Teacher training system: According to the views of academicians and teacher candidates

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ABSTRACT   The primary purpose of this study is to determine the remarks of the academicians and teacher candidates of the faculty of education about teacher training system. The research is an embedded single case study, one of the qualitative research methods The study group of this research consists of 46 academicians working in the Faculty of Education in Mersin University and 60 fourth grade teacher candidates in the 2015-2016 school year. The data of the research were obtained by means of two different forms which were developed by researchers and applied to academicians and teacher candidates. Content analysis, one of the qualitative data analysis techniques, was used to analyze the data in the study. According to the findings obtained in the research, the academicians and teacher candidates evaluated teacher training system generally in terms of curriculum, learning-teaching process, physical conditions, student-academician profile and of the process of entry to the profession.

Keywords   *Teacher, Teacher candidate, Teacher training system*

Öğretim elemanı ve öğretmen adaylarının görüşlerine göre öğretmen yetiştirme sistemi

ÖZ   Bu çalışmanın temel amacı, eğitim fakültesi öğretim elemanlarının ve öğretmen adaylarının öğretmen yetiştirme sistemine ilişkin görüşlerini belirlemektir. Araştırmanın çalışma grubu, 2015-2016 eğitim-öğretim yılında, Mersin Üniversitesi Eğitim Fakültesinde görev yapan 46 öğretim elemanı ve dördüncü sınıfa devam eden 60 öğretmen adayından oluşmaktadır. Araştırmanın verileri araştırmacılar tarafından geliştirilen, öğretim elemanı ve öğretmen adaylarına uygulanan iki ayrı form kullanılarak elde edilmiştir. Araştırmada verilerin çözümlenmesinde, nitel veri analizi tekniklerinden içerik analizi kullanılmıştır. Araştırmada elde edilen bulgulara göre eğitim fakültesi öğretim elemanları ve öğretmen adayları öğretmen yetiştirme sistemini genel olarak eğitim programı, öğrenme-öğretme süreci, fiziksel koşullar, öğrenci-öğretim elemanı profili ve mesleğe başlama süreci açısından değerlendirmektedir.

Anahtar Kelimeler   *Öğretmen, Öğretmen adayı, Öğretmen yetiştirme sistemi*

INTRODUCTION

Developments in science and technology in the 21st century has led to the consideration of the information as the primary element in every field. Possession of knowledge and production of information are the key criteria for advancement. There have been significant developments and changes in the fields of culture, literature, art, social life and economy, which constitute the existence of a society by means of science and technology within the framework of these criteria. In this context, the importance of training a qualified workforce for societies in order to pursue their existence and take essential roles, especially on an international scale, is a commonly held belief in the scientific community. To achieve this, it is a must to have a modern qualified education system that is open to development and change. This education system should be based on up-to-date information and technologies, embrace the culture and values of the society within itself, and also meet the demands of the world regarding workforce.

Primary function of the education is to achieve socialization of individuals, and to contribute to developing their knowledge, skills and capacity (Caliskan, 2007). Education is considered as one of the constituents of the economic growth, development and advancement when regarded as a system that provides training for individuals forming the workforce (Yalcin İncik & Akay, 2015). Its value in terms of training qualified workforce was appreciated even more especially in the last quarter of the twentieth century. It is a commonly held fact in science world that the process of development encompassing economic growth, social transformation and democratization is a matter of education (Saracaloglu, 1992). Success of a training system can be explained through the examination of various different factors. Some of these factors that can be addressed in the examination of the system are education policies, training management, curriculum, characteristics of individuals in the system, the socio-cultural structure of society, resource and financing, physical structure and equipment of education and training settings, the quality and accessibility of educational tools, the effective use of information and communication technologies.

A legal basis for teaching profession in Turkey is the Basic Law of National Education numbered 1739, and this profession is defined as "A field of specialization that undertakes education, training and related administrative duties given by the state" (Ministry of Education, 2014-article 43). It can be observed that the status of teachers in the education system is highly important in terms of the implementation of state's education policies, influencing these policies with the outcomes of practice, making use of studies and researches for specialization in education, taking active part in these studies and resourcing them (Varış, 1973). It is because vocational competence of a teacher is a factor that directly influences the quality of education and training process. Therefore, it is extremely important to train qualified teachers who can successfully fulfill their duties in order to achieve a targeted success in the education system. According to Goodson and Hargreaves (2005), the teaching profession is one of the primary occupations in the sense that it takes on the responsibility of training the workforce required by the knowledge-based society. In this regard, the teacher training system should have an innovative and even proactive system mentality that can renovate itself; that is, it can successfully adopt itself to changing conditions. In order to make this possible, the facts of the country should be examined in the light of current scientific data, and necessary transformation and reform should be carried out in accordance with the obtained data. When the studies in the body of literature conducted on the education system is examined, it is observed that especially the matter of teacher training occupies an important place (Atanur Baskan, Aydin, & Madden 2006; Dogan, 2005; Kartal, 2013; Kosterelioglu & Bayar, 2014; Kutlu Abu, Bacanak, & Gokdere 2016; Saylan, 2014; Tasgin & Sonmez, 2013; Yesil & Sahan, 2015; Yildirim & Vural, 2014; Yilmaz & Altinkurt, 2011). It is also an undeniable fact that researches on this subject, the dissemination of the researches into the entire process, and determining the opinions and suggestions of the individuals taking part in the system will make a significant contribution to the success and applicability of reform studies regarding the system. In this sense, the opinions of academicians who are implementers themselves and teacher candidates who assume the student role are considered important for the assessments regarding the teacher training system and making suggestions aimed at developing the system. From this point of view, the primary objective of this study is to determine the remarks of the academicians and teacher candidates of the faculty of education about the teacher training system. In accordance with this purpose, answers to the following questions were sought:

How do the academicians and teacher candidates evaluate the overall teacher training system?

What should be purposes of the teacher training system with reference to the opinions of the academicians and teacher candidates?

What are the parts that should be changed in the teacher training system with reference to the opinions of the academicians and teacher candidates?

METHODOLOGY

Research Design

This research is an embedded single case study, one of the qualitative research methods (Yin, 2011, pp.46-50). Embedded single case study is a case study containing more than one sub-unit of analysis. In an embedded case study, the case is split in multiple units of analysis (Yin, 2003). In this context multiple units of this study, in which teacher training system discussed, are departments for academicians and programmes for teacher candidates. Opinions of the academicians of the faculty of education and teacher candidates regarding the teacher training system are determined in the research through the analysis of the qualitative data composed of the answers given to open ended questions in compliance with the model.

Study Group

Study group of the research consists of 46 academicians working in the Faculty of Education in Mersin University and 60 fourth grade teacher candidates in the 2015-2016 school year. Among the academicians participating in the study group, there are 4 professors, 17 associate professors, 20 assistant professors, 3 teaching assistants and 2 lecturers. 18 of the academicians work in the Department of Primary Education; 16 in the Department of Educational Sciences; 4 in the Department of Turkish Education; 3 in the Department of Foreign Languages Education; 1 in the Department of the Secondary Education Social Studies; 4 in the Department of Computer and Instructional Technologies Education. Ensuring maximum variation of teacher candidates by department is taken as a basis in the selection of teacher candidates composing the study group. Therefore, 10 teacher candidates each studying in Preschool Teaching, Classroom Teaching, Turkish Teaching, English Teaching, Elementary Mathematics Teaching and Science Teaching are asked to deliver their opinions. Fourth grade students were studied on in order to assess the teacher training education programme for teacher candidates.

Data Collection Tools

Data of the research were obtained by means of two different forms which were developed by researchers and applied to academicians and teacher candidates. The academicians and teacher candidates were asked three open-ended questions in the forms in order to determine their opinions on the teacher training system. In these open-ended questions, they were asked about their considerations on teacher training system, what the future purposes of the system should be and the parts that need to be changed in the system. The open-ended question forms were submitted to 3 academicians in total; 2 specialists in the field of developing curriculum and instruction programmes, and 1 specialist in the field of educational administration and economics in order to determine content validity. The specialists assessed the data collection tool in terms of expediency of the research and clarity of regulations, content and response format. Following the feedbacks given by specialists, necessary adjustments were made and the forms were distributed.

Data Collection and Analysis

The assessment tool prepared to collect research data was applied to the academicians and teacher candidates forming the study group in the spring semester of the 2015-2016 school year. Content analysis, one of the qualitative data analysis techniques, was used to analyze the data in the study. The data obtained through the open-ended questions were analyzed in four stages; coding data, finding the themes, organizing the codes and themes, and describing and interpreting the findings. The answers given by the academicians and teacher candidates to open-ended questions were coded individually and organized by researchers and a specialist of education programmes and training. Coded data were examined and classified by their similarities and differences. The codes associated with each other were brought together, thus forming topics and sub-topics (Yildirim & Simsek, 2005). In this process, codes indicating agreement and those indicating difference of opinion were determined, and the consistency

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between codes was calculated by means of Miles and Huberman (1994) reliability formula. Information regarding the consistency rates is specified in Table 1.

Table 1.
Consistency Rates of Research Questions

	Consistency Rate	
	Academician	Teacher Candidate
Question 1	.87	.82
Question 2	.92	.90
Question 3	.90	.88

As it is seen in Table 1, 70% or a higher rate of consistency demonstrates that reliability in codes is at a sufficient level.

The findings obtained are indicated with frequency distribution and direct references. Opinions with higher frequency are included more in direct references. Real names of the participants are not indicated. Codes such as A1, A for academicians and T.C.1, T.C for teacher candidates are preferred.

RESULTS

In the study, general considerations of the academicians and teacher candidates about the teacher training system are investigated, and their answers to open-ended questions are presented in Table 2.

Table 2.
Remarks on the Teaching Training System

	Academician	f	Teacher Candidate	f
Curriculum	Professional values are missing	14	Insufficient teaching practice	44
	Inconsistent course content and hours	12	Courses in the system are necessary and sufficient	7
	Formation	9	Course contents	1
	Insufficient programme evaluation	9	Training a standard type of teacher	1
	Missing 21st century skills and being close to innovation	9	Formation	1
	A well-organized and successful system	4	Unnecessary internship	1
	A sufficient programme	1		55
The Process of Learning & Teaching	Lack of practice	19	Traditional education	12
	Performing the traditional education	4	Teaching practice is not supervised	2
	Recitation through presentation by students	1		
The Profile of the Student/ Academician	Students with low academic achievement	12	Academicians with insufficient knowledge on the field	6
	A low profile academician	8	Student selection-placement system	2
	Student selection-placement system	1		
Physical Conditions	Inadequate physical conditions	11	Insufficient education and training setting	3
	Crowded classes	5	Crowded classes	1
	Lack of technological equipment	3		
Entry to the Profession	Appointment system	5	Appointment system	6

According to Table 2, the answers of the academicians and teacher candidates are grouped under the topics named "Curriculum", "Learning-Teaching Process", "The Profile of the Student-Academician", "Physical Conditions", and "Entry to the Profession".

It is observed that the opinions of academicians and teacher candidates regarding the topics are mostly negative. Considering the issues the academicians have agreed upon the most, the teacher training system is a system in which the curriculum lacks in terms of providing professional values (14); course contents and course hours are not in conformity (12); formation has a negative effect (9); programme evaluation is insufficient (9); there is no 21st century skills (9), and the programme is close to innovation

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(9); there is lack of practice in the learning-teaching process (19); students have low academic achievement (12) with regard to student-academician profile; the academicians are low profile (8); the physical conditions are inadequate (11); teacher candidates have an assignment problem as for the entry to the profession (5). Some of the remarks of academicians regarding teacher training system are as follows:

"I find the current teacher training system unsuccessful.One of the most significant problems of the system is the fact that teacher candidates are subjected to a four-year process based on examination, and practice is kept in the background. More importantly, the candidates graduate without adopting the values of the profession they are going to exercise in the future, even without creating a certain level of awareness of their profession." (A.28)
"I don't believe this system is sufficient. It is because some courses are useless and weekly course hours for some classes are not enough." (A.10)
"I think it is very difficult to train students that have the required 21st century skills with the teacher training system provided in the university now. The teacher candidates have been trained in a programme that has more theory but less observation in the current system. However, the teaching profession is a profession that is developed through practice. It is based on teaching the existing information in the best possible way, not on knowing a lot. That is, the teaching profession is contextual and the levels of problem solving should be increased by training teachers in only certain contexts." (A.5)
"There are multipart programmes. Teaching is a professional field that requires specialization training. Self-help programmes and those carried out with the sense of non-formal education (such as formation) damage this concept." (A.32)
"This system is a complete failure in terms of student selection, training and assessment. The teacher training process becomes entirely problematic with the fact that students go to university with really low grades they get from the current examination systems. It is because all these students with very low academic achievement who have not actually adopted the professional values are registered to faculties as candidates." (A.6)
"Classes are too crowded. The faculty has poor physical conditions. It is behind the times and insufficient for the teacher candidates to take an effective education and training." (A.29)

Considering the issues, the teacher candidates have agreed upon the most, the teacher training system is a system in which teaching practice is inadequate (44) but there are necessary and sufficient courses in the curriculum (7); there is lack of practice with regard to learning-teaching process (12); the academicians have poor performance in terms of field knowledge (6) concerning the student-academician profile; there is an assignment problem as for the entry to the profession (6). Some of the remarks of teacher candidates regarding the teacher training system are as follows:

"While the current teacher training system doesn't improve the creativity of the students, it also creates a standard type of teachers. I believe it is a must to concentrate on the practice more and to keep theory part brief and to the point." (T.C. 40)
"In general, I think the courses given are necessary and sufficient for this field. However, internship that we do in practice schools is inadequate and not supervised enough so I do not think it is efficient." (T.C. 27)
"I don't think the system is satisfying. The students are approved to the faculty only owing to their scores. Furthermore, the education which is given -or rather, cannot be given- in the school is useless. The teachers have been using traditional methods." (T.C. 8)
"Teacher training system is not so bad, I think. Nevertheless, there are some deficiencies. That some academicians do not have enough field knowledge causes teacher candidates to be trained lacking the knowledge on their own field." (T.C. 28)
"My views on the teacher training system are negative especially because of the Public Personnel Selection Examination we had to take. It is an extremely bad situation that the teachers are assigned with the score they get from Public Personnel Selection Examination and the number of assignments is very limited, thousands not assigned take the exam every year, and there are also many people taking

this exam with no degree from the faculty of education but who have only received formation training." *(T.C.31)*

In the second sub-problem of the research, the participants have been asked to define the necessary future purposes of the teacher training system. Their answers are presented in Table 3.

Table 3.
Remarks Concerning the Purposes That Should Be Included in the Teacher Training System

		Academician	f	Teacher Candidate	f
Curriculum	Characteristics of the Programme	Training qualified teacher	14	Constructivist learning approach	10
		Containing 21st century skills	12	Training qualified teacher	8
		Practice-based	6	Practice-based	8
		Flexible	5	Professional awareness	3
		Mostly vocational course	1	Master's Degree	1
	The Process of Improving the Programme	Social values	8	Social values	10
		Using the scientific researches as base	2		
		Independent Council of Higher Education and Ministry of Education from the politics	2		
		Village Institute Model (Köy Enstitüsü)*	1		
	Implementation of the Programme	Ministry of Education - Academy collaboration	5		-
		8-semester formation	1		-
The Qualifications of the Teacher Candidate	Personal and Professional Values	Thinking scientifically, Being Creative	18	Thinking scientifically	13
		Attaching importance to professional values	9	Innovative	13
		Innovative	9	Questioner	5
		Good problem solving skills	5	Good communication skills	5
		Having universal values	4	Self-confident	4
		Good communication skills	4	Abiding by Ataturk's principles and reforms	2
		Self-confident	3	Good problem solving skills	1
		Abiding by Ataturk's principles and reforms	2	Democratic	1
		Democratic	1	Idealist	1
	The Process of Learning & Teaching	Open to technological change	8	Having field knowledge	5
		Doing an interdisciplinary work	3	Good command of technology	5
		Having field knowledge	3	Good command of learning-teaching process	4
	Knowing the Students	Loving the students	2	Guiding	5
		Guiding	1	Knowing the characteristics of the students	4
				Loving the students	1

*The Village Institutes embody an educational attempt made in Turkey between 1937 and the mid-1940s which aim to raise talented children living in the village, who will be a teacher in their own village, to make village expertise by educating them in every field of both individual and social life (Karaomerlioglu, 1998; Kartal, 2008).

According to Table 3, answers of the academicians and teacher candidates are mostly grouped under the themes named "Curriculum" and "Characteristics of Teacher Candidates". The sub-themes "The Characteristics of the Programme", "The Process of Improving the Programme" and "The Implementation of the Programme" are listed under the main theme Curriculum while the sub-themes "Personal and Professional Values", "Learning-Teaching Process" and "Knowing the Student" are listed under the main theme The Qualifications of the Teacher Candidate.
 It was observed that with regard to the purposes which should be included in the teacher training system, academicians and teacher candidates delivered opinion mostly about the sub-theme personal and professional values under the qualifications of the teacher candidates, and on characteristics of the

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programme under the curriculum theme. In the sub-theme of characteristics of the programme, academicians principally agreed on the fact that a programme including qualified teacher training (14) and 21st century skills should be aimed (12). The teacher candidates, on the other hand, discussed that a constructivist learning approach should be adopted (10); qualified teacher training (8) and a practice-based programme should be aimed (8).

In the sub-theme personal and professional values, academicians discussed that teacher candidates who have the capacity to think scientifically, be creative (18), attach importance to professional values (9), be innovative (9), and have good problem solving skills (5) should be trained while teacher candidates discuss that candidates who have the capacity to think scientifically (13), be innovative (13) and questioner (5), and have good communication skills (5) should be trained. The remarks of academicians and teacher candidates on these sub-themes are as follows:

"A system promoting skills development rather than information should be targeted." (A.5)
"It should be aimed to train teachers who are innovative, investigative, good at building social relationships, capable of building close and healthy relationships with students." (T.C. 42)
"Educating teachers who understand the importance of teaching profession and who are aware of the role of this profession in the development of society should be aimed." (A.6)
"Teacher training system should aim to bring the skills of the 21st century knowledge-based society. The system should encourage critical thinking, research, questioning, and effective use of the technology, good command of communication skills, creativity, and improving the problem solving skills." (A.35)

Further remarks referring to this sub-problem are presented in the sub-theme improving the programme. Academicians and teacher candidates point out that the purposes should be determined within the framework of the social values taken in consideration (academician (f=8); teacher candidate (f=10)) during the programme development process. Remarks of academicians concerning this sub-theme are as follows:

"The main purpose of teacher training system should be raising individuals in line with social values. ... It is aimed to educate individuals based on national culture and values." (A.36)
"The primary purpose of the teacher training system should be taking the social values into consideration and fulfilling the needs of the society." (T.C.38)
"Educating teachers who protect universal values and respect social and cultural values should be taken as a basis." (A.24)

In the third sub-problem of the research, the participants were asked to define the parts that should be changed in the teacher training system. Their answers are presented in Table 4.

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Table 4.
Remarks Concerning the Parts That Should Be Changed in the Teacher Training System

		Academician	f	Teacher Candidate	f
Curriculum	Improvement of the Programme	The programme should be entirely revised	18	Teaching practice should be increased	40
		Teaching practice should be increased	7	Contents of the courses on field knowledge should be increased	6
		Period of study should be increased up to five and a half years	5	One semester should be used only for practice education	4
		Collaboration of Ministry of Education and Council of Higher Education should be improved	3	Culture courses should be added	2
		An assessment should be made every 2 years with the participation of shareholders	3	Internship should be abolished	1
		Education models of different countries should be taken as basis	1	Village Institute Model should be applied	1
	Formation	Formation should be abolished	7	Formation should be abolished	2
		Formation should be given for 8 semesters	1	Formation system should be changed	2
	Characteristics of the Programme	Critical thinking skills should be improved	2	Constructivist learning approach	5
		Personal and social development should be supported	2	Multicultural life skills	4
		Conformity with the multicultural education	2	Professional awareness should be increased	3
		A flexible and scientific educational system should be established	1		
	Implementation of the Programme	Academy- Ministry of Education Collaboration	3	Academy- Ministry of Education Collaboration	4
Pre-Education	Requirements for Admission to the Faculty of Education	Student Selection Criteria	14	Student Selection Criteria	2
		A quota in accordance with the country's need for teachers	11		
		Practice of teacher training high school	3		
Education Process	Educational Setting and Resource	Qualifications of academicians	9	Educational setting should be improved	5
		Educational setting should be improved	7	Microteaching labs should be opened	3
		Technological support should be provided	2	Living environment should be improved	2
		Practice schools should be opened	2		
		Number of academicians should be increased	2		
	Learning-Teaching Process	Teaching method that keep the students active	2	Social activities should be increased	3
		An alternative assessment	1	Theory and practice should be in parallel with each other	2
		Academicians active in courses for school experience	1		
Post-Education	Conditions of Entry to the Profession	Assignment system should be changed	5	Assignment system should be changed	6
		Public Personnel Selection Exam in conformity with the field/vocational courses	3	Public Personnel Selection Exam in conformity with the field/vocational courses	2
				Performance-based placement	2

According to the Table 4, the answers of the academicians and teacher candidates are mostly grouped under four main themes; "Curriculum" and "Pre-Education", "Education Process" and "Post-Education". Under the main theme Curriculum, there are the sub-themes "Improvement of the Programme", "Formation", " Characteristics of the Programme" and "Implementation of the Programme" while there

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are "Educational Setting and Resource" and "Learning-Teaching Process" sub-themes under the Education Process theme.

It was observed that the remarks of the academicians and teacher candidates concerning the parts that should be changed in the system were mostly centered upon the process of the improvement of the programme. In this sub-theme, the academicians delivered their opinions on such requirements as revising the entire programme (18), increasing training for teaching practice (7), increasing the period of study to 5.5 years by giving the teacher candidates the opportunity to do a non-thesis master's degree (5). Teacher candidates, on the other hand, delivered their opinions about increasing the training for teaching practice (40), increasing content of the courses on field knowledge (6), and providing at least one semester of practice training before being a candidate teacher (4). Some of the remarks of academicians and teacher candidates on this sub-theme are as follows:

"Currently existing programmes are not well enough to meet the needs of teachers. The programmes should be revised and re-established in order to educate teachers who can address future generations in accordance with the updates required by the information age." (A.33)

"Teaching practice system should be revised, and applied starting from the first grade because teaching is a profession that can be developed through practice, and thus, period of teaching should be increased to 5.5 years with the non-thesis master's degree." (A.5)

"It is highly important to make changes in a way to increase the awareness of what the teaching profession is and how serious it is. To this end, necessary steps should be taken to ensure more teaching practice." (T.C.27)

"The contents of our courses on field knowledge should be increased. These courses should also include practice. The contents should not be given only theoretically in a shallow way." (T.C.49)

As for the other parts that should be changed in the system, academicians mostly discussed about the sub-themes the conditions for placement to the faculty of education, and educational setting and resource. With regard to placement conditions, the academicians agreed that the student selection criteria should be reviewed (14), and a quota in compliance with the country's teacher needs should be determined for faculties (11). As for the educational setting and resource, the participants expressed that qualifications of the academicians (9) and the educational setting should be improved (7). Some of the remarks of academicians concerning these sub-themes are as follows:

"Criteria for selecting students to the faculty of education should be re-determined; an evaluation and placement system that is only based on university entry score should be deemed invalid." (A.19)

"Teaching profession is not a field of occupation that requires examining only success-oriented (cognitive) behaviors. Therefore, it is a must to question if candidates applying or selected to the faculty of education have the vocational attitudes and qualifications in affective and psychomotor domains, as well." (A.42)

"For a successful teacher training, it is essential to assign qualified academicians who attach utmost importance to educating teacher candidates who think in a more flexible and scientific way, rather than only deciding what to teach or how to get students memorize information. To this respect, qualifications of the academicians working in the faculties of education should be assessed, and studies concerning this matter should be carried out." (A.3)

With regard to the other parts that should be changed in the system, the teacher candidates mostly discussed about the sub-themes the characteristics of the programme, educational setting and resource, and entry to the profession. They were of the opinion that changes should be made in order to improve constructivist learning approach (5), multicultural life skills (4) and professional awareness (3). As for the educational setting and resource, the participants have stated that the educational settings should be improved (5); micro-teaching labs should be opened (3) and living environments in the faculties should be improved (2). The teacher candidates also put emphasis on the conditions of entry to the profession. They believed systems of assignment (6), selection and placement (2), and also the content of Public Personnel Selection Examination (2) should be changed. It was observed that the views of academicians and teacher candidates were parallel with each other. The academicians, as well, stated that the existing assignment system should be changed (5), and Public Personnel Selection Examination must be in

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conformity with the field/vocational courses (3). Some of the remarks of teacher candidates concerning these sub-themes are as follows:

"It is highly important to carry out studies in order to raise awareness of what the teaching profession is and how serious it is." (T.C.27)
"I strongly defend that microteaching should be conducted in a real environment. I also believe there should be advanced educational settings with microteaching laboratories." (T.C.24)
"Campuses and faculties of education should be reorganized according to the educational environments suitable for providing students with face-to-face experience and practice, and constructivism. Academicians should also be provided with a system that can follow their improvement. They should also keep up with the times." (T.C.35)
"First, educational settings should be rearranged. I don't think the resources are so well. The educational environment should be brought up to a sufficient level for a better use of technology. The students should be provided with the opportunities that help them improve themselves." (T.C.7)
"I find it so pointless that teacher candidates are trained for such useless examinations as Public Personnel Selection Examination which is memorized in a year and forgotten after getting assigned. Nonetheless, I think practice and interview are fundamental." (T.C.55)
"First of all, Public Personnel Selection Examination should be abolished in order to reduce the assignment anxiety of the teacher candidates, and the candidates should be assessed within the process." (T.C.1)

DISCUSSION and CONCLUSION

According to the findings obtained in the research, the academicians and teacher candidates evaluated the teacher training system generally in terms of curriculum, learning-teaching process, physical conditions, student-academician profile and process of entry to the profession. While the academicians thought the curriculum lacked both in terms of course contents and giving the values of the teaching profession, the teacher candidates pointed out the gap in the programme regarding teaching practice. The academicians were of the opinion that practice in the learning-teaching process is insufficient; and the teacher candidates were not in favor of the traditional education during this process. When the body of literature on this topic is examined, it is seen that there are existing studies supporting this finding obtained through the research. In the study conducted by Akdemir (2013) discussing the history and problems of teacher training programmes in Turkey, it is emphasized that the internship opportunity provided to teacher candidates in practice schools is far from being efficient and considered only as a course. In the study conducted by Atanur Baskan et al. (2006), the teacher training system implemented in Turkey is compared with the systems existing in different countries, and the practice gap in the teacher training system of our country is highlighted.

It is concluded in the study that the academicians described the academic achievements of teacher candidates placed in faculties of education as low. It is quite striking to have identified problems in parallel with this finding in the field studies addressing the problems in the teacher training system in the 1980s and 90s (Ataunal 1987; Karagozoglu, 1987; Ozer, 1990; Sozer, 1989), included in the body of literature. In these studies, it is emphasized that the teacher candidates who are educated in the teacher training programmes consist mostly of students who have not necessarily chosen this profession and have had low academic success during the secondary education. It is also found in the study that the academicians regarded the academician profile, as well, as low. The teacher candidates, on the other hand, stated that the academicians were inadequate on the field knowledge. In his study on the programmes of training classroom teachers, Dogan (2005) emphasizes the importance of attracting successful students to the profession and qualifications of the academicians giving the education in enhancing the quality of teaching profession.

 The findings obtained in the research showed that both academicians and teacher candidates agreed that the system of assigning teacher candidates was not favorable. It has been observed that there are negative criticisms regarding the assignment system and especially Public Personnel Selection Examination in different studies on this topic, and that this examination negatively affects the attitudes towards the profession (Basturk, 2007; Eraslan, 2004; Gundogdu, Cimen, & Turan, 2008; Sezgin-Nartgun, 2008; Sezgin & Duran, 2011). As for future purposes of teacher training system, the participants commented

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mostly on the characteristics of the programme and the qualifications of the teacher candidates. All the participants agreed that the purpose of the teacher training system should be educating qualified teachers. Furthermore, they also expressed that the 21st century qualifications should be identified and a programme that successfully includes these qualifications should be developed. The qualifications that the teacher candidates should have are defined in terms of personal and professional values and learning-teaching process. According to remarks of the academicians and teacher candidates, the objective of teacher training system should be training teacher candidates who have the capacity to think scientifically, be creative and innovative, attach importance to professional values, have good problem solving and communication skills, have the field knowledge, open to technological changes and have good command of technology. In connection with these findings, regarding the conditions that should be changed in teacher training system, the participants delivered their opinions on such matters as revising the entire programme, increasing the practice training, increasing period of study to 5.5 years by giving the teacher candidates the opportunity to do a non-thesis master's degree, abolishing the teaching formation, improving the educational environment of the faculties, rearranging student selection criteria, and determining a quota in accordance with the demands for teacher in the country.

Teacher candidates expressed their views on enhancing the content of teaching practice and field knowledge courses, using a constructivist learning approach, ensuring school-academia cooperation, improving educational environment of the faculties, and changing the assignment system. There are studies in the body of literature on this topic, supporting the findings of this research. It was found in the analysis of these studies that they brought suggestions regarding revision of teacher training system in accordance with the 21st century conditions (Atanur et al., 2006; Saylan, 2014; Sahin & Kartal, 2013; Turkish Education Association, 2009) and focusing on the quality (Akyuz, 2000; Saylan, 2014), ameliorating the physical infrastructure and establishing educational environments equipped enough to ensure skills for an effective use of technology (European Commission, Directorate-General for Education and Culture, 2010; Rots, Aelterman, Vlerick, & Vermeulen 2007; Seferoglu, 2004; Turkish Education Association, 2009; Yavuz, Ozkaral, & Yildiz, 2015), reorganization of the system of selection and assignment of teacher candidates considering the supply-demand balance (Akdemir, 2013; Atanur Baskan et al., 2006; Aydin, Sarier, Uysal, Aydogdu-Ozoglu, & Ozer, 2014, Bilir, 2011; Dogan, 2005; Kavcar, 2002; Kulekci & Bulut, 2010), giving up traditional learning-teaching approach in the learning-teaching process and adopting a student-centered system (Kartal, 2013; Turkish Education Association, 2009; Yavuz et al., 2015).

As a result, it is believed that some certain factors have a significant influence on the success of teacher training system such as the fact that the programmes conducted are up-to-date in conformity with needs of the era and compatible in terms of the objectives and content; qualifications of the academicians; theory and practice are carried out in parallel during learning-teaching process; change and improvement in subject focus are taken into consideration in learning-teaching process; academic readiness of educational environments and teacher candidates. On the other hand, it is possible to point out that it is extremely important and necessary to evaluate the applied programmes in an effective and continuous manner having regard to the current data obtained from education and training practices, changing individual, social and economic needs, and developments in science and technology.

Recommendations
Following suggestions can be made in the light of the findings obtained in the research:
In order to establish a more qualified programme reflecting the opinions, suggestions and expectations of all people affected by the programmes, it is highly valuable to present the programmes to opinions and suggestions of all stakeholders, and attentively assess the contributions provided by them. Therefore, the opinions of all stakeholders (teacher candidates, teachers, academicians, Ministry of Education, Council of Higher Education, students, parents, NGOs, unions, policy makers and the society) should be taken into consideration during the update and evaluation process of the programme. One of the essential conditions of training qualified teachers in faculties of education is keeping the level of qualifications of academicians high. Thus, it is deemed inadequate only to focus on the number of academicians and faculty members in developed countries in the higher education policies for faculties of education. The policies concerning qualifications should also be reviewed. However, faculties of education can also determine, within themselves, the criteria which will ensure that qualifications of

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teaching staff (fields of study / area of academic expertise / knowledge etc.) and course contents are compatible with each other in assignment of courses.

The principal expectation from the teaching programmes is to educate teacher candidates who have strong background knowledge on teaching profession, have the skills, awareness and field knowledge related to their profession, and who are creative, innovative, researchers, questioners, and have characteristics to renew and improve themselves. The theoretical training given in the pre-service training process can be adequate to acquire basic knowledge necessary for fulfilling these expectations. However, it is obvious that it is not enough to build awareness of profession skills and the professional itself. Therefore, the teacher candidates should be provided with more practice opportunity where they can observe what is done how and why, and where they can develop their own ideas and understandings. It can be ensured, in this way, that the teacher candidates are not passive anymore and take active roles. To this end, activities of teaching practice can be initiated in the second grade and spread to longer periods of time. In the meantime, it is advisable to create environments which require cooperation of specialist teachers, academicians and teacher candidates, and make it possible for them to build more communication and share their ideas. McAllister and Irvine (2000) also highlighted, in their study, the positive effect of the support given by the specialists in schools and faculties to teacher candidates in solving educational problems they experienced. Another way that can help teacher candidates get active roles in pre-service training process is action research. Action researches to be conducted with the collaboration of practice schools and faculties of education can contribute to diversification and enrichment of professional knowledge and experience of teacher candidates by filling the gap between theory and practice.

It is possible to create the teaching environments needed for our era by eliminating physical facility and technological equipment deficiencies such as classes, labs etc. in faculties of education. In this regard, Rots et al. (2007) states in their research that the support provided to teachers in faculties of education is a significant element in professional orientation of teachers.

When studies and policies on teacher training system are examined, it is seen that more emphasize has been put on teacher training programs and academicians in order to increase the quality but the qualifications of students who are the main subjects have been ignored in this process. However, success of an educational programme depends not only on the programme itself, its implementation and the implementers but also on students studying the programme and on the entry conditions they are subjected to. It is thought to be inadequate for the candidates to be placed in faculties of education only by succeeding in an exam where they only answer multiple-choice questions. Therefore, the student selection system for faculties of education can be reorganized. For this reason, only students showing an outstanding success in Undergraduate Placement Exam can be given the right to choose faculties of education. To this end, some prerequisites can be determined as well. Another effective practice can be bringing back the practice of teacher training high schools in order to increase the readiness and academic levels of teacher candidates up to the expected levels.

Pedagogical formation program is a program at the center of discussions on qualifications of graduate teacher candidates for raising the number of teacher candidates waiting to be assigned. For this reason, a process of evaluation and decision making for the future of pedagogical formation programmes can be initiated, and policies can be revised in respect to training qualified teachers. A new arrangement for Public Personnel Selection Examination may be introduced. In these examinations, performance and academic achievements of teacher candidates in education and training process can be considered as criteria.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

Öğretim elemanı ve öğretmen adaylarının görüşlerine göre öğretmen yetiştirme sistemi

Bir eğitim sisteminin başarısı, farklı pek çok faktör incelenerek açıklanabilir. Eğitim politikaları, eğitim yönetimi, eğitim programı, sistem içerisindeki bireylerin özellikleri, toplumun sosyo-kültürel yapısı, kaynak ve finansman, eğitim-öğretim ortamlarının fiziksel yapısı ve donanımı, eğitsel araç-gereçlerin kalitesi ve erişilebilirliği, bilgi ve iletişim teknolojilerinin etkin kullanımı sistemin incelenmesinde ele alınabilecek faktörlerden birkaçıdır.

Türkiye'de öğretmenlik mesleğinin hukuki dayanağı 1739 sayılı Milli Eğitim Temel Kanunu'na dayanmakta ve öğretmenlik "Devletin eğitim, öğretim ve bununla ilgili yönetim görevlerini üzerine alan özel bir ihtisas mesleği" (MEB, 2014-madde 43) olarak tanımlanmaktadır. Devletin eğitim politikasını uygulamaya koyma, uygulama sonuçları ile bu politikaları etkileme, eğitimde uzmanlık çalışmalarından ve araştırmalardan yararlanma ve bu çalışmalarla iç içe olup onlara kaynak sağlamadaki konumu (Varış, 1973) düşünüldüğünde, öğretmenlerin eğitim sistemi içerisindeki yerinin ne kadar önemli olduğu görülmektedir. Çünkü öğretmenin mesleki yeterliliği, eğitim ve öğretim sürecinin kalitesini doğrudan etkileyen bir faktördür. Dolayısıyla, eğitim sisteminde hedeflenen başarıya ulaşabilmek için rolünü başarılı bir şekilde gerçekleştirecek nitelikli öğretmenlerin yetiştirilmesi son derece önemlidir. Goodson ve Hargreaves (2005)'e göre de öğretmenlik mesleği bilgi toplumunun gerektirdiği insan gücünü yetiştirme sorumluluğunu üstlenmesi açısından en temel mesleklerden birisidir. Bu bağlamda, öğretmen yetiştirme sistemi, kendini sürekli yenileyebilen yani değişen koşullar karşısında adaptasyon yeteneği yüksek, inovatif ve hatta proaktif bir sistem mantığına kavuşmalıdır. Bunu gerçekleştirebilmek için güncel bilim verileri ışığında ülke gerçeklerinin incelenmesi, elde edilen veriler doğrultusunda gerekli değişim ve reform çalışmalarının yapılması gerekmektedir. Bununla birlikte sisteme ilişkin reform çalışmalarının amacına ulaşıp uygulanabilir olmasında konuyla ilgili yapılan araştırmaların, araştırmaların sürecin tamamına yayılmasının, sistem içerisinde yer alan bireylerin görüş ve önerilerinin belirlenmesinin önemli katkılar sağlayacağı da yadsınamaz bir gerçektir. Bu bağlamda öğretmen yetiştirme sistemine ilişkin yapılacak değerlendirmelerde ve sistemin geliştirilmesine yönelik önerilerin sunulmasında bizzat uygulayıcı konumunda olan öğretim elemanlarının ve öğrenci rolünü edinen öğretmen adaylarının görüşlerinin önemli olduğu düşünülmektedir. Buradan hareketle bu çalışmanın temel amacı, eğitim fakültesi öğretim elemanlarının ve öğretmen adaylarının öğretmen yetiştirme sistemine ilişkin görüşlerini belirlemektir. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

Öğretim elemanları ve öğretmen adayları öğretmen yetiştirme sistemini genel olarak nasıl değerlendirmektedirler?

Öğretim elemanlarının ve öğretmen adaylarının görüşlerine göre öğretmen yetiştirme sisteminin amaçları neler olmalıdır?

Öğretim elemanlarının ve öğretmen adaylarının görüşlerine göre öğretmen yetiştirme sisteminde değiştirilmesi gereken durumlar nelerdir?

Araştırmada, nitel araştırma yöntemlerinden iç içe geçmiş tek durum deseni kullanılmıştır. Araştırmanın çalışma grubu, 2015-2016 eğitim-öğretim yılında, Mersin Üniversitesi Eğitim Fakültesinde görev yapan 46 öğretim elemanı ve dördüncü sınıfa devam eden 60 öğretmen adayından oluşmaktadır. Araştırmanın verileri araştırmacılar tarafından geliştirilen, öğretim elemanı ve öğretmen adaylarına uygulanan iki ayrı form kullanılarak elde edilmiştir. Araştırmada verilerin çözümlenmesinde, nitel veri analizi tekniklerinden içerik analizi kullanılmıştır. Öğretim elemanlarının ve öğretmen adaylarının açık uçlu sorulara verdikleri yanıtlar, araştırmacılar ve bir eğitim programları ve öğretim uzmanı tarafından ayrı ayrı kodlanarak düzenlenmiştir. Kodlanan veriler incelenerek benzerlik ve farklılıklarına göre gruplandırılmış, birbiriyle ilişkili olan kodlar bir araya getirilerek temalar ve alt temalar oluşturulmuştur. Bu süreçte görüş birliği ve görüş ayrılığı olan kodlar belirlenmiş ve Miles ve Huberman (1994) güvenirlik formülü kullanılarak kodlayıcılar arasındaki uyum hesaplanmıştır. Araştırmada elde edilen bulgulara göre eğitim fakültesi öğretim elemanları ve öğretmen adayları öğretmen yetiştirme sistemini genel olarak eğitim programı, öğrenme-öğretme süreci, fiziksel koşullar, öğrenci-öğretim elemanı profili ve mesleğe başlama süreci açısından değerlendirmektedir. Öğretim elemanları eğitim programını öğretmenlik mesleği değerlerini vermekten yoksun ve ders içerikleri açısından eksik bulurken öğretmen

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adayları programdaki öğretmenlik uygulaması eksikliğine dikkat çekmektedir. Öğretim elemanları eğitim fakültelerine yerleştirilen öğretmen adaylarının akademik başarılarını düşük görmektedir. Alan yazında yer alan ve 1980 ve 90'lı yıllarda öğretmen yetiştirme sistemindeki sorunları ele alan çalışmalarda da elde edilen bu bulgu ile paralellik gösteren sorunların tespit edilmesi oldukça dikkat çekicidir (Ataünal 1987; Karagözoğlu, 1987; Özer, 1990; Sözer, 1989). Öğretim elemanı ve öğretmen adaylarının görüşlerine göre öğretmen yetiştirme sisteminde bilimsel düşünebilen, yaratıcı, yenilikçi, mesleki değerlere önem veren, problem çözme ve iletişim becerisi yüksek, alan bilgisine sahip, teknolojik gelişmeler açık ve teknolojiye hakim öğretmenler yetiştirmek amaçlanmalıdır. Bu bulgularla bağlantılı olarak öğretmen yetiştirme sisteminde değiştirilmesi gereken durumlara yönelik olarak öğretim elemanları öğretmen yetiştirme sisteminde; programın yeniden gözden geçirilmesi, uygulama eğitiminin artırılması, öğretmen adaylarına tezsiz yüksek lisans imkanı verilerek eğitim süresinin 5,5 yıla çıkarılması, formasyon programının kaldırılması, fakültelerin alt yapılarının iyileştirilmesi, öğrenci seçme ölçütlerinin yeniden düzenlenmesi ve arz-talep dengesine göre kontenjan belirlenmesi hususlarında görüş belirtmişlerdir. Çalışmanın ortaya koyduğu bulgular ışığında şu öneriler geliştirilebilir:

Öğretmen adayları için hazırlanacak eğitim programları 21. yüzyıl koşullarına uygun biçimde geliştirilerek halen kullanılmakta olan programlar bu doğrultuda yeniden gözden geçirilebilir. Programların oluşturulması ve değerlendirilmesi sürecinde bütün paydaşların görüşleri dikkate alınabilir. Eğitim fakültelerinde öğretmenlik mesleği uygulamaları için daha çok zaman ayrılabilir. Bunu sağlayabilmek için öğretmenlik uygulaması faaliyetleri 2. sınıfta başlayabilir. Ayrıca öğretmenlik uygulaması derslerinin daha işlevsel bir şekilde gerçekleştirilebilmesi için alanda çalışan uzman öğretmenlerin rehberlik yapması sağlanabilir.