*Quality in Preservice Teacher Education: Exploring the Perceptions of Teacher Candidates and Teachers**

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Abstract

The main purpose of this research is to examine the perceptions of education faculty students and education faculty graduate teachers regarding the quality of education faculties within a systemic approach. A quantitative survey research was conducted for this purpose. The population of the research consists of students in education faculties and education faculty graduate teachers in Türkiye, while the sample consists of 784 participants, including 567 education faculty students and 217 education faculty graduate teachers. The data of the research were collected using a developed scale. The research results showed that the participants' overall perceptions of the quality of education faculties were at a moderate level. The perception was found to be high in terms of teacher educators and classroom, moderate in terms of non-educational personnel, the learning-teaching process, school and faculty collaboration, output, and environmental; however, it was found to be low in terms of the encouragement of the teaching profession and feedback dimensions. Moreover, those who choose teaching as a profession due to positive factors such as social interests, family and teacher influence, and working conditions with children, as well as female teachers, had a more positive perception towards the quality of their faculties. Recommendations have been developed for policymakers, researchers, and practitioners to improve the quality of teacher preparation.

Keywords: Quality in teacher preparation, Teacher training, Teacher quality

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TÜRKÇE GENİŞ ÖZET

Giriş

Günümüze kadar eğitim fakültelerinde ve hizmet öncesi öğretmen eğitiminde kalite odaklı çeşitli çalışmalar yapılmış, ancak öğretmen yetiştirme sürecinden geçen öğretmen adayları (öğrenciler) ile mezun olup öğretmenliğe başlayanların kalite algılarının birlikte ele alındığı bir araştırmaya rastlanmamıştır. Bu araştırmada, hizmet öncesi öğretmen eğitiminde kaliteyi farklı açılardan ele almak için sistem yaklaşımından yararlanılmıştır. Böylece, öğretmen adayları ve öğretmenlerin bakış açıları girdi (öğretmenlik mesleğinin teşvik ediciliği, öğretim elemanları, sınıf ve eğitici olmayan personel), süreç (öğrenme-öğretme, okul ve fakülte iş birliği), çıktı, geri bildirim ve çevre şeklinde sistem yaklaşımı çerçevesinde toplanmıştır. Eğitim fakültelerinde kalite üzerine yapılan bu araştırma, yükseköğretimde kalite geliştirme kapsamındaki uygulamalara ve alandaki eksikliklerin giderilmesine katkı sağlayabilir.

Amaç

Bu araştırma, sistem yaklaşımı çerçevesinde öğrenciler (öğretmen adayları) ve öğretmenlerin eğitim fakültelerinin kalitesine ilişkin algılarını belirlemeyi ve hizmet öncesi öğretmen eğitiminin kalitesini artırmaya yönelik öneriler sunmayı amaçlamaktadır. Bu amaçla aşağıdaki sorulara yanıt aranmıştır:

1. Öğretmen adayları ve öğretmenler sistem yaklaşımı çerçevesinde eğitim fakültelerinin kalitesini nasıl algılamaktadır?

2. Öğretmen adayları ve öğretmenlerin eğitim fakültelerindeki kaliteye yönelik algıları cinsiyet ve öğretmenlik mesleğini tercih etme nedenleri değişkenlerine göre anlamlı farklılık göstermekte midir?

Yöntem

Bu çalışma, tarama modelinde nicel bir araştırmadır. Araştırmanın evreni Türkiye'deki eğitim fakültelerinde öğrenim gören öğretmen adayları ve eğitim fakültesi mezunu öğretmenlerden oluşmaktadır. Örneklemi ise altı farklı üniversiteden 567'si eğitim fakültesi öğrencisi ve 217'si eğitim fakültesi mezunu öğretmen olmak üzere 784 katılımcıdan oluşmaktadır. Araştırmanın verileri araştırmacılar tarafından geliştirilen ölçek ile toplanmıştır.

Bulgular, Tartışma ve Sonuç

Araştırma bulguları öğretmen adayları ve öğretmenlerin fakültelerine yönelik kalite algılarının genel olarak orta düzeyde olduğunu göstermiştir.

Öğretmen adayları ve mezunların fakültelerine yönelik kalite algı düzeyleri sınıf ve öğretim elemanı boyutlarında 'yüksek'; eğitici olmayan personel, öğrenme-öğretme süreci, okul ve fakülte iş birliği, çıktı ve ortam boyutlarında 'orta'; öğretmenlik mesleğinin teşvik ediciliği ve geri bildirim boyutlarında 'düşük' olarak belirlenmiştir. Öğretmenlik mesleğinin teşvik edilmesi daha başarılı lise mezunlarının eğitim fakültelerini tercih etmesini sağlayabilirken, etkili geri bildirim süreçleri de fakültelerin kalite geliştirme çalışmalarına rehberlik edebilir. Öğretmenlik mesleğinin özendiricilerine ilişkin bulgular, öğretmenlik mesleğinin saygınlığı, itibarı, toplumsal değeri, mevcut çalışma ve ekonomik koşullarının öğretmenler tarafından eğitim fakültelerini tercih etmek için yeterince özendirici bulunmadığını göstermektedir. Bu durum, öğretmenlik mesleğinin saygınlığı, itibarı ve mevcut ekonomik ve çalışma koşulları açısından eksikliklere işaret etmektedir ve öncelikle bu eksikliklerin giderilmesi gerekmektedir.

Girdi olarak öğretim elemanı, öğretmen yetiştirenlerin kendi alanlarında uzman olarak görüldüklerini, sınıfı etkili bir şekilde yönetebildiklerini ve eğitimdeki gelişmeler hakkında bilgili olduklarını ortaya koymaktadır. Bununla birlikte, eğitimcilerin bazı zayıf yönleri de tespit edilmiştir. Bu yönler doğrultusunda, öğretmen eğitimcilerinin önerilere daha açık olmaları,

öğretmen adaylarını derse daha fazla katılmaya ve daha fazla geri bildirim almaya teşvik etmeleri ve öğretimde kendilerini sürekli geliştirmeleri önerilebilir.

Girdi olarak eğitimci olmayan personel açısından bulgular, öğrencilerle olumlu diyaloğun ve öğrenci taleplerinin zamanında karşılanmasının önemli olduğunu göstermektedir. Bu bağlamda, eğitimci olmayan personelin öğrencilerle olumlu diyalog geliştirmesi ve taleplerin zamanında karşılanması için çaba göstermesi beklenebilir.

Girdi olarak sınıf açısından veriler, sınıfla ilgili temizlik ve aydınlatmanın fark edilebilir ve yeterli olduğunu gösterirken, iklimlendirme ve sınıflar arasında gerekli yalıtımın daha iyi olabileceğini göstermektedir. Bu doğrultuda fakültelerde yalıtım ve iklimlendirme konusunda iyileştirmeler yapılmalıdır.

Öğrenme ve öğretme sürecine ilişkin bulgular, Eğitim Fakültelerindeki ders içeriklerinin zamanın koşullarına uyarlandığını; ders içeriklerinin uygulamalarla örtüştüğünü, adayların öğretmenlik mesleği ve alan bilgisi açısından donanımlı olduğunu ön plana çıkarmıştır. Öte yandan eğitim fakülteleri, öğretmen adaylarının zayıf yönlerini geliştirmeye ve güçlü yönlerini kullanmayı öğrenmeye yönelik çalışmalar yürütebilir; öğrenci merkezli eğitim, girişimcilik, yaratıcılık, uyum sağlama, etkili sözlü-yazılı iletişim, bilgi-teknoloji-medya okuryazarlığı gibi eğitimde 21. yüzyıl becerileri ve diğer mesleki-kişisel gelişim faaliyetlerine odaklanabilir.

Etkili öğretmenlik uygulaması ve okul deneyiminin sağlanması için süreç bağlamında okul ve fakülte arasında iş birliği şarttır. Bu iş birliğinin katılımcılar tarafından deneyim kazandırmaktan ziyade formalite olarak görülmesi bu araştırmada dikkat çekici bir bulgu olarak öne çıkmaktadır. Bu bağlamda, okul-fakülte iş birliğinin öğretmen adaylarını derslere etkili bir şekilde hazırlamadığı ve okullardaki iş birliği yapılan öğretmenlerin adaylara yeterince zaman ayırmadığı gibi konularda eksiklikler ortaya çıkmıştır.

Katılımcıların çıktıya yönelik algıları, eğitim fakültelerinin öğrencileri insan hakları ve demokrasi duyarlılığı, ulusal ve evrensel değerler, yüksek toplumsal duyarlılıklar ve öğretmenlik mesleğinin etik ilkeleri konusunda etkili bir şekilde yetiştirdiğine işaret etmektedir. Diğer yandan katılımcılar, okullara kısa sürede öğretmen olarak atanamadıklarını belirtmekte ve bu konuya vurgu yapmaktadırlar.

Katılımcıların algılarında eğitim fakültelerine ilişkin geri bildirimler öğrenci memnuniyeti, bağlılık, dilek, şikâyet ve önerileri öne çıkarmaktadır. Ancak öğretmenlerin 12'si mezun oldukları fakültenin kendilerinden geri bildirim aldığını, 205'i ise fakültelerinin kendileriyle iletişime geçmediğini belirtmiştir.

Katılımcıların çevreye ilişkin algıları, eğitim fakültelerinin topluma hizmet uygulamaları ile çevreye önemli katkılar sağladığını göstermektedir. Araştırmada, seminer ve konferanslarla çevreye yapılan katkıların topluma hizmet uygulamalarına kıyasla daha az olduğu tespit edilmiştir.

*Hizmet Öncesi Öğretmen Eğitiminde Kalite: Öğretmen Adayı ve Öğretmen Algılarının İncelenmesi**

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Öz

Bu araştırmanın temel amacı, eğitim fakültelerinin kalitesine ilişkin eğitim fakültesi öğrencilerinin ve eğitim fakültesi mezunu öğretmenlerin algılarını, sistem yaklaşımı çerçevesinde incelemektir. Bu amaçla tarama modelinde nicel bir araştırma gerçekleştirilmiştir. Araştırmanın evreni Türkiye'deki eğitim fakültelerindeki öğrenciler ve eğitim fakültesi mezunu öğretmenlerden oluşmaktadır. Örneklemi ise 567'si eğitim fakültesi öğrencisi ve 217'si eğitim fakültesi mezunu öğretmen olmak üzere 784 katılımcıdan oluşmaktadır. Araştırmanın verileri geliştirilen ölçek ile toplanmıştır. Araştırma sonucunda, katılımcıların eğitim fakültelerine yönelik kalite algılarının genel olarak orta düzeyde olduğu belirlenmiştir. Öğretim elemanı ve sınıf boyutlarında yüksek; eğitici olmayan personel, öğrenme-öğretme süreci, okul ve fakülte iş birliği, çıktı ve çevre konularında orta düzeyde; ancak, öğretmenlik mesleğinin teşvik ediciliği ve geri bildirim boyutlarında düşük bulunmuştur. Öğretmenliği sosyal ilgi alanları, aile ve öğretmen etkisi, çocuklarla çalışma koşulları gibi olumlu etkileri ile seçenler ve kadın öğretmenlerin, fakültelerinin kalitesine ilişkin daha olumlu bir algıya sahip olduğu belirlenmiştir. Öğretmen yetiştirmede kalitenin iyileştirilmesi temelinde politika yapıcılar, araştırmacılar ve uygulayıcılar için öneriler geliştirilmiştir.

Anahtar Kelimeler: Eğitim fakültesi, Öğretmen eğitiminde kalite, Öğretmen yetiştirme, Öğretmen niteliği

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Quality in Preservice Teacher Education:

Exploring the Perceptions of Teacher Candidates and Teachers

1. Introduction

Teachers are prepared in teacher preparation programs (von Hippel & Bellows, 2018) and the practices in teacher preparation reflect practices for quality teaching in schools (Hollins, 2011). Researchers have started to investigate relationships between outcomes for program graduates and teacher preparation programs (Bastian et al, 2018), and these relationships between teacher preparation and teacher quality have received great attention recently (Vagi et al., 2019). Researchers show that teacher quality affects both students' academic achievement and their possibility of joining a college and their gains as adults (Whitehurst et al., 2014). As an example, in math, the grade point averages and the number of lessons taken by the pre-service teachers during the preparatory program were positively correlated with the students' score gains (Henry et al., 2013).

Preparing high-quality teachers requires a long period of time, and teacher preparation programs can benefit from the candidates' decisions to enter into and continue the profession (Vagi et al., 2019). Social interests, working conditions, spending time with children, and parents are particularly influential in choosing teacher education (Savage et al., 2021). Teachers' pay and societal importance of job responsibility and regard are important for teaching as a career, while working hours negatively affect career expectations of teaching (Han et al., 2018). Moreover, vocational interests (especially social interests), like dealing with someone's problems and teaching or educating, predict enrollment in a teacher preparation program (Henoch et al., 2015). 70 articles on this topic highlight that societal and individual factors, the role of the country of residence, and gender affect the motivation to choose teaching (Fray & Gore, 2018). However, accountability policies over test achievements can exclude highly qualified candidates from the teaching profession (Han, 2018). In this context, there is a need to discuss policies for encouraging suitable candidates to consider teaching as a career (Han et al., 2018).

Education from past to present has become a social focus, which is increasingly attributed importance by most societies with continuous improvement efforts and teaching in schools by teachers makes the teaching profession one of the most important parts of the education systems. Schools are systems that can have an impact on their own environment to the universe. While the direction of this effect is mutual, the school is more decisive in terms of its intensity and strength. In schools, teachers are undoubtedly the most influential factor affecting the quality of the school's output. Teachers do not classically pass information, but they realize it by being a role model that they will create with their attitudes and behaviors that will set an example for their students, colleagues, and society at the same time (Konan, 2012). For this reason, teacher preparation programs come into prominence as a determinant that affects the quality of education by influencing teachers and schools.

Teacher preparation programs need to show the quality of program components, monitor the effectiveness of those who complete the program, and use evidence and data for improvement practices (Bastian et al., 2019). In that, teacher quality has a direct effect on the quality of education systems. Teachers need to graduate from preservice education with sufficient qualifications as well as being followed and supported in-service. The aim of teacher training is to ensure that teacher candidates have the knowledge, competencies, and skills

related to the teaching profession (Akar & Babadoğan, 2018). As a result, the teachers can be considered as the most effective variable of the teaching process because of the fact that they also equip students with the acquisition of knowledge, skills, and insights (Gökçe, 2008).

1.1. Quality in Higher Education and Preservice Teacher Education

Quality in education can be defined as the conformity of the desired characteristics acquired by the individuals who have passed through the education process as the product (output) in the education system (Adıgüzel, 2008). Quality in terms of higher education can be expressed as excellence in higher education, fit for the purpose, and meeting expectations (Cheng, 2016). In other definition, it is the transition of certain stages to achieve a better degree in higher education (Bakioğlu & Ülker, 2015). Quality in higher education is a multidimensional, multi-layered, and dynamic concept. The efforts in the 'quality improvement' practices, which have been rapidly spreading in public administration since the 1980s, have an impact on the education sector. In the following years, the quality of higher education institutions has been discussed more, mainly due to the increase in the number and their stakeholders, transparency and accountability trends, increased costs, and increased international student exchange and international cooperation (Deveci, 2012; Kavak, 2018; Melek, 2003).

The search for quality in higher education and continuous improvements are becoming increasingly important today. When it comes to quality in higher education, practices such as total quality management (TQM), quality assurance and accreditation come into prominence (Rehber, 2002). In teacher training, quality is defined based on general procedures for quality in higher education. General concepts and procedures that work to ensure quality in higher education are also the basis for teacher training (Komorowska, 2017). In most European countries, studies aimed at assessing higher education are also used in teacher education (Eurodyce, 2006). Therefore, it is seen that these practices are also encountered in the studies on quality in preservice teacher training. Today, even a pre-service teacher training that can be characterized as high quality does not seem possible to maintain this qualification without any future development and improvement.

Society develops and changes through people who are educated in higher education institutions. In order for society to show this development and progress and to create a quality society, students who are educated must graduate from a higher education institution that is equipped with sufficient qualifications (Meraler & Adıgüzel, 2012). The quest for quality in higher education has begun to manifest itself more in teacher education. It is clear to state that there was a quantitative problem about teachers in the past and then this situation has been gradually overcome in Türkiye. Today, it is indicated that there are many more graduate teacher candidates than the need for teachers in the Ministry of National Education. Therefore, it can be commented that the quality is stressed more than quantity in teacher education. This makes quality a priority to be emphasized in the faculties of education.

Quality identification is a difficult and versatile concept. This situation has caused complexity and the concepts put forward by higher education institutions have had a meaning that depended on their environment, structure and components. Therefore, a large number of interrelated criteria are addressed when conducting quality research on universities (Rehber, 2002). Accordingly, the teacher training system in Türkiye is of great interest for its role as a basic teacher provider. In particular, the quality of teachers and the programs for teacher

training are questioned. That there is no clear consensus on the definition of "quality" is the biggest obstacle to solving these problems and necessities the contingent of different perspectives (Gök, 2017). In this context, students' expectations and perspectives are highly important in terms of achieving quality in educational institutions (Meraler & Adıgüzel, 2012). Besides, teacher preparation program completers (graduates) can be an important source of data for making evidence-based decisions and surveys may be useful for program improvement efforts and teacher educators (Bastian et al., 2019).

The rising number of students in the faculties of education, and international student mobility has affected all universities and raised quality concerns in the faculties. In this context, the problems and student failures in our education system require the training of qualified teachers and also the performance of the faculties of education to be improved (Education Faculties and Accreditation from the perspective of Educational Sciences, Workshop Final Declaration, 2007). Various studies with the focus of quality in education faculties and pre-service teacher education have been carried out, however, no research has been found in which the quality perceptions of students (teacher candidates) who have gone through the teacher training process and those who have graduated and have started teaching are discussed together within the framework of the system approach. It is expected that such research can contribute to a broader perspective on quality in preservice teacher education.

1.2. Purpose

In the present research, a system approach has been utilized to address the quality of preservice teacher education from different angles. Thus, teacher candidates' and teachers' perspectives have been gathered within the framework of system approach like input (the encouragement of teaching profession, teacher educators, classroom, and non-educational staff), process (learning-teaching, school and faculty collaboration), output, feedback, and environment. The present research on quality in education faculties can contribute to the practices within the scope of quality in higher education and to the elimination of deficiencies in the field. In other words, this study aimed at quality in faculties of education is expected to contribute to the search for quality and efforts in today's higher education with the focus on pre-service teacher education. This research aims to determine the perceptions of teacher candidates and teachers regarding the quality of the faculties of education within the framework of the system approach and to give suggestions to improve the quality of the pre-service teacher education. For this purpose, the answers to the following questions have been sought:

1. How do teacher candidates and teachers perceive the quality of education faculties within the framework of the system approach?

2. Do the perceptions of teacher candidates and teachers for quality in the faculties of education differ significantly in the variables of gender and the reasons of preference for teaching profession?

2. Method

2.1. Research Model

This quantitative research is in survey model. In survey research, current or past situations are determined as they exist, and it is aimed to describe the phenomenon, event, person, or objects subject to the research in their own conditions and as they exist, without any

effort to change and influence them in any way and direction (Karasar, 2016). This survey research aims to examine the quality perceptions of the students and graduates for their faculties.

2.2. Population and Sampling

The population of this research consists of all senior students from education faculties in Türkiye and teachers who graduated from these faculties. Different sampling methods have been used in this process. Cluster and convenience sampling has been utilized and the faculties of education in Türkiye have been divided into geographical regions. The education faculties of Inonu University, Harran University, Osmangazi University, Gaziosmanpaşa University, Pamukkale University, and Mersin University have been included in the research. Two departments/programs have been randomly determined for fourth-grade (senior) students from each faculty and it is aimed to include each specialty in the research in total. The graduates have participated in the study in Bursa where different education faculty graduates have been working as teacher. Eventually, 784 participants (567 education faculty senior students, 217 education faculty graduates/teachers) have participated in the study. The demographic variables of the participants included in the study have been shared in Table 1.

Table 1

Demographic Information about Participants

Teacher Variables		N	Senior Student Variables		N
Gender	Female	157	Gender	Female	409
	Male	60		Male	158
Specialty	Computer	6	Specialty	Computer	37
	Science	22		Science	74
	English	18		English	43
	Math	12		Math	69
	Preschool e.	9		Preschool e.	66
	Counselor	10		Counselor	71
	Primary t.	80		Primary t.	75
	Social s.	21		Social s.	39
	Turkish	24		Turkish	51
	Special Education	7		Special Education	42
	Fine Arts	8			
Seniority	1-5 years	69			
	6-10 years	59			
	11 years and above	89			
School Type	Kindergarten	11			
	Primary school	88			
	Secondary school	118			

2.3. Data Collection Tool

The scale of perceived quality in education faculties developed by Yılmaz (2020) has been utilized to determine the perceptions of graduates and students for their faculties. The

scale consists of nine sub-dimensions as follows: Input- encouragement of the teaching profession/teacher educators / non-educational staff/classroom; Process - learning and teaching/school and faculty cooperation; output, Feedback, and Environment. After the confirmatory factor analysis, the fit values of the scale were calculated as χ^2 / sd = 2.853, CFI = .90, GFI = .78, RMSEA = .049, SRMR = .072, NNFI = .89. Cronbach Alpha reliability values of the dimensions and the whole scale were '.79', '.96', '.89', '.81', '.93', '.87', '.95', '.88', '.92' and '.88' respectively. On the scale, there are 3 items for the encouragement of the teaching profession, 22 items for teacher education, 3 items for non-educational personnel, 4 items for classrooms, 10 items for the learning and teaching process, 7 items for school and faculty cooperation, 13 items for output, 4 items for the feedback and 6 items for the environment. The scale is in Likert type which allows participants to determine the level of participation in the specified expressions. The increase in total scores or arithmetic means obtained from the scale means that the positive perception of quality in education faculties also increases.

2.4. Data Collection and Analysis

The data of the research have been collected by the scale and descriptive statistics have been used in the analysis along with t-test and one-way variance analysis. Before these analyses, the Kolmogorov-Smirnov test, one of the analytical tests, was used to test the normality of research variables. Test results show the normality of research variables in Table 2.

Table 2

Kolmogorov-Smirnov Test Results for the Distribution of Variables

Teacher (Graduate) Variables		Kolmogorov-Smirnov		Student Variables	Kolmogorov - Smirnov	
		Stat.	p		Stat.	p
Gender	Female	.057	.200	Female	.025	.200
	Male	.071	.200	Male	.040	.200
Reasons of preference for teaching profession	Environment	.105	.200	Environment	.068	.200
	Her/his choice	.042	.200	Her/his choice	.029	.200
	Test results	.135	.079	Test results	.042	.200

Table 2 shows that the meaningfulness (p) values of the research variables are greater than .05. This can be expressed as no significant difference between normal distribution and related variables. However, in order to control the normality of the research variables, values of skewness and kurtosis of the variables have also been checked. The values of the skewness and kurtosis between +1 and -1 is considered as an indicator of normality (Can, 2013). The skewness and kurtosis values have also uncovered the normality of variables and then parametric tests have been used for the analyses.

3. Findings

In order to find an answer to the first research question, arithmetic mean scores were used to determine the perceived quality levels of participants. In addition, t-test was performed to determine whether there was a significant difference between teacher and student perceptions. The t-test results regarding the quality perception levels of the students and teachers in the education faculties were given in Table 3.

Table 3

Quality Perception Levels of Participants for Education Faculties

Dimension	Participant	N	X̄	SD	df	t	p	d
Input - Encouragement of the teaching profession	Student	567	3.00	.91	782	6.356	.000	.53
	Teacher	217	2.54	.82				
Input - Teacher educators	Student	567	3.34	.74	782	-1.370	.171	
	Teacher	217	3.42	.79				
Input - Non-educational staff	Student	567	3.10	.98	782	.093	.926	
	Teacher	217	3.09	.86				
Input - Classroom	Student	567	3.42	.85	782	-1.102	.271	
	Teacher	217	3.49	.85				
Process - Learning and teaching	Student	567	3.18	.77	782	-1.159	.247	
	Teacher	217	3.25	.82				
Process - School and faculty cooperation	Student	567	3.26	.82	782	2.091	.037	.17
	Teacher	217	3.12	.77				
Output	Student	567	3.26	.80	782	-1.118	.264	
	Teacher	217	3.33	.83				
Feedback	Student	567	2.91	.89	782	-2.337	.020	.18
	Teacher	217	3.08	.91				
Environment	Student	567	3.23	.82	782	.785	.433	
	Teacher	217	3.18	.92				
Total	Student	567	3.24	.65	782	-.479	.632	
	Teacher	217	3.27	.69				

Table 3 showed that the quality perception levels of senior students (X̄= 3.24) and graduates/teachers (X̄= 3.27) were at moderate level in total. As shown in Table 3, there was no significant difference in scale overall in terms of participants (t=-.479, p>.05). However, it was determined that there was a significant change in the dimensions of encouragement of teaching profession (t=6.356, p<.05), process-school and faculty cooperation (t=2.091, p<.05), and feedback (t=-2.337, p<.05). Cohen's d value shows that this change in the dimension of encouragement of the teaching profession has a medium (d=53) effect size. In the other two dimensions, Cohen's d values express a low effect size (d=17, 18). It is seen that the perceptions of teachers related to the encouragement of the teaching profession and school faculty cooperation are significantly lower than those of students, while in terms of feedback, students have a lower perception than teachers have.

In the same table, it was determined that the arithmetic mean scores indicating the quality perception levels of students and graduates for their faculties were higher in dimensions

of classroom and teacher educators than in other dimensions. Non-educational staff, learning and teaching process, school and faculty cooperation, output, and environmental dimensions were scored moderately by participants when it was determined lower arithmetic mean scores in the encouragement of teaching profession and feedback dimensions compared to other dimensions.

In order to find answers to the second research question, the scores of teachers and senior students across the scale were analyzed based on related variables. First, the gender variable was used in the analysis of the perceptions of senior students and teachers about the quality of the faculties of education. T-test was performed to determine whether this variable showed a significant difference. The results are presented in Table 4.

Table 4

Analysis of Quality Perceptions of Participants for Education Faculties by Gender

Participant	Gender	N	X̄	SD	df	t	p	d
Student	Female	408	3.23	.64	563	-1.127	.260	
	Male	157	3.30	.64				
Teacher	Female	157	3.36	.64	212	3.095	.002	.47
	Male	57	3.05	.67				

Table 4 indicated that the quality perceptions of senior students towards their faculties did not differ significantly by gender [t(563)=-1.127, p>.05]. On the other hand, it was determined that the quality perception of teachers for their faculties differed significantly by gender [t(212)=3,095, p<.05]. When the averages were examined, it was clear that the means of female teachers ($\bar{X}$=3.36) were higher than those of male teachers ($\bar{X}$=3.05). As a matter of fact, when Cohen's d value is examined, it is seen that teachers' quality perceptions have a small effect close to medium (d=.47) on this differentiation.

Second, the one-way analysis of variance was conducted to determine whether the participant perceptions of quality in the education faculties differed according to the variable of reasons of preference for the teaching profession. The results are presented in Table 5.

Table 5

Analysis of Quality Perceptions of Participants for Education Faculties by the Reasons of Preference for Teaching Profession

Teacher	N	X̄	SD	Source of variation	Sum of Squares	df	Mean Squares	F	p	Scheffe	η2
1. Environment	35	3.37	.52	Between Groups	3.819	2	1.909	4.573	**.011**	1-3, 2-3	.04
2. Her/his choice of social interest	143	3.31	.68	Within Groups	87.273	209	.418				
3. Test results	34	2.96	.55	Total	91.091	211					
Student	N	X̄	SD	Source of variation	Sum of Squares	sd	Mean Squares	F	p	Scheffe	η2
1. Environment	49	3.14	.74	Between Groups	4.292	2	2.146	5.100	**.006**	2-3	.04
2. Her/his choice of social interest	396	3.30	.65	Within Groups	237.344	564	.421				
3. Test results	122	3.10	.58	Total	241.637	566					

In Table 5, the quality perception levels of both teachers [F(2-564) =5,100, p<.05] and senior students of education faculties [F(2-209)=4,573, p<.05] differed significantly according to the variable of reasons of preference for the teaching profession.

Scheffe test was performed to determine which groups had the difference among teachers. The results of the analysis demonstrated that the quality perception mean scores of the positive environmental impact such as family and teachers (X̄=3.37) and social interest for the teaching profession by considering the conditions like working with children (X̄=3.31) were higher than the scores of those who have chosen faculty of education just based on their national placement test results (X̄=2.96) because of not being placed to their prior preferences have a lower perception about the quality of their faculties. Based on the calculated eta-square value, it can be said that the reasons why teachers prefer the teaching profession have a small effect size (η2=0.04) on the difference in the perceptions.

The results of the Scheffe test to determine which groups had significant differences among senior students of education faculties represented that the quality perception mean scores (X̄=3.30) of the students who voluntarily chose the teaching profession by considering the conditions like working with children were higher than the scores of those who preferred them just based on their national placement test results (X̄=3.10). Based on the calculated eta-square value, it can be said that the reasons why senior students prefer the teaching profession have a small effect size (η2=0.04) on the difference in the perceptions.

4. Conclusion and Discussion

First, the research findings showed that the general quality perceptions of students and teachers are at a moderate level for their faculties. Similar results were reached in the research by Özdemir et al. (2013) that the satisfaction level of the students in the education faculty regarding the quality of faculty life was moderate. In another study by Aksu (2016), it was

emphasized that it is of great importance to ensure the satisfaction of education faculty students in order to improve the quality of education. In the study, the students were generally satisfied with their university and department. However, Şahin (2009) found that the satisfaction levels of the students studying in the Faculty of Education were 'quite low' in the dimensions of management, resources, and computer facilities, while the dimensions of teacher educators, counseling, and curriculums were found to be at a 'moderate' level. Furthermore, first-year teachers' perceptions of how well their teacher preparation program prepared them to conduct teaching tasks and how much chance they had to develop/acquire skills and knowledge in their preparation process show that completer perceptions on teacher preparation are moderately correlated with teacher retention and effectiveness (Bastian et al., 2019), and teacher candidates with higher scores are more possible to enter and continue in the first years of employment (Vagi et al., 2019).

Second, the quality perception levels of students and graduates for their faculties were determined to be 'high' in dimensions of classroom and teacher educators; 'moderate' in non-educational staff, learning-teaching process, school and faculty cooperation, output, and environment dimensions; 'low' in the encouragement of teaching profession and feedback to other dimensions. This finding indicates that Education Faculties are sufficient in terms of teacher educators and classrooms, according to the participants. However, the teaching profession is not encouraging enough and the feedback is insufficient. As a matter of fact, the encouragement of the teaching profession can make more successful high school graduates prefer education faculties, while effective feedback processes can guide the quality improvement studies of the faculties. The findings on input as the encouragement of the teaching profession indicates that the dignity, reputation, social value, current working and economic conditions of the teaching profession have not been considered by teachers as encouraging enough to prefer education faculties. This situation highlights the shortcomings in terms of the dignity, reputation, and current economic and working conditions of the teaching profession, and it is necessary to eliminate these shortcomings first.

Ingvarson and Rowley (2017) emphasized in this context that teachers' professional status, salaries and working conditions are also at a better level in the countries with high success in international tests than the others. In a survey conducted by the Council of Higher Education in Türkiye (YÖK, 2018), the programs that candidates will choose if they enter the national exam for higher education institutions (YKS) next year and get a sufficient score have been determined. Engineering programs with 22.66%, Medical-Dentistry-Pharmacy programs with 19.97%, Social Sciences programs with 16.76%, and teacher education programs with 15.18% were aligned, respectively. The reasons why they do not prefer teacher education programs even though they get the teacher base achievement requirement are as follows: Teacher education does not attract the attention of the candidates (48.19%); limited employment opportunities after graduation (31.46%); not getting enough scores for the desired university (8.34%); high tuition fees at private universities (4.70%): family and environment not wanting the candidate to be a teacher (3.49%); the desired university is far from the city where the candidate lives (1.93%). YÖK survey results show similarities to the present research findings. As a result of the survey, it is possible to state that the lack of interest of the students in being a teacher may be because of that the profession is not sufficiently encouraging for them in terms of dignity, reputation, social value, current working and economic conditions of the teaching

profession. Lankford et al. (2014) assert that the professional status of teaching may increase as other professional groups, highly respected by society, approve of teaching as a profession rather than just an occupation, and teachers' professional esteem may increase as society's perception of teachers' job performance - especially teachers' commitment, competence, and care - becomes more positive.

Input as teacher educators stands out that the faculty members are considered as experts in their field and can manage the class effectively and are knowledgeable about educational developments. However, some weaknesses of the educators were also identified. In line with these aspects, teacher educators can be expected to be more open to suggestions, encourage teacher candidates to attend the course more and to take more feedback, and improve themselves continuously in the instruction. Similarly, Bozak et al. (2016) emphasized that the faculty members should improve themselves well. Meraler and Adıgüzel (2012) indicated that students have considered faculty members who support and care for them, are educated abroad, and have national and international publications as quality educators, and emphasized their communicative and academic competencies. However, Goodwin and Kosnik (2013) stressed that educators, teaching contents, and teaching styles that train teachers have not changed recently. In addition, pre-service teacher training practices have remained largely constant over the past century, and the culture of teacher education is resistant to new ways of information. The researchers see that as an unanswered question how teacher-training educators ought to be prepared and supported in switching to new roles and suggested that teacher educators need a preparatory program. In another study, Snoek et al. (2011) examined how contemporary European policy discussions touched on the improvement of the quality of teacher educators. In this study, surveys were conducted on key policymakers in 16 European countries, and seven European policy documents were analyzed. European Union policy documents have shown limited interest in the quality of teacher educators beside to the fact that the role of teacher educators in developing policies for their own professionalism is very limited. However, Koster et al. (2005) tried to determine the quality indicators required for teacher educators, such as the organizational and pedagogical competencies that educators should have, as well as their communication, field, and reflective competencies.

Input as non-educational personnel shows that positive dialogue with students and timely meeting of student demands are important. In this context, non-educational staff can be expected to develop positive dialogue with students and make efforts to meet the demands on time. Input as classroom shows that the amenity of classroom-related cleaning and lighting is noticeable and well enough while air conditioning, and the necessary insulation between classes may be better. In this direction, improvements in isolation and air conditioning can be expected in the faculties.

The findings on learning and teaching in the process have come to the fore that the course contents in the Faculties of Education are adapted to the conditions of the time, that the course contents coincide with practices, the candidates are equipped in terms of the teaching profession and field knowledge. On the other hand, faculties of education can carry out studies on learning to develop the weaknesses of teacher candidates and learning to use their strengths; and focus on student-centered education, 21st-century skills in education such as entrepreneurship, creativity, adaptation, effective verbal-written communication, information-technology-media literacy, and other professional-personal development activities. In one of the

related researches, Kara and Sağlam (2014) showed that the performance indicators are reflected in the courses by teacher educators for the learning-teaching process. Moreover, it was stated that in the learning-teaching process, the students gained about half of the performance indicators.

In a study conducted by Yalçın İncik and Tanrıseven (2012), faculty members and teacher candidates defined the student-centered education approach as a learning approach in which students are active participants and at the center of learning, and the instructor takes on the role of guide. The faculty members expressed that they applied student-centered education by using student presentations, practices, group activities, research, and projects and also mentioned physical conditions and crowded classrooms. However, in a study conducted by Günüç et al. (2013), teacher candidates defined 21st-century student characteristics under themes like the skills of research and knowledge, creativity, innovation, technology, and career. Furthermore, Tatto et al. (2016) stated that efforts are needed to prepare teachers in neglected areas such as reaching disadvantaged children and knowing how to teach in challenging environments. Researchers emphasized the need for research on how to address ethical and social responsibility in teacher education, how teacher educators can prepare future teachers more effectively for innovation and leadership, and how to prepare schools as organizations for personal development.

School and faculty cooperation in the process is essential for ensuring effective teaching practice and school experience. The issue of seeing this cooperation by participants as a formality than providing experience stands out as a remarkable finding in this research. In this context, there are shortcomings observed in areas such as the collaboration between schools and faculty, which fails to adequately prepare teacher candidates for their classes. Additionally, cooperating teachers in schools are not allocating sufficient time to the candidates. Similarly, Hammerness and Klette (2015), in an international study of teacher training, found that there was a low cohesion between university experiences and school practices, and teacher candidates did not have enough opportunities to experience teaching. In the research conducted by Bozak et al. (2016), teachers stated that there is a need to receive a practice-based education where they can spend more time with students and that the practice period should be extended. Ogan Bekiroğlu et al. (2010) showed that prospective teachers felt like teachers, had the opportunity to practice thanks to faculty-school cooperation. On the contrary, some have expressed the problems like the presence of many activities in which they feel passive, cooperating teachers that spare very limited time for teacher candidates, and have insufficient knowledge about collaboration. Similarly, Çakır et al. (2010) stated that the cooperating teachers did not know enough about the philosophy, functions, and contents of cooperation and that the teachers needed guidance to provide guidance. In the study by Stewart et al. (2017), the effective features of a cooperating teacher are defined under the titles of hardworking, relationship-oriented, communicative, motivating, ethical, mentor, program planner, effective teacher, and professional.

Akbayır and Taş (2009) mentioned that teacher candidates considered the teaching internships conducted in the faculties of education to be sufficient and successful. In a similar study (Karadüz et al., 2009), it was stated that the teacher candidates participating in the teaching practice analyzed the concepts, principles, theories and techniques, and they learned and turned them into skills in practice and thus improved themselves during the teaching

process. Yet, Gökçe (2005) showed that the collaboration between the cooperating teacher, teacher candidate, and faculty member (teacher educator) was not sufficient and that the cooperative teachers did not provide sufficient support for the course plan and material development. Moreover, Bilgin Aksu (2004) found that the cooperative teachers had at least five years of teaching experience and were in primary school, female, the graduates of the education faculties were considered more successful to the participants. However, Ronfeldt et al. (2018) showed that preservice teachers are more effective when they learn to teach with cooperating teachers (CTs) who are more instructionally effective regardless of CTs' years of teaching experience that were mostly unrelated to these outcomes. At the end of the research conducted by Göktaş and Şad (2014) for teaching practice and school experience, the criteria by which the cooperative teachers were selected (informal opinions of the school and university coordinator, informal feedbacks of the student and cooperative faculty member, etc.) and the problems experienced in this process (making the choice by not including the school administration, the perception of injustice among teachers, etc.) were described. Furthermore, some researchers find that informal on-the-job training experiences are also effective in teaching (Harris & Sass, 2011).

The perceptions of participants in the output imply that education faculties educate students effectively in human rights and democracy sensitivity, national and universal values, high social sensitivities, and the ethical principles of the teaching profession. On the other hand, the participants indicate that they are not appointed to schools as teachers in a short time, and that is a prominent issue in this topic. Similarly, in the research of Meraler and Adıgüzel (2012), the students of the education faculties mentioned the high employment opportunities after graduation as an indicator of the quality. In this context, Bozak et al. (2016), teachers have considered that the national test (KPSS) to be appointed negatively affects teacher candidates' education. According to similar research results by Karatas and Güleş (2013), prospective teachers do not consider the education they receive in their faculties sufficient for their test success. This exam anxiety is seen as an element that negatively affects the university success of them. Likewise, in Akbayır and Taş (2009) research, it was stated that almost all of the teacher candidates opposed the national test to start the teaching profession. According to the results of a study by Gökçe (2013) the acceptability of KPSS by prospective teachers who took the exam is controversial. The reasons for these findings may be because of inadequate planning and short-term evaluation instead of process evaluation in teacher appointments, as a result, teacher candidates have anxiety about the appointment.

Feedback related to the education faculties in participants' perceptions asserts student satisfaction, commitment, wishes, complaints, and suggestions. However, 12 of the teachers stated that the faculty they graduated from received feedback from them, while 205 of them mentioned that their faculties did not get in touch with them. The research participants of Meraler and Adıgüzel (2012), determined indispensable elements of quality in higher education as considering student opinions and problems in the decision-making process. In this direction, the education faculties should create a sense of commitment in their students, contact the graduates, and work more towards the wishes, complaints, and suggestions of the students.

Participants' perceptions on the environment show that education faculties make significant contributions to the environment through their practices for the community service. It has been determined that the contributions made to the environment with research, seminars

and conferences are more in the background compared to the practices of serving the community. Similar research results by Yılmaz (2011) showed that the courses of community service practices are functional, but there are problems with planning, implementation, and feedback. Furthermore, Uğurlu and Kıral (2012) stated that providing more support in eliminating bureaucratic obstacles, providing study halls, computers, and an internet connection, and providing support for the project budget, allowing more interviews and time with the project consultant will increase the effectiveness and efficiency of the practices.

Third, the female teachers have more positive quality perceptions towards the teaching profession and their faculties. Also, 76% of the female teachers stated that they would still choose the teaching profession if they had the choice again, compared to 60% of males. Similar research findings have been encountered in the relevant literature. Doğan and Çoban (2009) showed that females love their profession and have a more positive attitude to the teaching profession. Similarly, Terzi and Tezci (2007) defined that the female students had a higher attitude towards the teaching profession. However, Özdemir et al. (2013) determined that the satisfaction levels of the students of the education faculty regarding the quality of faculty life did not show a significant difference according to the gender variable.

Last, participants who have chosen faculty of education just based on their national placement test results because of not being placed to their prior preferences have a lower perception of the quality of their faculties. This result demonstrates the importance of choosing the teaching profession willingly. The vast majority of students (teacher candidates) in a study conducted by Akbayır and Taş (2009) said they chose the teaching profession willingly, while others said they had no choice. However, the research of Meraler and Adıgüzel (2012) in three faculties showed that the views of the students of education faculty on quality in higher education did not show a significant difference to the variable 'reasons of preference for teaching.'

5. Implications

The present research is important in terms of revealing what is effective for quality in education faculties. It is clear to state that there is a need to make the teaching profession more attractive and preferable by improving the working and economic conditions of teachers and the conditions of schools. Besides, more time can be allocated to the teaching practices. Likewise, teaching practices, school and classroom experience can be started before the senior year. Professional-personal development activities and contents in faculties can be created for 21st-century skills in education, such as entrepreneurship, creativity, effective verbal-written communication, literacy of information-technology-media, and to determine the strengths of students and to improve their weaknesses.

Effective feedback mechanisms can be established for teacher educators, students, and graduates in the faculties of education. Graduates need to be willing to keep in touch with their universities and provide feedback. Thus, faculties should ensure that students feel that they are a part of the faculty community from the day they first come to the faculty to the day they graduate. Some units to be established may catalyze the cooperation among faculties, the Ministry of Education, and the environment. Moreover, by making projections for the future teacher requirement of the country, it is possible to determine the number of students in terms of the department and to enact quotas based on these projections. Also, scholarships and

dormitories can be provided to students who have chosen their education faculties among their priority preferences and who have achieved high scores in national placement tests.

The following suggestions can be given to researchers who want to conduct research on quality in pre-service teacher education: Discussions can be held with the stakeholders to improve quality in their faculties. The quality of education faculties can be discussed in detail in each specialty and department. The contributions of graduates' feedback to the quality improvement processes of faculties can be investigated. Quality perceptions of the education faculty students in private and public universities can be compared.

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