2017, 2018, 2021, 2020, 2016. 4 each theses in 2007 and 2015, 3 each theses in 2011 and 2013, and 2 each theses in 2012 and 2022 each focused on Turkish teacher candidates. It was concluded that only one thesis was prepared in 2002, 2006, 2008, 2009 and 2010. This result showed that there was an attention on the Turkish teacher training process at the postgraduate level until 2010, but after 2014, there was an increasing trend in determining thesis topic in this field. Seref and Karagöz (2019) also state that there has been a parallel increase in the number of undergraduate and graduate programs, academics and publications in the field of Turkish education in recent years. Sezer, İnel, and Gökalp (2019), who examined undergraduate theses on social studies teachers, also reached conclusions that studies on teachers have increased in recent years.

It has been observed that postgraduate thesis on Turkish teacher candidates has been completed in thirty-one different universities. Most theses on the subject were prepared at Gazi University. The results of Çelebi and et al.'s (2019) theses on teaching Turkish to foreigners, Önal and Maden's (2021) Turkish education theses, and Boyacı and Demirkol's (2018) doctoral theses on Turkish education is to support the finding related to Gazi University. This university is followed by Çanakkale Onsekiz Mart and Atatürk Universities; Apart from these, it has been revealed that 3 or more theses have been written in Kırşehir Ahi Evran, Abant İzzet Baysal, Akdeniz, Hatay Mustafa Kemal, Mersin, Muğla Sıtkı Koçman, Nevşehir Hacı Bektaş Veli, Niğde Ömer Halisdemir and Pamukkale Universities. The findings of Özçakmak's (2017) study on Turkish education postgraduate studies also overlap with the results of Gazi, Canakkale Onsekiz Mart and Atatürk Universities. In the articles examined in the study of Arı and et al. (2020) on Turkish teacher candidates, it was concluded that the most participants were selected from those studying at these 3 universities. 2 each thesis related to the subject was prepared at Ankara, Dokuz Eylül, İnönü and Selçuk Universities, and 1 each thesis was prepared at the other 15 universities. This result indicates that there is a tendency to train Turkish teachers and to determine the situation of teacher candidates in the field in universities that are older in terms of establishment and more established in terms of undergraduate and graduate programs. However, less processing of the subject at the graduate level can be attributed to the academic experience and subject preferences of the students and advisors in universities that can be considered old as institutions in Ankara, Dokuz Eylül, İnönü, Selçuk Universities and 15 other higher education institutions.

It has been determined that writing skills are mostly the subject of theses prepared on Turkish teacher candidates. Turkish education by Önal and Maden (2021), the theses of Maden and Önal (2021) on teaching Turkish as a foreign language, articles by Arı and et al. (2020) about Turkish teacher candidates, Özçakmak's (2017) Turkish education graduate in their research on their theses, it was concluded that writing and other language skills were among the most studied topics. Apart from this subject, the candidates' reading skills, professional competencies, concerns and attitudes, and self-efficacy perceptions are covered in the theses. According to Fenwick (2001), the concepts of professional development, lifelong learning and individual competences in teacher training have been emphasized more in recent years.

Studies on teacher qualification and competencies are extensively studied in the literature (Caena, 2011; Darling-Hammond, 2000; Goe & Stickler, 2008; Hanushek & Woessman, 2012; Hilton, Flores & Niklasson, 2013; Schleicher, 2012; Mosteller, 1995; Rockoff, 2004). In the study of Sevim and İscan (2012) on the keywords of the theses in the field of Turkish education and teaching, the findings on teacher proficiency along with language skills support these results. The findings of Sezer, İnel, and Gökalp's (2019) research on social studies teachers on teacher's professional skills, perceptions, attitudes and beliefs are in line with the results of the research. Goodwin et al. (2014) and Ellis (2010) studies support this finding. In the study of Bahcacı Önal and Türkoğlu (2019), in which they examined the theses on preschool teachers and candidates, it was concluded that the subjects of professional knowledge and skills, attitudes and values were preferred more. Again, speaking skills about candidates, high-level thinking skills, 21st century skills, benefiting from web-digital environments, values education, feedback-correction, evaluation of teacher training undergraduate programs were preferred as topics in more than one thesis. On the other hand, in theses, Turkish/literary perception-knowledge, listening skills, evaluation of academic achievement (in terms of various variables), vocabulary and Test of KPSS Subject Matter Knowledge, communication skills, language awareness, technology integration, internship, questioning skills, undergraduate program student profile subjects. It has been concluded that less research has been done on this subject compared to other subjects. It can be said that the candidates' levels of language skills and their competencies in teaching these skills are also examined in the theses based on the subject distribution. This result shows that there is a tendency to develop language skills and to investigate professional competence, anxiety and self-efficacy in pre-service Turkish teacher training and postgraduate thesis research on candidates, and it is a priority to reveal the current situation of candidates regarding their competencies and to eliminate deficiencies with various solutions. However, internships and practices in the teacher training process are important in acquiring professional skills (Nakpodia, 2011; Smith & Lev-Ari, 2005). Among the theses in the data source, it can be considered as a deficiency that only one study covers the internship process.

It has been determined that quantitative designs are mostly used in Turkish education theses related to teacher training and candidates, followed by mixed method. In the study of Varışoğlu, Sahin, and Göktaş (2013) on articles related to Turkish education, it was determined that more quantitative research methods were used. Likewise, in the study of Sezer and et al. (2019) and in the study of Bahcacı Önal and Türkoğlu (2019) in which they examined postgraduate theses about preschool teachers and candidates, it is seen that similar findings regarding method preference were reached. However, with the articles towards Turkish teacher candidates by Arı and et al. (2020), graduate theses in the Turkish education departments of Yagmur Şahin, Kana and Varışoğlu (2013), Çelebi and his friends (2019) and Türkben's (2018) with theses on teaching Turkish to foreigners, Önal and Maden's (2021) and Boyacı and Demirkol's (2018) studies on postgraduate theses on Turkish education do not coincide with the results of the research. 53 of the theses in the data source are quantitative, 25 of them are mixed with quantitative and qualitative patterns, and 6 of them are carried out with qualitative method. According to the findings, 47 of the theses were surveyed and 6 of them were experimental with quantitative designs; Qualitative research designs were conducted in the form of 2 phenomenology, 2 action research, 1 document analysis and 1 case study. In studies conducted with mixed method, phenomenology and document analysis designs were preferred together with scanning. According to Eurydice (2013), applied studies in the field of teacher training in Turkey are below the average of European countries. In the study of Arı and et al. (2020), it was seen that scanning and phenomenology designs were preferred more. This result can be explained as there is a tendency to determine the existing



situation regarding the pre-service teacher training process in the theses in the data source.

As a result of the research, it has been determined that 84 postgraduate theses, 59 of which are postgraduate and 25 are doctoral dissertations, have been written from 2002 to 2022, related to Turkish teacher training and candidates before service. It has been observed that the most theses on the subject were completed in 2019, and these theses were mostly prepared in Gazi, Çanakkale Onsekiz Mart and Atatürk Universities. In theses about Turkish teacher training and candidates, writing skills, professional competence, anxiety and attitudes, and self-efficacy perception were preferred as subjects. In addition, it has been concluded that quantitative research models are used more in theses on Turkish teacher training and candidates.

Suggestions

According to the results of the research, the following recommendations can be made:

- It is seen that sufficient determinations have been made at the postgraduate level regarding the training of Turkish teachers before the service and the current situation regarding the candidates. Based on the results obtained, postgraduate thesis studies can be made that include applications to increase the quality of teachers.
- In theses related to Turkish teacher candidates, their language skills and their competencies and experiences in teaching these skills were examined. However, it can be said that there is not enough attention on listening skill. Graduate theses can also be prepared for candidates on listening skills and teaching.
- The fact that only one postgraduate thesis on training language teachers and instructors has been completed shows that there is a need for studies evaluating and comparing foreign examples.
- It will be beneficial to focus on postgraduate studies on the ways that will be effective in determining and solving the problems experienced in the training of Turkish teachers and in the service.

References

- Arı, G., Yaşar, M. S. & İstanbullu, E. (2020). A review of research trends on pre-service Turkish teachers (2014-2018). *Journal of Mother Tongue Education*, 8(2), 487-508. doi.org/10.16916/aded.689343
- Bahçacı Önal, M. & Türkoğlu, B. (2019). An overview of postgraduate theses conducted on preschool teachers and preschool pre-service teachers in Turkey. *Turkish Studies - Educational Sciences*, 14(4), 1103-1139. doi.org/10.29228/TurkishStudies.23274
- Banaz, E., Maden, A., Ustabulut, M.Y. & Maden, S. (2022). *The tendencies of the postgraduate theses on measurement and evaluation in Turkish education*. 5. International Conference on Social Sciences and Humanities (Ibu-Icsh22) Book of Abstracts. (p.121). North Macedonia: International Balkan University.
- Botello, M., & Glasman, N. (1999). Dimensions of teacher in-service training for school improvement. *International Journal of Educational Management*, 13(1), 14-24.
- Boyacı, S. & Demirkol, S. (2018). An examination of doctoral dissertations in the field of teaching Turkish. *Journal of Mother Tongue Education*, 6(2), 512-531. doi.org/10.16916/aded.363599
- Büyükkiz, K. K. (2014). an investigation on graduate dissertations written on Turkish teaching as a foreign language. *Mustafa Kemal University Journal of Graduate School of Social Sciences*, 11(25), 203-213.

- Caena, F. (2011). *Literature review: Teachers' core competences: Requirements and development*. Education and Training 2020 Thematic Working Group on the Professional Development of Teachers. Brussels: European Commission.
- Canado, M.L.P. (2018). Innovations and challenges in CLIL teacher training. *Theory Into Practice*, 57, 212–221.
- Cemiloğlu, M. (2005), *Turkish program in the framework of restructuring and Uludag University*. Results of Restructuring in Education Faculties and Teacher Training Symposium Proceedings, 22-24 September 2005, Ankara: Gazi University.
- Cochran-Smith, M., & Fries, K. (2008). Research on teacher education: Changing times, changing paradigms. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 1050-1093). New York, NY: Routledge.
- Coşkun, E., Özçakmak, H. & Balcı, A. (2012). Trends in Turkish education: A meta-analysis study on theses made between 1981 and 2010. In the Engin Yılmaz et al. (Ed.), *Studies on Education and Teaching of Turkish* (p. 204-212). Ankara: Pegem.
- Çelebi, C., Ergül, E., Usta, B. & Mutlu, M. (2019). A meta-analysis study on postgraduate theses in the field of teaching Turkish to foreigners in Turkey. *Primary Education*, 1(3), 39-52.
- Çifci, M. (2011). The problem of Turkish teacher training program. *Electronic Turkish Studies*, 6(1), 403-410.
- Çoban, A. (2010). Evaluation of undergraduate programs of Turkish teaching. *Journal of Turkish Studies*, 5(3), 958-976. doi.org/10.7827/TurkishStudies.1634
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass Inc.
- Durukan, E. & Maden, S. (2011). Turkish pre-service teachers' views about Turkish teaching undergraduate curriculum. *Kastamonu Education Journal*, 19(2), 555-566.
- Ekiz, D. (2017). *Bilimsel araştırma yöntemleri [Scientific research methods]*. Ankara: Anı.
- Ellis, V. (2010). Impoverishing experience: The problem of teacher education in England. *Journal of Education for Teaching*, 36(1), 105-120.
- Ergünay, O. & Adıgüzel, O.C. (2017). Research trends in graduate theses completed between 2010 and 2016 in Turkey in the field of English language teacher education, *Inonu University Journal of the Faculty of Education*, 18(3), 36-48.
- Eurydice. (2012). Teachers' and school heads' salaries and allowances in Europe, 2011/2012. *Eurydice Report*. Luxembourg: Publications of the EU.
- Eyüp, B. (2020). Trends of postgraduate theses about Turkish language teachers: a content analysis (2000-2019). *RumeliDE Journal of Language and Literature Studies*, 21, 536-558. doi.org/10.29000/rumelide.843489
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103, 1013–1055. <http://dx.doi.org/10.1111/tcre.2001.103.issue-6>.
- Fenwick, T. J. (2001). Fostering teachers' lifelong learning through professional growth plans: A cautious recommendation for policy. *2001 Pan-Canadian Education Research Agenda Symposium*. Laval University, Quebec City.
- Glesne, C. (2012). *Nitel araştırmaya giriş [Introduction to qualitative research]*. (Cev. Ed: A. Ersoy & P. Yalcınoglu), Ankara: Anı.
- Goe, L. & Stickler L. M. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington, DC: National Comprehensive Center for Teacher Quality.

- Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). *Review of state policies on teacher induction*. Santa Cruz, CA: New Teacher Center.
- Goodwin, A. L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M. Y., Reed, R., & Taveras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education*, 65(4), 284-302. Doi: 10.1177/0022487114535266
- Güzel, A. (2005), *Turkish teaching department four-year undergraduate program*. Results of Restructuring in Education Faculties and Teacher Training Symposium Proceedings, 22-24 September 2005, Ankara: Gazi University.
- Güzel, A. (2010). The major disciplines that should be established in Turkish educational departments. *Journal of Turkology Research*, 27, 371-383.
- Hanushek, E. A., & Woessmann, L. (2012). Do better schools lead to more growth? Cognitive skills, economic outcomes, and causation. *Journal of Economic Growth*, 17(4), 267-321. doi: 10.3386/w14633
- Harris, D. N., & Sass T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95, 798–812.
- Hilton, G., Flores, M. A., & Niklasson, L. (2013). Teacher quality, professionalism and professional development: Findings from a European project. *Teacher Development*, 17(4), 431-447. <https://doi.org/10.1080/13664530.2013.800743>
- Ingersoll, R. M., & Merrill, E. (2011). The status of teaching as a profession. In J. Ballantine, & J. Spade (Eds.), *Schools and society: A sociological approach to education* (pp. 185-189) (4th Ed.) CA: Pine Forge Press/Sage.
- Kırkkılıç, A., & Maden, S. (2010). The status of Turkish teaching profession and Turkish education departments following the changes in primary education curriculum and undergraduate schedule. *Journal of Turkology Research*, 27, 477-502.
- Kurudayıoğlu, M. & Tüzel, S. (2011). Examination of Turkish education undergraduate program in terms of Turkish teacher special field competencies. *Sakarya University Journal of Education*, 1(2), 40-51.
- Lasley T. J., Siendentop, D., & Yinger, R. (2006). A Systemic approach to enhancing teacher quality. *Journal of Teacher Education*, 57, 13-21. Doi: 10.1177/0022487105284455
- Lewis, W. D., & Young, T. V. (2013). The politics of accountability: Teacher education policy. *Educational Policy*, 27(2), 190-216. Doi: 10.1177/0895904812472725
- Maden, A. (2020a). Research tendencies of postgraduate theses related to teaching Turkish as a foreign language. *The Journal of International Social Research*, 13(71), 795-806. doi.org/10.47714/uebt.878270
- Maden, A. (2020b). The research trends of postgraduate theses on fluent reading: A descriptive analysis study. *Journal of Mother Tongue Education*, 8(2), 543-558. doi.org/10.16916/aded.696790
- Maden, S. (2017). Teaching Turkish between 1938 and 1957. In the (Ed. A. Güzel) *Researches on the Educational History of Turkish from the Since Beginning* s.382-409. Ankara: Akçağ.
- Maden, S., Maden, A. & Banaz, E. (2017). A content-analysis regarding postgraduate theses prepared on media literacy. *International Journal of Languages' Education*, 5(1), 588 - 605.
- Maden, S. (2021a). Analysis of postgraduate theses related to textbooks on teaching Turkish as a foreign language. *Social Sciences: Theory & Practice*, 5(1), 90–102. doi.org/10.48066/kusob.876092
- Maden, S. (2021b). Trends in postgraduate theses on Turkish textbook a content analysis. *Turkey Education Journal*, 6(1), 30–45.

- Maden, S. & Önal, A. (2021). Research tendencies of postgraduate theses related to teaching Turkish as a foreign language. *International Journal of Education Science and Technology*, 7(1), 42-56. doi.org/10.47714/uebt.878270
- Marshall, J. (1994). *Mother tongue and literature teaching* (Cahit Külebi). Ankara: Basak.
- Merriam, S. (1998). *Qualitative research and case study applications in education. Revised and expanded from case study research in education*. USA: JB Printing.
- Mosteller, F. (1995). The Tennessee study of class size in the early school grades. *The Future of Children*, 5(2), 113-127.
- Munthe, E., Malmo, K. S., & Rogne, M. (2011). Teacher education reform and challenges in Norway. *Journal of Education for Teaching*, 37(4), 441-450.
- Naish, M. (1990). Teacher education today. In N. J. Graves (Ed.), *Initial teacher education: Politics and progress* (pp. 25-44). London: Kogan Page.
- Nakpodia, E.D. (2011). Strategies for enhancing private sector participation in the funding of secondary schools in Delta state, Nigeria. *Academic Leadership: The Online Journal*, 9 (2), 31.
- Niemi, H. & Lavonen, J. (2012). Evaluation for improvements in Finnish Teacher education. In J. Harford, B. Hudson, & H. Niemi, (Eds), *Quality assurance and teacher education: International challenges and expectations* (pp. 159-186). Oxford: Peter Lang.
- Oancea, A. & Orchard, J. (2012). The future of teacher education. *Journal of Philosophy of Education*, 46(4), 574-588. <https://doi.org/10.1111/j.1467-9752.2012.00888.x>
- Onwuegbuzie, A. J., & Daniel, L. G. (2003). Typology of analytical and interpretational errors in quantitative and qualitative educational research. *Current Issues in Education*, 6(2), 1-33.
- Önal, A. & Maden, S. (2021). Research tendencies of postgraduate theses between 2015-2019 on Turkish education *Afyon Kocatepe University Journal of Social Sciences*, 23(3), 929-941. doi.org/10.32709/akusosbil.879623
- Özbay, M. (2005). *Undergraduate program proposal for Turkish education departments. Results of Restructuring in Education Faculties and Teacher Training Symposium Proceedings*, 22-24 September 2005, Ankara: Gazi University.
- Özçakmak, H. (2017). New trends of the postgraduate researches on Turkish language education (2011-2015). *International Journal of Turkish Literature, Culture and Education*, 6(3), 1607-1618.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: evidence from panel data. *American Economic Review*, 94(2), 247-252.
- Schleicher, A. (2012). *Preparing teachers and developing school leaders for the 21st century: Lessons from around the World*, OECD Publishing. <http://www.oecd.org/site/eduistp2012/49850576.pdf>
- Sevim, O. & İşcan, A. (2012). A content analysis of keyword of theses in the field of Turkish education and teaching. *Turkish Studies - International Periodical for The Languages, Literature and History of Turkish or Turkic*, 7(1), 1863-1873. doi.org/10.7827/TurkishStudies.3101
- Sezer, A. İnel, Y. & Gökalp, A. (2019). Examining the dissertation studies performed on social studies teacher in Turkey. *Usak University Journal of Social Sciences*, 12(2), 1-17.
- Smith, K. & Lev-Ari, L. (2005). The place of practicum in pre-service teacher education. *Asian Pacific Journal of Teacher Education*. 33(3), 289-302.

- Sözbilir, M. & Kutu, H. (2008). Development and current status of science education research in Turkey. *Essays in Education, [Special Edition]*, 1-22.
- Şeref, İ. & Karagöz, B. (2019). An evaluation of Turkish education academic field: bibliometric analysis based on web of science database. *Journal of Language Education and Research*, 5(2), 213-231. Doi: 10.31464/jlere.578224
- Topuzkanamış, E. (2021). Eligibility of the new Turkish language teaching undergraduate program for middle school. *The Turkish Journal of Social Research*, 25(2), 563-580.
- Turan, L., Sevim, O., & Tunagür, M. (2018). A content analysis for the summary sections of doctoral theses in the field of Turkish education. *International Journal of Turkish Education Sciences*, 11, 29-44.
- Ustabulut, M.Y. (2021). Tendencies of researches on reflective thinking practices in Turkish language teaching. *International Journal of Turkish Literature Culture Education*, 10(3), 1089-1104.
- Varısoğlu, B., Şahin, A. & Göktaş, Y. (2013). Trends in Turkish education studies. *Educational Sciences: Theory and Practice*, 13(3), 1767-1781.
- Wiseman, D. L. (2012). The intersection of policy, reform, and teacher education. *Journal of Teacher Education* 63(2) 87-91.
- Yağmur Şahin, E., Kana, F. & Varısoğlu, B. (2013). The research trends of postgraduate dissertations in Turkish education departments. *International Journal of Human Sciences*, 10(2), 356-378.
- Yıldırım, A. & Şimsek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]*. Ankara: Seckin.