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Teacher-Training Policies of Turkish Universities in View of Turkish Teachers

Dr.Hakan Yılmaz*

^aDumulupınar University, Kütahya, Turkey

^aEmail: hakanyilmaz4535@gmail.com

Abstract

Teachers are the distinguished people in whose hands the next generations will be shaped and the future of the country will be brought up. For that reason, those who want to shape the future of the country will not go astray if they base their prediction on the teachers' current situation. Individuals are prepared for the necessities of the society by the teachers. What the teachers perceive in the world and what meanings they attach to the concepts are conveyed to the new students. As a result, a sound society is made up of sound individuals, which is rendered by sound teachers. A teacher who is equipped with the universal values in the global world can make the students acquire them as to be the part of their characters. Assuming that we liken the teacher as the first button of a shirt, then when you do up the first button wrongly, there will be many mistakes. So, above all, we have to revise teacher-educating policies. At this point, the questions emerge: What kind of changes do the teachers go through at the universities they graduated and to whom we entrust our future? Where exactly are the teachers' perceptions and notions shaped? How many of the methods they currently do they use to learn during their university education? How much of the knowledge do they own remaining from the university? Where do they get the knowledge and the acquisitions which they couldn't find at university? And many other questions need reply .In this case study; the role of university education for the primary school teachers' professional competence is investigated. For that reason, a survey was applied to approximately 1340 teachers of primary schools. At the end of the evaluation process, it is understood that they dominantly have the general notion of being supplied very few of the practical knowledge by universities.

* Corresponding author.

E-mail address: hakanyilmaz4535@gmail.com.

Taking this into consideration, we tried to look into where the faculties of education made mistakes. At the end of the investigation, we came to the result that academic view has very loose connections with the real life and it doesn't satisfy the prospective teachers.

Keywords: Turkey; teachers; university education; primary school; education of teachers.

1. Higher Education System in Turkey

The Article associated with the universities in Turkey appeared in the Constitution of 1961 for the first time. Accordingly, the universities were only to be established with the hands of the State and Law as well as were named as public entities holder of an administrative autonomy. Furthermore, universities are managed and controlled by the bodies constituted of self-selected authorized professors. The prohibition to be the member of a political party is not applied for the professors and assistants of a university [1]. In other words, the professors and academicians working in universities are free to be a member of a political party.

Güven [2] states that 1961 Constitution brings full autonomy to the universities in terms of administrative and scientific; and by the way expresses that a significant alteration occurred with the Article 120 including the provisions of which universities would be managed by their own bodies, professors and assistants in a university wouldn't be able to be dismissed by the hands of the authorities out of the university.

The basic incidents and developments occurred in the universities along with 1961 Constitution might be summed up as follows. The first private schools were launched along with the Law No of 625 "Private Higher Education Institutions Law" issued in 1965. The formation of these schools which occupied the public opinion in that period was organized by not the internal bodies of universities but by the external ones. The reason behind launching those schools was indicated as rapid population growth, available university and schools' insufficiency in meeting the education requirements of schooled age population as a result of disseminated primary and secondary education. Second Five Year Development Plan supported the dissemination of private education institutions because of its characteristic of reducing the demand for public education institutions. Contrary to the same plan's man power targets, the education was implemented in the cost-efficient areas in which general education was supported and the capacity creation was simple instead of the areas that would develop man power as foreseen in the plans. Such schools couldn't provide so much contribution in quality with the exception of forming additional capacity. Following the decisions of Constitutional Court and objections of universities some of those schools were closed. With the Law No.1472 in 1971 most of that schools were attached to academies [3].

In 1973 Basic Law of National Education No. 1739 and Law on Universities No. 1750 were formed. Kısakürek [4] summarizes the improvements brought about by the Law No. 1750 as follows:

There were some efforts for the integration and application of Higher education and science, technology, development goals and it is proposed to form YÖK (Council of Higher Education) for giving direction to higher education, including the decisions of education and programs into the extent of faculty councils, implementing full time employment principle, man power planning in the entrance of university, separating the education into

fundamental sciences, undergraduate, graduate, career and doctorate studies regarding the capacities of universities and abilities of students, limitation of education periods, the State's seizure authority on university management for the security of universities and constituting University Supervisory Council that would realize the supervision of universities in an external way. In 6 November 1981, Higher Education Law No. 2547 was publicized and therefore a new and comprehensive regulation was applied. In accordance with the regulation in 1981, in the course of the education period, the subjects of Atatürk's Principles and History of Turkish Revolution, Turkish language, foreign language were accepted as compulsory in Higher Education Institutions. Additionally, one of the branches of physical education or fine arts was accepted as compulsory. Higher education was arranged as a whole. Some regulations on rotation were organized. The conditions of 2nd Foreign Language to get Professor Degree and of thesis preparation to get associate professorship were cancelled. It was targeted to grow up the academician source in a better way with that application. Assistantship was cancelled and instead researcher assistant and assistant professorship were applied. The qualities of some of them who got degrees remained weak. In that regards YÖK and governments without supplying necessary elements such as academicians, subject materials and equipments, building started to open many universities and as a result dropped the quality.

After a while later a decree law issued in Official Gazette dated of 20 July 1982 caused a reconstruction of all higher education institutions. New universities and faculties were established and names of some of them changed as a consequence of that detailed document [5].

2. Teacher Training in Turkey

Teacher training issue in Turkey has been discussed for many years. For the solution of that issue the governments at the time attempted to find various ways. In that part of the paper primary school teacher training, teacher training for the secondary schools, teacher training for high schools and applied different methods are discussed in separate titles. Following the study of teacher training system history in Turkey the first thing coming to mind is definitely *Darülmüallimin* that was opened for teacher training to junior high schools in Ottoman. On the condition that 1848 is the opening year of such schools it will be seen that Turkey has a historical experience of 170 years in teacher training.

In accordance with legal and educational regulations applied in 1851 on the command of Ahmet Cevdet Efendi appointed to the directorship of that institution in 1850 the students were started to be accepted with an entrance examination to *Darülmüallimin*. The applicants had to meet the conditions of having knowledge of Arabic language and translation to Turkish language as well as showing not any misbehavior and bad attitude to get education in those institutions which had three years education period.

In instruction programs the subject titled as "lecture and teaching method" was the first one supplied. The graduation success degrees of the students were regarded in the appointment period [6]. At Republic period various teacher training methods were applied. That issue has been discussed in separate titles below.

2.1. Teacher Training For Primary School Institutions

Up to 1970-1971 education year primary school teachers following the secondary school education were grown up in three-year teacher's training schools similar to high school. In the education period of 1970-1971 three-year training was increased to four year. National Education Basic Law No. 1739 dated of 1973 issued the provision of "Teaching is a specialization profession that assumes the State's education and training as well as the related managerial missions" and proposed the necessity to have higher education regardless of any education and training grade. To maintain and support this step Basic Education were separated into 1. Grade schools; in other words in order to train classroom teacher for primary schools; two year education institutions were decided to be opened by prolonging the education period [7].

Since the beginning of 1974-75 some primary school teacher training schools opened such two year Education Institutions and other institutions that couldn't apply it within their bodies were turned into Teacher High Schools. Those two year education institutions counted as 50 in 1976 functioned in former primary school buildings as mentioned above. The number of those schools growing "classroom teachers" up was reduced to 17 in accordance with a regulation in 1981. Those institutions carrying the names of the related provinces were turned into Education schools and included in university bodies since 20 July 1982. The education period of the related schools was increased to four-year period in the education year of 1989-1990 and consequently they became Education Faculties in July 1990 [8].

2.2. Teacher Training For Secondary School Institutions

The education period of whole departments was determined as three-year in 1967-1968. In 1978-1979 education year it was increased to four year and called as Gazi Higher Teacher School. Gazi Education gave its name to Gazi University founded in 1982, July, and formed the foundation of Gazi Faculty of Education. Following the year of 1946 Education institutions were opened. The number of such institutions didn't exceed 10 in 1969 and in 1977-78 reached to 18, of which generally referred to "three year education institutions". The number of them was diminished of which were called as Higher Teacher School since the education years of 1978-1979, and the education programs were organized as four year that could give trainings to be a high school teacher. Those institutions were turned into Education Faculties in 20 July 1982, and adhered to available or new founded universities [9].

While in 1974 secondary schools were followed primary schools and to raise job training teachers; a three year "Industrial Arts Higher Teacher School" was opened in Ankara within the same education year. The education period of that school became four year. It was constituted of Job and Technical Education, Domestic Economy and Business Administration, and included into Vocational Education Faculty within the university in 1982. Following that process the new ones started to be opened in the universities.

2.3. Higher Teacher School

Up to 1959 following the graduation from high school the students who started to get education in Faculty of Science and Letters were selected by an examination and they were instructed in public-boarding schools by

MEB (National Education Ministry) to be a high school teacher in various branches. Since 1959 the students selected out of the most successful ones in teacher training schools were enrolled to those schools. However the selected students were supplied high school diploma with an examination because of not being assumed as high school graduate in that time. The students were educated in the faculties about the related branches and in higher teacher schools about vocational subjects. The disorder in vocational subjects provided at nights, the graduate students from primary school teacher training schools under the name of teacher high school, the application of universities which gave initial teacher training in that time, the ideological violence incidents experienced by higher teacher schools were the reasons why those kind of schools stopped to accept students since the beginning of 1978, August and were removed [10].

Following the date above Education Institutes became four-year as mentioned and the numbers were decreased to 10. The names of them were changed as Higher Teacher Schools and turned into Education Faculties in 20 July 1982. In 1959 a higher Islam Institute was opened in Istanbul. The number was 7 in 1982 and they raised vocational teacher for Imam-Hatip schools and religion subject teacher for secondary schools. In 20 July 1982 some of Higher Teacher Schools were turned into Faculty of Education and other to Education Schools, and attached to available or new founded universities. In education year of 1989-1990 Education Schools became 4 years having the similar education period with Faculty of Education; although the names stayed the same as Education Schools. They were in 1992 turned into Faculty of Education or attached to the Classroom Teacher departments of Faculty of Education [11].

The inconvenience aspect of that system before 1982 was the teacher training to be open to political directions. In 1982 following transferring the teacher training programs to universities instead of Ministry the problem was solved; however there occurred disconnection between the Ministry that had not any authority in education apart from employment of the teachers, and University and the related Faculty and Schools. Additionally, the quantity gained importance instead of quality in teacher training, the teacher spirit and background weren't instilled to students and university teachers sufficient in the number and quality couldn't be trained [12].

2.4. Two year Education Institutes

Following National Education Law No. 1739 dated of 1973 implementing the provision of that teachers shall have higher education regardless of any educational grade (a. 43) two year education institutions were opened in education years of 1974-75 accepting high school graduates and equivalent schools. It was positive in terms of primary school teachers obliged to higher education and negative in terms of qualified students of newly opened education institutions. Two year Education Institutions raising classroom teacher were adhered to universities as Education Schools in the education years of 1982-1983 [13].

2.5. Teacher by Correspondence

Prof. Dr. John Dewey from U.S.A. invited to Turkey in 1924 prepared a report which stated to benefit from correspondence education in teacher education. This proposal wasn't used for a long time period. At the beginnings of 1960s a "Center for Correspondence Education" was opened affiliated with Technical Education

Directorship of General. After duplication of the letters written they were sent to the teacher candidates who would like to pass through teacher schools from distance.

In due of 10 years application it was renamed in 1974 as “Center for Correspondence Higher Education”. Kenan Okan was appointed for establishing that center. Accordingly, the borders of the center opened for teacher schools were widened. In 1975 its name changed as “Non-formal Education Institute”. This body issued many various text books within education institute at that time. And also higher education programs were televised [14].

2.6. Other Sources and Applications In Teacher Training

Various applications were applied in teacher training out of normal and real training ways. They were considered to have rapid, cheap and political aims in teacher training and for that reason damaged the teaching profession. There occurred a diversity that was harmful for professionalization in teacher training. The reason was to meet the teacher shortage in that way

2.7. Reserve Officer Teachers

The individuals who leaved high schools or equivalent schools and university and other schools without graduation were passed through a course with the Law dated of 11 October 1960 and served military services in villages as primary school teachers. Whoever wished to continue teaching duty could study as teachers with the law dated of 26 July 1963.

2.8. Substitute Teachers

In accordance with Primary School and Education Law No. 222 dated of 5 January 1961 the graduates from secondary school and equivalent schools, exceeding 18 age were appointed to primary schools as provisional teacher following the course and the graduates from high school and above schools to secondary schools as teacher following the same course.

2.9. Peace Corps

Since 1962 September most of the “specialists” more than 1200 arrived from U.S.A. with such a name were occupied with English Teacher in schools until 1970s. The problems in teacher training are still under discussion today. Assignment of non-teacher individuals recently is a subject that requires thinking over on it and is threatening on behalf of our education system. For instance the graduates of universities whose education language is English such as Middle East Technical University, Hacettepe University, Boğaziçi University from the departments as business administration, economics, and engineering were entitled to work as English teachers in primary and secondary schools. Because teaching practically requires pedagogical formation; such English teachers have experienced serious problems in classrooms. At this stage Turkish National Education system and teacher training programs are ever changing and therefore the quality in teacher training issue could be caught in no way.

3. Teacher-Training Policies of Turkish Universities in View Of Turkish Teachers

In order to evaluate the related teaching departments' education of universities supplied to graduate teachers in Turkey a survey was applied to 516 primary school teachers in a district Yenimahalle within the borders of Ankara in June 2014. It consists of 10 questions and is aimed to evaluate the related teaching departments' education of universities. The questions are as follows:

Survey questions

1- For how many years are you teacher?

- A) 1 -3 B) 3-6 C)6-9 D)10 and over

2- How much could you implement the education in your teaching career that you received in university?

- A) Not any B) Less C) Most D) All

3- While maintaining teaching career in which fields have you experienced that the university couldn't educate you?

- A) Field information B) Usage of technology C)Formation Education D)
Applied training

4- What kind of differences have you met between education life specified to you in the university and the one in real life?

- A) Not any differences B) Very few differences C) Completely different D)
Half and half different

5- How much could you use of your university education to overcome the problems in your career life?

- A) Not any useful B) Less Useful C) Useful D) Many Useful

That survey was applied to totally 516 teachers consisting of 138 teachers who have experience between 1 and 3 years, 92 teachers who have experience between 3 and 6 years, 102 teachers who have experience 6 and 9 years and 184 teachers who have experience 10 years and more. As a result of that survey following the necessary grouping; the 2nd, 3rd, 4th and 5th questions have been evaluated in regard of the experience years of teachers. That survey is significant because of the fact that the experience of teachers reflects the years of graduation of teachers from the university at the same time. In other words the issue of how much use of the education supplied in the university to teachers is revealed at the point of catching the age and being behind the age. The figures in accordance with that survey results are as follows:

Table 1: How much could you implement the education in your teaching career that you received in university?

	Not Any	Less	Most	All
The Teachers Experienced Between 1-3 Years	0 %	0 %	62 %	38 %
The Teachers Experienced Between 3-6 Years	0 %	0 %	36 %	64 %
The Teachers Experienced Between 6-9 Years	0 %	11 %	56 %	33 %
The Teachers Experienced 10 Years Or More	0 %	5 %	69 %	26 %

Table 2: While maintaining teaching career in which fields have you experienced that the university couldn't educate you?

	Field Information	Usage Of Technology	Formation Education	Applied Training
The Teachers Experienced Between 1-3 Years	15%	8 %	15 %	62 %
The Teachers Experienced Between 3-6 Years	20 %	20 %	10 %	50 %
The Teachers Experienced Between 6-9 Years	0 %	11 %	11 %	78 %
The Teachers Experienced 10 Years Or More	23 %	6 %	0 %	71 %

Table 3: What kind of differences have you met between education life specified to you in the university and the one in real life?

	Not Any Differences	Very Few Differences	Completely Different	Half And Half Different
The Teachers Experienced Between 1-3 Years	0%	0 %	38%	62 %
The Teachers Experienced Between 3-6 Years	0 %	0 %	64%	36 %
The Teachers Experienced Between 6-9 Years	0 %	11 %	33 %	56 %
The Teachers Experienced 10 Years Or More	0 %	5 %	26 %	69 %

Table 4: How much could you use of your university education to overcome the problems in your career life?

	Not Any Useful	Less Useful	Useful	Many Useful
The Teachers Experienced Between 1-3 Years	31%	38 %	23%	8 %
The Teachers Experienced Between 3-6 Years	10 %	60 %	10 %	20 %
The Teachers Experienced Between 6-9 Years	11 %	56 %	22 %	11 %
The Teachers Experienced 10 Years Or More	33 %	39 %	22 %	6 %

4. Conclusions, Consequences and Assessment

The subjects are primarily questioned with “*How much could you implement the education in your teaching career that you received in university?*” The individuals in the group who have teaching experience between 1-3 years and the ones experienced 10 years and more preferred the option of “Most” which consists of more than %60. In other words, the most experienced and the least experienced teachers state that they use a major part of the education supplied to them in the university. However that rate is smaller in teachers experienced between 3 and 9 years compared to the least experienced and 10 or more years experienced ones. Therefore it is concluded that the newly graduate teachers continue to teach with the recent information supplied to them in the university and 10 and more years experienced teachers proficiently use the information gained at the university and then proceed in an automatic mechanism by benefiting the related background of university. It is observed that because of the fact that the teachers experienced between 3 and 9 years are still in pursuit of a method and information system they don't choose to use most of the background supplied to them in university.

The subjects are secondly questioned with “*While maintaining teaching career in which fields have you experienced that the university couldn't educate you?*” The most intriguing point here is that regardless of teaching experience years of the subjects almost all preferred the option of “*applied training*” that consists of averagely %65. Thus it is concluded that in the education faculties in Turkey the necessary education is not supplied to the teacher candidates in terms of applied training. In regard of the replies to the related question the technology and formation education are sufficiently supplied to teacher candidates in education faculties in Turkey. The significant point here is the fact that teachers experienced between 6 and 9 years and 10 or more years experienced ones couldn't get the necessary field information. It is observed that from past to present in regard of the teachers experienced between 1 and 3 years and 3 and 6 years the associated education has been recorded as improving.

The third question to the group is “*What kind of differences have you met between education life specified to you in the university and the one in real life?*” Regardless of the experience years the number of subjects preferring the option of “*Not any differences*” is %0. At that point a significant fact is specified that the faculties of education in Turkey are unaware of the real education environments. The same question is replied by the teachers experienced between the years of 1 and 3 and 3 and 6 as “*Very few differences*” and the rate is %0. Thus the picture illustrated to newly graduate or to be graduated teachers in Turkey is disconnected with or far from the reality. The option of “*Half and half different*” rate is averagely %40. And also the average rate of the option “*Completely different*” is %55. In this regard the only thing to state about this topic is that Turkey universities have difficulties in the interpretation of real education and training life.

The fourth question posed to the group is “*How much could you use of your university education to overcome the problems in your career life?*” The teachers experienced between 1 and 3 years replied it at the rate of %31 as “*Not any useful*” The significant fact here is the average of individuals preferring the option “*Many Useful*” didn't exceed %10. Thus the education supplied in the faculty of education in Turkey is inadequate to teachers in terms of solving the problems to be met in career life and assisting them. It is remarkable that 10 or more years experienced teachers chose the option “*Many Useful*” at the rate of %6. Considering the time period of

education supplied to the related teachers it is seen that the education is sufficient for them at that period's conditions. However it is observed that newly graduated or teachers experienced between 3 and 6 years chose this option at least levels.

Under the lights of information as a source to this study the assessments will be perceived as follows:

- 1- The education supplied in faculty of education of universities in Turkey remains in the theory. Because a vast majority of the groups stated that there is a huge difference between the education life specified to them in university and met by them in career life.
- 2- The education supplied in university remains insufficient in order to solve the troubles met in career life. The background information supplied at university works only at solving the problems in academic field.
- 3- The academicians use the technology in education faculties of universities. Very few of teachers expressed the dissatisfaction about option of the usage of technology. Thus this is a plus value for the universities in Turkey.
- 4- The education supplied at university is used in career life. Therefore it is clear that the education of field information is at right levels in education faculties of Turkey.

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