

EVALUATION OF TURKEY'S
TEACHER TRAINING SYSTEM
FROM THE VIEWPOINT OF
EXPERIENCED TEACHERS
(PAST, PRESENT AND FUTURE)

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Teacher Training SYSTEM OF TURKEY

- ◉ goes back to 200 years
- ◉ the first teacher training institution => Dar'ul Muallimin (1848)



AFTER REPUBLIC OF TURKEY



- ◉ Teacher training school applications for male and female students
- ◉ In 1940s, %85-90 of the population lived in the villages and ‘teacher training for villages’ issues came to the fore.
- ◉ For that reason, teacher training institutions named as ‘Village Institutions’ were founded.

AFTER REPUBLIC OF TURKEY

- ◉ converted to Primary Teacher Training Schools and then to 2 years Educational Institutions
- ◉ In 1993, these institutions incorporated to the university's faculty system
- ◉ Finally, teacher training system was reorganized with a project of Ministry of Education, Board of Higher Education and World Bank.



- ◉ Discussions about the teacher training system are still going on.
- ◉ Experienced teachers argued that former training systems are better than today's system.
- ◉ Many researchers claim that despite increased duration of education, today's teacher cannot have the spirit and required ideals of teaching profession.
- ◉ In other words, it is emphasized that affective dimension of the teaching profession is omitted.



THE PURPOSE OF THIS STUDY IS TO...

evaluate today's teacher training programs in line with the ideas of experienced teachers

- meaning of teaching profession,
- personal values and professional skills the teachers should have,
- differences between the training system in the past and present,
- differences in teacher roles,
- efficacy in school, family and community relations,
- how we should evaluate the performance of teachers,
- advantages and disadvantages of today's teacher training system
- suggestions to improve better system in teacher training

are the sub-topics of the study.

METHOD

PARTICIPANTS

- ◉ Purposive sampling method
- ◉ 20 experienced teachers graduated from Ordu-Perşembe Primary Teacher School and had worked as a teacher at least 25 years



Data CollecTION Tool



- Qualitative research design is conducted in this research and semi-structured form including 12 questions is used
- For validity of questions, 3 curriculum and instruction experts' opinions has been consulted

Analysis OF THE DATA

- ◉ Concepts used in the content were defined
- ◉ Units of analysis were determined
- ◉ Coding categories were constructed
- ◉ Content analysis were performed



Reliability



Content analysis performed on the answers by multiple researchers for reliability of the research.

MeanING OF Teaching Profession

	f	%
shaping the future	6	30
devotion/sacrifice	4	20
prestige	3	15
training qualified people	3	15
life-style	3	15
modernity	3	15
sacred profession	2	10
to guide	2	10
continuous self-development	1	5
labor	1	5
tolerance	1	5
patience	1	5
loving learning and teaching	1	5

PERSONAL VALUES TEACHERS SHOULD HAVE

	f	%
Full of love (people, children, nature, animals)	18	90
Reliable/honest	8	40
Being a model	6	30
Being patient/tolerant	6	30
Open to new events/concepts	5	25
Develop him/herself continuously	4	20
Self-confident	3	15
Being a leader	3	15
Having communication skills	3	15

Other Personal Values

- ◉ friendly
- ◉ helping the others
- ◉ sharing
- ◉ being moral
- ◉ contemporary
- ◉ being fair
- ◉ being emphatic
- ◉ open to criticism
- ◉ able to appreciate others
- ◉ hardworking



Professional Skills Teachers Should Have

	f	%
Knowledgeable about professional field/ sophisticated	10	50
Loving his/her job	8	40
Open to new events/concepts in his/her field	6	30
Effective usage of technology	5	25
Knowledgeable about child psychology	5	25
Self-developed	4	20
Being a researcher/active reader	4	20
Effective usage of language	3	15
Objective/fair	3	15
Knowledgeable about educational programs	2	10
Effective usage of time	2	10

Other Professional Skills



- Open to criticism
- Creativeness
- Pay attention to individual differences
- Knowledgeable about culture/ cultural events

Differences Between Past And Present Teacher Training Systems

Past	Present	Future
Applied education/ practice is in forefront	Theoretical knowledge is in forefront	Combine the theory with practice
Sensitive to social problems/events	Away from social problems/events	Sensitive to social problems/events
Teachers as strong enough to challenge with difficulties	Teachers expect everything to be handed to him on a silver platter	Teachers knowledgeable about the difficulties and challenge with them
Skilled in many fields	Skilled in technology	Skilled in different fields and technology
Eager and ambitious	Equipped with field knowledge	Eager, ambitious and knowledgeable
Productive	Strict on memorization	We need more productive individuals

Differences in Teacher Roles

Past	Present	Future
Determined	Give up immediately	Determined
Willing	Not willing	Willing
Innovator, away from technology	Innovator, use technology in an effective way	Innovator, use technology
Model	Worthless	Model
Practical	Theoretical	Both practical and theoretical
Have the spirit of teaching	Affective dimension is omitted	Emphasis on affective dimension
Idealist	Materialist	Idealist
Problem solver	Away from the society	Problem solver
Source of information	Guide	Source of information and guide
Prestigious	An ordinary officer	Prestigious

Efficacy in School-Family And Community Relations

- Today's teachers are not efficient in school-family and community relations. They should:
 - Consider the impact of social structure
 - Communicate in time and effectively
 - Colloborate with guidance services
 - Express him/herself properly
 - Gain trust of the society
 - Be model with his/her behaviours
 - Be patient, calm, good listener, sensitive, nonjudgmental, tolerant, thrustworthy, determined, extroverted and problem solver
 - Improve reasoning skills
 - Contact with families all the time

Evaluation of TeacherS' Performance

- ◉ should not be evaluated by inspectors,
- ◉ evaluations should be like guidance by school administrators
- ◉ should develop self-control in faculty education
- ◉ should be evaluated by looking the children they bring up

“Years ago, when I was at a seminar, one of the inspectors says ‘we do not come for seeing what is done, we come to look for your deficiencies’. Evaluation should not be like that.” (T10)

Advantages And Disadvantages of Today's Teaching Training System

Advantages	Disadvantages
In search of systematic innovation	Lack of practice
Equipped with knowledge	Lack of performance evaluation
Adaptation to today's requirements	Unaware of the needs of society
Usage of technology	Lack of desire
Knowledge of a foreign language	Not enough qualified academicians
Having academic knowledge	Being teacher with pedagogical formation
Global knowledge	
Follow the science and technology closely through globalization	

Conclusion And Suggestion

◉ We need to...

- work for devoted and eager studies for our teacher training system
- provide desire to teaching profession
- provide love and respect to their profession
- continuous development of training system
- update the information constantly
- teach technology use in teaching
- teach to be a better person, bring up better generations
- bring up our prospective teachers as models for society
- ensure that they have reasoning and critical thinking skills
- bring up them as problem solver, researcher, patient, calm, good listener, sensitive, nonjudgmental, tolerant, thrustworthy, determined, extroverted, self-confident, develop him/herself continuously



Thank
You