



EXAMINING THE TEACHER TRAINING PROGRAMS IN TURKEY UNDER THE LIGHT OF INSTRUCTORS VIEWS

Behçet ORAL¹, Sedef SÜER²

¹Prof. Dr, Dicle Üniversitesi, Ziya Gökalp Eğitim Fakültesi, oralbehcet@yahoo.com

²Araş. Gör, Dicle Üniversitesi, Ziya Gökalp Eğitim Fakültesi, sedefsuer@gmail.com

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ABSTRACT

The history of teaching profession dates back to ancient times and educating qualified teachers has always been seen as an important issue in all communities and ages. Qualified teachers have been said to affect the success in the education systems to a great extent. Moreover, the subject of educating qualified teachers has a relation with the quality of the teacher training programs. In this context, examining the system and process of teacher education and restoration of the current system in accordance with the needs of our age can be said to have a vital importance. For these reasons, the aim of this study is to investigate the instructors' views on curriculum and student admission, training and graduation systems of the teacher training institutions in Turkey. By this way, existing problems of these institutions can be identified and some suggestions can be provided. With this aim, the researchers interviewed with 15 instructors working in Ziya Gökalp Education Faculty in Dicle University in the teaching and learning year of 2014-2015 and whose study field is especially on educational sciences. The descriptive analysis was used in order to analyze the data obtained from the interviews with instructors. The results of the analysis showed that the instructors are of the opinions that by taking the central exams as the only criteria for accepting students to teacher training programs and assigning system for graduate teachers are not appropriate practices and these kinds of practices negatively affect the training process of these institutions. Moreover the instructors mentioned that training the candidate teachers with certificate of "teacher profession knowledge" is scientifically and pedagogically inappropriate and this kind of implementation negatively affect the quality of the teachers. Finally, the instructors emphasized that there is a serious deficiency of planning process in teacher training politics in Turkey and this kind of deficiency of planning negatively affect the quality of the universities and the teacher training programs.

Keywords: the instructors, teacher training programs, teacher training.

TÜRKİYE'DE ÖĞRETMEN YETİŞTİREN PROGRAMLARIN ÖĞRETİM ELAMANLARININ GÖRÜŞLERİNE GÖRE DEĞERLENDİRİLMESİ

ÖZ

Öğretmenlik tarihi çok eskilere dayanmakta ve nitelikli öğretmen yetiştirme, her çağ ve toplumda eğitimin önemli konularından biri olarak görülmektedir. Nitelikli öğretmenin eğitim sistemindeki başarıyı büyük ölçüde etkilediği ifade edilmektedir. Nitelikli öğretmeni yetiştirmek de öğretmen yetiştiren programlarının niteliği ile doğrudan ilgilidir. Bu bağlamda, öğretmen yetiştirme sistemi ve sürecinin incelenmesi ve mevcut sistemin çağın gereklerine uygun olarak sürekli iyileştirilmesinin önem arz eden bir husus olduğu söylenebilir. Bu sebeple, bu çalışmada öğretim elamanlarının öğretmen yetiştiren kurumlardaki öğretim programları ve bu kurumlara öğrenci kabul, öğretmen aday yetiştirme ve bu adayları mezun etme süreci ile ilgili görüşlerinin belirlenerek mevcut sorunların belirlenmesi ve çözüm önerileri geliştirilmesi amaçlanmıştır. Bu amaç doğrultusunda, 2014-2015 eğitim öğretim yılında, Dicle Üniversitesi, Ziya Gökalp Eğitim Fakültesi'nde görev yapan eğitim bilimleri veya alan eğitimi alanında çalışmış toplam 15 öğretim elamanıyla görüşme yapılmıştır ve elde edilen veriler betimsel analiz yöntemi kullanılarak analiz edilmiştir. Yapılan analizler neticesinde; öğretim elamanlarının öğretmen yetiştiren kurumlara öğrenci kabul ve mezun etme sisteminin pek etkili işlemediğini ve bunun da bu kurumlardaki eğitim sürecini olumsuz etkilediğini, formasyon eğitimi verilerek öğretmen yetiştirmenin farklı fakülterlere taşınmasının bilimsel ve pedagojik açıdan uygun olmadığı ve son olarak da Türkiye'deki öğretmen yetiştirme politikalarında ciddi bir planlama eksikliği olduğu ve bu planlama eksikliğinin de özellikle üniversitelerin ve programların niteliğini olumsuz yönde etkilediği görüşünde oldukları belirlenmiştir.

Anahtar Kelimeler: öğretim elemanı, öğretmen yetiştiren programlar, öğretmen eğitimi.

1. INTRODUCTION

Teachers play undoubtedly an important role in bringing up new generations as knowledgeable, competent and self-sufficient people. Accepted as a blessed job all over the world, profession of teaching takes a crucial responsibility in shaping new generations and societies. So, being the core of the educational system, the teachers play a leading role in transmitting culture and values of the societies to upcoming generations (Eskicumalı, 2002). The history of the teaching dates back to very old times and bringing up qualified teachers has always been seen as an important issue in all communities and ages. Qualified teachers have been said to have a substantial impact on the success of the education systems. Moreover, the subject of bringing up qualified teachers has a relation with the quality of the teacher training programs. In this context, examining the system and process of teacher training and restoration of the current teacher training system in accordance with the needs of our age can be said to play a vital role in training qualified teachers to achieve the aimed success at educational system.

There are many reasons for the failure in education. However, when thought as the executors of the top level political decisions, the teachers can be seen as one of the most important factors of educational failure. Teachers are thought to have a crucial power and place in modernization and proliferation of educational institutions. Because of this reason, the issue of teacher training has become one of the most important educational challenges and the authorities have attempted to solve these challenges in Turkey since the middle of the nineteenth century.

The issue of teacher training in Turkish Educational System has been one of the crucial topics for the society and country since the establishment of the Republic of Turkey. In the republic period, a large number of qualified teachers were needed as at that time the existing number of teachers was far below the required number and most of the existing teachers who could not get rid of the habits of the Medreseler had been the graduates of primary school or School of Darülmüallim which give 1 or 2 years educations for teacher training (Akyüz, 2013: 382). Because of these reasons, the duty of teacher training was carried out by different kind and level of teaching institutions at that time (Başkan, 2001). In the early years of the republic period, especially in rural regions “Village Teacher Schools” attempted to meet the need of qualified staff like teachers (Binbaşıoğlu, 1999).

With the 1739 numbered National Education Basic Law which was published in 1974, the decision of training teachers for all level via higher education was taken and with this law education institutions and higher teacher schools with two years of training were established (Üstüner, 2004). With the 2547 numbered Higher Education Law which was published in 1981 all the teacher training institutions previously affiliated to the Ministry of Education and Universities were all incorporated under Universities affiliated to Higher Education Council (YÖK) on 20th June of 1982. At this point, while Higher Education Schools with four years of training were transferred to Education Faculties, Educational Institutions with two years of training were transferred to Education Colleges (Yüksek Öğretim Kurumu, 2007). Then the study period of all these schools were extended to four years in 1989 (Başkan, 2001).

With the 4th November 1997 dated decision Higher Education Council as in the other world countries restructured the Education Faculties in order to catch up with the social developments and improvements (Akyüz, 2013). This was achieved as a part of Teacher Training Project carried out by a cooperation of Higher Education Council and the World Bank. This Project attempted to modify the programs of the education faculties to suit the requirements of school structures in National Education System (Aydın, 1998). With this project the programs of teacher training departments were standardized by Higher Education Council and the departments were allowed to determine only the elective courses during the four years of training process (Çakır, Kan & Sünbül, 2006). This project was put into effect in 1998 and the arrangements have continued to function since then. In the existing system students are admitted to teacher training programs via central exams conducted by OSYM. After completing at least 152 credits in courses of teacher training programs which last four or five years, teacher candidates are assigned to a state school based on the grade they take from another central exam called KPSS (Başkan & Aydın, 2006).

In Turkey a lot of fundamental changes have been carried out at teacher training programs and thanks to these changes a lot of progress has been achieved in the process of enhancing the quality of the teacher training and solving the existing problems. However, it is not possible to say that teacher training programs have reached the expected and targeted level yet. One of the indicator is the failure in the results of such international exams as PISA, TIMMS and PIRLS. When these international exams are taken as a criteria, it will not be appropriate to see the teachers as the only reason for the failure. As a matter of fact the process of education has these three components: teacher, student and teaching programs. The stronger relationship between these three components, the more qualified and efficient education can be obtained. By this way targeted success can be achieved (Arslan & Özpınar, 2008). Another reason for the teacher training programs' restoration need is the discussion of whether it is appropriate to assign the students graduated from the other faculties whose main aim is not training the teachers. As a result of mentioned reasons restoration and evaluation of the teacher training programs are crucial. So, the views of instructors who actively take part in teacher training on this issue is important.

In this study, it is aimed to identify the existing problems of the systems and providing resolutions advisory on the basis of examining the curriculum and student admission, training and graduation process of teacher training institutions under the light of instructors' views. In this general context, the answers to the following questions are investigated:

1. What are the views of the instructors about the student admission systems to the teacher training programs in Turkey?
2. What are the views of the instructors about the training process of the teacher training programs in Turkey?
3. What are the views of the instructors about carrying the resources of teacher training to some other faculties with the practice of the certificate of "teacher profession knowledge" in Turkey?
4. What are the challenges and problems occurred in teacher training programs in Turkey according to the instructors?

5. What are the views of the instructors about teacher assignment system in Turkey?

2. METHOD

In this part of the study, explanations about the design of the study, participants, instruments and data analysis are presented.

2.1. Research Design

This study performed with the aim of determining views of the instructors working in Ziya Gökalp Education Faculty in Dicle University in Turkey about the teacher training programs is based on a qualitative approach. Qualitative research can be defined as a study design which follows a qualitative path directed at realistic and holistic disclosure of the perceptions and events in their natural settings through qualitative data collection methods such as observation, interview and document analysis (Yıldırım & Şimşek, 2011).

2.2. Participants

The study group of the study consists of 15 instructors working in Ziya Gökalp Education Faculty in Dicle University in the teaching and learning year of 2014-2015 and whose study field is especially on educational sciences. In order to include the instructors working at different fields and departments maximum variety sampling method has been used.

2.3. Instrument

The required data for the study is collected via oral interview. After researchers had examined related literature, a draft interview form was formed, consisting 4 personal information and 10 open ended questions. Then, the draft form was presented to three instructors whose study field is educational sciences and in parallel with the instructors opinions 3 open ended questions were extracted from the form. In this way final form consisting 4 personal information and 7 open ended questions was prepared. The required data for the study was collected in line with this final form. The researchers asked the each question on the form to the instructors via face to face semi-structured interviews and then responses obtained from the instructors for each question were recorded on the form.

2.4. Data Analysis

In this study descriptive analysis was used as the conceptual framework of the study had been decided previously (Yıldırım & Şimşek, 2011: 223). In the process of data analysis, a general qualitative approach using constant comparative analysis to uncover patterns and themes within the obtained data was used. When considering the questions on the interview form, main themes were determined as such: the student admissions to teacher training programs, the training process in teacher training programs, the practice of the certificate of "teacher profession knowledge", the problems and challenges in teacher training programs and the teacher assignment system in Turkey. In order to provide reliability of the data analysis, the views of the instructors were numerated. In order to provide validity, first of all views under each theme had been analysed personally by each researcher and then compared with one another. While the analysis upon which the consensus reached was written directly, we consulted to another expert for the analysis on which disagreement appeared. Moreover, for the internal validity of the study, the fact that the

analysed views repeated more than one which are consistent and meaningful in themselves was taken as a criterion.

2.5. Constraints

This study is constrained with:

1. The views of the instructors working at Ziya Gökalp Education Faculty of Dicle University in Turkey,
2. The data obtained via interview form.

3. FINDINGS

The findings of the study are presented under the themes of student admissions to teacher training programs, training process in teacher training programs, practices of the certificate of "teacher profession knowledge", problems and challenges encountered in teacher training programs and teacher assignment system.

3.1. Student Admissions to Teacher Training Programs

When the instructors' views about the student admissions to teacher training programs were analysed, the instructors are of the opinion that by taking the central exams as the only criteria for acceptance to teacher training programs is not an appropriate practice. Most of the instructors also mention that central examinations are inevitable consequences of the systems where the number of candidate students are far above the needed one, however at least baseline score should be put as a prerequisite for choosing candidates to the teacher training departments if the practice of choosing students via central examinations go on to be applied.

... It is too difficult to make any chances in the current system. Anyway, the more qualified students can be selected to study in our departments by putting high baseline score for choosing teacher training programs (The instructor 8)...

Moreover, most of the instructors were of the opinion that the current student admission system does not work effectively, the central examinations should not be seen as an adequate criteria and apart from the central examinations, some kinds of certain specified criteria should also be asked for accepting students to teacher training programs. Most of the instructors also mentioned that after the central examinations the students should be subjected to an oral interview in which the students' personality, interest, talent, social communication skill and teaching and learning proficiencies are tested.

... I think the exams should be conducted hierarchically. First of all, I suggest that faculties of education should conduct their own examinations or they should put a certain baseline score for studying teacher training programs. This baseline score should'nt be low and should encompass all the current central exams' content. As a second phase an oral interview should be conducted in which inventories are performed to assess the students' personality, interest and teaching proficiencies (The instructor 9)...

Although the instructors think that there must certainly be a kind of oral interview, they seemed to be worried about that this kind of system may lead to favoritism and string pulling. So they warned authorities to take the necessary precautions in case of adopting the system they had mentioned.

... Students acceptance to education faculties should be done via serious examination which can be shortly named as a criteria and examination based system. There should be upper secondary schools training students for the profession of teaching and the students having graduated from these upper secondary schools should only be allowed to study the programs in education faculties. The students need to get a higher score than the baseline score. Then the students should be interviewed orally and assessed seriously by a committee. The members of the committee should be assigned from the different universities in order to avoid any kind of favoritism and string pulling (The instructor 10)...

Another point the instructors emphasized is that the candidate students should be prompted to choose the profession of teaching at an earlier age. In order to do that previous upper secondary schools for training teachers called Anatolian Teachers High School should be reestablished and the students having graduated from these high schools should only be allowed to study the programs in education faculties. With this application the more qualified students could be included to teacher training programs.

...There should be upper secondary schools training students for the profession of teaching. The students should be selected to these upper secondary schools via examinations after having graduated from the lower secondary schools. There should not be so many upper secondary schools training students for the profession of teaching. While the students having graduated from these upper secondary schools with a high score should be allowed to study in education faculties without any examination, the others should be allowed to study in education faculties after having exposed to an examination system (The instructor 1)...

3.2. The Training Process in Teacher Training Programs

When it comes to the training process, the quality of training process doesn't seem to be good at all because of some problems arised from the current system. Moreover, the quality problem of the training process appeared to mainly caused by the inappropriate implementations of student acceptance and graduation process. So, the instructors emphasized that the required changes need to be urgently done in order to solve the existing problems.

...The training process of the teacher training programs can not be said to be in good quality. As there are existing problems in the teacher acceptance system, the problems also occur in the process and output of the system. Moreover, that talented students don't choose the profession of teaching affect the quality of the process too. There is not any standardization in the process. The standards and criteria of being a qualified teacher haven't been determined. There should be a standard accreditation. The fact that whether the duration of the training should be 4 or 5 years doesn't make any sense, what is important is the quality of the education and training in the process (The instructor 13)...

The instructors also highlighted the deficiency of coordination between the theoretical and practical courses which they meant theoretical knowledge given to the students doesn't work in practical courses and in teaching profession. The instructors attributed this problem to these reasons; the courses are heavily given on theoretical approaches, the students aren't given chance of practising adequately and the existing practical courses aren't supervised sufficiently. So this kind of teaching method turn the students to an inactive recipients in teaching and learning process.

...Most of the instructors working in universities are unaware of teaching and learning approaches. The courses are mostly taught with a teacher centered approaches and they are more in theoretical base but less in practical one. After having

taken the theoretical courses the students can not transfer their knowledge to the real classrooms. So the students can not be creative (The instructor 5)...

After having taken the theoretical courses the students aren't be able to take the practical courses as intended quality and level. For example; neither the instructor nor the guidance counselor deal with the students who go to schools for practice and internship (The instructor 3)...

3.3. The Practice of The Certificate of "Teacher Profession Knowledge"

When the instructors' views about the practice of the certificate of "teacher profession knowledge" were analysed, most of the instructors were of the opinion that training the candidate teachers with this kind of certificate is scientifically and pedagogically inappropriate and this kind of implementation negatively affect the quality of the teachers. Moreover, instructors mention that in case of the continuation of this certificate, more serious and scientific training progress (master degree) should be followed.

...Training the students for the teaching profession shouldn't be the concern of the literature and science faculties. It should be the concern of the only education faculties. Nevertheless; if the students still would be accepted from the different faculties, they have to be trained at least for two or three years as in the European countries. After having been accepted to education faculties the students need to have the psychology of the teaching profession. The existing system is inappropriate so the courses belonged to the educational sciences should be extended not squeezed (The instructor 11)...

3.4. The Problems and Challenges in Teacher Training Programs

As for the problems and challenges encountered in teacher training programs, the instructors think that: There is a serious deficiency of planning process in teacher training politics in Turkey and this kind of deficiency of planning negatively affect the quality of the universities and the teacher training programs.

...The problems can be summed up under two topics. The first one is related to the quality of the universities. The existing data shows that there are 102 universities 81 of which are state and the 21 of which are colleges. So these universities have certain troubles in terms of the instructors, physical equipments and opportunity of practice in teacher training faculties (The instructor 4)...

Moreover, the instructors showed the programs as one of the quality problems encountered in teacher training faculties. The instructors stated that the programs followed in teacher training faculties were not up to date and there is an incompatibility between the their theoretical and practical focus as a result of disagreement between the Ministry of Education and The Council of Higher Education.

...The curriculum followed in teacher training faculties aren't up to date. For example, the Ministry of Education added new courses like Ottoman Turkish and Values Education to the programs of the state schools but any regulation for these courses hasn't been done at the programs of teacher training faculties (The instructor 11)...

The instructors mentioned other problems encountered in terms of the programs followed in teacher training faculties as the inequality in terms of the practical and theoretical focus of the programs, while focusing on the theoretical base they give little opportunity for practice. The courses for practising the teaching and internship begin at the very late stages of training. So the instructors showed a common attitude towards such a solution that each university should have its own practice schools.

...The fact that the courses for practising the teaching profession and internship begin at the last year of the training. I advise these courses to be put at the second term of the first year of the training. Another problem is the content of the courses. The course content are generally planned on theoretical base, so I advise the contents to be rearranged focusing on practical base (The instructor 9)...

...The courses for practising the teaching profession and internship can be put at the second or third year of the training instead of the last one. There should be more courses for practising so the candidate teachers can have a some kind of idea about their prospective profession and instution. With this manner the candidate teachers can have positive feelings about their profession. In order to do this, the practice schools should be established within the universities. After having had the theoretical courses, the students can have the practical courses in practising schools (The instructor 3)...

According to the instructors another factor leading to the quality problems encountered in teacher training faculties is the the courses' not being administered by the instructors who are expert and qualified in their study fields. So this caused a negative effect on the quality of the teaching and training.

... The courses related to educational sciences and the other fields are not administred by the expert instructors (The instructor 11)...

...The education related to certain fields haven't been understood properly. The courses related to educational sciences and the other fields are disconnected from one another and the instructors of educational sciences and in certain study fields follow different approaches from one another (The instructor 13)...

3.5. Teacher Assignment System in Turkey

As for the instructors' views about the teacher assignment system, the instructors emphasized the fact that teacher candidates graduated from the teacher training programs need to be assigned to the schools without any examinations.

... How many students would be accepted and trained to teacher training faculties should be planned from the very beginning in relation to the numbers of the teachers needed to be assigned. Each candidate teacher having completed the his/her training process should have begun his/her profession. Assigning candidate teachers to teaching profession via examinations is a result of bad planning in fact (The instructor 2)...

Nevertheless, the instructors acknowledged the fact that assigning the candidate teachers to teaching profession via central examinations is an inevitable result of such systems in which the number of the candidate teachers waiting to be assigned is far above the number of the required ones. The instructors mentioned that the kind of examination performed to select the candidate teachers for the profession is required to be different from the current examination system anyway. So the selection of the candidate teachers should be performed via oral interviews in which the candidate teachers' teaching competencies and behaviours can be assessed and evaluated.

... A selection examination is obligated to be performed as a result of the excessive number of the candidate teachers. However the part of the examination performed to test the theoretical competencies of the study field doesn't serve to its purpose at all. It isn't sensible and appropriate to test the theoretical competencies of the each field via examinations. So the system of

the examinations is required to be reorganized and rearranged. Orally or practically conducted examinations can be performed on condition that they are conducted and performed objectively (The instructor 4)...

... The theoretical competencies of the study field, personality, psyhological wellbeing and a sample of microteaching should be taken into account. It in not apptopprate for candidate teachers to answer the all questions not related to their study of field. For example in the current system the candidate English teachers have to answer the questions related to mathematics (The instructor 8)...

4. DISCUSSION, CONCLUSION & IMPLEMENTATION

In this part of the study, the instructors' views and their suggestions on the themes of study are presented. Along with the instructors' views the results of the study is presented and discussed.

The instructors seemed to be of the opinion that the current student admission system doesn't work effectively and they are rather displeased of this circumstance. The instructors think that the students should be assessed via oral interviews in which the students' abilities, personalities, social communication skills and teaching and learning proficiencies can be tested. This finding is also supported by another study conducted by Tekmen & Acar (2015). As a matter of fact, the candidate students' assessment in terms of their interests, attitudes and talents alongside of the central examinations will positively affect the quality of the graduate students and candidate teachers. It has already been known that the developed countries like Russia, Italy, France, Germany and England expose the candidate students to more than one selection criteria and they particularly select the students to teacher training programs (Küçüköğlü & Kızıldaş, 2012). However, the instructors worry about the implementation of oral interviews in that these kinds of examinations can lead to favoritism and string pulling. So, in order to avoid these they emphasized the fact that assigning the the members of the commitee from the different universities and colleges will be of great value for the examinations to be conducted objectively and impartially.

As for the current teacher training process in teacher training faculties, the quality of the training process is inadequate and this adversely affect the quality of the candidate teachers and upcoming teachers too. The instructors showed two main causes of the quality problems in teacher training. The first one is related to the student admission and graduation systems two of which need to be changed and revised immediatly. As a matter of fact when thought as a whole, the system of education is comprised of the elements of input, process and output all of which operate interactively with one another (Koçak, 2014). Any problems erupted in one element will inevitably affect the whole system. Because of this, the problems erupted in the process of student admission to teacher training programs which can be acknowledged as the "input" of the system, will inevitably affect the process of training and graduation too. The second reason the instructors putting forward concerning the quality problem of the teacher training programs is the inadequate coordination between the theoretical and practical courses. The instructors feel that the theoretical knowledge exposed to candidate teachers do not work out in the process of practical courses and teaching profession at all. Although the practical courses have been thought to be helpful and useful by the instructors, guidance counselors and candidate teachers, the scientific studies have shown that some problems erupted in practice prevent the these courses to reach their aims (Yapıcı & Yapıcı, 2004; Sarıtaş, 2007; Turgut, Yılmaz & Firuzan, 2008; Ören, Sevinç &

Erdoğan, 2009; Yüksel, 2011; Arkün-Kocadere & Aşkar, 2013). Thus it is a must all of the stakeholders share the responsibility and work cooperatively in order these practical courses to be performed appropriately and so the candidate teachers can be trained and educated qualitatively. In this respect, teacher training faculties and schools should share the responsibility in an equal way (Stephans & Crawley, 1994). The cooperation of the faculties and the schools is a system comprised of various components. It is a vital for the system to work appropriately and efficiently provided that the erupted problems can be noticed in time and required reformative precautions are taken promptly (Köroğlu, Başer & Yavuz, 2000).

The instructors have been observed to be of the opinion that the practice of the certificate of "teacher profession knowledge" opening the door of the teaching profession to graduates of the other faculties, is a scientifically and pedagogically inappropriate implementation and this kind of implementation adversely affect the quality of the teachers in fact. In his study with the instructors working in science and literature faculties, Yüksel (2011) found the fact that the instructors complained about the education they had with the practice of the certificate of "teacher profession knowledge" and inefficiency of the program. However, the practice of the certificate of "teacher profession knowledge" is criticized not only by the instructors but also by the candidate teachers, the graduates of the science and literature faculties working as a wage school teachers. Moreover this program is thought to be inappropriate implementation in the system in which even the graduates of the teacher training faculties don't have the chance of the assignment to their profession (Yılmaz & Altınkurt, 2011; Dalgıç, Doyran & Vatanartıran, 2012). In the past, different kinds of implementations have been adopted in order to train and educate teachers in Turkey. While some of these implementations yielded favorable results in terms of satisfying the needs for the teachers in the short term, they failed to contribute to the teacher training system in the long term. With its problems and deficiencies our teacher training system hasn't been established scientifically well grounded yet so the efforts of canalizing the graduates of the other faculties to the profession of teaching will promote the existing problems and the quality problem of the teachers (Erarslan & Çakıcı, 2011).

The instructors are observed to focus on two main problems concerning to the question of what kind of problems they have encountered in teacher training institutions. The instructors specified the first problem as a deficiency of serious planning in teacher training policies. They also emphasized this deficiency in planning results in certain paucities at the quality of the instructors, physical environments and application areas. In their study, Yılmaz & Altınkurt (2011) expressed eliminating the detected deficiencies of equipments and physical properties could contribute to the targeted success in education. Educating and training the teachers demand a great deal of interest and responsibility most of which concerning to the instructors and teacher training institutions (Arslan & Özpınar, 2008). However, Okçabol (2004) in his study stated the instructors were found to be inadequate in terms of using the academic information and teaching methods they teach in their own courses by the candidate teachers, the teachers and the instructors. Because of these reasons, Çobanoğlu & Kasapoğlu (2010) advised Higher Education Council to review and revise the whole curriculum of the teacher training institutions and provide a sophisticated support for the instructors via "training the trainers" who are the teachers of the

prospective teachers. Moreover, the second problem the instructors focused concerning the problems in teacher training institutions is the problem of the curriculum. The instructors mentioned that the programs followed in teacher training institutions aren't up to date which was the result of disagreement between the Ministry of Education and Higher Education Institutions, the unbalanced focus of the theoretical and practical aspects of the programs and the initiation of the practical courses at the last grade which is thought to be very late. The fact that problem of the program followed in teacher training institutions fails to educate the qualified teachers has been touched by different studies too (Arslan & Özpınar, 2008; Çobanoğlu & Kasapoğlu, 2010; Yılmaz & Altınkurt, 2011). As a matter of fact, the expectations of the curriculum and teacher training applications is required to be in conjunction with one another in order to provide qualified education in schools (Arslan & Özpınar, 2008). So the first step can be the establishment of the practice schools in universities as the instructors suggest.

The instructors emphasized that the teacher candidates graduated from the teacher training programs need to be assigned to the schools without any examinations with the help of serious long term planning of needs for teachers. However, the instructors don't disregard the the application of central examination which is the inevitable result of excessive numbers of candidate teachers waiting to be assigned. The main objective of effective choosing process is to assign the qualified teachers for the teaching profession and in this way providing efficient education. However, by taking the populist decisions, the forced needs and conditions have always determined the teaching assignment system in Turkey (Erarslan, 2006). It is a big handicap for the education system to canalize the those who have chosen the profession of teaching randomly or by force to that profession via the assignment system implemented by the populist decisions. As a matter of fact, no one can think of an efficient education system with no qualified teachers. As a result, a country without a well grounded education system can not achieve its targeted improvements and developments (Özdemir & Yalın, 1998). Thus, the instructors recommended the candidate teachers to be assigned to their profession via oral or practical examinations assessing teaching competencies and behaviours in order to choose the qualified teachers giving direction to the future of the education and the country.

From the results and findings of the study, we offer:

1. In the process of student admission to the teacher training programs, along with the central examinations, the students' interest, desire and attitudes towards teaching profession should be assessed.
2. The existing practice of the certificate of "teacher profession knowledge" should be revised and implemented with a more scientific and serious process.
3. More serious need analysis should be done in the process of teacher training and assignment.
4. The programs of the teacher training institutions should be reviewed and revised continuously. Moreover, the balanced theoretical and practical aspects of the programs should be ensured.

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