

An Examination of Teacher Employment Policies in Turkey and Different Countries

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Abstract

Teacher employment is important in terms of determining and assessing the quality of education in the educational system of a country. Policies on teacher employment are both determinants of teacher training process and affect many variables in education. Teacher employment should be assessed in the context of supply and demand balance, as is the case in all areas. The quota of teacher training institutions is determined in the direction of countries' teacher employment policies and those who select teaching as a career are directed to this profession. Inadequate balance between supply and demand and lack of cooperation between teacher-training institutions and teacher-employing institutions bring with it many problems. For this reason, there should be a strong co-operation link between teacher-training institutions and teacher-employing institutions. When the teacher training and employment processes of the countries are examined, different applications attract attention. The extent to which teachers' employment models and teacher salaries affect the quality of education is a matter that requires to be investigated. For this reason, this study aimed to examine the process of teacher employment in Turkey and some countries and to reveal the relationship between teacher employment processes and educational quality. To this end, employment models of different countries have been determined and their relations with education quality indicators have been examined. The research has reached the conclusion that teacher employment processes and teacher salaries are important and affect the educational quality. Therefore, the authors of this research thinks that it is necessary to rearrange the teacher education policies in our country to improve the quality of education.

Keywords: teacher employment, employment types, teacher training

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Türkiye'de ve Farklı Ülkelerde Öğretmen İstihdam Politikalarının İncelenmesi

Öz

Öğretmen istihdamı, bir ülkenin eğitim sisteminde eğitim kalitesinin belirlenmesi ve değerlendirilmesi açısından önem taşımaktadır. Öğretmen istihdamına ilişkin politikalar, öğretmen yetiştirme sürecinin belirleyicileri olmalarının yanı sıra eğitimde birçok değişkeni etkilemektedir. Öğretmen istihdamının her alanda olduğu gibi arz ve talep dengesi içinde değerlendirilmesi gerekir. Ülkelerin öğretmen istihdam politikaları doğrultusunda öğretmen yetiştiren kurumların kontenjanları belirlenmekte ve öğretmenliği kariyer olarak seçecek olan kişilerin mesleğe yönelimleri sağlanmaktadır. Arz talep dengesinin yeterince kurulamaması, öğretmen yetiştiren kurumlar ile istihdam eden kurumların işbirliğinin bulunmaması birçok sorunu beraberinde getirmektedir. Bu nedenle ülkelerin öğretmen yetiştiren kurumları ile istihdam eden kurumlarının işbirliği arasında güçlü bir bağ vardır. Ülkelerin öğretmen yetiştirme ve istihdam süreçleri incelendiğinde farklı uygulamalar dikkati çekmektedir. Öğretmen istihdam modellerinin ve öğretmen maaşlarının eğitim kalitesini ne oranda etkilediği ise araştırılması gereken bir konudur. Bu nedenle bu araştırma kapsamında Türkiye ve bazı ülkelerde öğretmen istihdam süreçlerinin incelenmesi ve öğretmen istihdam süreçleri ile eğitim kalitesi arasındaki ilişkinin ortaya konulması amaçlanmıştır. Bu amaç doğrultusunda farklı ülkelerin istihdam modelleri tespit edilmiş ve eğitim kalite göstergeleri ile ilişkileri incelenmiştir. Araştırmada sonuç olarak öğretmen istihdam süreçlerinin, mezun öğretmen adaylarının yerleştirilmesi ve öğretmen maaşları gibi istihdam süreçlerinin önem taşıdığı ve eğitim kalitesini etkilediği sonucuna ulaşılmıştır. Bu nedenle ülkemizdeki öğretmen istihdam politikalarının eğitim kalitesini, niteliğini artıracak şekilde yeniden düzenlenmesinin gerektiği düşünülmektedir.

Anahtar Sözcükler: öğretmen istihdamı, istihdam oranları, öğretmen yetiştirme

Introduction

The planning of the education is related to the manpower planning. Together with different analyzes of the planning of manpower, manpower is crucial for the sustainability of the education service. The main reason behind national manpower forecasting is that shortages and excesses of differently qualified groups of labor will constantly come out in the absence of planning, with a detrimental result to individuals and to society as a whole (Hinchliffe, 1995). Problems are generally similar in the developing countries in the planning of manpower. Unemployed workforce unemployment, hidden unemployment, seasonal unemployment, job and career change problems, and the lack of knowledge, skills and talent required by employers are some of the problems of manpower planning (Adem, 2008). In order for education policies to be implemented effectively, it is necessary to structure the labor force and employment policies in the education in a healthy way. Identification of employment relations in education is particularly important in terms of the identification of the variables in the education process and the evaluation of the education service. Evaluation of the employment processes of the teachers who have one of the most effective roles in the teaching process should be assessed for the quality of the education service and for continuing education service.

Assessment of the teaching profession covers a wide range of process from training to employment. The most important factors determining the social status of the teaching profession are the training of teachers and economic and employment conditions (Başkan, 2001). Teacher employment processes include many sub-dimensions from teacher training to employment; from in-service training processes to the evaluation of these processes and all these sub-dimensions are important in terms of shaping the employment process and understanding the value and meaning of this profession for the society (Soydan, 2012). In addition to teacher employment, developing countries also face another important problem: the ratio between school-student and teacher below world standards; in other words, the surplus in the number of students per teacher. These rates can only be lowered through the employment of adequate number of teachers. For this reason, the value and status of the profession in society is of vital importance in balancing the number of teachers needed to be employed and the number of teachers employed (Doğan, 2005).

When the process of teacher employment across the world is evaluated, it is noteworthy that the education service has turned from public service into a private service with globalization. In both teacher training and employment processes, political changes are reflected in educational services. Especially in the last two decades, changes in the educational services of the countries have been reflected in teacher training and teacher employment systems and researches on new teacher employment systems have been made (Wen-zhen, 2002; Barbieri vd, 2010; Walker & Bergman, 2013; Kee-jian, 2006; Tepe & Vanhuysse, 2009; Ross & Hutchings, 2003; Prost, 2013). Especially in the developed countries, studies are being carried out on employment, and in this context, changes are frequently made about the qualifications that the teacher to be trained and employed should have.

In this research Turkey's and some countries' teacher employment approaches was examined and it has been debated whether the following approaches have an effect on the quality of education.

Teacher Employment Process in Turkey

The planning of education is an important step in shaping the processes of training and employment of teachers. Developing countries that struggle to implement long-term planning often apply short-term programs to the education process. Similarly, teacher employment policies in these countries are implemented based on short-term solution models.

Many different models have been implemented in both teacher employment and teacher training in Turkey. From the first years of the Republic until 1953, Village Institutes undertook the task of raising teachers at high school level, and three-year Teacher Training Schools undertook the task of raising teachers at primary level (Polatcan et al., 2016). Upon

the failure of the Village Institutes and Higher Teacher Education Schools, which followed a successful and high quality teacher training policy, to meet the rapidly increasing need of teachers over time, short-term trainings were started to be implemented for teacher training and employment. Teachers were trained and employed by means of accelerated programs that do not overlap with the profession's principles such as Instructor Courses and Training Teachers with Letters (Eraslan, 2006). Since 1982, teacher training processes have been tried to be realized by universities, and with the restructuring in 1998, teachers at the elementary level were required to obtain bachelor's degree whereas teachers at the secondary level were required to obtain master's degree without thesis (Güven, 2010).

However, since the number of prospective teachers became higher than the number of teachers to be employed over time, different applications were started to be implemented in the teacher employment. According to a regulation implemented in 1985, teachers were required to take an examination to be employed; this examination was not applied between 1992 and 1999; after 2002, Public Personnel Selection Examination (PPSE), which is a multiple-choice examination in the fields of general culture, general ability and education sciences, started to be applied. Thus, teacher employment based on results of central examination led to a decrease in the importance attached to the education given in education faculties, and to prospective teachers' resorting to private teaching institutions preparing teachers for the central examination and a profile of prospective teachers focusing only success in the PPSE (Güven, 2010). With the opening of the gap between the number of graduates of education faculties and the number of persons to be employed over the years, the importance attached to the PPSE has increased steadily.

An examination of the teacher employment models in Turkey will show that there are five employment models: permanent teachers, contracted teachers, substitute teachers, paid teachers and teachers on military duty. Permanent teachers are employed according to the paragraph A of Article 4 of the Civil Servants Law No. 657. Permanent teachers are the staff assigned to provide essential and continuing education and training services within the Ministry of National Education (Soydan, 2012). The Ministry of National Education employs prospective teachers who have graduated from the universities with the necessary training. The Ministry of National Education which determines employment conditions, employment plans and employment calendar is the main actor in the training and employment of teachers in Turkey. (Koçak and Kavak, 2014).

The Ministry of National Education manages not only the employment of permanent teachers but also the employment of all teachers. Contractual teaching status has also been implemented by the Ministry of National Education since 2005. Accordingly, in the Ministry of National Education, under the Decisions of the Council of Ministers, contracted teachers are employed according to paragraph (B) of Article 4 of the Civil Servants Law No. 657. With this employment model, the Ministry of National Education adopted the contracted teacher status as well as permanent and paid teachers (Karadeniz and Beşir Demir, 2010). Among the new models of employment, the application of "contracted teachers" is implemented according to paragraph B of the Article 4 of the Civil Servants Law No. 657 and the application of "part-time temporary teachers" is implemented according to the paragraph c of the Article 4, which constitutes legal grounds for the employment of contracted teachers (Official Gazette 12056) is as follows:

"These persons are the public service officials who are employed on contracts in temporary works requiring a special vocational knowledge and specialization, exclusively for essential and exceptional cases, which are essential for the preparation, realization and operation of important projects included in the development plan, annual program and work programs on the proposal of the ... institution and by taking the opinions of the State Personnel Presidency and the Ministry of Finance and not regarded as paid-workers by the decision taken by the Council of Ministers."

Contracted teachers have some limitations in terms of career advancement and promotion when compared to permanent teachers. Requirement of certain conditions, such as seniority, during advancement in career steps (such as becoming directors or inspectors) can cause adverse effects on the applicants' applications.

The application of “part-time temporary teachers”, who are employed on contracts but whose legal status is different, reflects a different practice of teacher employment. Article 4/c of the Civil Servants Law on “Part-time temporary teachers” (Official Gazette 12056) is as follows:

These persons are employed on contracts in the jobs and within the specified fee and limits in one-year or less seasonal services decided by the Council of Ministers based on the views of the State Personnel Presidency and the Ministry of Finance but not regarded paid-workers.

However, this model of employment was canceled by the Council of State on 29.01.2007 due to its failure to meet the qualifications of the teaching profession. Following the cancellation decision by the Council of State, part-time temporary teachers were given the 4B status (Kuşaksız, 2011).

Another type of teacher employment besides permanent and contracted teachers is the application of “substitute teacher”. Substitute teachers are employed according to Article 86 of the Civil Servants Law No. 657. A substitute teacher is a teacher appointed from within the institution or from other institutions or as substitute when the regular teacher is unavailable; e.g., because of legal leave, temporary assignment, disciplinary punishment or suspension (Budak, 2009). Another type of employment besides “substitute teacher” is the application of “paid-teachers”. The application of 'Paid teacher' is based on Article 89 of the Civil Servants Law No. 657. The relevant article of the law is as follows:

Article 89 - (Amended: 30/5/1974 - KHK / 12, Unchanged: 15/5/1975 - 1897/1 Article) In the absence of teachers or lecturers at all levels of education and training institutions and universities and academies (including military academies), schools, courses or non-formal education institutions and similar institutions, paid additional courses are assigned to teachers, faculty members or other officers (Civil Servants Law, 1965).

Because paid teachers are employed for a shorter time than other teachers, they are hired by the provincial / district national education directorates, not by the Ministry of National Education, unlike the permanent and contracted teachers (Durmaz, 2014). Paid teachers are recruited by the provincial national education directorates and their employment processes are directed by these units. Unlike permanent and contracted teachers, paid teachers do not have a fixed salary and employee personal rights; they get paid for the number of lessons they teach.

The employment rates of the teachers in Turkey have a large share among the employment rates of the other civil servants. However, when the proportion of the number of employed teachers to the number of prospective teachers is examined, the gap between these numbers attracts attention: all of the prospective teachers who have graduated from university cannot be employed. According to the 2017 report of Teacher Training and Employment in Turkey, Current Situation and Recommendation, the number of teachers employed in the last 10 years is 447.638. The report indicates that 49.7% of all the employed teachers were employed within the last 10 years. This shows that close to half of the teachers have changed in the last ten years and almost half of present teachers were trained according to the new curricula. Another important point that draws attention in the report is that it more than one third of the teachers who are currently in charge are beginning to see relative in the last five years. As of 2016, the average length of service of the teachers in Turkey is 11.4 years. In addition, there are also large differences in the average length of service by cities. For example, while the average length of service is 1.8 years for Şırnak, it is 15.6 years for İzmir. When considering the importance of professional experience and continuity in education, these differences bring about quality and stability problems in education and training (TEDMEM Report, 2018).

Through different applications in the employment of teachers, the deficit in the number of teachers is tried to be eliminated in Turkey. Teachers' working hours are determined by providing employment for teachers in different ways. However, when the average working hours of teachers in the OECD countries are evaluated, it is noteworthy that the working hours in Turkey are low. According to the 2017 Turkey Report of Education at a Glance by

OECD, net teaching hours of Turkish teachers during the academic year in 2015 is 108% of the OECD average in the pre-school education, 91% in the primary school education, 71% in the secondary school general programs and 76% in the high school general programs. Working hours of teachers in school are, on the other hand, 94% of the OECD average in the pre-school education, 85% in the primary school education, 74% in the secondary school general programs and 76% in the high school general programs. As a result, considering the working hours of teachers in Turkey according to the 2000 and 2015 measurements, this figure ranks the last among the OECD countries. For this reason, when evaluating teachers' employment processes, it is necessary to consider their working hours and to make evaluations accordingly.

The outcomes of employment policies are important in terms of educational outcomes, educational processes and administrative processes. The research carried out with 91 prospective teachers by Yılmaz and Altınkurt (2011) revealed that the most important problems of the Turkish education system are central examinations, crowded classes, rote learning, lack of equipment and physical structure, the quality of present teachers, inequalities in access to education, politics (ideological segregation and favoritism), teacher employment system, private teaching institutions, financial problems and the problems in the vocational technical training. While the teacher employment system is very important at this point, it is also important to determine what kind of problems different employment types cause and to make systematic changes. According to the findings of a survey on the views of contracted teachers (Karadeniz and Beşir Demir, 2011), the differences between contracted and permanent teachers in terms of employee personal rights are that contracted teachers do not have the right of voluntary appointment, to perform their mandatory military duties as teachers, to become directors in educational institutions, to get a promotion, to obtain the health insurance without working for 90 workdays, to get referral from the schools they work at when they are sick (they have to apply to the provincial national education directorates), to be members of İLKSAN (Primary School Teachers Health and Social Assistance Fund), to get language, and children and spouse allowances, to apply for appointment due to educational requirements Social Security deduction made from their additional course fees, and similar employee personal rights. Another research carried out with paid teachers (Öğülmüş et al., 2013) revealed that paid teachers are not satisfied with their salaries and employee personal rights, their loyalty to the profession is low, and that their directors think that their teaching performances and competences are poor. According to another study on paid teachers (Çinkır and Kurum, 2017), problems faced by unemployed teachers are psycho-social problems (burnout, alienation, suicide), employment-related problems (working in unsecured, irrelevant jobs) and problems related to livelihood, central examination, environmental pressure.

Evaluation of different models applied in teacher employment and restructuring these models to solve problems is important. Moreover, it is of vital importance to evaluate the problems by comparing them in terms of different variables. Differences in wages, social security and working conditions of teachers who are employed according to different models although they do the same job and they carry the same title lead to professional concerns and problems. Differentiation in employment also creates an artificial differentiation and division among teachers who do the same job. Teachers become rivals against each other and this leads to problems in the organization of teachers (Cin, 2013). Therefore, evaluation and examination of different teacher employment applications in Turkey and determining the problems experienced by the teachers in these types of employment and to detect the policies to eliminate them is quite important.

Teacher Employment Processes in Some European Countries, United States and Japan

In different countries education systems are associated with the competences, employment and working conditions of their teachers. In this research, United States, France, Germany, Italy and Japan teacher employment is examined.

When the education system in the United States is examined, we can see that this system is not centralized. The entire education system contains many changes and variations according to different states and school districts within the state. The fact that the US

educational system is far from a centralized structure also causes the employment requirements to vary from one university to another (Külekçi and Bulut, 2011). Likewise, there can be different demands among the states in the process of employment of teachers. Two models are often employed in the teacher employment in Europe and the US. The first is open-ended contracts that are usually applied in the US and Europe. In practice, teachers are private sector employees. Teachers are employed by local governments or schools. In other words, there is not a centralized employment model. In this type of employment, contractual relations and therefore insecure jobs attract attention. The second is the model in which teachers are employed as state employees. Teachers in this status are employed by central, regional or local governments (Cin, 2013). Teachers who will work in local educational institutions are recruited by the authorized units in the local area (Bolat, 2016).

National high school graduation exams, called *Bakolarya*, examinations that play a major role in teacher selection such as CAPES, CAPET, CAPEPS, AGGREGATION at the national level and rather difficult and respected exams (seven-eight hour written, two-way translation, practical exams based on interpretation and knowledge) are used in the teacher employment process in France (Kıran, 1995). Teachers must be successful in the exam prepared by the Teacher Training Institutes within the universities. Following this exam, an interview about the attitudes towards the profession is conducted and those who pass the exam are employed as trainee teachers by the Ministry of Education (Demir and Gür, 2000). In France employers of the teachers are; Central education authority (Ministry of Education, for civil servants); regional education authorities; for contract (public or private) employees, schools (for replacement teachers); superior in addition to central education authority (Ministry of Education) and the school (for contractors in private schools) (OECD, 2013). Recent reforms in France have aimed to associate pre-service and in-service trainings, provide continuum in teacher training and extend the duration of vocational training. During these two years, teachers both continue their job as teachers and receive vocational training at the IUFM. Teachers have to receive training at IUFM for at least one month in the first year and for at least two weeks in the second year (Uygun et al., 2011).

Prospective teachers in Germany receive an academic education in high-schools of teaching in universities, in educational institutes, in music and arts education schools or in multipurpose universities according to the structure, characteristics and branches of the institutions (Lehrerbildung, 2009; cited by Keçici, 2011). Unlike Turkey, Germany, which has teacher trainings in different areas, does not have classroom teaching program in universities. There is a first (elementary) and second level (secondary school) teaching program that covers the classroom teaching program (Sözen and Çabuk, 2013). Prospective teachers who successfully complete the trainings given at universities are employed. If the prospective teachers who complete their higher education pass the 1st State Exam prepared by the State Examination Office in each state, they may start working as teachers (Oktay, 2014). Teachers who have been employed have civil servant status according to the law and are generally employed by the state.

Because education is very important in Japan, education expenses are also so high. In order for the teachers, who are the subjects of education, to be employed, they need to get a teaching certificate. Prospective teachers who receive this certificate apply to the “Regional Education Agency” to become a teacher. The education director receives the opinion of the director of the relevant school about the prospective teacher. Prospective teachers are invited by the Education Board to a written examination prepared by the Education Directorate. Prospective teachers who are successful in this test are recruited as trainee teachers; those who complete the six month internship period are recruited as permanent teachers (Yüksel, 2014). In the process of selecting prospective teachers for teacher training institutions, the prospective teacher is subjected to a two-stage test. The first stage is the nation-wide examination. This exam measures the skills and knowledge of students in Japanese language, foreign language, mathematics and social sciences. After this examination, each university also holds an interview or aptitude test (NCEE, 2013 cited by Mete, 2013). The exams by the institutions are mostly written, oral and practice exams (Mete, 2013). Following these two steps, the prospective teacher begins to receive the training necessary for the teaching profession. Even though there is no standard skill and attitude examination or evaluation in

Japan, teacher training institutions hold skill and attitude exams when selecting prospective teachers. This assessment is carried out in the form of interviews or examinations (Yeşil, 2016). In Japan, for teachers to be appointed to the state institutions, they take a centralized examination called “Teacher Employment Selection Exam” and apply to the Regional Education Boards and take written exams and interviews prepared by these boards. In Turkey, prospective teachers must take Public Personnel Selection Examination to be employed in state institutions. There is no interview application in Turkey as in Japan (Aldemir, 2010).

In Italy, primary school teachers receive a 4-year education at the teacher institutes; kindergarten teachers receive a 3-year education in teacher schools. Secondary and high school teachers are required to university graduates. Teachers of some branches, such as painting, music, physical education, which require certain ability, are trained in private institutions. In addition, in-service training courses are given to teachers, new teaching methods and techniques are taught, and teachers are informed about developments in the field of education (Yüksel, 2014). Employers of the teachers are central education authority (public schools only) and teachers have civil servants (OECD, 2013).

An Evaluation of Teachers' Working Conditions and PISA scores

Teacher status varies in each country. Teachers' annual salaries vary from country to country according to different working conditions such as permanent, paid, contracted teachers. In selecting the teaching profession and continuing that profession, in addition to the employment conditions in the country, the social rights of the profession also have an influence. Another factor in the preference of the professions is salary. Table 1 shows the starting salary amount of a teacher working in public primary education institutions in some countries.

Table 1. Annual teacher salaries at initial level in primary education institutions (in US dollars)

Countries	Years			
	2000	2005	2010	2015
Turkey	12410,10	17909,08	23129,93	27285,00
USA	276310	33520,58	36857,83	42563,33
France	20199,40	23212,39	24333,95	28524,57
Germany	31212,56	40124,6	46455,55	54426,23
Japan	22669,59	25592,75	25453,61	29009,32
Italy	20927,19	24224,24	27014,94	27941,55
OECD Countries Average				30838,45

Reference: World Bank Education Database,

<http://databank.worldbank.org/data/reports.aspx?source=Education%20Statistics>, Date of Access: 10.18.2017

As seen in Table 1, the starting annual salary of primary teachers in Turkey, France, Japan and Italy is lower than the average of OECD countries. In addition, the table indicates that the salaries of teachers in Germany are well above the OECD average. Table 2 shows the starting annual salary amount of a teacher working in secondary public institutions.

Table 2. Annual teacher salaries at initial level in secondary public institutions (in US dollars)

Countries	Years			
	2000	2005	2010	2015
Turkey	11353,85	18178,68	23780,10	27285,00
USA	27751,00	32367,45	37266,83	43677,70
France	22358,45	25960,40	27420,37	31499,39
Germany	37393,78	45021,87	53962,67	61589,02
Japan	22669,59	25592,75	25453,61	29009,32
Italy	22657,38	26107,65	29121,71	30121,92
OECD Countries Average				33823,82

Reference: World Bank Education Database,

<http://databank.worldbank.org/data/reports.aspx?source=Education%20Statistics> Date of Access: 10.18.2017

Table 2 shows that the starting annual salary of secondary teachers in Turkey, France, Japan and Italy are lower than the OECD average. In addition, the table indicates that the salaries of teachers in Germany are well above the OECD average. The level of development of countries and the importance they give to education have an influence on their different salary policies.

PISA 2015 data, which assess the teacher salaries of countries with student achievements, presents a different dimension. Figure 1 shows PISA Reading, Science and Mathematics scores for 2015 and average teacher salaries for eight countries.

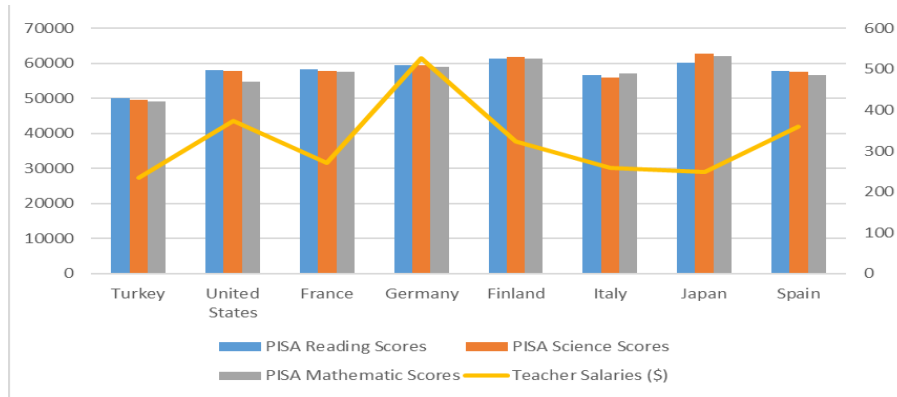


Figure 1. PISA scores of 2015 and teachers' salaries

As seen in Figure 1, Turkey is the country with the lowest PISA scores and teacher salaries. When Finland and Japan are examined, it can be seen that the teacher salaries of these countries, which have the highest scores, are not the highest among the other countries. Moreover, Germany, which has the highest salary, does not have a high percentage in the PISA exam scores. In sum, the salary policies that countries implement are not the only reason that increases success; additional indicators are also necessary for student success.

Conclusion and Discussion

Models related to teacher employment and the conditions of employment models are important in the preference of the teaching profession. This research, which aimed to investigate teacher employment processes in Turkey and some countries and to reveal the relation between teacher employment processes and educational qualities, concludes that teacher employment models have different conditions.

Teachers in Turkey are evaluated differently according to their employment types after obtaining a bachelor's degree. Permanent and contracted teachers are employed according to the scores they receive from national examinations and the interview process following this. In paid teacher and substitute teacher models, however, local and temporary employment processes are applied more often and district national education directorates assume more active roles in the process. Similar to Turkey, Germany, France and Japan have a teacher selection test at the national level. Again similar to Turkey, France and Japan hold interviews in addition to the exams. While a more centralized structure is employed in the employment of teachers in these countries, teacher employment in the US is completely different from the ones in these countries. An evaluation of the process of employing teachers in the United States shows that a decentralized system, in which local governments take more active roles, is adopted across the US. The system in which the employment processes among the states differ depends on local demand.

As in all areas, teacher employment should be assessed within the supply and demand balance. Cooperation between teacher training institutions and institutions that

employ teachers will prevent the surplus or deficit in the number of prospective teachers, and significantly reduce the problems in the employment process. Steps such as teacher training, which constitute a significant part of countries' education systems, need to be carefully assessed.

Development of the qualifications in the teaching profession depends on the creation of employment policies which are consistent with the reality of our country, take into account national and international developments and are based on objective measures. The employment policies and current practices in Turkey also directly affect the occupational motivations of teachers. This reduces the quality of education by affecting the attitudes and behaviors of teachers.

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