

## Opinions of Educational Administration Academicians on the Future of the Teacher Training System in Turkey<sup>1</sup>

Kenan Işık<sup>2</sup> & Ferudun Sezgin<sup>3</sup>

### Abstract

The goal of this research is to do an ontological and epistemological analysis of current situation and future problematic areas in terms of organizational extents, of the operation of educational processes, and of the history and social bases of teacher training by analyzing the current situation of the teacher training system in Turkey, and thus, shedding light to the future of the teacher training system. In this research, qualitative research method was used and the phenomenological method was adopted. To determine the participants, purposeful sampling and relevant criterion sampling and maximum variation sampling methods were used. The data of the research was gathered with the semi-structured interview form created by the researcher. The data gathered from the research was examined in detail in terms of organizational extents and the structure of teacher training in Turkey was analyzed as a whole system. With this purpose, by determining the problematic areas of teacher training, education faculties where teachers get their training and programs that provide teacher training were analyzed; the question about how to achieve a unique teacher training structure was discussed and dead-ends of the teacher training system were questioned in terms of their philosophical basis both epistemologically and ontologically. According to the findings of the research, it was seen that there are quantitative and qualitative problems in every dimension of teacher training in Turkey. As a result, considering the own reality of Turkey, it is needed to develop a qualified teacher training system with the solid epistemological and ontological ground in there.

**Keywords:** Teacher training, education, educational administration, ontology, epistemology.

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- 2 Gazi University, Ankara, Turkey, fatihlikenan@gmail.com, ORCID: 0000-000 2-3513-1938
- 3 Prof. Dr. Gazi University, Ankara, Turkey, ferudun@gazi.edu.tr, ORCID: 0000-0002- 7645-264X

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## English Version

### Introduction

In the historical process, the teacher training system has always been a matter of debate both in Turkey and the world. The issues of how and where a teacher should be trained, of their qualifications, and the question about how can they acquire such qualifications and in which process they can do so forms an important field for debate (Aydın, Sarier, Uysal, Aydođdu-Özođlu & Özer, 2014; Balcı, 2008; Commission of the European Communities [CEC], 2007; Ellis, 2010; Hacettepe University, 2017; Küçükali, 2011; Lewis and Young, 2013; Milli Eğitim Bakanlığı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü [MEB ÖYGM], 2017a; Nuland, 2011; Oancea and Orchard, 2012; Suzuki, 2014; Şişman, 2009; Ünal and Özsoy, 2010; Winch, 2012; World Bank, 2011; Yüksel, 2012). With the debates on teacher training in Turkey, it is stressed that the teacher training system is problematic due to its objectives, existential goals (Turan, 2006; Yıldırım, 2011), aims and philosophical bases are not being created, and these cannot get over the effect of the politics on them (Erdem, 2015; Özođlu, 2010; Özođlu, Gür and Çelik, 2010; Şişman, 2009; Yaman, 2018; Yüksel, 2012). It is constantly expressed that the teacher training system is not being evaluated as a whole, that there is a neglect in the quality of system due to quantitative problems, there are repetition and imitation in the scientific studies and that the goal and objectives expected from the teacher training are sacrificed because of non-strategic daily politics (Çalışkan, 2013; Karşlı and Güven 2011; Özcan, 2013; Özdemir, 2013a; Şişman, 2009; Türk Eğitim Derneđi Bađımsız Düşünce Kuruluşu [TED-MEM], 2014, 2015a, 2015b, 2016, 2018a; Yücel-Toy, 2015).

The teacher training system in Turkey is criticized in terms of competences like “subject-matter knowledge, the theoretical basis for professional education, pedagogical formation and general knowledge” at one hand, and of its mission such as “mentality” on the other. It is also expressed that, there are problems because of the education given is not national as before and it is not preferred because of financial reasons (Ayas, 2009; Baki, 2010; Özdemir, 2013b; World Bank, 2011). Again, some recent researches have shown that the teachers are not being trained in international standards (Özcan, 2013; Özođlu, 2010), that the graduates of the relevant fields have not an educational mindset that comprises of the national education goal of Turkey and that teachers and administrators have philosophical thoughts shaped according to the daily political conditions (Ayas, 2006; Kavak, 1999; Yıldırım and Vural, 2014). It is required to create a Turkish education system in which the potential of the teacher is discovered during the teacher training process and this potential is used for the sake of the society as well as a system in which training teachers is considered as an existential problem (Özcan, 2011, 2013; Yıldırım and Vural, 2014).

It is stated that there are important problems in the teacher training field in the many countries of the world as well as in Turkey and that the context, curriculum and the period of study are inadequate (Cochran-Smith and Fries, 2008; Darling-Hammond, 2006a; Lewis and Young, 2013; Munthe, Malmo and Rogne, 2011). It is demanded that the studies for empowering and supporting teachers in order to help them to develop themselves in their professional careers (CEC, 2007; Darling-Hammond and Rothman, 2011; Kincheloe, 2004; Oancea and Orchard, 2012), that the pedagogical formation is to be very good and that quality of teacher is increased (Tirri, 2014; Wiseman, 2012). It is also expressed that there is a need to attach more importance to cooperation between schools and faculties training teachers and to school-based learning (CEC, 2007; Darling-Hammond, 2006a; Ellis, 2010; Eđitim Reformu Giriřimi [ERG], 2016; Lewis and Young, 2013; World Bank, 2011). On the other hand, it is stated that there is a need to increase the status of the teaching career (Niemi and Lavonen, 2012; Oancea and Orchard, 2012), and accordingly to give an education like in the master and doctorate degree for the teacher training process (Darling-Hammond, 2006a; European Trade Union Committee for Education [ETUCE], 2008; Niemi and Lavonen, 2012; World Bank, 2011). The goal of teacher training, the need for policy-makers and executives to focus more on the teacher training (Bullough, 2014; Lewis and Young, 2013), since there are problems in terms of philosophical bases and current paradigms (Kincheloe, 2004; Winch, 2012; Zeichner, 1983), the need for more professionalism in the teaching career (Ingersoll and Merrill, 2011; Tschannen-Moran, 2009) and teacher training process' having a national feature (Nuland, 2011; Suzuki, 2014) were emphasized. Besides, it is proposed to evaluate different cultural accumulation and to give a master-based teacher training education both nationally and internationally and to provide teacher mobility (CEC, 2007; Suzuki, 2014; Tirri, 2014). However, the financial problems, failure to create a balance between supply and demand, and a centralistic structure in the teacher training system continues to pose a problem in many countries (Education Information Network in the European Community [Eurydice], 2012; Ingersoll and Merrill, 2011; World Bank, 2011).

Universities have the right to train teachers since 1982 in Turkey. Even "Teacher Training and Faculties of Education (*Öđretmen Yetiřtirme ve Eđitim Fakólterleri*)" report of Council of Higher Education (YÖK) indicated that the important measures like a four-years increase in primary school teaching department's period of study, faculties of education and faculties of arts and sciences having some innovations, and graduates of faculties of art and sciences were being subject to pedagogical formation (Kavak, Aydın and Akbaba-Altun, 2007) were taken, it is seen that the problems in teacher training system continues (Özođlu, 2010; řiřman, 2009; Yılmaz, Altinkurt and Çokluk, 2011). In the report of World Bank (2011) that underlined the problems of the teacher training system in Turkey, it is stated that teachers are a very important component of labor for a country, but in Turkey, the demand for teachers is not met and that the current teachers are young, inexperienced and inefficient. Again, when the current teacher profile of

Turkey is analyzed, it is seen that 49,3% was younger than 35 years and 52,7% had less than 10 years of experience, leading the result that Turkey is below the Organisation for Economic Co-operation and Development (OECD) member averages (MEB ÖYGM, 2017a). On the other hand, it is expressed that the quality in the in-service training is low, that educational financing is controversial when it is questioned in terms of efficiency and equality, that the attractiveness of teaching career is lowered because of a decrease in the quality of prevocational training and in the wages leading it's not being preferred by the successful students. It is also reported that the institutions training teachers in Turkey are unable to increase the interaction, practice and school-based educational quality and that there is a need for a modern and dynamic educational environment. It is finally proposed that it is required to increase the quality of the teachers which are the most important variable of school in affecting the student success rate (Eurydice, 2013; TEDMEM, 2014).

Besides the problem mentioned in the relevant reports, the selected paradigms' being problematic during the restructuring process of teacher training programs (Aksoy, 2013; Yıldırım, 2011), insufficient inspection, evaluation and accreditation studies (YÖK, 2007), lack of environment and professors in the faculties and lack of harmony between actors (Eret, 2013; Kıldan, İbret, Pektaş, Aydınöz, İncikabı and Reçepoğlu, 2013; Öztürk, 2010; Şahin and Beycioğlu, 2015; Yıldırım, 2013) were also seen as problem. On the other hand, it is required to create a solution for teacher training by seeing the big picture instead of discussing some sub-dimensions of it. In this sense, basic subjects like providing self-sufficiency of teachers, creating teacher standards and planning the education system in this respect, developing programs and curriculums suitable to the necessities of the time, improving education methods and ways, designing teacher environment as school-based and as convenient to learning in the workplace, having adequate teaching practices, choosing the candidates who love the career, providing supply-demand equilibrium and forming a successful teaching staff that will evaluate these conditions should be discussed (Eğitimciler Birliği Sendikası [Eğitim-Bir-Sen], 2014; Eret, 2013; Kıldan et al., 2013; MEB ÖYGM, 2017b; Özcan, 2013; Yüksel, 2012).

Within the Turkish education system, the faculties of education as basic organizations training teachers are held responsible for teacher training. Because of that, first, there is a need to solve the problem of the faculties of education to solve the problems in teacher training. The lack of mentality that attaches primary focus on the faculties of education in the teacher training causes problems to be continued (Aydın et al., 2014; Duman, 2006; Erdem, 2013; Özoğlu, 2010; Yıldırım and Vural, 2014). In this sense, it is stressed that teacher training should be considered as a higher education problem, that the current centralist structure should be changed and faculties of education should be more autonomous (Aksoy, 2013; Erdem, 2015; Kavak et al., 2007; Özoğlu, 2010; Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı [SETA], 2014; Yıldırım, 2013; Yılmaz, 2017) and that teacher training which is currently seen inefficient should be given



in a level which master and doctorate degrees offer (Ayas, 2006; Erdem, 2013; Kıldan et al., 2013; Maden, 2014; Sözen and Çabuk, 2013; Yavuz, Özkartal and Yıldız, 2015). According to Erdem (2013), for faculties of education to have a positive and powerful image, it is required that there is an effective organizational image and operation which is suitable to its goal and that it has a preferable organizational image in the society. Also, it is required that organizational image, organizational communication, and organizational behavior should be in a level that it deserves instead of the one that is perceived. In this respect, to give a teacher training convenient to national and international standards there is a need to solve the problems about the certificate programs of pedagogical formation occurred in the faculties of arts and sciences and to improve the quality of the teachers (Eğitim-Bir-Sen, 2014; Erdem, 2015; Özcan, 2013; Şahin and Beycioğlu, 2015; TEDMEM, 2015a, 2015b, 2016; Yavuz, et al., 2015; Yıldırım and Vural, 2014; Yılmaz, 2017).

There is a need for specifying the conceptional frame of the field based on the organizational theories and for retracing the problems in order to see the problems as a whole, to analyze them systematically and to propose some solutions related to the field. According to Yıldırım (2011), the approaches of educational organizations towards teacher training are based on specific hypotheses which show the teacher training paradigms of the societies. According to Weick (1979), organized societies can see teacher training as a “program problem” and can reach to the problem with the focus on subject matter knowledge and on lessons. On the other hand, according to Cochran-Smith and Fries (2008), societies can have behaviorist understanding and see teacher training as a “training problem”. They can also bring observable and measurable educational abilities into the forefront or can see teacher training as a “learning problem” and focus on the concepts, subject matter knowledge, and methods. If organizations consider teacher training as a “political problem”, they focus on student success as output (Yıldırım, 2011). In this sense, teacher training reforms created independently from academicians and administrators of educational facilities by policymakers in recent years in Turkey is perceived as an imposition and because of that there are variations in the goal of teacher training system (Grossman, Önkol and Sands, 2007; Turan and Şişman, 2013; Türkan and Grossman, 2011). Accordingly, it is required to focus on the paradigms of transformation that is created by teacher training process in Turkey and take these as a whole in terms of goal, structure, process and nature sub-dimensions as Bursalıoğlu (2015) put it.

Even there are some reforms in recent years, some of the structural problems that higher education and thus, faculties of education have continued (Çetinsaya, 2014; Grossman et al., 2007; Grossman and Sands, 2008; Türkan and Grossman, 2011). There are problems in planning the program, structure, and operation of the faculties of education and in deciding the teacher training will be done by who and how and by which method in Turkey. Besides, there are still debates about the organization, evaluation, and inspection of faculties of education and about the lack of coordination between YÖK and MEB (The ministry of national

education) (Aksoy, 2013; Gür and Çelik, 2009; Özoğlu, 2010). The instabilities in the reforms made are seen as a great problem and the problems occurred in the process of system cannot be evaluated as a whole (MEB ÖYGM, 2017a; Şen and Bandyopadhyay, 2010). In order for an organization to have a creative thought, it is required that teacher training reforms should be done with a people-oriented management philosophy (Awbrey, 2005; Hofstede, 1991; Lundberg, 1996; Schein, 1990). In discussing sub-dimensions of organizational climate such as teacher training system, organizational encouragement, administrative support, the flexibility to agree with the decision, communication, team support, autonomy and leadership styles (Ekvall and Ryhammar, 1998; Erol, 2014) are important for the success (Phelan, 2001). However, creating policies with the mentality of “those who know can teach” affects the faculties of education negatively, and constant changes in the programs lower the status of the teacher in society. This situation results in that the teaching career has a terrible image. The decreasing dignity of the teaching career is also distorting the climate in the schools (Aksoy, 2013; Özoğlu, 2010).

In Turkey, there is a lack of modern teacher training system that can create a solid basis and can lead to community development (Yıldırım, 2011; Yıldırım and Vural, 2014). The failure to create this philosophical basis in the teacher training system requires educational sciences experts to discuss the meaning and existential goal of the teacher training with a holistic view.

### **Purpose**

Teacher training system is one of the most important structures of Turkey that was created in order for the national education system to make sure the education processes operate smoothly. In terms of their purpose, the institutions training teachers are the institutions that need to be maintained. However, it is seen that there are quality and integrity problems in the teacher training system and that the immediate problem-solving policies and wrong application of some decisions caused the system to have an inefficient, solid basis. In this sense, the goal of this research is to determine the current situation and problems of the teacher training system based on the remarks of the teacher training academicians who have past experience on the subject in Turkey, to propose solutions for the future and do an ontological and epistemological analysis on the history and social bases of the teacher training system. In parallel with that, these sub-problems were tried to be solved:

1. What are the primary problems of teacher training in Turkey?
2. What are the epistemological and ontological problems of teacher training in Turkey?
3. In Turkey, what institutions should be basic in teacher training?
4. Under its own reality, how an autonomous structural model for a good teacher training system can be achieved in Turkey?

## **Method**

### **Research Design**

In this study that aims to analyze the opinions of educational administration academicians on the future of the teacher training system in Turkey qualitative research method was used. Qualitative researches are the researches in which qualitative data collection methods such as observation, interview, and document analysis are used and that a qualitative process aiming to present perceptions and incidents in their natural environment with a realistic and holistic way (Creswell, 2007; Yıldırım and Şimşek, 2011). In parallel with that qualitative research method was chosen because it aimed to examine the phenomena we are aware of but do not have deeper and detailed analysis in its sense (Merriam, 2013). In this research, the phenomenological method was adopted. Phenomenological perspective is in the center of qualitative research (Mayring, 2000). During the creation of the institutional structure in data analysis of this study, the purpose, structure, process and climate sub-dimension of the school offered by Bursalıoğlu (2015) were taken as a basis. During the making an ontological inference from the opinions of educational administration academicians, new ontology benefiting from the concrete data and scientific studies while explaining the current situation was preferred.

### **Participants**

In this study, a sample from the educational administration academicians that are focused on teacher training was created by using the purposeful sampling and relevant criterion sampling and maximum variation sampling methods were used. In this respect, purposeful sampling was chosen since it allows a deeper study on situations that seems to offer rich information. In parallel with that, maximum variation sampling method that will help to maintain variants of the individuals that can be a part of the problem and criterion sampling method that contains some criterion that was specified before to study all situations were preferred (Yıldırım and Şimşek, 2011). In purposeful sampling, the researcher can specify the best participants according to the purpose of the research by using his/her own standard of judgment (Balci, 2015). In this regard, it is found necessary to take the opinion of the educational administration academicians at first place that has a doctorate degree in the field of educational administration for a comprehensive analysis of the future of the teacher training system in Turkey and for explaining the subject deeply in terms of its context. Accordingly, 15 of 70 professors who are working under the educational administration department of several universities in Turkey were asked for a meeting. In addition to 13 professors that gave a positive response, 2 associate professors were included and meetings with 15 academicians in total were realized.

### **Development of Data Collection Tools**

In order to gather the research data, literature review as the qualitative research method (document analysis) and interview method were used. A semi-structured interview form was developed for interviews by the researcher. In order to create the interview form, Turkish sources and foreign literature were scanned in detail and points related to the subject of the research were specified. In annex 1, the problematic areas of teacher training were divided into sub-dimensions based on their cause and effect relations with “Ishikawa Diagram” (Ishikawa, 1990) or in other word “Fishbone Diagram” in the phase of the development of the literature knowledge and of the interview form. Purpose, structure, process and climate dimensions (Bursaloğlu, 2015) of the school which is a social system make the framework of the diagram when problematic areas of teacher training are being determined. Four main dimensions of the framework and 24 problematic areas related to these were discovered. Then, in order to prepare an interview form based on the problems discovered; a) a question pool including eight questions was created, b) fifteen of these questions were selected by the academicians and people pioneer in their fields who are not among the participants, c) the selected questions were lowered to eight in accordance with the opinions of six people who have authority in the field of educational sciences and of two assessment and evaluation experts. Again in accordance with the common opinions of the same people, the latest version of the form was controlled and the number of questions was lowered to seven, d) these seven questions were evaluated in terms of their extent, style and efficiency and following these controls, it had the latest form. In the seven questions interview form in its latest form, sound-style questions were used for every main question in order to help people to understand the questions better, to help them to build their ideas in a better way and to prevent misunderstandings. Interview questions are shown in the findings section with the following phrase: “participants were asked main question(s) ...”.

### **Data Collection**

In the research, the data collection process ended by May-June, 2017. Data was collected with the data collection tool developed by the researcher upon the interview with the 15 expert academicians who work for several universities in Turkey. Before the interview, participants were asked for a meeting following the explanation of the subject via e-mail or/and telephone. Interviews are made face-to-face with the academicians in their offices following the specification of a convenient meeting date. An *Interview Contract Form* was signed to make sure that the interview was realized with ethic principles and that the legal rights of the participants on collected data are protected. No inducement and influence were made to the participants and an environment where participants can express their opinion in a relaxed way was created. In order to prevent data loss and save time, interviews were recorded with a tape recorder upon the consent of the participants. Tape-record was started at the beginning of the interview and was

paused at the end of it. Only one participant did not accept the voice recording and as a result of that, the notes were taken by the researcher.

### **Data Analysis**

Interviews are copied to the computer and the audio files were precisely transcribed by the researcher. With these means, both the audio file and word file in which transcription take place were obtained. While data acquired during the interview was being analyzed, the relevant literature was read carefully and long answers given by the participant academicians was shortened without affecting its original meaning. Finally, 185-pages data set belongs to fifteen participants were acquired. In order to make sure that the analysis is correct and impeccable, interviews were also followed with written documents during the listening process of the audio files.

The text files of interviews were sent to the participant academicians via e-mail following necessary measures are taken on their preparation in a true and impeccable way. The relevant files were controlled by the participants and then sent back to the researcher upon corrections. In the text files that are sent back, it was seen that only minor corrections that do not affect the meaning such as typos were made. Upon the comparison between the text files edited by the participants and the original files, necessary corrections were made and text files gained their last form.

At the end of these processes, gathered data was analyzed by the researcher under the framework of the research. In order to ensure privacy in the process of analysis, participants were referred to as the abbreviation of *Academic Staff (A)* and given numbers from 1 to 15. Then, acquired data was analyzed by grouping according to the themes. Determined themes were specified based on the literature and the codes related to these themes were tried to be solved in accordance with the research principles. Determined themes were analyzed by using descriptive analysis method. The data acquired in the descriptive analysis are summarized and interpreted based on the themes specified before. Data may be managed either according to the themes that questions revealed or by taking questions and dimensions used during the interview and observation into consideration. Determined themes may be changed in necessary situations within the scope of sub-dimensions acquired with codings on the process of data analysis. Descriptive analysis is used in the researches in which the conceptual structure was determined explicitly before. On the other hand, some of the acquired data is transmitted directly since it is believed that direct quotations make up a better way to reflect the opinions of the individuals in the qualitative evaluation. In the descriptive analysis, it is aimed to reach a conclusion following the examination of cause and effect relations of findings and to present them to the readers in an edited and interpreted way (Yıldırım and Şimşek, 2011). As Yıldırım and Şimşek (2011) suggested, in the last phase of the research, acquired themes and sub-themes were submitted for a person's review who is expert in qualitative research

and determined themes were exposed to inter-coder reliability analysis. In this phase, inter-coder reliability was calculated by using the formula  $\text{Reliability} = [\text{Agreement} / (\text{Agreement} + \text{Divergence})] \times 100$  (Miles and Huberman, 1994). These acquired data were analyzed on the qualitative analysis program MAXQ-DA 12.

## Findings

In this section, the findings acquired based on the analysis of the sub-problems were interpreted and discussed through associating them with local and foreign research results.

### 1) Findings on Primary Problematic Areas of Teacher Training in Turkey:

Based on the remarks of the participants, themes, and codes related to primary problematic areas of teacher training were given in Table 1.

Table 1.

*Primary Problematic Areas of Teacher Training in Turkey*

Themes	Subcategories	<i>n</i>
The purpose of teacher training	The policies adopted in teacher training	13
	Lack of teacher training philosophy in Turkey	10
	Problems in role and function of faculties of education	2
The structure in teacher training	Supply-demand equilibrium in teacher training and employment problems	14
	The methods for assignment and choosing of teachers	11
	The program and methods applied in teacher training	10
	Pedagogical formation practices	8
	The inefficiency of the institutions training teacher	4
Teacher training process	The quality of the teacher and the staff trains them	11
	Inspection, evaluation and accreditation problems	7
	Problems in continuing professional development and in life-long learning	4
The climate in teacher training	Problems in candidacy and in compliance training	1
	Problems in organizational culture and in creating a positive organizational climate	1

The main question “What are the primary problem areas of teacher training in Turkey?” was asked to participants with two sound-style questions that are (a) Qualitative problems and (b) Quantitative problems. The related parts to ans-

wers that are seen special and important are summarized by the own words of the participants. All the participants, but one ( $n = 14$ ) expressed that Turkey has a problem of employment in teacher training and that because of this planlessness supply-demand equilibrium is not met. It is seen that, in Turkey, the problems in teacher training continues in both qualitative and quantitative dimension. However, quantitative problems are emphasized in 1 of 13 categories, while the qualitative problems are stressed in the remaining 12 categories. According to these findings, it may be said that the problems in teacher training are concentrated in qualitative dimensions such as purpose, structure, and process. The participant  $A_1$  says: "There are many problems in teacher training, which one should I say". As the participant,  $A_1$  and the other participants expressed there are many problems in teacher training and the current situation of it in the education system is one of the most serious problem areas.

a) *The Purpose in Teacher Training*: Most of the participants expressed that the following points are problematic: "the policies adopted in teacher training" ( $n = 13$ ) and "the lack of philosophy in teacher training in Turkey" ( $n = 10$ ). One of the participants  $A_1$  expressed that we are unable to create a universal policy by saying: "It is a real problem that teacher training policies do not reflect national and worldwide realities." On the other hand,  $A_5$  expressed that MEB do not have an employment perspective and that the teachers to be trained do not have the qualifications they should have.  $A_{10}$  emphasized that there is "confusion about the policy choice" in teacher training in Turkey. Besides, according to  $A_9$  "there is no teacher training model and policy in Turkey since any four-years university graduate can be a teacher." The participant also sees the core of the problems in teacher training in "Turkey's inability to create extensive policies and the discussions are only boiled down to discourse."

b) *The Structure in Teacher Training* According to participants, the structure is among the basic problems in teacher training in Turkey. In this meaning, "supply-demand equilibrium and employment problem in teacher training" ( $n = 14$ ), "Methods for choice and assignment of teacher" ( $n = 11$ ), "The methods and programs applied in teacher training" ( $n = 10$ ), "pedagogical formation practices" ( $n = 8$ ) were seen as important problematic areas. In parallel with that  $A_5$  expressed that we do not have an employment perspective that will ensure the supply-demand equilibrium in the future, and  $A_{12}$  saw the reason for it in lack of solid cooperation between MEB and YÖK. In this meaning, participant  $A_2$  stated that there is no solution to supply-demand equilibrium problem because of "social demand approach" while six participants ( $A_1, A_2, A_4, A_5, A_7$  and  $A_{11}$ ) expressed that there are an excessive amount of faculties of education. Eleven participants ( $n = 11$ ) expressed that there is no qualified selection method in choosing between the teacher candidates.  $A_3$  expressed that the system runs a little bit randomly, while  $A_1$  and  $A_{13}$  argued that there is no conscious choice.  $A_1, A_2$  and  $A_4$  expressed that there are problems in the system of choice since there is no constant quality in the input while  $A_7$  and  $A_{10}$  remarked that the application method of the exams are problematic.  $A_1$  who is one of the participants expressing there are problems



in terms of programs and methods used stated that faculties of education are not autonomous and are under the control of YÖK. A<sub>5</sub>, A<sub>6</sub> and A<sub>12</sub> stated that programs are unqualified and theoretic.

c) *Teacher Training Process* A big percentage of the participants (n = 11) argued that there are problems with “*The quality of teacher and the staff trains them*” and this situation affects teacher training in a negative way. Almost half of the participants (n = 7) expressed that there are “*Inspection, evaluation and accreditation problems*”. One of the participants A<sub>9</sub> stressed that the staff trains teacher must have practical experience, by expressing “*Wherever you go, those who are not experienced in teaching cannot train teachers*”. A<sub>2</sub> argued that teacher training is not accredited with its all components and that there are current problems while A<sub>9</sub> emphasized the principles that should be included in the modern education, but aren’t present by stating “*there is no concern such as clarity, transparency, and accountability in inspection*”. On the other hand, A<sub>14</sub> remarked that the system stands of a position where it can do own inspection.

## 2) Findings on Epistemological and ontological problems of teacher training in Turkey

Table 2.  
*Epistemological and Ontological Problems of Teacher Training in Turkey*

Themes	Categories	n
Epistemological Problems of Teacher Training in Turkey	Problems related to academical experience and philosophical behavior based on epistemology	10
	Administrative processes discussed in terms of information theory	7
	Problems in the content of the possessed information	6
	Problems in program and features about the curriculum	5
	Problems related to necessary information, abilities, and behaviors in teaching	5
Ontological Problems of Teacher Training in Turkey	Discussing of teacher training in terms of its goals, existential goal and ontological basis	15
	Administrative policies discussed in terms of ontology	12
	Questioning the quality of academicians and teachers in terms of ontology	10
	Problems related to the uniqueness of the teacher training structure	9
	Discussion on the social status and prestige of teaching career	5

a) *Findings on Epistemological Problems of Teacher Training in Turkey or on its Dead-end*: The participants were asked the main question “*What are*

*epistemological (knowledge theory) problems or dead-ends of the teacher training in Turkey?"* and the four sound-style questions which are (a) *In terms of knowledge, competence, ability, value, behavior and manner that will be given during the teacher training process,* (b) *in terms of content and amount of the knowledge possessed,* (c) *in terms of general and special competencies teachers should have,* (d) *in terms of the assessment and evaluation systematic towards giving knowledge and abilities to teachers.* The related parts to answers that are seen special and important are summarized by the own words of the participants.

The large part of the participants ( $n = 10$ ) expressed that there are “*problems in terms of academical experience and philosophical behavior based on epistemology*”. Five of the participants ( $A_1, A_2, A_3, A_8,$  and  $A_{12}$ ) stated that there is a need to benefit from the academical experience and know-how and not to ignore these. Moreover,  $A_2$  argued that faculties of education must have an educational philosophy. On the other hand,  $A_8$  expressed that there is a need to create large scale teacher training policies in cooperation and consensus of those who are affected while  $A_3$  remarked that there is a situation in which experience is ignored and know-how is not evaluated by saying “*We need to do reforms which is a word we love instead of a revolution in which we uproot the past.*”  $A_{12}$  stressed that there are problems arisen from non-continuous policies by expressing “*Historically speaking, we are failed to proceed in an evolutionary way since every time we started over by abolishing the old system and creating the new one.*” On the other hand, five participants ( $A_{10}, A_{12}, A_{13}, A_{14},$  and  $A_{15}$ ) argued that there is no determined stand on teacher training in Turkey, resulting in confusion. Also, three participants ( $A_9, A_{10},$  and  $A_{13}$ ) expressed that Turkey has not teacher training philosophy while two participants ( $A_9, A_{13}$ ) remarked that a special model based on the social needs, cognition style and structure of Turkey were not created.  $A_9$  expressed that “*there is no eclectic and epistemological base even there is some sort of know-how and experience present.* In the same direction,  $A_{12}$  criticized the system by stating that “*from the 1950s to 1981 there was a teacher training system in institutes subject to MEB, but then universities were included to the system overnight. It is asked that the past experience should be adapted to the new system of universities, but no change was made in 35 years.*” The participant also expressed that there is a confusion in the cognition style of Turkey by saying “*We always do zig-zags like should we adopt American model, or British model, or maybe the one Continental Europe has.*”  $A_{10}$  remarked that there is a need for free thought by stating “*We need men who have a free and scientific mentality that specified in national education main code.*” On the other hand, five participants ( $A_2, A_5, A_9,$  and  $A_{14}$ ) argued that there are epistemological mistakes in the approach of Turkey towards teacher training in terms of employment. Nearly half of the participants ( $n = 7$ ) find administrative processes problematic in terms of epistemology. Three participants ( $A_8, A_{13}, A_{14}$ ) expressed that there are planning problems in administrative processes of teacher training in Turkey while another three ( $A_{11}, A_5$  and  $A_{15}$ ) stated that administrator assignments are made in opposition to the theory of knowledge regardless of the merits candidates have. In addition, two

participants (A<sub>8</sub> and A<sub>15</sub>) advocated that there is a competency problem among the executives. A part of the participants ( $n = 6$ ) expressed that there are problems in the content of the possessed information while four participants (A<sub>6</sub>, A<sub>8</sub>, A<sub>7</sub>, A<sub>9</sub>) think that the problems of Turkey arise from unsuccessful imitation of the Western countries and that because of this the information produced is not applicable, but simply are conceptual and in discourse.

b) *Findings on Ontological Problems of Teacher Training in Turkey or on its Dead-end:* The participants were asked the main question “*What are ontological (existence theory, nature of existence) problems or dead-ends of the teacher training in Turkey?*” and five sound-style questions which are (a) *In terms of “main purpose” of teacher training, (b) In terms of social status and prestige of educational sciences and of teacher training, (c) In terms of “existential goal” of faculties of education, (d) In terms of a teacher training system that is coherent to fundamental goals of national education, (e) in terms of methodological approaches in teacher training.* The important parts of the answers given to this question are summarized below.

All the participants ( $n = 15$ ) agreed with the opinion that teacher training is problematic in terms of its goals, existential goal, and ontological basis. Three participants (A<sub>3</sub>, A<sub>9</sub>, and A<sub>13</sub>) expressed that teacher training in Turkey should be built on a philosophical ground following the specification of its existential goal and purpose and that it should have a healthy structure in its both theoretical and practical meanings. A<sub>7</sub> remarked that there is a contrast between purpose and practice by stating “*When teacher training is evaluated ontologically, we see that there is a confusion in it in Turkey. (...) Turkey needs to review its teacher training policies and remove the deviation between practice and purpose. It is required to make sure that faculties of education operate in accordance with their missions.* In addition, A<sub>9</sub> argued that Turkey has a methodological problem in teacher training, saying “*In a place where every graduate becomes a teacher, there is no need to talk about the faculty of education. (...) Methodological bases of teacher training should be discussed.*” A<sub>10</sub> stressed that there is a lack of eclectic in teacher training, saying “*there is a difference between us and the west; the westerners are evolutionary, but we are revolutionary. (...) We must improve the institutions through evolution. We do not evolve any institutions but are destroying and rebuilding it. Thus, it does not work. Ontology is a long-termed business*” while A<sub>5</sub> pointed out the dead-end which is if teaching career is work or profession by expressing “*Teaching is a profession and must be done professionally.*”

Twelve of the participants ( $n = 12$ ) stated that teacher training in Turkey is problematic because of the administrative policies discussed in terms of ontology. In respect to this, A<sub>10</sub> expressed that there is no philosophical depth in Turkey by stating “*The system is not an accountable system, it gives birth to failure and the culture accepts that while A<sub>13</sub> argued that having not philosophy is the philosophy in Turkey.* On the other hand, six of the participants (A<sub>6</sub>, A<sub>7</sub>, A<sub>9</sub>, A<sub>11</sub>, A<sub>12</sub>, and A<sub>14</sub>) indicated that higher institutions dictate the regulations in teacher training concerning the whole Turkey and that prevailing political approaches increase the problems.

Another problem area is the quality of the academicians. In this sense, a large part of the participants ( $n = 10$ ) presents their opinions as *the lower quality and insufficient professional abilities* in terms of stance, intellectuality, and know-how necessitate an ontological questioning. Again, a large part of the participants states that there are problems related to the uniqueness of the teacher training structure. Five participants ( $A_9$ ,  $A_{11}$ ,  $A_{12}$ ,  $A_{13}$ , and  $A_{15}$ ) expressed that there is a need for an updatable and practicable model in Turkey. The general remark of the participants on the social status and prestige of teaching career is that the teachers themselves will gain back their prestige weakened.

### 3) The Findings on Which Necessary Fundamental Institution(s) That Should be Present in Teacher Training Process of Turkey

Table 3.

*The Necessary Fundamental Institution(s) that Should be Present in Teacher Training Process of Turkey*

Themes	Subcategories	<i>n</i>
The roles and functions of faculties of education in teacher training in Turkey	Faculties of Education must have the primary role in teacher training	12
	Faculties of Education cannot have the primary role in teacher training	3
The necessary fundamental institutions that should be present in the teacher training process of Turkey	Teachers must be trained in the faculties of education	9
	There may be variance in the structure of teacher training	5
	Teacher training must be in the master level	3
	A new model must be created in teacher training	1
The situation of pedagogical formation practices	The practices of pedagogical formation must be restructured	10
	The practices of pedagogical formation must be halted	5

The participants were asked the main question “*Which basic institution(s) should be operated in teacher training in Turkey?*” and five sound-style questions which are (a) *Which roles should these institutions have?* (b) *Which functions should they have?* (c) *How do you assess pedagogical formation practice in the current situation and measures? Which teaching branches should be left only to the faculties of education, which fields should be benefited in terms of practices like formation etc.?* The descriptive analysis of the answers given to this question was made in three main themes as it is seen in Table 3. The related parts to these answers that are seen special and important are summarized by the own words of the participants.

Twelve of the applicants ( $n = 12$ ) stated that faculties of education must have the primary role in teacher training while three of them ( $n = 3$ ) expressed that they should not. Three ( $A_1$ ,  $A_2$ , and  $A_{13}$ ) of twelve participants who expressed faculties of education must have the primary role in teacher training said “*faculties of education should have wider authority, but it is impossible to train teachers in short-term courses*. In this respect,  $A_5$ ,  $A_{13}$ , and  $A_{14}$  suggested *master education instead of these courses*.  $A_3$  and  $A_5$  emphasized that *other faculties have not a purpose to train teacher* while five participants ( $A_3$ ,  $A_4$ ,  $A_6$ ,  $A_8$ , and  $A_{11}$ ) expressed that *main authority in teacher training should belong to faculties of education*. Besides,  $A_7$  and  $A_{10}$  stated that *the policies not based on solid basis push faculties of education into the background* and that *necessary policies which make faculties of education to have a primary role should be created and the faculties need to ask for that role*.  $A_9$ , who is among the three participants expressed that faculty of education cannot have the primary role, stated that *Turkey does not have a teacher training understanding, so those who employ teachers must have the responsibility* and that *faculties of education are insufficient to meet the expectations and Turkey urgently needs a modern teacher training structure*. While  $A_{12}$  stated that *faculties of education cannot meet the need for a teacher in every field*,  $A_{15}$  emphasized that he/she does not trust faculties of education and that *MEB should have the responsibility in teacher training*.

A large part of the participants ( $n = 9$ ), advocated that teachers must be trained by faculties of education in Turkey while three participants ( $n = 3$ ) stated the teachers must be trained as in master degree. Five of the participants ( $n = 5$ ) emphasized that there is a need for variation in teacher training, while one participant ( $n = 1$ ) said there is a need for a new model.  $A_1$  one of the participants who thought faculties of education should train the teacher said “*graduates of other faculties have lower willingness towards the teaching*”, while  $A_2$  expressed the problem as “*In our country, if teaching is perceived as the easiest career to be achieved, then its prestige is below the zero*.”  $A_3$  states “*faculties of education are not the savior of faculties of arts and sciences, these institutions’ purpose is not to train teachers*.” while  $A_5$  remarked, “*Teaching is a profession, but we see it as a work, this is the problem*.” The common opinion of those advocating there is a need for variation in teacher training is that faculties of education cannot meet all the needs. According to  $A_9$  the curriculum of institutions where train teachers should be prepared either by MEB as the employer or over the consensus of MEB and faculties of education. However, in Turkey, the system is dictated by YÖK.  $A_9$  who see this situation as a deep paradox, there is a need for a new model.

For the question related to pedagogical formation practices, ten of the participants ( $n = 10$ ) say “*pedagogical formation practices must be restructured*” while five participants ( $n = 5$ ) argued that *pedagogical formation should be halted*. In this respect,  $A_1$ ,  $A_6$ ,  $A_7$ , and  $A_{10}$  expressed that financial aspect of the pedagogical formation make up a problem while  $A_6$  expressed “*Unfortunately, they do not object to deterioration of the teaching career in the cause of money. (...) I think*

*that the faculties of education ignore their moral responsibilities here.*” Secondly, A<sub>1</sub> expressed that there is a need for duplication in some branches should be prevented, while A<sub>1</sub>, A<sub>7</sub>, and A<sub>14</sub> emphasized that the student quotas are pretty high just as hope mongering and that because of this the quotas should be lowered. Thirdly, A<sub>1</sub> and A<sub>8</sub> stated that the duration of courses is short and that this should be prevented while A<sub>2</sub>, A<sub>8</sub>, and A<sub>10</sub> argued that the formation programs do not have any standards and principles. Fourthly; A<sub>1</sub> and A<sub>2</sub> indicated that reducing teaching career to short-term courses and to a document received will harm the prestige of the profession, while A<sub>7</sub>, A<sub>8</sub>, and A<sub>11</sub> argued that the problems are notably increased because of the decisions given based on political justifications. A<sub>7</sub> made a warning by saying *“Preventing political pressures may be considered among the measures the government has taken in order to reduce the unemployment rate but there will be a requirement for another quota when the students who have pedagogical formation asked job from the ministry.”* Fifthly, the participants A<sub>1</sub>, A<sub>6</sub>, A<sub>8</sub> and A<sub>10</sub> expressed that there is an injustice in registering at the university between the students of faculty of education and pedagogical formation and that this injustice must be removed; while A<sub>5</sub>, A<sub>6</sub>, and A<sub>12</sub> stated there is a need for controlled quota in faculties of education for those departments have less placement. Sixthly, A<sub>8</sub> argued that formation students have a lower willingness to becoming a teacher, while A<sub>13</sub> and A<sub>14</sub> advocated that formation programs must be in the level master degree offers.

A<sub>3</sub> who stated that pedagogical formation programs should be closed argued: *“A pedagogical formation that you could not control the process and quality of it may cause the depletion of the faculties of education”*. The participants A<sub>4</sub> and A<sub>9</sub> advocated that there is a need for a model in which formation programs are not present. In this direction, A<sub>4</sub> said *“Formation is literally a disaster. With this, we sentence the future of our children to heavy traumas, while A<sub>9</sub> argued “Why formation should be taken from the faculty of education? After all, these are the institutions train them. The thought that 4-years education can be given within 3-6 months is the indicator of the faculties of education is derailed”* by putting faculties of education in the center. On the other hand, the participators coded as A<sub>11</sub> and A<sub>15</sub> argued that the problem is political, thus formation should be halted, while A<sub>11</sub> says *“Everyone pretends here. Let me explain myself clearly. There is literally a political and populist approach”* and A<sub>15</sub> expresses *“There is no need for pedagogical formation in the current situation. Moreover, it is very dangerous. (...) Some universities are favored.*

#### 4) Findings on How Should a Unique Teacher Training Model Be in Turkey's Own Reality

Table 4.

*Dimensions of the Unique Model Tukey Should Have in Teacher Training in its Own Reality*

Themes	Categories	<i>n</i>
What type of selection and assignment?	Providing supply-demand equilibrium with an effective planning	12
	Adoption of multi-selection methods in teacher training	9
	Development of comprehensive and reliable employment policies	6
	Channeling to teaching career and encouragements	5
	Providing harmony and cooperation of actors in teacher training	3
	Employment of enough number of academic staff	3
	Selection of students with a central exam in teacher training	3
What type of institution?	Making more effective training programs	15
	Internal-external audit in teacher training and providing evaluation and accreditation	13
	Improvement of the quality of academic staff	13
	Improvement of financial productivity of institutions training teacher	13
	Effective administration mentality and development of new strategies in teacher training	10
	Realization of structural arrangements of the institutions training teacher	9
	Providing internal audit in teacher training	2
What type of training?	Attaching importance to continuing professional development and life-long learning	14
	Improvement of current curriculum programs	11

In accordance with the opinions of participants on these three themes created, sub-categories, as indicated in Table 4, were generated. The proposed solutions based on the sub-categories generated from these themes and from the opinions of the participants were examined in details with three dimensions. The related parts to answers that are seen special and important are summarized by the own words of the participants.

With the main question *a) What type of selection and assignment?*, two sound-style questions like *(a) Which system should be used in selection and assignment of teacher candidates (b) How can we reach supply-demand equilibrium in teacher training? Which local-scaled and national-scaled policies should be taken on this subject?* A large part of the participants ( $n = 12$ ) thinks that *supply-demand equi-*



*librium should be ensured through effective planning* for having a healthy structure in selection and assignment methods. Six of the participants (A<sub>1</sub>, A<sub>2</sub>, A<sub>4</sub>, A<sub>5</sub>, A<sub>7</sub>, and A<sub>11</sub>) remarked that the number and quality of the faculties of education should be reviewed with effective planning to ensure there is a supply-demand equilibrium. Two participants (A<sub>3</sub>, A<sub>5</sub>) expressed that the state should restrict the supply for the equilibrium, while four participants (A<sub>1</sub>, A<sub>2</sub>, A<sub>5</sub>, and A<sub>8</sub>) stated that it is required to do a need analysis to calculate how many teachers Turkey needs. On the other hand, three of the participants (A<sub>3</sub>, A<sub>4</sub>, and A<sub>9</sub>) argued that a good future perspective on teacher need should be provided with detailed analyses and that these results should be shared with the community. A<sub>5</sub> and A<sub>8</sub> expressed that the threshold for selecting teacher should be raised. Besides, A<sub>2</sub> signed the efficient of sources by saying *“Instead of registering 100.000 students to university and employing 10 percent of them, registering 10.000 to university would make a better policy* while A<sub>12</sub> pointed out that YÖK and MEB should consider teacher training in a better position, saying *“Faculty of education is not a place to leave to coincidences.”* In addition, A<sub>7</sub> advocated that since it is hard to ensure supply-demand equilibrium in the current situation, there is a need to train teachers in an international level so that they can assess the opportunities in abroad, while A<sub>8</sub> emphasized that supply-demand equilibrium should be ensured through the harmony and cooperation of the actors. Besides, A<sub>9</sub> stated that teaching is seen as a regular public service and that this perception must be changed.

Four of the participants (A<sub>1</sub>, A<sub>3</sub>, A<sub>9</sub>, and A<sub>10</sub>) who argued for the adoption of multi-selection methods in teacher training emphasized that it is mandatory to do personality tests for those people who are going to be selected as a teacher through objective assessments. A<sub>1</sub> expressed that teachers should not be selected based on the exams held by ÖSYM (Assessment Selection and Placement Center), while A<sub>1</sub> and A<sub>3</sub> advocated that faculties of education should create ways to choose their own students. On the other hand, A<sub>2</sub> expressed that selection system should be accredited and placement conditions should be found scientifically while A<sub>10</sub> stated that attitudes towards teaching are important. In addition, A<sub>10</sub> and A<sub>13</sub> signed that candidates failed in pre-service educational process should be directed to another field. However, three of the participants ( $n = 3$ ) argued that multi examination methods are hard to apply in Turkey with current situations. The participants coded as A<sub>5</sub> and A<sub>12</sub> expressed that the reason for that is *“the own reality of Turkey”*.

A<sub>3</sub>, A<sub>7</sub>, A<sub>8</sub>, A<sub>10</sub>, and A<sub>15</sub>, argued that there is a need for interview system in addition to exams in student selection and teacher assignments in terms of developing wide and reliable employment policies. However, the same five participants signed that there is a need for development in terms of reliability, transparency, and accountability of interviews and for healthy employment policy, criticizing the application of interviews. Again, the same participants think that the competence of the interview council is very important in having reliable results. In accordance with that A<sub>10</sub> emphasized the current political problems saying *“I see the interview ministry do as favoring and I think that there is a need for a qu-*

alified interview. (...) I think there should be an interview but, interviewers must be qualified and neutral. Besides, empowering of the perception toward the teaching career, transforming this job into profession and employment of enough lecturers in faculties of education are the categories proposed by the participants.

The participants were asked the main question b) *What type of institution?* and the four sound-style questions which were (a) *Which features training programs should carry to increase the effects of teacher training programs of faculty of educations which are the institutions provide the pre-service training of teachers?*, (b) *How inspection, evaluation and accreditation should be in the institutions offer pre-service teacher training?*, (c) *With which sources the teacher training programs should be financed?* (d) *Which specialties (institutional, technical, administrative and practical) should instructors who are working for institutions and programs providing pre-service teacher training have?* Making the training programs more effective was stated by all the participants (n = 15). Nine of the participants (n = 9) expressed that current training programs for teachers should be practice-oriented in order for them to be more effective while four participants (A<sub>1</sub>, A<sub>6</sub>, A<sub>7</sub>, and A<sub>11</sub>) stated that the programs must integrate with the world. Besides, three participants (A<sub>2</sub>, A<sub>6</sub>, and A<sub>10</sub>) argued that there should be social-sciences-weighted programs that everyone reaches a consensus on. On the other hand, A<sub>3</sub> and A<sub>13</sub> advocated that there is a need to attach more importance on pedagogical formation, while A<sub>2</sub> talked about the productivity is need to be increased, and A<sub>13</sub> emphasized that the programs should be accredited in a level based on world standards.

According to thirteen participants (n = 13), internal-external audit in teacher training and evaluation and accreditation should be ensured. In this sense seven of the participants (A<sub>2</sub>, A<sub>3</sub>, A<sub>5</sub>, A<sub>7</sub>, A<sub>9</sub>, A<sub>10</sub>, and A<sub>12</sub>) expressed that the institutions training teachers in Turkey should be inspected by independent bodies, while seven participants (A<sub>6</sub>, A<sub>7</sub>, A<sub>8</sub>, A<sub>9</sub>, A<sub>10</sub>, A<sub>12</sub>, and A<sub>14</sub>) reflected that there should be internationally trusted bodies in the accreditation system. Four of the participants (A<sub>3</sub>, A<sub>5</sub>, A<sub>7</sub>, and A<sub>10</sub>) argued that the audit should not be done by YÖK, while the participants coded as A<sub>2</sub>, A<sub>3</sub>, A<sub>8</sub>, and A<sub>13</sub> there is an urgent need for the establishment of the system by The Organization for Accreditation and Evaluation of the Programs of Faculties of Education (EPDAD) and for it to start its accreditation practices. Besides, A<sub>5</sub> and A<sub>9</sub> expressed that MEB should take responsibility as an employer in the process of accreditation, while the participants coded as A<sub>6</sub>, A<sub>8</sub>, A<sub>11</sub> and A<sub>14</sub> argued that there should be a self-inspection within the institutions. On the other hand, the participants coded as A<sub>10</sub> and A<sub>14</sub> stated that there should be enforcement within the context of an inspection, evaluation, and accreditation. A<sub>2</sub> emphasized that teacher training in Turkey should be accredited with its all dimensions. According to A<sub>9</sub> MEB as the employer in the inspection, evaluation, and accreditation of the institutions training teacher in Turkey must be an independent and internationally objective institution. *It is proposed that the criterion of these institutions and inspection time should be declared before the inspection.* On the other hand, A<sub>12</sub> emphasized that

there is a wrong perception in Turkey, saying *“There are people in faculties of education who object to practices like accreditation. If a new structure, a new system will be established in the faculties of education, quality assurance system must be an indispensable part. There is already an internal audit dimension of the quality assurance system, and there is also an external audit. If the audit is not independent, then we cannot call it as an audit. Today, even the companies ask external audit. There may be those who argue for peer evaluation which peers audit each other. But, you cannot be auditor, judge, and coordinator at the same time.”* Differently, A<sub>1</sub> and A<sub>4</sub> expressed that the external audit is hard to do, so internal audit based on trust would be better. On structural arrangements of the institutions training teacher, A<sub>1</sub> proposed that faculties of education should be transformed into faculties of pedagogy having the main role in teacher training, while A<sub>11</sub> expressed that faculties of arts and sciences should be excluded. Besides, A<sub>13</sub> stated that there is a need for the establishment of a structure that removes the duplication. A<sub>2</sub>, A<sub>6</sub>, A<sub>9</sub>, and A<sub>10</sub> emphasized that there is a need to establish a new structure. A<sub>12</sub> proposed the quick removal of the application, expressing *“I think the fees asked in the pedagogical formation commercialize the faculties of education as well as the training. I strongly reject this. This tears down the prestige of the faculties of education. First, we should get rid of this embarrassing situation.”*

The participants were asked the main question c) *What type of training?* And two sound-style questions which are *“(a) In what level, theoretical, practical and general knowledge should be offered? (b) What to do for a teacher training aiming continuous professional development based on the understanding and philosophy of life-long learning.* In order for Turkey to be successful in teacher training, a large part of the participants (n = 14) expressed that there is a need for improvement in the structure of teacher training such as in life-long learning, continuous professional development, and in current curriculum programs. Six of the participants (A<sub>2</sub>, A<sub>5</sub>, A<sub>6</sub>, A<sub>9</sub>, A<sub>12</sub>, and A<sub>14</sub>) stated that there is a need to plan teaching career as profession, while, again, six participants (A<sub>3</sub>, A<sub>4</sub>, A<sub>5</sub>, A<sub>8</sub>, A<sub>13</sub> and A<sub>15</sub>) expressed that it is required to create a need for continuous professional development in teachers. On the other hand, according to three participants (A<sub>1</sub>, A<sub>5</sub>, and A<sub>6</sub>), there is a need to encourage master education for continuous professional development. While some participants expressed that in-service training is not useful, four participants stated that (A<sub>1</sub>, A<sub>6</sub>, A<sub>13</sub>, and A<sub>14</sub>) faculties of education should have a more effective role. In the sense of the development of current curriculum programs, seventh of the participants (A<sub>4</sub>, A<sub>5</sub>, A<sub>8</sub>, A<sub>9</sub>, A<sub>10</sub>, A<sub>12</sub>, and A<sub>13</sub>) expressed that there should be a balance among the theory, experience and practice of the curriculum used in teacher training in Turkey.

## Discussion and Conclusion

In this research examining the opinions of educational administration academicians towards the future of teacher training in Turkey, all participants expressed that there are both qualitative and quantitative problems in teacher tra-

ining studies. Generally, it was stated that teacher training is one of the most important problems in the education system in Turkey (Kösterelioğlu and Bayar, 2014; Özcan, 2013; Özsoy, 2010; Şişman, 2009; Ünal and Özsoy, 2010; World Bank, 2011; Yücel-Toy, 2015; Yüksel, 2012).

In qualitative means, most of the participants argued that Turkey has not a specific purpose or philosophy in teacher training and that in parallel with this it has no model or approach towards teacher training it adopted. The problems continue; because decision-makers fail to follow the development in the world, a teacher training policy in universal level is not adopted, and future plans are not made in a good way. The problems are deepening because Turkey fails to create a roadmap and holistic teacher training policies, and unable to specify which understanding, philosophy and paradigm will be taken as basis in teacher training (Erdem, 2015; ERG, 2015; MEB, 2009; Turan, 2006). In parallel with the results acquired, Özcan (2016) stated that we have the worst teacher training model since the system is completely a failure. In quantitative means, the participants have reached a consensus on that the most important problems are the failure to ensure there is a supply-demand equilibrium and to create future-projected employment policies. Similarly, in the report of MEB ÖYGM (2017a), this problem is shown as there are independent and single but holistic solutions in terms of student registration and employment in the institutions training teacher in Turkey. Research results have shown that even there are hundreds of thousands of assignments supply-demand non-equilibrium deepens (ERG, 2015; Kıldan et al., 2013; MEB ÖYGM, 2017a; Özoğlu, 2010; Safran, 2014; Yılmaz and Altinkurt, 2011). Abazaoğlu, Yıldırım and Yıldızhan (2016) see the current problem of supply-demand non-equilibrium in not training teachers based on the supply-demand results while Erdem (2013) and Aydın et al., (2014) see it in there is a lack of efficient education planning in terms of the employment of the teachers in Turkey.

According to a large part of the participants, the primary problems are seen in that current programs and methods are inefficient and that there is no practice-theory equilibrium in the programs. The problems in the programs continue because of several reasons such as that there is no synchronization between MEB and YÖK in teacher training programs of Turkey, that the programs are standardized with the strict centralist structure of YÖK, that frequent political interventions and that programs are dictated (Aksoy, 2013; ERG, 2015, 2016). According to Eret (2013), the programs used in teacher training in Turkey is inefficient and the curriculum is abstract. The curriculum should mainly give on to practice. Another problem is the quality of the methods for assignment and choosing of teachers. According to the report of TEDMEM (2015a), one of the most discussed subjects in Turkey is the selection method. Özcan (2016) argued that there is a problem in student selection method of the institutions training teacher in Turkey while the very situation was expressed in the report of Eurydice (2013). According to Özcan (2016), alternative methods like interview should be used in the student selection of faculties of education. Another problem is that

the current situation of pedagogical formation and of institutions training teacher is not being autonomous. In this respect, the decrease in the percentage of employment in specific fields to 5% caused that the investments made on these programs are wasted and that pedagogical formation programs have gone more complicated (Aksoy, 2013; Baki, 2010; Eğitim-Bir-sen, 2014; Erdem, 2015; ERG, 2015, 2016; MEB ÖYGM, 2011; TEDMEM, 2014, 2015a, 2015b, 2016; Yıldırım and Vural, 2014; Yılmaz, 2017). According to the report of TEDMEM (2016), it is a problematic approach that arguing there is a need for highly qualified teachers for the future of Turkey but registering tens of thousands of students every year, though it was reduced and thus giving hope unnecessarily to the youngs.

In Turkey, in terms of the teacher training process, the quality of the teacher and the staff trains them, inspection, evaluation, and accreditation problems are seen important by the participants. In the report of MEB ÖYGM (2017a) it was expressed that there is a need for comprehensive policies to train qualified teachers who can meet the expectations of the society in Turkey, while ERG (2015) emphasized that the quality of teacher is not in the agenda of training policies because there is no development though there are committee decisions. In parallel with these results, the reports international institutions like OECD and Eurydice published mentioned that there is a lack of inspection, evaluation, and accreditation in the educational field of Turkey. According to these reports there are problems because of that Turkey's educational policies are governed by MEB and YÖK since there are highly centralized education system, that lack of autonomy of schools, that independent audit institutions are unable to operate, and that there is no regular internal audit in Turkey (Eurydice, 2006; OECD, 2013).

There are several epistemological problems of teacher training in Turkey. The large part of the participants expressed that there are problems in terms of academical experience and philosophical behavior based on epistemology. These problems are that there is an epistemological confusion because of unfitness between the practices and Turkey's cognition style in the researches done and policies adopted in the field. However, according to Özoğlu (2010) the realization of the practices that are scientifically controversial and that harm the historical experience of Turkey still continue. According to the general remark of the participants, sustaining scientifically controversial practices that harm Turkey's historical experience as a result of ignoring academical experience and know-how in Turkey indicates the epistemological contrast. Besides, a model peculiar to Turkey cannot be created because of the reasons that are being unable to create a philosophical basis since extensive teacher training policies with the cooperation and opinion of the actors cannot be created and that a firm stand is not taken. On the other hand, it is an epistemological mistake to see teacher training as an employment field. These results correspond to the relevant literature (Erdem, 2015; Erkiş, 2008; Kubli, 2010; Küçükali, 2011; MEB ÖYGM, 2017a; Oancea and Orchard, 2012; Özdemir, 2015; SETA, 2014; Şişman, 2009; Yılmaz, 2017; Yüksel, 2012).

Administrative processes should be operated in accordance with the understanding of scientificness, away from the populist administrative mentality (Bursalıoğlu, 2015; Ekvall and Ryhammar, 1998; Erol, 2014; Grossman et al., 2007; Türkan and Grossman, 2011). The participants argued that the assignment of the administrators to the institutions training teacher in Turkey in a way against the knowledge theories, decision-makers' having competency problem and that problematic situations in terms of epistemology are creating problems. Some participants emphasized that there are repetition and imitation in the scientific studies, there are studies that are based on unstable, impracticable and unsuccessful imitation of the Western countries, and as a result, the information produced is simply conceptual and are in discourse. These results acquired correspond to the results of the researched conducted on teacher training in Turkey (Akyüz, 2006; Ayas, 2006; Çalışkan, 2013; Kavak, 1999; Özcan, 2013; Özdemir, 2013a; Ünal and Özsoy, 2010; Yılman, 2006; Yılmaz, 2017).

Turkey needs platforms in which it can present the philosophy and strategy of the system, model to be applied, and paradigms to be adopted on the teacher training. In these platforms, there should be ontological and epistemological queries on the teacher quality, training style and which knowledge and competency a teacher should have. There is a need to produce planned solutions by guaranteeing freedom of thought of lecturers and of faculties of education which are inward-oriented (Erdem, 2015; Özdemir, 2015; SETA, 2014; TEDMEM, 2018c; Yılmaz, 2017). In this sense, all participants argued that teacher training in Turkey is problematic in terms of its purpose, existential goal and ontological basis, proposing teacher training should be discussed ontologically in terms of its methodological bases.

Nuland (2011) and Suzuki (2014) advocated that the programs training teachers should have a national structure as a result of detailed analyses based on comprehensive national policies. In this way, specifying the meaning of the teaching career, choosing a way of evolutionary renewal focused on collective relation between art, philosophy, and sociology, having an ideal national spirit, and ensuring stability in programs and curriculum by creating strong national policies may be proposed. Lewis and Young (2013) stated that there is a necessity for a rational evaluation of educational policies with multi-mechanisms by policy-makers. However, the participants indicated that higher institutions dictate the regulations in teacher training concerning the whole of Turkey and that prevailing political approaches increase the problems. Turkey needs platforms in which it can present the philosophy and strategy of the system, model to be applied, and paradigms to be adopted on the teacher training (Erdem, 2015; Özdemir, 2015; SETA, 2014; Yılmaz, 2017). Besides, in this research, the participants find the structure of teacher training in Turkey problematic in terms of its uniqueness. In this way, it was stated that there is a need for a renewable and applicable teacher training model in Turkey and that the problem should be taken into consideration ontologically, epistemologically and methodologically. In parallel with that,



it can be said that there is a need for education policy and political ideology that will provide a healthy teacher training structure in Turkey.

It is also expressed that there is a need to choose people who are convenient for teacher training field in Turkey and to question the system for making it more efficient (MEB ÖYGM, 2017a; Safran, 2014). On the other hand, it is signed that academicians should meet important criterion like having an education in doctorate level, be decisive about self-development and eager to cooperate and believing in the conceptual frameworks of the teacher training programs (Darling-Hammond, 2006a; Eurydice, 2013; Özcan, 2011) and that they have knowledge about teaching career, practical experience, and competency in methodology (Aksoy, 2013; Eret 2013; Şişman, 2009). In this sense, according to a large part of the participants, the quality of academicians and teachers should be questioned in terms of ontology. Because there is questioning on the social status and prestige of teaching career. Therefore, it may be questioned why there is a failure in selecting convenient people to the teaching career since the teachers themselves are the one who decreases the prestige of the teaching career.

Faculties of education which carry the pre-service training mission creating the first step of the teacher training are very important institutions. In this sense, an academic attitude and stand on the problematic Turkish education system are expected from the faculties of education. In order to realize this, there is a need for efficient strategies, consistent and sustainable policies and a platform in which opportunities and threats of the 21st century offer may be well interpreted. (Gümüşeli, 2013; Özdemir, 2015). According to the general opinion of the participants, faculties of education must have the primary role in teacher training in Turkey. In this respect, there is a need for the establishment of a healthy structure in which all actors who have an effect on teacher training took place with their common opinion and cooperation. However, the important point here is that the faculties of education manage this process well instead of just taking roles as Yılmaz (2017) stated. There should be a philosophy of Turkey towards teacher training and opinion which all actors training teacher adopt and argue for. In this meaning, there is a need for the establishment of a structure with common opinion and cooperation of all actors of teacher training in order for Turkey to solve its problems in teacher training and for faculties of education to realize their main roles. To establish this structure, important decisions were taken with the document of “2023 Education Vision” by MEB (MEB, 2018). Application of these decisions is vital.

According to Gümüşeli (2013), creating programs with political thoughts in an unplanned manner and providing graduates of other faculties with the opportunity to become teacher corrupt the teaching which is a very strategic career. In the report TEDMEM (2018b) published, it is argued that there is a need for teaching career code since the profession is very important and that the teachers should be trained in the faculties of education. In this sense, pedagogical formation programs are highly criticized, because of some reasons such as that they



pose a threat for the success of the education system since they were created with inconsistent policies without doing any need analyses, that they cause candidates to have unnecessary expectations, that giving the training in short time lowers the efficiency, that it is a demode concept not meeting today's requirements, and that they affect the programs of the faculties of education negatively (Dönmez, 2016; TEDMEM, 2014, 2015a, 2015b, 2016; Yıldırım and Vural, 2014). On the other hand, in the report ERG (2015) "*Current situation and challenges in teacher policies*", it was stated that the graduates of pedagogical formation are not behind the graduates of the faculties of education in terms of career satisfaction and academic success. However, in the report of next year named "*Teachers: Background report*" the opposite was advocated and it was stated that with the current situation of pedagogical formation certificate programs, qualified teachers cannot be trained (ERG, 2016). Based on the findings acquired in the research, it is seen that the purpose of faculty of arts and sciences is not training teacher and that because of the political decisions taken there is a "deviation in goals" in these institutions. Some of the participants stated that the graduates of these programs cannot be trained as a teacher with short-term courses and certificate programs and that the teaching is a professional career. As a conclusion, these programs either should be restructured (ERG, 2016; Özoğlu, 2010; TEDMEM, 2016) or be halted (Abazaoglu et al., 2016; Aksoy, 2013; Baki, 2010; Özcan, 2016; TEDMEM, 2014; Yılmaz, 2017). Because of these current problems, MEB took a decision to create a master level "Teaching Career Specialization Program" instead of halting the "Pedagogical Formation" (MEB, 2018). However, the decisions taken were not started to be applied yet.

According to the participants, it is important to give teaching education in master level at least, to recommend doctorate, to perceive it as a profession in terms of international competition and to plan it in accordance with that. In this sense, it is seen that qualified education increases success as it is seen in the following examples: 45% of the teachers in the USA have master degree (U.S. Census Bureau, 2012; Darling-Hammond, 2006b), in order to become a teacher in Hong Kong it is required to have a master degree (OECD, 2012), it is mandatory to do master in Finland (Niemi and Lavonen, 2012) and this situation contributes to the success of countries (Niemi and Jakku-Sihvonen, 2011; OECD, 2014). When the related literature reviewed it is seen that at least a period between four and six years of master degree education was suggested (Aykaç et al., 2014; ETUCE, 2008; Eurydice, 2012, 2015; Maden, 2014; Özcan, 2011; TEDMEM, 2016; Yavuz et al., 2015).

Generally speaking, participants expressed that Turkey should change its selection and assignment methods in order to establish a unique teacher training model in its own reality. As a suggestion to this problem, it is expressed that there is a need for efficient human resource planning, ensuring the supply-demand equilibrium, analyzing needs upon leaving social demand approach, sharing teacher needs with the community, reducing the numbers of the faculties of education and supply, and increasing the minimum passing score for the registration to

the universities to increase the input quality. On the other hand, they stated that restructuring pedagogical formation certificate programs and faculty of arts and sciences in parallel with their establishment goals would decrease the problems in selection and assignment dimensions. In many kinds of research, parallel opinions to these results were expressed (Abazaoglu et al., 2016; Aydın et al., 2014; Çelik, Yurdakul, Bozgeyikli, and Gümüş, 2017; MEB ÖYGM, 2017a; Yılmaz and Altinkurt, 2011).

The method of student selection may be shown as one of the most important obstacles before teacher training in Turkey (Özcan, 2016). In order to solve this problem, there is a need for multi-selection methods like examination, interview, and product file both in the entrance to university and to the career as well as other specified methods like preparation for the career and trial on-the-job. In this respect, the academic success of candidates, their literacy level, personal characteristics, their behavior towards the teaching career, their motivations and communication skills should be taken into consideration (Barber and Mourshed, 2007 Eurydice, 2015; MEB ÖYGM, 2017a; Safran, 2014). These results correspond to the results of this research. However, three participants argued that it is hard to apply multi-selection methods because of Turkey's own reality. On the other hand, current practices of interviews in Turkey are criticized by the participants and this is seen as an important policy problem. They advocated that there should be an interview context and interviewer committee selected based on the objective and scientific principles.

There is a necessity for cooperation and synchronization of MEB, YÖK, faculties of education, ÖSYM and Ministry of Development in order to give an end to the problems based on selection and assignment in teacher training of Turkey (Aksoy, 2013; Özdemir, 2015; Özoğlu, 2010; SETA, 2014; TEDMEM, 2016; World Bank, 2011). A<sub>10</sub> who emphasized that Turkey has extensive experience in teacher training argued that there would be a success with the cooperation and the healthy policies.

In terms of the question “*What type of institution?*” effectiveness stands out. According to the report “*The teaching profession in Europe*” by Eurydice (2015) there is the integration of three key components which are academical knowledge, providing applied class experience, and teaching abilities and approaches that completely support the students in the most effective programs training teachers. In this respect, a large part of the participants emphasized that it is required to make current programs used in teacher training practice-oriented, to accredit the programs in world standards, to ensure that they are social-sciences-weighted and everybody reached consensus on them and to design them based on the teacher competencies.

A large part of the participants stated that it is required to do an internal-external audit, evaluation, and accreditation in teacher training. In this way, international institutions also emphasized that the institutions training teacher should also be audited by independent bodies rather than YÖK, be accredited

by the institutions which are internationally reliable and in parallel with this, that there should be a self-inspection and enforcements. (Eurydice, 2012, 2015; Glass, 2014) Besides, based on the findings of the research, there is a need to increase the efficiency of EPDAD which operates currently, and a need for MEB to take responsibility as the employer.

It is also stated that in order to improve the teacher training structure in Turkey, it is mandatory to finance these with public funding. However, these funds may be supported by the projects that universities will create and there should be a stricter financial inspection to use the resources more efficiently. Besides, in order to give more efficient administrative mentality in the institutions, it is required to develop comprehensive strategies with cooperation, to adopt an accountable and transparent administrative mentality, to take trust-oriented decisions away from political necessities, to avoid discrepancy between practice and discourse, to change the centralistic structure of YÖK and to provide economical and academic autonomy to universities (Aksoy, 2013; Eurydice, 2012; OECD, 2012, 2018; TEDMEM, 2015a).

*In terms of the question what type of training should be there*, continuing professional development and life-long learning are seen important in Turkey Teacher training system should help trainings to be more attractive by supporting development with continuing and consistent policies in order to ensure teachers to have life-long learning opportunities (Aleandri & Refrigeri, 2014; European Commission [EC], 2017; Eurydice, 2015). In this respect, most of the participants expressed that there is a need to create continuous professional development opportunities for teachers. For this reason, it is required to plan the teaching career as a profession and encourage master education with planned continuous professional development. It may be important that faculties of education take place in life-long learning studies. In a way of supporting this opinion, MEB took the decision to create accredited certificate programs via universities in in-service training (MEB, 2018). In-service training studies should be intellectual and people-oriented on the basis of need analysis.

Most of the participant expressed that current curriculum program should be enriched in terms of practice by ensuring the balance among the theory, experience, and practice in teacher training in Turkey. Besides, in order to catch the success in teacher training, there is a need to apply different program models and to adopt policies to test the efficiency of these programs based on the results of the researches (Aksoy, 2013; Özcan, 2016). On the other hand, the curriculum applied in the teaching career should be convenient to the curriculum teachers are assigned to follow in the institutions where they work.

## Suggestions

For YÖK and decision-maker;

1. It is proposed to create a unique structure having solid philosophical bases with the cooperation of YÖK, MEB, The Ministry of Industry and Technology, ÖSYM, scientist who worked in the field of educational sciences, and all the affected actors in order for Turkey to compete in international level on the field of teacher training. In this anthropocentric structure to be created, education in master or doctorate level may be proposed in order to become a teacher in Turkey.
2. It is proposed that extensive planning should be done by tackling problems about teacher training in Turkey in a complete way and that the results should be shared with the community.
3. It is required that faculties of education have the main role in teacher training and that become more autonomous with increased authority and responsibilities. For the fields in which faculties of education do not produce graduate, it is also proposed that graduates of the other faculties may meet the teacher need if they have a master education.
4. Quantitative problems in teacher training in Turkey is still continuing. In order to overcome these problems, it is proposed that there should be planning which is presenting future projection in short, middle and long terms in order to ensure there is a supply-demand equilibrium, and that this is shared with the community. Another alternative to overcome quantitative problems is to examine the number of faculties of education and their distributions. Employing enough number of academic staff in order to raise the success of the institutions training teacher is very important, but if this condition is not met, new faculties should not be opened.
5. Equilibrium between practice and theory in the current structure of teacher training in Turkey is seen as an important problem. In order to overcome this problem, it is proposed to create a structure that ensures the equilibrium between practice and theory.
6. Current certificate programs of pedagogical formation are seen as one of the important problems in teacher training because of its operation, directionlessness, the lack of inspection and controversial practices. Sustaining pedagogical formation certificate programs in the current form damages the reputation of the teaching career and leads to ethical problems. Because of that, it may be proposed that pedagogical formation certificate programs are restructured to master level.
7. Practical inexperience of academic staff who is working in the programs training teachers may be seen as a threat to the future of the teacher training. Therefore, practical experience may be a condition for the employment of academic staff.
8. In order to make programs training teachers more effective, it may be proposed to pay attention to important factors like academical knowledge, practical class experiences, educational abilities that support stu-

dents fully and modern education approach. In this way, the current programs training teacher in Turkey may be practice-oriented. Besides, it is proposed to accredit the programs in world standards, to ensure that they are social-sciences-weighted and everybody reached consensus on them and to design them based on the teacher competencies.

9. It is suggested that there should be internal and external audit and assessment in teacher training, that these works are done independently from YÖK, that there are accreditation studies practiced by the institutions internationally reliable.
10. Because of the current situation in Turkey, it is expressed that institutions training teacher should be financed via public funding, but can be supported by the projects and researches universities produce. It is emphasized that the sources are used with a more effective administrative mentality and strict inspection.
11. It is suggested that both teachers and academic staff should feel like they are in the life-long learning process, that the teaching career is planned as a profession and that in this sense there should be encouragements in continuous career development, researches and project development. On the other hand, it is proposed that faculties of education have a more active role in life-long learning studies.
12. There may be compliance between the curriculum prepared by MEB which is used in the schools and the one faculties of education have.
13. It is emphasized that there are problems in terms of academical experience and philosophical behavior based on epistemology. It may be ensured that there is compliance among researches done, policies adopted in the field and Turkey's cognition style, thus preventing confusion in the current situation. It is suggested that there is a need to develop extensive teacher training policies with philosophical basis on the consensus and cooperation of the actors in Turkey, to present a decisive stand, and to create a mental, philosophical and theoretical background for teacher training.
14. Ensuring that administrator assignments are not against information theories, that not using populist policies and that there are functionality, merit and scientificness in the administrative processes may decrease the epistemological problems.
15. It is suggested that an expert council determine, update and inspect the curriculum adopted in teacher training instead of YÖK.
16. It may be proposed that scientific research does not get ahead of practice, and in this sense, that promotions and advance in career may be done based on the equilibrium to be created.
17. According to the dominant opinion of the research, it is argued that teacher training in Turkey is problematic in terms of its purpose, existential goal and ontological basis. Because of that, it is expressed that

teacher training in Turkey should be built on a philosophical ground following the specification of its existential goal and that it should have a healthy structure in its both theoretical and practical meanings.

18. Specifying the meaning of the teaching career, choosing a way of evolutionary renewal focused on collective relation between art, philosophy, and sociology, and ensuring stability in programs and curriculum by creating strong national policies were also proposed.
19. The policies of centralized administration that do not support the faculties of education cause political arguments. In this way, Turkey needs platforms in which it can present the philosophy and strategy of the system, model to be applied, and paradigms to be adopted on the teacher training.
20. It is suggested that there is a need for a structure in Turkey's own reality, which everyone will consent, which have not epistemological discrepancies in terms of information theories and scientificness and which does not carry ontological discrepancies in terms of existential goal and meaning.

For ÖSYM,

1. The student selection method is one of the problems affecting teacher training in a negative way. In order to solve this problem, multi-selection methods like examination, interview and product file in the entrance to university may be chosen. The academic success of candidates, their literacy level, personal characteristics, their behavior towards the teaching career, their motivations and communication skills should be taken into consideration. In the same way, in order to be accepted for the teaching career, having practices like the implementation of the multi-examination method, preparation to the profession and trial on-the-job may be useful.

For MEB

1. It is suggested that there is a need for a change in the approach towards teaching career in Turkey. With its current form, teaching career is seen as a work and a regular public service. Teaching should be structured as a profession and there is a need for specialization. For that purpose, it should be ensured that teaching career is reached through an academic work based on knowledge, that professional practice standards for the career by professional organizations, that those and their abilities who are practicing the career are tested regularly, that social status and economic benefits are increased and that those who are practicing the career should be independent and autonomous.
2. The institutions training teacher in Turkey are not qualified to train qualified teachers. Because of that, it is required to specify ethical codes and standards of the teaching career and to necessarily apply the

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decisions on “Teaching Career Code” that will ensure the expertise of the career.



For faculties of education and academicians training teacher,

1. It is seen that adaptation studies with western roots that are unable to show the problems of Turkey and studies in which repetition and imitation are present do not reduce the epistemological debates. In this sense, there should be unique studies within the own reality of Turkey.

For researchers,

1. This research that will be done by taking the opinions of the educational administration academicians may be done in a way involving program development academicians for education, psychological counseling and guidance academicians and Directorate General for Teacher Training and Improvement
2. This study may be done in a way containing all universities of Turkey and generalizing the results by a researcher group.

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