

The Quality Issues on Teacher Training in Turkey: The Case of Prospective Teachers

İdris Şahin

Dokuz Eylül University, Faculty of Education İzmir, Turkey

Abstract: This study aimed to reveal prospective teachers' opinions about the quality of education at faculties of education. The research was conducted in Buca Faculty of Education in 2011 with the participation of 147 prospective teachers in their senior year who were studying at 21 departments. Data were collected through open-ended questions. The results showed that 34% of the participants thought that the training in the faculty was not adequate for becoming a teacher and 38% of them emphasised that they did not obtain the right amount of knowledge, the positive attitudes and the skills necessary for being an effective teacher.

Key words: Teacher Training • Quality • Prospective Teacher • Faculty of Education

INTRODUCTION

In Turkey, teacher-training programmes use a centralised curriculum framed by the Council of Higher Education (CHE) to educate teachers. Among other concerns, the debate about teacher education in Turkey has played an important role throughout the history of Turkish education. Since the beginning of the last century, many efforts have been made to improve teacher education. These efforts have been aimed at improving educational practices and addressing issues in the educational system, such as the lack of teachers for Turkey's rapidly growing population, the need for a theoretical foundation for teacher education, the need for qualified teachers and the irrelevancy of teacher education to the realities of Turkish schools [1].

There are 74 teacher education faculties in Turkey. According to statistics from 2010-2011, there are 195,116 prospective teachers in these faculties [2]. According to the Ministry of Education, about one hundred thousand teaching positions remain vacant, while more than three hundred thousand teachers are known to be unemployed [3]. Additionally, quality in education and educating qualified teachers continues to be one of the education system's most serious problems [4, 5].

The teaching profession requires teachers to have specific skills, knowledge and positive attitudes towards

the profession. In Turkey, teachers gain these abilities in faculties of education. The most recent change in teacher education programs in Turkey came in the 2006-2007 academic year, when it was enacted that the curriculum of teacher education programs must include courses on general knowledge, the teaching profession and particular subjects [6]. The content of the curriculum is supposed to help prospective teachers gain the expected capabilities so that the sufficiency of these lessons, the effectiveness of teaching and the lesson targets are reached. Although modern education requires the introduction of new educational technologies into the educational process [48], research on teacher education shows that a significant number of faculties of education have insufficient basic resources such as academicians, physical facilities and equipment and technological infrastructures [6, 7]. In a research, it has been found that most of respondents believe that innovations in education are new things facilitating increase in quality of educational process [49].

The argument that the quality of teacher education is directly related to the quality of the teachers has been debated. To become a qualified teacher, it is vital for prospective teachers to be eager, interested and fond of the profession. Additionally, it is important for candidates to be chosen among successful high school graduates who were educated well and acquired a love for teaching during their pre-service [8, 9].

When we look at the history of teacher education, we can see that different perspectives about teaching and teacher education have been influential in determining the concept, nature and content of teacher education [10-16]. However, according to Mulryan-Kyne [15], “there appears to be a growing consensus that teacher education needs to be broadly based rather than narrowly based. It needs to focus on educating teachers in the broad sense rather than merely training them in a narrow sense.” (p. 505).

The model that equates teacher education with the development of technical knowledge and skills is not well supported by educators in their discussions on the quality of teacher education. If high quality teacher education is to be provided and the professional status of teachers is to be raised, teacher education needs to be “innovative”, “rigorous” and “comprehensive” [15: 506]. In this case, qualified teacher education requires teachers to be intellectual, equipped with professional skills and interested in science, research, art and literature [17].

The quality of teachers may be affected by a variety of factors such as personal characteristics like intelligence, interest and ability; the school curriculum; the teaching environment; knowledge and experience; teaching methods; and professional motivation [18].

Issues regarding teacher education in Turkey have been debated in many studies. [1, 3, 6, 19-24]. The aim of this study was to reveal the quality of education programs from the perspective of prospective teachers who were in the last phase/grade of teaching before being appointed. Prospective teachers’ opinions about the quality of their education may also indicate the extent of their readiness for the profession. Undoubtedly, as with other professions, the acquisition of various complex professional abilities in the teaching profession requires time and experience beyond the training that prospective teachers already have.

In addition, it is important to address how prepared prospective teachers are to fulfil the responsibilities of the profession. The aim of this study was to discuss the quality of teacher education in Turkey. The participants of this study were selected from one of the oldest education faculties in Turkey, the Buca Faculty of Education (BFE) in Izmir, which has been in service for teacher education since 1959.

Quality in Higher Education: In our day, the aim of higher education has evolved to form professionally competent,

socially active, independent and creative personality [50] and this can be achieved with the introduction of the concept of quality into the education process.

The concept of quality is often used in different areas of life. By making comparisons, everything that people value can be related to the concept of quality. Quality, for Tam [25] “may mean different things to different people who therefore demand different quality outcomes and methods of assessing quality” (p. 47). In higher education, the concept, on the one hand, is relative for the shareholders. The meaning, on the other hand, is conceptualised by those who are in a specific period and the conditions of any context may change [26]. Berliner [27], for example, states that, “quality always requires value judgments about which disagreements abound” (p. 206). Quality may be defined as ‘fitness for purpose’, or be judged as a tool of stakeholder satisfaction [28].

In many countries today, the evaluation of any department is indispensable for providing quality arrangements and determining the quality of the training. Obtaining quality not only depends on excellent inputs such as teaching staff, students and resources; it also depends on the effectiveness of teaching and evaluation methods and it is realised by proportion of the graduates and their opportunity to find a job [29]. However, there may not be a direct relation between inputs and outputs in higher education. For this reason, Tam [25] claims, both input and output indicators do not and cannot comment on the quality of the student experience in higher education. It is necessary to measure process variables, such as the effectiveness of teaching and programs, even though they are very difficult to measure.

It can be concluded that the definition of quality in higher education is not very clear. Some define quality in relation to student success, which is equivalent to the standards of teaching or research; some define it in relation to the aim [30]. In this context, determining the quality of education requires a clear expression of the aims; a general scientific level of the study subject; teaching strategies; the adequacy, interest and enthusiasm of the faculty members; the consistent behaviour of the faculty members in knowing what they want; and the possibilities that the institution presents to the students.

Qualified Teacher: Because defining quality in education differs from culture to culture, it is also difficult to determine the quality of teachers. For example, in India

being a highly qualified teacher entails not allowing the students to ask questions. Instead, students listen to lessons for hours on end. The opposite is true in many American classrooms, where students are expected to raise questions. Maintaining discipline is not part of any definition of quality in Russia or India because there are almost no discipline problems in Russian and Indian schools [31].

Nowadays, not only the potential of natural resources but also the quality of education is important for successful functioning of economy [51]. As societies need people who are ready for creative professional operations and constantly improving themselves [52], teachers are required to update themselves in that context and this is possible with qualification in profession.

A qualified teacher is generally understood to influence student achievement and success in school [19, 32, 33, 47]. On the other hand, it is difficult to define a teacher's level of quality. Formulating a standard definition that is approved by scholars is challenging [32]. In addition, concepts that focus on teacher characteristics and qualifications, teaching outcomes and teaching practices, such as "qualified teacher", "effective teacher" and "good teacher", are equated with teacher quality. However, none of these concepts sufficiently explains teacher quality. Although *qualified teachers* can be defined by the qualifications of a bachelor's degree, state teaching certification, a passing score on the state teacher licensing examination and knowledge of relevant subject matters, these factors do not indicate their level of knowledge or teaching approach [34]. Teachers do not graduate from higher education programs with knowledge and practical skill for being effective in the classroom.

Research on the concept of qualified and effective teachers goes back to the 1960s and 70s [35] and they usually aim to correlate specific teaching practices with student learning. Perhaps being a *good teacher* is the most common and the least clear of those three terms [34]. It depends on what people expect. On the other hand, effective teaching is related to reaching goals as well as student learning and achievement. A highly qualified teacher demonstrates both good and effective teaching [27].

The quality of teaching is directly related to the teacher's quality, adequacy, skills, possibilities and social and cultural equipment. Additionally, the teaching process is affected by the class size, the structure of the management, education programs, tools, materials and

technologies and the physical attributes of the school. However, even when all of these elements are provided, if the quality of the teacher is not at an adequate level, effective education and successful teaching is not possible [19]. For this reason, teacher training has become one of the most important issues of education systems [8, 36, 19].

Purpose: This qualitative study aimed to determine the opinions of prospective teachers regarding the education that they have and to draw conclusions about the quality of education based on their opinions. According to this general aim, answers to the following questions were sought.

- What do you think about the lessons that you have in the faculty? Are they adequate for being a good teacher? Do you think other lessons are needed? If so, what lessons do you recommend?
- How well does your faculty help you gain the appropriate attitude, knowledge and skills for being a teacher?
- To what degree does your faculty enable you to have the excitement and enthusiasm of being a teacher?
- What do you think about the teaching pre-service training/internship?

MATERIALS AND METHODS

This qualitative research of this study aimed to determine the opinions of prospective teachers on their education. *Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem* [37: 4]. Data were collected through open-ended questions, which gave researchers the opportunity to analyse with a flexible and unrestricted approach [38]. Thus, the aim was to collect people's direct perspectives about their experiences, thoughts, impressions and knowledge without depending on the predetermined questionnaire categories [39, 40].

Participants: The participants of this study were selected from senior students at BFE, a faculty that trains prospective teachers. There are 21 departments offering bachelor's degree in the faculty. There are 1471 (Female: 816, Male: 655) senior students in these departments. The selection of the participants was performed in two stages. First, the departments in senior

classes were taken as a cluster according to the cluster sampling method [38]. The departments that only have one division / branch in the senior class were directly included in the study. Departments that have more than one division/branch were randomly included in the study. Ten percent of the students in the departments were chosen randomly. Thus, research sampling consisted of 147 students.

Data Collection: A form that consists of open-ended questions was developed to collect data. A pool of 12 questions was formed by analysing the literature and interviewing students and academicians. Then, the number of questions was reduced to six. A pilot study was performed with 20 students. After the pilot study, the number of questions was reduced to five by correcting them according to the suggestions of the students and the academicians. To ensure that the questions were valid, the opinions of tutors were solicited. Data were collected by the researcher in May 2011.

Data Analysis: In data analysis, Miles & Huberman's [41] "data reduction", "data presentation" and "data verification" approach was referenced. First, the data of the study were formed by combining the written answers to the questions. Then, by reading the raw data a few times, notes that indicated the participant's approach, such as "sufficient", "insufficient", "very good", "very bad", "good" and "I have no idea", were written next to the raw data. The categories were determined according to these expressions. Data analysis was performed separately by two people. One of these people was the researcher; the other was a colleague with experience in qualitative research and data analysis.

After the categories were determined, data were coded by reading the determined category again. Categories were explained by the participants' comments and their direct quotes were recorded. Moreover, the frequencies in the categories were calculated.

The reliability of data analysis is determined by the consensus of mutual coders that depend on more than one coder [39, 41]. For this reason, the harmony percentage of the researchers in the first and last questions were analysed. Reliability was calculated using $\text{reliability} = (\text{number of agreements}) / (\text{total number of agreements} + \text{disagreements})$ formula [41: 64]. When the data were calculated in the formula by putting them in their places, the reliability was calculated as 0.87 in first coding and 0.85 in the last.

RESULT

The findings were arranged in categories with regard to the research problems. They were supported with direct quotations of the participants' opinions.

Sufficiency of the Lessons: The findings on sufficiency of the lessons were reported in four categories.

Insufficient: Fifty participants (34.01%) indicated that the lessons they took were not sufficient for being a good teacher. They recommended adding new lessons to the program and changing the lessons that were not effective. They stressed that some lessons did not contribute sufficiently to their development at the theoretical level and the practical level. Both the branch and the general pedagogical lessons were insufficient and they emphasised the need for new lessons. Some of these participants expressed that while some of the lessons they took were necessary, they were not useful and needed to be changed.

Lessons Were Sufficient with Regard to Content, but They Were Not Taught Accurately: According to thirty-five participants (23.81%), the lessons that took place in the teaching programs were sufficient; however, the teaching strategies were not effective and the lessons were not taught well. Instead of following the curriculum, the teachers followed only the content that they were familiar with and as a result, the lessons did not reach their aims. For example, a participant emphasised the following:

"The lessons are taught tenuously, independently from each other and mostly in an unplanned way and this makes it difficult to reach the aim. Instead of adding another lesson, the existing lessons need to be taught in a more planned way and connectedly."

Moreover, the participants indicated that the teachers were neither well equipped nor eager and they had negative attitudes towards the lesson and the students. They thought that this reduced the productivity of the lessons. For example, a participant stated that, *"The lessons are theoretically sufficient enough to be a good teacher. But the teachers don't have the aim of training and raising a good teacher."*

The Lessons Were Good Theoretically but Were Lacking in Practicality: Although the lessons in the curriculum were theoretically good for thirty-four participants (23.13%), they were lacking in practicality. These participants thought that the lessons were too knowledge based. They also stated that they were forced to memorise and rarely practiced the lessons that were necessary for being a competent teacher. One participant explained that, *"I have never been satisfied with the lessons because we were made completely to memorise in some lessons. I didn't learn anything. Though, for example, we didn't have any laboratory practice of a lesson that was supposed to be taught in a regular laboratory, we were given exams of that lesson."*

The Lessons Were Sufficient: According to twenty-eight participants (19.05 %), the curriculum of their departments was multidimensional and included various disciplines. Participants thought that the lessons they had were sufficient and they indicated that they did not need other lessons. However, two prospective teachers stated that there should have been more elective lessons.

Gaining Knowledge, Skill and Attitude (GKSA): The findings on gaining knowledge, skill and attitude were arranged into four categories.

Prospective Teachers Gain Nothing from the Faculty: Nine participants (6.12%) stated that there were no competent teachers in the faculty and the teachers offered no valuable insight into the lessons. The participants emphasised that all of the information given in the classes was almost exactly the same and the limited professional knowledge and skills that they gained gave them negative attitudes towards the profession. For example, one participant claimed that, *"The faculty didn't contribute for my professional development, even hindered it. This is true for my classmates as well. For example, I forgot a lot of English words I learned in high school. The faculty added nothing to my attitudes and skills as well. Teachers who do not have fluent English are taught in the faculty."*

Attitudes, Knowledge and Skills Were Insufficient: Fifty-six participants (38.10%) thought that they were not able to gain the sufficient GKSA for being adequately prepared for the profession. Participants stated that they were given unusable knowledge and were directed to memorise and that the practical part of the lessons were

weak. They also indicated that they had difficulty doing presentations and speaking in class. According to the participants, certain teachers were not well equipped, did not pay enough attention to their lessons, did not behave fairly to the students, were not open to criticism and were not good models. One participant stated that, *"The teachers are not open to criticism, they don't behave fairly to the students, they forget that they are model for their students and they behave disparately. That's why I have the phobia of doing presentations in front of the class, let's say blackboard phobia."*

The Faculty Partly Causes the Prospective Teachers to Gain Attitudes, Knowledge and Skills: Fifty-six participants (38.10%) explained that the education and skill level required of the teachers was neither good nor bad. They thought that they gained some skills. Some of these participants (n=6; %4.08) believed that they gained attitudes and knowledge but did not have enough skills; some (n=7; %4.76) believed that they gained attitudes and skills but did not have enough knowledge; some (n=6; %4.08) believed that they were sufficiently qualified from the point of knowledge but were not sufficiently qualified with their attitudes and skills. Furthermore, some participants thought that they were not adequately educated in subject lessons and some thought that they were not adequately educated in general pedagogical lessons. For example, one participant noted, *"Our atelier teacher is very instructive in art but teachers of pedagogical lessons even don't take us seriously. They care about the attendance and they don't give us lectures."*

The Faculty Sufficiently Helps the Prospective Teachers Gain Attitudes, Knowledge and Skills: Twenty-six (17.69%) of the participants thought that they gained the sufficient GKSA for being a teacher and the faculty contributed to this development. Some participants thought that gaining these skills also depended on the students' efforts. One participant expressed that, *"The student learns if she/he wants and the student doesn't learn if she/he doesn't want, faculty is sufficient at this point."*

Teaching Practices/Internship: The findings on teaching practices / internship were arranged into four categories. *The internship was fairly useful and effective:* Fifty-seven participants (38.77%) stated that the internship they had was highly effective, relevant to the profession and

practical for preparing for the profession. They found it sufficient from the perspective of time and effectiveness. Participants thought that they benefited from planning and teaching lessons, using their time efficiently and observing how the school was managed in a real-world setting. Monitoring student behaviour, they felt, was very useful for their professional careers. For example, one participant specified that, *"I absolutely think that internship is very necessary. Even nothing is learned in schools visited for internship, we have information about the environment that we are going to face in real life and realise our personal development and plans in that way."*

The Effectiveness of the Internship Changes According to Schools and Advisors: According to sixteen participants (10.88%), even though the time span of the internship was sufficient, its effectiveness varied depending on the school and the attitude of the internship teacher and advisor. One prospective teacher explained, *"The lessons of internship seem very functional theoretically, but functionality depends on advisors, conditions of the school, faculty member responsible for internship and us. For these factors are not at the same effectiveness, most of our internship is like a feeling of completing a duty."*

The Period of the Internship Was Not Adequate: Eighteen participants (12.24%) thought that the internship practice came too late and should have taken place before the senior year. Some of the participants believed that it would be better to spread the internship over four years, while others thought it would be better to start the internship during the second or third class. Because they were intensely studying for KPSS exam during their senior year, some participants thought that they were not as productive in the internship as they could have been (KPSS: A general exam provided by the Ministry of Education to appoint new teachers). Furthermore, eight of the participants (5.44%) thought that the internship time was inadequate; two of them (1.36%) thought the period was too long.

Formality: Forty-four participants (%29.93) thought that their internship did not contribute to their development and did not meet their expectations. They thought that the internship was a non-functional formality and that the length and effectiveness of the internship was insufficient. The teachers did not demonstrate an interest

in the trainees at the internship schools and their practices were insufficient. The internship was usually out of control and the teachers responsible for internship did not monitor the prospective teachers. One participant commented that, *"Completely a wrong system was formed. There was no control. Continuity changed depending on the internship teacher at the school we visited. Internship lesson was at a position that continued necessarily only for procedure. There was no real practice."* Furthermore, two of the participants (1.36%) thought that the internship was unnecessary and a waste of time because the teachers were unsuccessful and they did not learn anything from them.

Experiencing Teaching Excitement and Enthusiasm: The findings on sufficiency of the experiencing teaching excitement and enthusiasm were reported in third categories.

There Was No Enthusiasm for Being a Teacher: Sixty-five participants (44.21%) stated that the teaching environment did not make them excited and enthusiastic about teaching. According to these participants, they were treated like high school students by only being given theoretical knowledge, which prevented them from seeing themselves as teachers. The faculty was not creative or open to change and they did nothing to generate excitement and enthusiasm. The teachers did were not excited or enthusiastic and they did not aim to educate the teachers. For example, one participant claimed that, *"There is no creativity. The thoughts, mentality and knowledge are old like the faculty building and there is no change. Don't look for enthusiasm in such an environment!"* By putting aside their excitement and enthusiasm for teaching, some of these participants (n=22; %14.97) thought that the positive feelings that they had towards the profession was reduced. These participants loved the profession more before they came to the faculty and they lost their love for the profession at the faculty. One participant stated that, *"Before I came here I had such a love of teaching. I chose the teaching profession eagerly. Faculty didn't do anything to increase this enthusiasm, even caused me to lose my love for the profession."*

Enthusiasm Depends on Being Appointed as Teacher: According to (10.07%) fifteen participants, excitement and enthusiasm for teaching was directly related to the appointment possibilities and had no relation to the

faculty. In addition to the low probability of being appointed a teaching position, the participants were negatively affected when appointments were given to faculty graduates who were not part of the education faculty. One prospective teacher stated, *"It is difficult for us to be a teacher when we graduate. It is as picking the stones on the beach, catching fish in the ocean... That is why we can't live the enthusiasm of our profession."*

I Am Excited and Enthusiastic about Teaching: Forty-eight participants (32.65%) expressed that they were excited and enthusiastic about teaching at different levels in the faculty. Some participants thought their excitement and enthusiasm was "at a fairly good level" (n=4; %2.72) and that their faculty provided excitement and enthusiasm about the profession well; some of them thought that their excitement and enthusiasm was at a "high level" (n=21; %14.29), a "middle level" (n=14; %9.52), or "very little" (n=9; %6.12). Furthermore, thirteen participants (8.84%) stated that they were excited and enthusiastic only during their internships and they did not feel this way in the faculty. Six of the participants (4.08%) stated that they were excited and enthusiastic about teaching before they came to the faculty and that the faculty did not contribute to this.

CONCLUSION AND DISCUSSION

This study aimed to reveal prospective teachers' opinions about the quality of education at a faculty of education. *The first result was that* 34% of the participants thought that their lessons were sufficient, that new courses should be scheduled and that some courses should be changed in the curriculum. Some of the participants (23%) claimed that the lessons were theoretically good but were not taught well. Though 24% of the participants agreed that the lessons were sufficient, they did not think the teaching methods of the teachers were good. They thought that the lessons veered from the objectives because the teachers used lessons with which they were familiar instead of following the curriculum. They also thought that the productivity of the lessons was reduced because the teachers were not well equipped or eager and had poor attitudes concerning the students. Though these results appear similar to those of the study about the learning level of the lessons in the teaching program, they were considered to be more negative. In this study, it was determined that out of 32 branch lessons, 13 were learned at a "good" level and 19 were

learned at a "middle" level. Out of 24 formation lessons, 3 lessons were learned at a "very good" level, 18 lessons were learned at a "good" level and 3 lessons were learned at a "middle" level [42].

Only 19% of the participants thought that their lessons were sufficient and that they did not need any other lessons. This means that only one-fifth of the participants were satisfied with the education they received and believed they were educated enough to be a good teacher. This result makes it necessary to develop an approach to compensate for the lack of practicing the curriculum and revise the teaching programs to increase the quality of education.

The second result was that 6% of the participants thought that they developed negative attitudes in addition to not gaining knowledge and skills that were relevant to the profession. Thirty-eight percent thought that they did not gain the GKSA that a teacher must have, they did not prepare themselves for the profession and they had difficulty with public speaking. Furthermore, 38% of the participants thought that the GKSA and the education they received were neither very good nor very bad. They thought that they had advanced in certain areas but were lacking in others. Only 18% of the participants believed that they had gained GKSA "sufficiently" and that the faculty had contributed significantly to their development. As Tan [43] stated, these results showed disregarding to develop the knowledge, value and attitude towards social and individual value and attitudes and the teaching targets for social skills can devalue the quality of the teaching profession by overemphasising the transmission of knowledge.

The third result was that 44% of the participants stated that no environment in the faculty generated an excitement and enthusiasm for teaching and that they did not feel any excitement or enthusiasm. By putting the excitement and enthusiasm for teaching aside, some of these participants (15%) thought that the positive feelings that they had before were reduced and in the faculty, they lost their enthusiasm for the profession. As Kuzgun [44] stated, although teaching is supposed to be a holy profession in Turkey, these results showed that the realities that prospective teachers face do not overlap with their preconceived ideas.

Ten percent of the participants believed that being excited and enthusiastic about teaching depended on acquiring a teaching position and was not related to the faculty. Despite teaching appointments being impossible

in some branches and improbable in others, appointing faculty graduates without regard to the education faculty increased the concerns of the prospective teachers about their professional future. Uncertainty regarding teacher employment will increase more after this practice is put into effect. Then, the morale and motives of students in the faculty of education will be affected in a negative way and it will become difficult to educate them appropriately. However, to strengthen the devotion to teaching, the teaching profession must be saved from being a profession that is open to everyone. The teacher need, teacher education and employment of the country must be planned in the long-term. The student quota for the faculties of education must be determined again and teacher appointment standards must be developed.

Thirty-three percent of the participants categorised their excitement and enthusiasm for teaching in the faculty between “very little” and “fairly good” at different levels. Nine percent stated that they were excited and enthusiastic about teaching only during the internship. Four percent stated that they were already excited and enthusiastic about teaching but that the faculty did not contribute to this sense of excitement and enthusiasm. These results indicate that the participants are not sufficiently devoted to or excited about the profession. This might be due to the scarcity of teaching opportunities and the loss of the profession’s attractiveness, in addition to participants not feeling devoted to teaching despite the faculty’s high expectations. This situation can be explained by the fact that the prospective teachers’ expectations about professional education do not overlap with the government’s expectation about higher education.

The fourth result was that 39% of the participants thought that the internships were very effective and highly relevant to the profession. They felt that the internships provided good practice and experience in preparing them for the teaching profession and the internships were sufficient from the perspective of time and effectiveness. Though 11% of the participants stated that the time span of the internships was sufficient, they believed that the effectiveness of it changes depended on the school, the approach of the internship teacher and the teacher responsible for the practices. It is widely known that internship and practice activities are the most important part of teacher education programs. For this reason, with a system that the students will learn the school environment first, then attend the activities in the school and give practice lessons. After that they will

evaluate the following: the lessons of “School Experience I” for the second term, “School Experience II” for the seventh term and “Teaching Practices” for the eighth term. However, “School Experience II” lesson was abolished in many areas with a program arranged in 2006. In some programs by abolishing the “School Experience I” lesson, the prospective teachers begin teaching without knowing the school [45].

Twelve percent of the participants did not think that it was sufficient to do the internship during their senior year and they believed that the internship occurred too late in their studies. Some of these participants believed that it would be better to expand the internship to four years, starting in the first year and some of them thought that it would be better if the internship started in the second or third class. Six percent of the participants thought that “little” time was scheduled for the internship and 1.36% found it “too much”. The programs aimed to help the prospective teachers become competent with the theory and practice of teaching during the process of teacher education. For this reason, practical activities must be placed in the programs of the institutions that educate teachers and the practices must be unified to determine the teaching standard. However, in teacher education programs, teaching practice is seen more when compared to the other three or four times [45].

According to 30% of the participants, the internship did not help them or meet their expectations. It was insufficient both in terms of time and effectiveness; instead, the participants viewed it as a non-functional formality that involved too much paperwork. The teaching staff responsible for the internship generally did not monitor the students. The results from a study on the lesson of “School Experience II” support this finding. According to this study, both the teaching staff and the mentor teacher who would provide to perform the effective execution of practice did not provide the expected contribution to the process. As a result, the prospective teachers stated that the lesson caused them to lose their love for the profession [46].

As a result, prospective teachers are thought to be insufficiently prepared for the profession, lacking in professional knowledge, skill and attitude and are not sufficiently excited and enthusiastic. The basic reasons can be attributed to the number and quality of academicians in the faculties and their attitudes towards the students. Other reasons involve inadequate resources in the faculty and the failure to meet the expectations of the students. Another reason is being unable to convey

a feeling of professional devotion to the prospective teachers and their professional expectations. It can be easily claimed that an effective education system depends on the teachers, their personalities, their professional knowledge and their skills. In this respect, the ways of increasing the interest of prospective teachers to the profession and developing their devotion feelings must be taken into account. To educate qualified teacher, the quality of the academicians must be increased, the approaches of teaching and educating teachers must be revised and their attitudes towards students must be improved. There must be an approach for educating teachers and this approach must be apparent to prospective teachers. The expectations of the authorities and prospective teachers from the teaching profession must overlap. Otherwise, it would be difficult for the teachers to carry out the roles and responsibilities that are expected of them.

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