

**The Challenge of Pre-Examination System in Turkey for
Teacher Candidates and Potential Solutions to The Challenge**

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Master's Thesis in Education

Spring Term 2019

Department of Education

University of Jyväskylä

Atac, Cagil. 2019. The Challenge of Pre-Examination System in Turkey for Teacher Candidates and Potential Solutions to The Challenge. Master's Thesis in Education. University of Jyväskylä. Department of Education

In this study, the researcher investigates the selection procedure for teacher candidates in Turkey from the past to today. Historical background of teacher training and the selection methods to teacher training programs were exhibited in detail. This extent literature review reveals that since 1973, there has not been any specific assessment system towards teacher candidates before teacher training programs. This nonexistence brings out plenty of problems.

The main concern of this study is to question the reasons behind this inversion in the pre-selection system. Additionally, by comparing the current system and the former one, to reveal all changes to the daylight is the second interest of the researcher. Lastly, essential teacher qualities and to select teacher candidates who have these personal and professional traits are interrogated to develop better selection system in Turkey or to enhance the existent one.

The research is based on in-depth interviews with five authorities who have the power of sanction in the education field in Turkey. Interviews were recorded, transcribed, analyzed, and interpreted according to the basis of qualitative content analysis. ideal ways to assess these candidates to teacher education programs were asked to the interviewees.

The results of the research show that the changes in the system driven from policy, sociology, and global changes. Additionally, candidates, assessment methods, and the content of the examination system has altered over the years. Yet, authorities claim that teachers should have some specific personal and professional qualities and to choose these kinds of teacher candidates, a pre-examination is an urgency. However, potential solutions presented in 2023 Vision document is only to enhance the existent selection system. Thus, the absence of a pre-examination system keeps being a vital cause for other challenges in teacher education in Turkey.

Key Words: Pre-examination, Teacher Education, Turkey, Teacher Candidates, Admission Process, Selection of Teacher Candidates

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LIST OF ABBREVIATION

MEB - Ministry of National Education

YÖK - Higher Education Council

ÖSYM - Student Assessment, Selection and Placement Center

GPA - Student's Grade Point Average

YKS - Examination System for Placement of All High School Graduates to
Higher Education Programs

TYT - Core Competency Test

AYT - Field Competency Test

YDT - Language Competency Test

KPSS - Public Personnel Selection Examination

1 INTRODUCTION

Teacher is defined as profession of professions due to the fact that a teacher is a main helper of creating other jobs by giving information, motivation, inspiration, and more (Işık, Çiltaş & Baş, 2010). Metzger and Wu (2008) emphasize that the best teachers hold a bunch of values about education such as commitment to helping all kinds of children learn, valuing diversity and caring, interiorizing patience and persistence. As a result of this combination, it is a common statement that effective teachers have a huge impact on students academically rather than less effective teachers (Mendro, Jordan, Gomez, Anderson, Bembry, & Schools, 1998; Sanders & Horn, 1998; Stronge & Hindman, 2006, Stronge & Ward, 2002). Furthermore, for an effective learning, effective teaching is a necessity and it is bond to teacher quality (Seferoğlu, 2004). However, the main questions are how a person becomes an effective teacher and whether a teacher certificate is enough for it.

European Union states that economic growth of a country depends on having more skills in the labor and improving the quality of education levels is the best way to gain skills of the work force (Tarman, 2010). In addition to this statement, according to the report designed by Özoğlu, Gür and Altunoğlu (2013), the Organization for Economic Co-operation and Development (OECD) highlights that to get qualified teachers into the teacher education programs, before the programs, at first, the students who are successful and prone to becoming a teacher should go through a selective process. Barber and Mourshed's extensive research (2007) on why the world's top-performing school systems perform very much better than others shows that these school systems (Alberta, Australia, Belgium, Finland, Hong Kong, Japan, Netherlands, Orlando, Singapore, and South Korea) have high quality of education based on 2003 PISA (Programme for International Student Assessment) because these countries consistently attract more able people into the teaching profession by making entry to teacher training highly selective. In contrast, lower-performing school systems rarely get the right people into the programs (Barber &

Moursed, 2007). The rank of Turkey in 2015 PISA results is 50th among 72 countries, so Turkey might have low-performer school system. Hence, based on the study of Barber and Moursed (2007), Turkey might not able to select right people to the teacher education programs. As Seferoğlu (2004) states, to mention about quality of education, it is only possible with qualified teachers and to bring up qualified teachers, it is crucial to select conscious applicants to the programs.

In Barber and Mourshed's research (2007), two different types of teacher selection model are mentioned. The first one is selecting teacher candidates before they start their teacher training. By a rigorous and selective system, while the quality of people who are ready to enter the programs is increasing, the amount of teacher supply can be under balance with demand. In contrast, in spite of the disadvantages such as inconsistency between supply and demand, simplifying teaching profession, or having unqualified candidates, according to Barber and Mourshed (2007), almost every school system in the world except such countries as Singapore, Finland, or Hong Kong prefers second model which leaves the teacher selection process after the training programs. The result of Barber and Mourshed's research (2007) is highly surprising; most of the high-performance school systems use the first procedure with some variations. However, because Turkey is suffering from all these problems, Özoğlu, Gür, and Altunoğlu (2013) implied that Turkish teacher education system is based on the second selection procedure.

When all these cases are taken into consideration, the researcher, going step by step, is aiming to investigate teacher candidate selection system in Turkey from past to today. Additionally, by comparison between current system and former one, all changes are going to be revealed to the day light. As a result of the essential selection system from the point of educational authorities point of views, the study are going to have some possible solutions to these challenges in regard to the answers from the participants of the study. To realize these objectives, three research questions are constituted;

1. Why has been pre-examination system for teacher education program changed over years in Turkey?

2. What are the changes in pre-selection system for teacher candidates in Turkey?
3. How the pre-examination system for teacher education program should be developed?

2 LITERATURE REVIEW

2.1 Characteristics of Good Teacher

Before interrogating the admission criteria of teacher education programs, making an outline of the characteristics of good teacher must be an inevitable need. Most of what makes a teacher effective are the “soft” personal attributes which are high achieving, responsible, critical thinker, organized, motivating, respectful, and sharing the goals of the school (Walsh & Tracy, 2004). Since the answer towards aspects of good teacher effects the vision of teacher education programs and could be the response for admission problems which is one of the intention of this research (Falkenberg, 2010).

A teacher have an impact on student learning for years after students have left the classroom (Sanders & Horns, 1998) and also, it is expected from teachers to be of good character and to have personal qualities beyond intellectual skills or command of knowledge (Malvern, 1991). A number of researches such as Malvern (1991), Fry (2002), Stronge and Hindman (2006), Chubb (2012), on teacher quality strongly emphasis that there is a strong correlation between the quality of education and the quality of its teachers. A South Korean policymaker can be counted among these believers by saying that “the quality of an education system cannot exceed the quality of its teachers” (Moursed & Barber, 2007). Even though it is highly accepted that the definition of good a teacher or characteristics of it is disputable (Stronge & Hindman, 2006; Casey & Childs, 2007), in 21st century, it is possible to give some certain characteristics for good teachers; for instance, Cruickshank and Haefele (2001) give numerous definitive adjectives for good teacher; ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsible, and respectful as a result of their focused research. Moreover, a study driven on the Ontorio College of Teachers (OCT) gives five certain areas for teachers: commitment to students and their learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning (Casey & Childs, 2007). Metzger and Wu (2008) have same belief on characteristics of good teacher by sharing that good

teachers have a commitment to helping all kinds of children learn, valuing diversity and caring and gathering patience and persistence. In addition, Goldberg (2003) claims that great teachers, who are steady, intelligent, concerned, interesting, and interested, dedicate themselves to their work as well as they are flexible and willing to grow when they encounter a difficulty or change. What is more, Stronge and Hindman (2006) serve a table on "*the qualities of effective teachers and the teacher quality index*" (p.18).

Furthermore, Turkey's Ministry of National Education (MEB) did an extensive study with a large number of stakeholders such as YÖK (Higher Education Council), ÖSYM (Assessment, Selection and Placement Center), the Vocational Qualifications Authority, the Board of Education and Training, and the other units of the Ministry as well as many academicians and teachers were cooperated with. In the end, the General Competencies for Teaching Profession (Appendix 1) were identified and published a detailed report in 2017. According to this report, three interrelated competency domains; namely "professional knowledge", "professional skills", and "attitudes and values" were presented. These main domains include 11 competencies and 65 indicators related to the competencies. 'Professional Knowledge' competency domain is about teachers' competencies of content knowledge, pedagogical content knowledge and knowledge on legislation about the teaching profession, whereas "Professional Skills" give a teacher educational planning, creating learning environments, managing the teaching and learning process, and monitoring and evaluation regarding the his/her in-class and out-of-class practices. The last domain, "Attitudes and Values", covers the general attitudes and values of the teaching profession that includes approaches to students, national, moral, and universal values, communication, cooperation, personal and professional development.

In parallel with Turkish teacher qualifications report by MEB, these aspects which are more or less the same can be grouped in four main areas: content knowledge, pedagogical knowledge, pedagogical skills, and attitudes in general even though 'attitudes' part is not mentioned among these qualifications of teachers specifically in the report (Casey & Childs, 2007).

The aim of teacher education programs is training good teachers to meet the minimum requirements according to these qualifications. Yet, even if the program provides preparation in content knowledge, pedagogical knowledge and skills, it is just a possibility that the program has an influence on some attitudes (Casey & Childs, 2007).

In other means, it can be implied from that statement of Casey and Childs (2007); teacher candidates should possess certain attitudes, values and characteristics before teacher training programs. Hence, there has been only one problem left; how can be these students who have these characteristics distinguished from others who are not capable of showing teacher qualifications? Although there is a strong sense on several teacher qualifications, recruiting, selecting, inducting, and sustaining highly qualified teachers has always been a problem (Stronge & Hindman, 2006). Therefore, what is the best way to have qualified teachers possessed those teacher characteristics?

2.2 Selection Models for Teacher Education Programs

Lukas and Samardzic (2015) strongly believe that paying attention to the selection of teacher candidates who wish to enter the teacher's profession is important because by this way, it can be provided to our students the opportunity to have the best teachers who can make them better people. Additionally, as Kuru and Uzun (2008) states, one of the most important steps of teacher education, which is quite comprehensive and multidimensional, is teacher candidates' selection issue.

There are numerous researches on screening, selecting, retaining, or recruiting teachers. For instance, Darling-Hammond and Rothman (2011) claim that Finland, Ontario, and Singapore both recruit able candidates and screen them carefully to ensure that they have the attributes that make teachers effective with commitment to the profession and evidence of the capacity to work well with children apart from academic ability. Mourshed and Barber (2007) are the other ones who are curious about why the world's best-performing school systems come out on top according to worldwide examinations such as PISA. Surprisingly, one of their three results why

these school systems (such as Finland, Singapore, Korea) are on top is because they get the right people to become teachers. They also claim that the top-performing

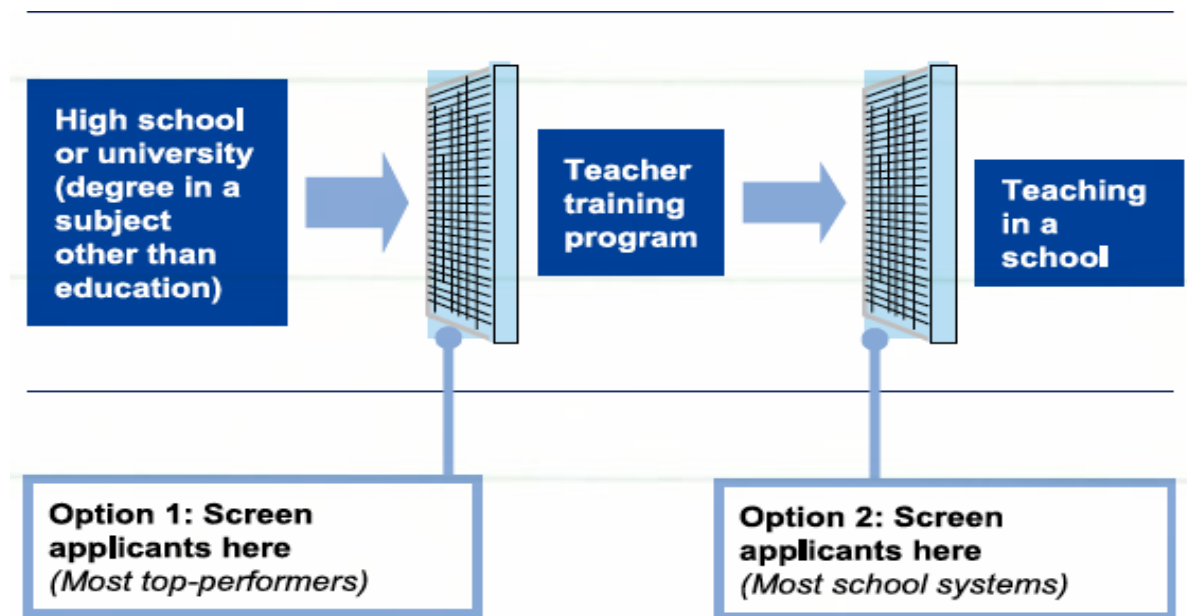


Figure 1 Screening applicants (Barber & Mourshed, 2007)

school systems have more effective methods for selecting able people to become teachers than the lower-performers. As a result of their extensive research on numerous school systems, they noticed that there are two ways to screen teachers (Figure 1);

1. By limiting the places in teacher education programs, the model selects the people who possess a certain set of characteristics that can be identified as a high overall level of literacy and numeracy, strong interpersonal and communication skills, a willingness to learn and the motivation to teach.
2. The second model selects the best teacher students after they graduated from the teacher education programs. By this way, the method is aiming to control the number of prospective teachers in the field.

Not only Mourshed and Barber, but also Uygun (2010) divides teacher candidate selection into two; selection to teacher training programs and selection before teacher recruitment.

In the first option for screening applicants, in addition to academic skills, variety of examination such as individual or group interviews, demo lessons, essay writings can be conducted by either the Ministry of National Education (MEB) or the applied university itself (Özoğlu, Gür & Altunoğlu, 2013).

Academic growth is a basement criteria for almost all countries such as Korea, Japan, Finland, Singapore, yet they know that GPAs (student's grade point average) do not guarantee teacher quality and it is not accepted as a valid criterion (Chubb, 2012; Casey & Childs, 2011). Therefore, the combination of GPA with ratings of written profile which describes relevant experiences and why the person is interested in teaching or with letters of reference or with interviews or with standardized test results is these countries' selection method (Casey & Childs, 2007). Because the interview is a chance to integrate all the different sources of information about candidate (Castetter, 1996), it is the most common one among popular countries with their teacher quality. Other method for selecting students is the assessment-center model in which students are evaluated by a series of activities on different days (Byrnes, Kiger, & Shechtman, 2003). In short, the countries which choose the first screening model mostly use these methods to be certain about the quality and the characteristics of their teacher candidates initially.

In the second model which screens the teachers after they graduate from the teacher education programs, general criteria such as teacher certificate and experiences in teaching are enough during the recruitment (Özoğlu, Gür & Altunoğlu, 2013). Wise (1987) found that the recruitment process varies from interview guides to evaluation tests and while some of them are centralized, decentralized are also valid. Even though the process seems pretty same, a question is aroused in the researcher's mind; what if graduate teachers are not able to pass these tests after they graduate from the program or not to be assigned by government or the Ministry of National Education (MEB) because of oversupply.

According to the extent literature review, it is revealed that there are plenty of advantages of first screening model whereas disadvantages are more in the second one. Primarily, admission to the teacher education programs should serve as a filter to welcome who show genuine desire to teaching (Lukas & Samardzic, 2015). Who

adapts the first screening model does not have any problem such as accumulation of graduated teachers because they take the candidates according to demands of teachers in the field (Özoğlu, Gür & Altunoğlu, 2013). Accordingly, due to the guidable quantity, the quality of the whole could be higher rather than the countries who works along with the first model. More importantly, the status of teaching profession becomes more respectable because of the high statistical number of induction (Özoğlu, 2011). In contrast, the second model which lacks controlling the number of entry to teacher training always causes to an oversupply of candidates (Mourshed & Barber, 2007) and accordingly, to drop the quality of teachers and to effect the status of teaching profession. In contrast, by choosing the first model, the top-performing systems can control entry directly or limit the number of places on teacher education programs so that supply and demand can be balanced.

Turkey follows the second screening model and especially after 2000, prospective teachers more than demands have been taken to the programs because of this model (Özoğlu, Gür & Altunoğlu, 2013). However, surprisingly, this was not the case at the past. In the following section, firstly, the history of Turkish teacher candidates' selection systems will be discussed and secondly, the current situation will be presented with pros and cons in detail.

2.3 The History of Examination System for Teacher Candidates in Turkey

There is a large history on teacher education in Turkey. Within the history, there have been many changes in terms of teacher training institutions. To make a better understanding, those institutions will be given namely and respectively.

2.3.1 First Teacher Schools

Teacher education history starts with the First Teacher School in 1848 in Istanbul, Turkey (Uygun, 2010). To educate students who had a passion to become teachers in village schools, the first teacher school was founded (Binbaşıoğlu, 1993). With the increasing amount of village schools, a necessity for primary school teachers raised, so in 1868 the first primary teacher school was built. Afterwards, those schools were

spread to different cities with different practices during its 160 years history (Uygun, 2010). For these boarding schools, the Ministry of National Education (MEB) did not demand any fee during its three academic years. These schools had a high value in those times. Therefore, there are some concrete evidences as document from the first education minister to prove the hardship of the entrance of these schools. This shows that at that time, the prospective teachers were selected neatly and the bricks of the profession got together meticulously (Akyüz, 2015).

The selection procedure for students who had a passion to get in these schools changed according to the length of the program. Firstly, it depended on the student achievements in primary or secondary schools and mostly the last decision was bound to their teachers. In following years, with the administrative changes, the practices showed an alteration, but in general, these were the main requirements to be accepted to the first teacher schools;

- a. To be a Turkish
- b. According to the data sheet filled by teacher council, to have a steady character and to prove to have national loyalty
- c. To be between suitable age range (15-19)
- d. To have a steady psychology and physicality
- e. To be graduated with “well” or “excellent” marks from secondary school (T.C. Maarif Vekilliği Tebliğler Dergisi, 1942).

2.3.2 Village Institutes

In 1940, Village Institute Law to educate teachers for villagers whose needs were completely different from the ones of urban regions was launched (Cakiroglu & Cakiroglu, 2003). The curriculum of these institutes based on practical needs of villagers. In addition, their ideology was directly linked to democracy, community collaboration and problem solving for real-life problems (Cakiroglu & Cakiroglu, 2003). According to the law, for each institution, a girl and a boy would be selected among the villagers to become teachers to these institutes and the villagers would construct the school building on their own (Binbaşıoğlu, 1993). However, some

oppositions against these decisions arouse and in some villages, they could not find any suitable children to send these schools according to the admission criteria. That is why some students not from villages but from cities or counties were taken to the institutes (Uygun, 2010). Besides Turkish educators, to improve teacher education, John Dewey, American educator, was called and preparing a report on village institutes was requested from him. Fuat Gündüzalp, a Turkish educator and John Dewey had a consensus on the features of village teachers:

“More than high academic knowledge, a village teacher should have a steady morals and personality. Nevertheless, high academic knowledge and the necessity because of it can be harmful. Because it can prevent the adaptation of the teacher to the village life. The differentiative feature of him should be concise knowledge. Furthermore, the teacher should practice his knowledge and more than being knowledgeable, /he should be inquisitive and the one who gives the efforts to use teaching methods at most” (Gündüzalp, 1924, p. 87-88).

For all village institutes, more or less the same procedure was valid. Uygun and Kınca (2006) mention the matters to become a student in one of these institutes as:

The entrance to the institutes required an exam most of the time. However, the examination was not only a conventional test which assesses only academic achievement but also test the candidate’s knowledge, skill, behavior, and readiness for the level of success. Moreover, it was not possible to mention any kind of corporate exam. Whereas sometimes the student could be examined by a committee, time to time, couple of people from the administration of the institute or a teacher from the school could be the one who tested the student. Based on the oral evidences, these exams were not extremely challenging. According to the people who went through the phases, the exams were not eliminative but selective. In these exams, writing skill of the candidates were highly important. It is recorded that the students, whose hand writing was decent and legible, were more successful in these exams. Other crucial factor to get in these institutes was the state of health. The candidates who had a problem to become a teacher in terms of psychology or physiology were not preferable.

These schools have a significant and unique value in Turkish teacher education history and moreover, they have huge contributions to the development of Turkey in terms of commercial and sustainability. Unfortunately, due to political power change in 1950, existing education policy was harshly criticized (Binbaşıoğlu, 1995), so

Village Institutes were obliged to close its doors to its brilliant students in 1954 (Tarman, 2010).

2.3.3 Higher Teacher Schools and Higher Education Institutes

Higher Education Institutes have been in Turkish teacher education history since the beginning of 1869 under the name of “Higher Teacher Schools” which were responsible for growing up the teachers for secondary education.

There have been many chances in the selection procedure of Higher Teacher Schools, but especially in 1955, according to the Higher Teacher Schools Regulations, elementarily, the candidate should have passed essay type exam and secondarily, the student had to take another exam prepared and assessed by the Higher Teacher School. However, because of these strict requirements, these schools managed to find just a few qualified candidates, so they were about to close (Öztürk, 2005).

According to Uygun (2010), the selection criteria of the prospective teachers who had a desire to study in Higher Teacher Schools was as below;

1. To be a citizen of Turkish Republic.
2. To pass the senior year of any first teacher schools.
3. To be nominated for Higher Teacher Schools by the council of first teacher schools.
4. To be selected as a major student by the selection council of Ankara Higher Teacher School.
5. To be steady and healthy.
6. Not to be engaged, married, or over 19 years old.
7. Not to have any punishment more than admonition and reprimand.

Furthermore, the selection procedure was not similar with the previous teacher education types, because the graduates of Higher Teacher Schools would be teachers for upper grades. The expectations from these candidates were even more; for instance, candidates had to write an essay to show their grammar knowledge in their mother tongue. Then, if they obtained enough point to pass the essay, they had a

right to take another selection examination evaluated by Higher Education Institutes (Uygun, 2010).

What happened about the selection system happened after the acceptance of the 'Milli Eğitim Temel Kanunu' [Basic Law for National Education] in 1973. In 1974, Higher Teacher Schools were transferred to two-years Higher Education Institutes (Cakiroglu & Cakiroglu, 2003). The graduates of these institutes were assigned as classroom teachers for elementary schools (Binbaşıoğlu, 1995). In addition to this law, in 1982, the Higher Education Council (YÖK) became in charge of these institute (Cakiroglu & Cakiroglu, 2003) and from the beginning of 1984, these institutes were transferred to education faculties in the universities. The length of their academic program was increased to 4 years (Üstüner, 2004). In accordance with these two regulations, the practices about Turkish teacher education were brought from the Ministry of National Education (MEB) and given to the autonomous universities. After a meeting by YÖK in 1989, it was accepted that regardless the grade they teach, teachers must graduate from education faculties (Cakiroglu & Cakiroglu, 2003). Yet, because these decisions were not based on any planning or the consensus of MEB and the autonomous universities, it caused shortage of graduate teacher for two years (Aydin & Baskan, 2005). To prevent this short term inadequacy, long term regulations have been put into practice such as pedagogic formation certificates, reverse officer teaching, substitute teaching, correspondence teacher education (Akyüz, 2001).

2.3.4 Current Teacher Training Programs

The regulation about teacher education program, accepted in 1981, is still valid (Baskan, Aydin & Madden, 2006). In other means, the students take a four-year teacher education program in education faculties of the universities. The Higher Education Council (YÖK) is responsible for the length of the program, the number of credits, the titles of the courses, qualification of the program and its teachers, basically, everything about teacher education in Turkey (Grossman, Sands & Brittingham, 2010).

The regulations about teacher training programs in Turkey starting with the transferring responsibility of teacher training to universities are respectively in 1997, 2006 and 2009 and lastly, 28th of February in 2017. YÖK has done some additions about the constitution of faculties along with the aim of entering to the European Union (Tarman, 2010). According to the program template, the courses in teaching bachelor program are divided into three main areas; branch theory and technique, pedagogical knowledge, and general cultural information. For all teacher training programs in Turkey, the same core curriculum must be in operation. All professional teaching theory and general cultural information courses are equivalent. Furthermore, the code of the courses must be the same in the programs (T.C. Yükseköğretim Kurumu, 2018).

In addition to 25 teacher training programs in education faculties of Turkey, there is an alternative way to become a teacher in Turkey. According to Board of Education and Discipline (T.C. Maarif Vekilliği Tebliğler Dergisi, 1942), the graduates from the programs out of education faculties are qualified to be attained as a teacher under the condition of graduating from the programs formed a basis for teaching and getting a pedagogical formation certificate. This regulation broke out as a result of the law in 1989. Due to the transformation of teacher schools to education faculties, classroom teacher training programs could not have given any graduates since 1992 (Akdemir, 2013). To compensate the teacher shortage at that time, the Ministry of National Education (MEB) initiated pedagogical formation program (at least 26 week long) (Özoğlu, 2011; Yıldırım & Vural, 2014). However, this program's content and its length has changed over years. The last version of its length is covered at least two academic years or in a compact program, it can be finished within seven weeks (T.C. Milli Eğitim Bakanlığı, 2017). In other means, in Turkey, both graduating from a four-year teacher training program or graduating from any four-year program in addition to seven week training to become teacher is equated.

To make the reader compare two alternative programs to train teachers, one of the teacher training programs' curriculum chosen randomly and pedagogic formation curriculum are given in the Appendix 2 and 3.

According to Azar (2011), by giving this pedagogic formation certificate to whomever wants to be teacher, the needed qualifications of a teacher are ignored. Hence, there is a strong concern about teacher quality in public as well as a bias towards the status of teachers. The results of the extent study by Eđitim-Bir-Sen (2004) on 9.790 Turkish teachers' perception about their profession are unwell Özođlu, Gür, and Altunođlu (2013). Their opinions on their status among other occupations are highly pessimistic.

In addition to the quality problem of this certificate program, the quantity of graduates is another issue. Because employment situation is not taken into consideration during setting the quota of pedagogic certificate programs, now, the number of graduates from those programs are far above the teacher demands in the field (T.C Milli Eđitim Bakanlıđı Öđretmen Yetiřtirme ve Geliřtirme Genel Müdürlüđü, 2017). In other words, pedagogic certificate program in Turkey has been brought into force due to the lack of teacher, but now although the country gives enough -even more- graduates from teacher education programs, a great deal of people still keeps taking these certificates.

2.4 The Current Examination System for Teacher Candidates in Turkey

There have been two examination systems for teacher candidates in Turkey since 2001. These two systems put into practice gradually. Firstly, despite high-school graduates population growth, an election system urgency arosed, so Student Selection and Placement Examination(YKS) was formed. It has still been in use to eliminate the quantity and to designate an admission score to the universities in Turkey. However, this examination system is not special for teacher candidates. It is a country wide examination for all high school graduates. In contrast, there is a spesific examination system for only teacher candidates not before teacher training programs but after them to work in a state school. This test is called as Public Personnel Selection Examination (KPSS). These two selection systems and their historical progress will be clarified in this section.

2.4.1 Pre-Examination System for Teacher Candidates (YKS) - Examination System for Placement of All High School Graduates to Higher Education Programs

Like the change in teacher education in Turkey, there was a turning point for examination system in the Turkish Education History as well. The examination of the graduates from the high schools has totally changed in 1974. Before that year, in 1960s, because of the increasing population, accordingly, the number of graduate high school students, some universities had begun special entrance examination by themselves to decrease the number. When couple of universities started to work collaboratively to prepare that exam, in 1973, the union of interuniversity decided to prepare an examination by just one unit and according to Üniversiteler Kanunu [Universities Law] (T.C. Resmi Gazete, 1973), Student Assessment, Selection and Placement Center (ÖSYM) was founded. By this way, all administrative and executive acts about the selection and placement of the students has been directed by this unit. The procedures and principles of the examination system about this specific exam has been changed many times, even for today. Yet, in general framework, the purpose of the examination has been the same since 1974 for every high school graduate; for instance, to take 2019 YKS exam, it is enough to suit one of the aspects below:

1. The students who are studying 2018-2019 senior year of secondary education (high schools or equivalent schools, open plan high schools).
2. The pending students in their senior year of secondary schools.
3. The graduate students from secondary schools.
4. The students who have graduated from secondary schools abroad and suit one of the aspects above (T.C. Yükseköğretim Kurumu, 2019).

As it is seen the conditions above, this examination is a general assessment for all secondary school graduate students in Turkey. In other words, this is not an assessment for the students who have a passion to enter to any teacher training programs.

The elimination of high school graduates is done by a nationwide exam called Student Selection and Placement Examination(YKS) which consists of multiple choice questions from academic courses; physical sciences, social sciences, mathematics, Turkish, and foreign language (Özoğlu, Gür & Altunoğlu, 2013; Cakiroglu & Cakiroglu, 2003; Baskan, Aydin & Madden, 2006). YKS is an obligatory exam for all high school graduates (T.C. Öğrenci Seçme ve Yerleştirme Merkezi, 2018). Due to the high number of students and guaranteed the trust issue to the students, multiple choice questions are seen as a steady and reliable way (T.C. Yükseköğretim Kurulu, 2007). Even though the exam is a must to enter higher education, each student should pay the cost of the examination specified yearly by government (T.C. Öğrenci Seçme ve Yerleştirme Merkezi, 2018).

The process and the name of the examination has been constantly changed since 1974 (T.C. Yükseköğretim Kurulu, 2007), but 2018 , the examination consists of three parts: Core Competency Test(TYT) , Field Competency Test(AYT), and Language Competency Test(YDT) and there are three sessions in the exam. The first part is obligatory, whereas the others are optional. In the first session, candidates are tested according to their academic skills (linguistic and numerical) by using their judgement, reasoning, and argumentation on 40 Turkish and 40 mathematics questions within 135 minutes. Candidates must take 180 points and more in this session to have a right to make their selection list of the universities in Turkey. In addition, if a candidate takes 200 points or more, the score has been valid for the next year on the condition of the student's own will. The second session is for Field Competency Test in which candidates give answers to 40 Turkish language and literature and basic social science questions, 40 advanced social science questions, 40 mathematics and psychical sciences during 180 minutes. Candidates are not obliged to answer all of the questions, but just the parts that they need for their prospective bachelor programs. The third session is only for the candidates who want to get in a bachelor program related to foreign language such as German, English, French, Russian, and Arabic and they have to answer 60 language related questions within 120 minutes (T.C. Öğrenci Seçme ve Yerleştirme Merkezi, 2018).The total grade, which affects the graduate students entrance to the university programs, is based on

a combination of this nationwide exam's score and secondary school grades (Aksu et. al, 2010).

After the students take YKS examination, they must do their higher education program preferences on <https://ais.osym.gov.tr> by taking their score and the type of their school which they graduated (T.C. Yükseköğretim Kurulu, 2018). Candidates determine their preferable programs from the advisable preferences tables and they list their possible programs on that website. Candidates who manage to get 150 and more from 2018-TYT are able to see higher education programs in Table 3, while the others who are succeeded to get 180 or more from 2018-AYT/YDT can see higher education programs in Table 4 on that website (T.C. Yükseköğretim Kurulu, 2018). Yet, in case that a candidate has done wrong preference listing, the student may get in a program that he has never expected such as a teacher training program.

Unfortunately, there is not any extra pre-selection process for the students who want to become teachers except some branch teacher education programs such as physical education, music, and art which is required specific talent in its own field. For these teacher education programs, each university holds an extra examination in its own unit to check the students' ability.

Last year, to enroll a teacher education program, it was enough to get at least 240 points out of 500 for a candidate from Student Selection and Placement Examination(YKS). However, the range of admission points between teacher education programs is so changeable depending on their popularity, location, academic staffs and so on. Therefore, to do comparison sturdily, it is better to give some ranks from the last year examination; a candidate whose rank was 240.000 out of 1.506.000 enrolled a teacher education program as a final candidate among the students who had applied for that specific teacher education program. Same year, another candidate got into a medicine program lastly by being 40.000th (T.C. Yükseköğretim Kurulu, 2017). It is obvious that there is a huge discrepancy between two different bachelor programs in Turkey. In addition to that fact, last year, the number of candidates who chose education faculties was 43.977 out of whole 1.506.000 students and now in 2017-2018 years, there are 214,608 students who are

preparing for graduation from 89 education faculties in Turkey (T.C. Yükseköğretim Kurulu, 2017).

In contrast, according to the data from T.C. Yükseköğretim Kurulu (2018), the most preferred programs are law, whereas medical programs chose 139 thousand time. Psychology, Psychological Counselling and Guidance, Architecture, Computer Engineering, Constructional Engineering, Electric and Electronic Engineering, and Theology are the other following popular programs in 2018 list of students' university preferences. As it is seen, teacher training programs are not among the top 10 programs. It can prove that rising generation with their high academical results does not have a desire to become teacher.

2.4.2 Post-Examination System for Graduate Teachers - Public Personnel Selection Examination (KPSS)

As you can see the previous section, there are high number of graduate teachers in the field and 20 to 30 thousand teachers have been waiting for employment at state schools since 1999 (Tarhan & Susar, 2015). Therefore, to prevent this problem and also, to select the most qualified ones among graduates, between 1985 and 1991, the Ministry of National Education (MEB) decided to prepare another examination for teachers namely, Teacher Qualifications Exam. However, after the responsibility of teacher education programs was given to the Higher Education Council (YÖK), Student Selection and Placement Center (ÖSYM) began holding this exam with the name of Public Profession Exam in 2001. Since 2002, ÖSYM has done the same exam for teachers under the name of Public Personnel Selection Examination (KPSS) (Yüksel, 2004). Yet, this examination is only for teachers who wants to work in state schools. If the teacher does not want to become a state teacher, he does not have to take this exam. Private schools can do their own examinations [mostly interview] to appoint their own teachers (T.C. Yükseköğretim Kurulu, 2017).

KPSS consists of multiple choice questions in three parts; general knowledge-general ability, pedagogical knowledge, and pedagogical and content knowledge. Candidates must pay 180 Turkish Lira to take this examination. For general knowledge and general ability, there are 120 questions that the candidates must

answer in 130 minutes in the first session and for the second session, during 100 minutes, they need to answer 80 pedagogical knowledge questions. Lastly, within 75 minutes, 50 pedagogical and content knowledge questions are in front of the teachers (T.C. Öğrenci Seçme ve Yerleştirme Merkezi, 2018). Furthermore, in addition to this multiple-choice examination, there is an interview section of KPSS. Yet, this method has been in operation since 2016 and its reliability has still been disputable (“Öğretmen Atamasında ‘Sözlü Mülakat’ İsyanı”, 2019). In the interview, candidates are assessed by their educational sciences, general culture, comprehending an issue and summarizing it, expression skill and reasoning skill; communication skills, self-confidence, persuasion skill; openness to scientific and technological improvements; representation ability in front of community and educational qualifications (T.C. Milli Eğitim Bakanlığı, 2018). In the assessment unit, there are one of the principal of State Ministry of Education, one unit manager, one experienced branch teacher, one teacher inspector, and three union delegates (“Sözleşmeli Öğretmen Mulakatlarını Kimler Yapacak?”, 2016). However, this practice can be changed because of both educational policy change and the minister at any moment.

The Ministry of National Education (MEB) sets a barrage score for each teaching branch every year. If the candidate is not able to pass that score, he cannot be appointed. The candidates, who pass the required score, are appointed according to their score and the quota again set by MEB (Yüksel, 2004). Moreover, candidates who are succeeded to pass 60 score point, they can choose only 20 schools at most on the website of that they apply for the exam (T.C. Milli Eğitim Bakanlığı, 2018). Nevertheless, according to the score of the candidates, their school preferences are determined by MEB. It means that the higher point, the more chance to be appointed that the candidate wants to be. That is to say, the teacher who has passed all these exhausting and doubtful stages does not have a full right on their own school preferences.

2.5 Problems about the Current Selection System in Turkey

The post-election system to prevent the accumulation problem of teachers in Turkey could not cease the increasement, in contrast, it caused other huge problems as well; such as decline of teacher quality because of the enormous quantity, inconsistency between teacher supply and demand, employment of the graduate teachers, drop of teacher status in the society (Yüksel, 2004; Başkan, Aydın & Madden, 2006; Erarslan, 2006; Işık, Çiltaş & Baş, 2010; Sezgin & Duran, 2011; Akdemir, 2013; Özoğlu, Gür & Altunoğlu, 2013; Özsoy & et. al, 2013; Tarhan & Susar, 2015); for instance, between the years of 2016 and 2017, there are 1.092.033 teachers who are waiting to be appointed after taking required score from the exam (“Atama Bekleyen Öğretmen Sayısı Gittikçe Artıyor”, 2017). A huge discrepancy between graduate teachers and the teachers who are about to be appointed is a bleeding wound in Turkey (Sezgin & Duran, 2011). Hence, recently, because of this teacher accumulation, prejudice and anxiety about that they will not be appointed, has started between non-assigned teachers (Kılıç, Şahan & Yılmaz, 2015). Furthermore, the process of preparing this examination has a strong barrier for senior teacher students while they are trying to finish their teacher education program, so these students’ anxiety and hopelessness level is higher (Sezgin & Duran, 2011). Besides these negative psychological effects of the exam, many researchers (Yüksel, 2004; Sezgin & Duran, 2011; Kılıç, Şahan & Yılmaz, 2015; Tarhan & Susar, 2015; Erarslan, 2006; Atanur, Başkan & Aydın, 2006) share the same results; the content of the Public Personnel Selection Examination (KPSS) is not enough to measure the quality of teachers.

Regarding Student Selection and Placement Examination(YKS), there is a strong consensus on that Turkey is suffering from many problems of teacher education caused by the current student admission for teacher education programs (Binbaşıoğlu, 1995; Demirel, 1995; Başkan, Aydın & Madden, 2006; Cakiroglu & Cakiroglu, 2003; Işık, Çiltaş & Baş, 2010; Akdemir, 2013; Özoğlu, Gür and Altunoğlu, 2013; Özsoy & et al, 2013). According to the study of Özsoy and et al.(2013) on the effective factors which specify why Turkish teacher candidates decide to become a teacher, prospective teachers choose teaching career because of their scores in YKS,

not because of their desire to become a teacher. Furthermore, Işık, Çiltaş and Baş (2010) have supportive states about teacher admission procedure in Turkey; the current system is not selective, but elective because these exams test the candidate's just one or two aspects. At the same time, Binbaşıoğlu (1995) strongly emphasizes that anybody who gets a certain score in the test can easily become a teacher, but there is a notion of 'teaching personality'.

As a result of political activities such as 1973 Basic Law for National Education, the source of teachers were transformed from teacher schools to higher education. That is why the teacher quality has decreased dramatically due to the fact that the students who desired to become a teacher were not chosen among selected and ready for becoming a teacher (Binbaşıoğlu, 1995).

3 RESEARCH DESIGN

In this chapter, the research methodology of the study was explained. The section began with the aim of the study and the guiding research questions. Afterwards, the research pattern was presented by giving theoretical and philosophical perspectives of the study. Additionally, the strategy of the research was mentioned and conclusively, the data analysis method was introduced.

3.1 The Aim of The Study and Research Questions

The intent of this research was to remark on past and present of teacher candidates selection systems to teacher education programs in Turkey. Teacher candidate selection system is the first step of bringing up effective teachers to the field, so it plays a crucial role for the teachers who generate the most explicit impact on the education (T.C. Milli Eğitim Bakanlığı, 2017). It was observed that there had not been any specific study on standing out the changes done in teacher candidate selection system. In addition, there were no studies that had been conducted to serve to increase the quality of the selection system. This study intended to raise awareness of educational authorities to accelerate the process of the current studies and to start up new projects to solve the existent problems about the teacher candidate selection system.

The related people of this research were educational powers in Turkey. Generally, the views of teachers in the field or the opinions of teacher candidates on teacher selection system were in the center of education literature such as Ugulu and Yorek (2015); Kılıçkaya and Krajka (2010); Yüksel (2004); Tarhan and Susar (2015); Kılıç and Yılmaz (2015); Sezgin and Duran (2011). Therefore, it was considered that studying the ones who have a voice in the management level of the country could make a difference as Özoğulu, Gür, and Altunoğlu (2013) advice. Furthermore, to perceive educational powers viewpoints on teacher candidate education system and to learn if they have any sanction about the selection system could create a relief for teachers in the field and next generation of teacher candidates.

To define a case clearly, looking at its history is highly important. Yıldırım and Vural (2014) believe that to do a comprehensive analysis of the history of the teaching profession is crucial to understand the present-day teaching profession. Therefore, to sense the change in teacher candidate selection system within years, it was a must to look back through the Turkish teacher education history. Furthermore, it was a mystery if the authorities comments would show any resemblances or discrepancies. Hence, the first research question was shaped in these parallel: *“Why has been selection system for teacher education program changed over years in Turkey?”*

As it was specified in literature review part, ‘change’ had become a must since 1960s in every field of the country and it had grown day by day as an epidemic through all over the world. However, every change has both positive and negative consequences, so educational changes need a great planning including. Education is the most important subject of planning for the future, so instant political and social changes should be avoided only to save the day in the field of education that constructs the future (Yıldırım & Vural, 2014). Moreover, every novelty is obliged to getting older over years. Fullan (1994, p. 4) summarizes these facts below:

“Productive educational change is full of paradoxes, and components that are often not seen as going together. Caring and competence, equity and excellence, social and economic development are not mutually exclusive. On the contrary, these tensions must be reconciled into powerful new forces for growth and development”.

Consequently, it was a need for this study to know the reasons of all the changes done in the selection systems for teacher education programs from the educational authorities’ point of views.

The second crucial question of this research was; *“How does the current selection system for teacher education program in Turkey serve its purpose to select best applicants?”*. It was another requirement for the sake of the studies’ authenticity to ask this question to the members of the study because if the system did not work functionally and the members would tell it outload, it means that another change would become an obligation. Accordingly, the answer of this question opened an area for the third question which was *“How should the selection system for teacher education program in Turkey be developed?”*. In the end, the last question implicitly delivered the purpose of

the study by allowing new researches and projects on teacher candidates selection system in Turkey.

3.2 Theoretical and Methodological Commitments in The Study

This study's theoretical framework was based on interpretive paradigm. All types of interpretivism aim to understand people thoughts, behaviors, and relationships in a particular context or in a larger culture (Glesne, 2013). Interpretivists basically interpret effects according to their causes because they believe that researchers' values are inherent in all phases of the research process (Cohen & Crabtree, 2006). Hence, the researcher thought that selection system for teacher candidates in Turkey should have been interpreted by education authorities who were the human subjects of the study as interpretivism claims. Therefore, this study was planned by interpretivism.

Interpretivism demands that research pattern would focus on deep interactions with related people in one or more places for a long time (Glesne, 2013). It is better to begin with exploratory opinions based on the observations, strong replies, or any interaction with the participants such as interviews. Therefore, the findings of an interpretivist study are descriptive rather than statistical.

Every approach has its own philosophical assumptions (Glesne, 2013). Ethnography, life history, grounded theory, case study, and action research are just a few approaches under the interpretive philosophy. The researcher adopted qualitative case study for this research among the others because the main focus of the study was a real case. Ragin (1992) defines case as a status which has boundaries around places and time periods. In other mean, a case is a center stage, not a variable. In addition, every studied case carries an analytical frame and 'of' modifier can constitute a study's analytical frame (Thomas, 2015) as in this study, *pre-selection system for teacher candidates as a case of Turkey*. As a result, pre-selection system for teacher candidates is the case of this study, whereas Turkey constitutes a context for it.

Case study is an extensive investigation from different perspectives, so it includes complexity but at the same time, uniqueness of a specific project, policy, institution, program, or system from the real life (Simon, 2009). Schram's comment (2006, p. 107) on a case study has another important point:

“Although a case study is thought as conceptualizing social behaviors of individuals or a way of summarizing it, the strategical significance of the case study is engaged to the capability of drawing attention on what can be learned from only one case”.

A case study should mostly answer “how” and “why” questions according to Yin (2003). In addition, opinions of the participants cannot be manipulated, but they should be evaluated by taking the context into consideration. That is why the researcher had a desire to portray participants' beliefs with their social or contextual situations related to the phenomenon of the study. To analyze the case and to make some assumption in the study, looking at the existent subject from each and every angles closely plays a crucial role. Yet, as Thomas (2015) proposes, nothing should be lost in its refraction by the inquirer's own understanding as interpreting the data.

Apart from quantitative approaches, there are numerous qualitative case studies in the field of education. Hamilton (2013) believes that it is high likely to study educational cases to enhance the understanding of contexts, communities and individuals. Accordingly, education is a suitable area to conduct a case study because it allows both the researcher and the readers explications. Moreover, laws and regulations in education is always open to interpretation of its stakeholders such as teachers, students, administrators. Therefore, due to the researcher's occupation, this study was based on education and the situation of the pre-examination system for teacher candidates in her country was interrogated.

In accordance with the information about case study, the main interest of this research was in executive individuals in the field of education. Due to an inadequate number of researches which take executors' views into consideration, the inquirer decided to consult to these people. Furthermore, to deal with the absentism of an obligatory system, pre-selection system for teacher candidates, would trigger the awareness of these educational authorities. Their views and interpretations on past and present teacher candidate selection system in Turkey gave the reason for the use

of the case study approach. In short, the past and present situation of selection system for teacher candidates as a case of Turkey was evaluated by the educational authorities and it was justified the research method which proposed as a case study. These qualitative case data supported or negated existent information in literature and it provided more information about the topic. Additionally, this case study may have brought in new solutions for current teacher candidate selection system.

The case of examination system for teacher candidates in Turkey was chosen by the researcher after she learned the whole leveled process of the selection system for teacher candidates in Finland. Her interest was provoked by the quality and selectivity of the system in Finland and the process inspired her to question the system in her own country. As much as the researcher went deep to the topic, she found tremendous and various changes in the selection system over years. That is why the researcher decided that it would be better to question these system differences by finding the most related individuals with the system. Hence, the research interviews were organized and they formed the research data.

3.2.1 Data Collection Method

The data collection method of the study was interview. It is a vivid method for analyzing the construction and negotiation of meanings in a genuine environment (Cohen & et. al., 2007). Because the method is not based on numbers, but the utterings of people, interviewing is expected to widened the scope of comprehending examined phenomena (Alshenqeeti, 2014). Therefore, the aim of interviews is exploring the insider perspective (Holloway, 2005).

Interviews are mostly categorized as structured, semi-structured, in-depth, and unstructured. In this study, the researcher prefers to use in-depth interview to envision a few but vital participants' remarks on the case in detail. Boyce and Neale (2006) state that in-depth interviewing technique intensifies interviews with a small amount of respondents to find their point of views on a specific idea or case.

This interview type has couple of contributions to the study. Firstly, it surely provides much more detailed data rather than the other data collection methods. Because the process is planned wisely during the interview, the researcher can get a

large amount of data source. In other means, in-depth interviews are not only asking questions, but also systematically recording and transcribing the responses to catch deeper meaning (Guion, Diehl, & McDonald, 2001).

In this research, the general guide lines of Glesne (2013) about carrying out interview were followed. Additionally, the researcher utilized the interviewing stages of Boyce and Neale (2006). Hence, open-ended questions which encourage an extent response rather than “yes”, “no” or one-word answers to elicit unstructured conversation from respondents about their experiences and opinions (Guion, Diehl, & McDonald, 2001), were planned and organized to benefit from the interviewees’ replies at most to shape the study. For the interview questions see , Appendix 4.

Research questions includes what is desired to understand and interview questions are necessary questions to gain that understanding (Maxwell, 1996). In this parallel, the interview questions were prepared in relation with research questions. Therefore, the respondents were in the focus while the questions were designing and the literature review part cultivated the questions in a great deal. The first main theme was the reasons behind the changes of teacher candidate selection system in Turkish teacher education history and the consequences of these changes. Secondly, the researcher drew on Mourshed and Barber’s study (2007), which found that teacher candidate selection system has a great effect on the performance of school systems on the top and she asked the participants’ opinions. By setting out from the second theme, ideal selection system was the third theme of the interview questions. The final concern of the researcher was if there are any studies on this issue in the field. Hence, all the questions were composed around these subjects.

The acquaintance can contribute research that focuses on reflexivity and the interplay between the interviewer and interviewee, (Parkkila, 2013). In this study, the researcher had a familiarity with three of the interviewees from her working life. It was noticed that there was an outstanding different between the acquaintances and the others in terms of intensity of the conversation.

Interviewer is defined as a miner or a traveler by Kvale (2008) because the interviewer digs out the information of the interviewee and the interviewer wanders through the field freely and gets into the conversation with the participants. As a

result, the traveler explores the main aspects of the territory thanks to the maps which are the interview questions. That is why interview questions are constituted the benchmark of the study.

3.2.2 Participants

Information sources of an in-depth interviews rely on couple of respondents type to provide a general framework for the study, so information sources can include; policy makers, program participants or clients, project staff, community members, clinic staff (Boyce & Neale, 2006). In the light of these facts, to determine the characteristics of a community, the data is collected by sampling which is a process of choosing a small amount of representers from the whole. In this research, the inquirer preferred to use snowball sampling where the researcher recruits sample participants and these participants recruit others for a test or a study ("Snowball Sampling: Definition, Advantages and Disadvantages", 2014). By using snowball sampling technique, the participants were selected. All participants were from different levels of the administration of Turkish teacher education system. Therefore, all of them were chosen purposefully and neatly.

The first authority of the case were contacted in September 2018. He was the key person of the study because he is in the position of a bridge between the theory in the administrative level and the practice in the school level. This participant made a chance for the researcher for contacting with the highest authorities in the education domain. At the first hand, the first contact person did a couple of calling with some of the important titles of education in Turkey. In addition to the first respondent, the researcher has two vital contacts in the Ministry of Turkish Education.

Fourth and fifth participants were from the Turkey's well-known private universities. Both of them were the deans of the education department in these universities. The interviews with these individuals were done in December, 2018. The aim of choosing these two contact people was balancing two different levels of education. By this way, the researcher would compare the replies taken from the governmental positions and independent powers in the education field.

The research did not conduct in a specific institution or organization, so the researcher connected with the participants via phone call or e-mail to get the permission for interview. Furthermore, A Letter of Acknowledgement from the Faculty of Education and Psychology in University of Jyväskylä and interview questions with the research questions were sent to each interviewee via e-mail two weeks before the interview (Appendix 5) . In addition, all interviewees signed the Letter of Consent (Appendix 6) before the interviews. At the end of December, 2018, the research data collection could be done.

3.2.3 Conducting the Interviews

Interview questions with research questions were sent to the interviewees by e-mail two weeks before the every interview. In addition, the same document were given to the interviewees in the beginning of the interviews in case that the questions had not been read and to make the interviewees followed the process easily. Five one-to-one interviews were conducted in the study.

Each interview was operated in different places. First interview was in a private school. The conversation took one and half hour. Almost all questions were touched during the interview. The second and third interviews were in a same organization Both interviews took almost half an hour. For the fourth interview, the researcher went to one of the private university. Interview was conducted in the office of the participants. It took almost one hour. The last interview was in another private university of Turkey. Similar to the fourth interview, last interview was realized in the participant's office. Yet, since the interviewee indicated that she was quite tired, the interview was cut in below half an hour. Nevertheless, almost all planned questions were delivered.

After each interview, the researcher thanked to the participants to give importance to this research and to find a time period for this study in their busy schedule. Each interview were recorded by two electronical devices; phone and computer to ensure the data. Each participant's interview recording was transcribed manually and forty five transcribed text pages were attained.

3.3 Data Analysis

For this study, content analysis was preferred to analyze the data collected in the interviews. It is a procedure of systematic coding and categorizing to explore great deal of texts to pin down frequently used words, the relationship between each other and the way of communication (Pope & et al., 2006; Gbrich, 2007). In this research, the texts were the transcribed data taken from the recordings of the interviews. This analysis method used in education research has been applied to various depth of interpretation (Graneheim & Lundman, 2004). In the light of these descriptions, the data analysis was carried out January and February, 2019.

Qualitative content analysis is examined in three approaches; conventional, directed, and summative (Hsieh & Shannon, 2005). In this data analysis, the analyzer preferred to use conventional one to distil the categories directly and inductively. Inductive way of analysis moves from the specific to the general, hence the epitomic cases are observed and combined into a greater whole or general expression (Elo & Kyngäs, 2008). The data were analyzed according to the steps advised by Zhang and Wildemuth (2009) which are preparing the data, defining the unit of analysis, developing categories and a coding scheme, testing the coding scheme on a sample of text, coding all the text, assessing the coding consistency, drawing conclusions from the coded data, and reporting the methods and findings.

3.3.1 Preparation of the Data

This is the first step of an important process. *"A common starting point for qualitative content analysis is often transcribed texts"* (Erlingson & Brysiewicz, 2017, p.94). This is for making the other stages easier and easing the analyzing process in terms of interpretation.

During this preparing phase, all questions presented by Schilling (2006) aroused in the researcher mind; (1) is it a must to transcribe all the conversions in detail? (2) is it necessary to write down all questions asked by the interviewer during the interview, or just the main questions? (3) what should be done for observations during the interview such as sounds or pauses? However, the answers to these

questions are all up to the researcher and the research questions. If the researcher thinks that each piece of data is necessary to justify the interpretation of her, then the answer is 'yes' to all.

On the other hand, in this study, the researcher did not feel compelled to transcribe everything word by word. She focused on only the answers mainly to the interview questions and some additional questions that came up her mind suddenly if she felt that the questions were necessary to support the interview questions. The researcher did not transcribe any intonations or exclamations, yet in the phase of interpreting the data, she took them into consideration.

3.3.2 The Units of Analysis

The unit of analysis means that the basic unit of text to be segregated throughout qualitative content analysis (Zhang and Wildemuth, 2009). Constant reading the interview texts to systematically transform a great deal of text into a concisely organized and take summary of key results is the key point of defining the unit of analysis. Re-reading transcribed texts couple of times is also crucial for the researcher to familiarize with the data and correct decision for the unit of analysis.

In this research, the analyzer preferred to separate the text under each interview questions and their subsections. At first, she made a section under the title of 'Personal Information' in which the interviewees introduced themselves and their studies upon teacher education system. Then, the researcher distilled the words, phrases, or sentences from each interviewee related to each interview questions. As a result of this process, not a sentence but some clauses were used as unit of analysis of this study (Appendix 7).

Definition of the unit of analysis was made in the researcher's mother tongue, Turkish, because to translate all interview texts would be time consuming and deceptive. Therefore, she used translation in the last step of the process which is categorizing.

3.3.3 Codes and Categories

A code is a symbol given to a group of utterances to categorize them (Parkkila, 2013), in other means, a category is shaped by grouping the words that are related to each other according to their content or context. While condensing the meaningful units, it is highly important to protect the core essence of the message. In contrast, a category indicates mainly a description of the content and additionally, it can be seen as an interpretation of the definitive content of the related text (Graneheim & Ludman, 2004).

In this stage of the study, different colored unit of analysis were compared themselves again. The analyzer has done the rereading couple of times again and during reading, she used some particular symbols such as 'x' or '✓' to reduce the number of words. After that, she labeled the commonalities to categorize the similar units. According to Zhang and Wildemuth (2009), developing categories by the constant comparative method, the systematic comparison of each text is assigned to a category in order to completely understand the theoretical characteristics of the category and integrating categories by the development of interpretive messages.

The very first interviewee's data became a sample or pilot study to coding scheme. Couple of codes were driven from the data. It was important for providing consistency and clarity of the category definitions.

A category always includes a number of sub-categories or sub-subcategories at varying levels of abstraction, states Graneheim (2004). Indeed, when the researcher found her first categories, there were numerous categories and subcategories in her hand. Both the number of them should have decreased and the length of them should have shortened. At that point, the researcher used constant comparative method again as to pay attention to coding consistency and to keep the essence of the texts.

The researcher compared each utterances of each interview in itself to purify the results by underlying the similar words or phrases with different colors. At the end of this long process, the colorful categories in Category Table (Appendix 10)

were composed by the researcher. In that table, there are five main categories presented with red, green, purple, blue, and orange colors.

Red section represents the reasons behind the radical change in teacher candidate selection systems in Turkey under the name of 'Reasons Behind the Change'. This section has five sub-categories; 'Strategic Planning Fallacies', 'Political Reforms', 'Global Trends', 'Social Requests', 'Lack of Justice and Reliance'. The sub-categories were touched upon by every participants during their interviews. Moreover, this main category were showed in red because it serves the first research question of this study and it signifies the category's importance.

The second category of this study in green is 'From Past to Present' which reveals each and every small details of change in the past and current selection system. These small details were gathered by the analyzer and presented to the reader under three sub-categories; 'Candidates', 'Assessment Methods', 'Content and Type of The Questions'.

The purple section is all about ideal teacher candidate selection system in the mind of the participants under the title of 'Ideal Selection System'. However, the researcher found three different trivets of the ideal system mentioned in the interviews, so these trivets are displayed as subcategories under this section; 'Ideal Time', 'Ideal Methods', and 'Ideal Assessment Unit'.

Teacher qualities are highly related to teacher candidate selection. Stronge and Hindman (2006) assert that looking for research-based qualities of teachers, selecting the best teacher applicants is much more possible. Therefore, the forth category was specified as 'Teacher Qualities' mentioned by the participants. It can be seen in blue in the table. To boost the comprehension, the section was divided into two; 'Personal Qualities' and 'Professional Qualities' by the analyzer.

The last category is showed in orange. As the first category, orange category under the name of 'Ongoing and Future Studies' serves the last research question and it's sub-categories, namely; 'Collaboration with YÖK', 'Uplifting the Status', 'Providing Alternatives', and 'Adjustment in YKS and KPSS', are extracted from the participants' common utterances.

3.4 Review of The Research

This study were reviewed by Tracy's Eight Criteria of Quality (2010) which are worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. Even though Tracy (2010) discusses these norms separately, in this section 'worthy topic', 'significant contribution', 'resonance', and 'meaningful coherence' will be given together. Similarly, 'sincerity' will be explained under 'credibility'.

According to Tracy (2010), the topic of a research should be relevant, timely, significant, and interesting. When the study is evaluated within this frame, it is obviously seen that the topic fit well in these sub-criteria. Since teachers have a predominant figure of education, their selection system plays a crucial role in the field. Additionally, based on extensive literature scan, it has been seen that there are only a few sources on pre-selection system for teacher candidates in Turkey. Hence, the topic may be attracted by the readers especially nowadays when the Turkish government are tend to enhance existent educational practices. By embracing the significant contribution of this worthy and lofty topic, the way of presenting results of it needs attention. As Richardson (2000) asserts, written work should be creative, encouraging, and engaging the readers to make them feel, think, interpret, react, and change.

Richness of a research complexity highlights the quality of a qualitative research (Winter, 2000) and a research complexity is bond to value of the data and the spending enough time to analyze them by the researcher. In this study, before conducting the research, to inform readers, almost 150 years Turkish teacher education history is tried to be summarized. By this way, the readers are prepared for the results of the data implied from the utterances of the participants. In other means, not only by using the data taken from interviews, but also by giving an extent historical background about the teacher education, the context is enriched.

Research process should contain couple of ethical issues to ensure the safety of the participants (Van Deventer, 2009). Miles and Huberman (1994, p.228), advice that

"We must consider the rightness or wrongness of our actions as qualitative researchers in relation to the people whose lives we are studying, to our colleagues, and to those who sponsor our work" .

Moreover, they adds that "Weak consent usually leads to poorer data" (p. 291). It means that the researcher should provide transparency between herself and the participant by informing them about all the research process and taking their consent. By taking these information into consideration, the researcher was paid metiuos attention especially to the ethical prensiples at all stages of case study from the design through analysis and presentation. First of all, the participants of the study were recruited on a voluntary basis. Assuring participants not to share the conversation directly and keeping their names anonymously is vital for earning their trust (Boyce and Neala, 2006), so a sample of 'Letter of Consent'(Appendix 6) was provided by the Department of Education and Psychology of University of Jyväskylä. It was adapted to this study and translated to Turkish. Turkish version of the letter was read loudly and both versions were signed to each participant before the interviews. There was a candidate participant who rejected to take recording of the conversation. Since the researcher considered that it may affect the confidentiality and relibility of the study, interview proposal was sent to another person and the person accepted to participate to the study with the voice recording. Furthermore, the researcher had some difficulties to get contact with some of the participants because of the hierarchical structure of administration system in Turkey.

'Letter of Acknowledgement', (Appendix 5) which summarizes the thesis and includes both research questions and interview questions, was written and it was sent to each participant two weeks before the interview in English and Turkish. Lewis and Graham (2007) mentions the importance of verbal information as a backup or addition to written information in their study. Based on that study, in the case that participants did not have time to look through the letter of acknowledgement, the researcher brought it to every interview session and read it out loud before each interview.

During the interviews, as Van Deventer (2009) suggests to ensure the participants anonymity and confidentiality, if the participant felt uncomfortable with any of the questions, they had the right not to answer or to even stop the entire

interview process, yet every interviewee tried to do their best to contribute to the study. Some interviews were interrupted because of inconvenient environment for interview and these interruptions caused long standing recording. During the data analysis and presenting the results, codes such as P1(participant 1), P2(participant 2), P3(participant 3) were given considering the sequence of interviews and it was told to the participants before the interviews. By this way, confidentiality of the study was provided.

Since the interviewes were conducted in the participants' mother language and the research should have done in English, it has been paid a huge effort to to violate the principle of avoiding the utilisation of personal experiences (Van Deventer, 2009). However, the hardest job during the research process was expressing an educational system which is inseperable from its culture, politics, society to the readers who are not exposed to Turkish culture, politics, and society.

4 RESULTS

In the study, three major questions were on the main focus of researcher. Therefore, the results of the research were presented under these three questions to make a better understanding for the reader. Each main title included its own categories and sub-categories.

4.1 Changes in The Pre-examination System for Teacher Education Program in Turkey

The statements of the participants which undergo this category directly serve to this study's first research question; *Why has been pre-examination system for teacher education program changed over years in Turkey?*

4.1.1 Reasons Behind The Changes in Pre-examination System

In this section, the reasons behind the changes in pre-examination system for teacher candidates in Turkey were presented. Each and every participant presented more or less the same causes as the counterparts of the changes in the system. Five reasons were found as a result of the analysis under the title of 'Strategic Planning Fallacies in Teacher Education', 'Political Reforms', 'Adaptation to Global Trends in Education', 'Social Requests', and 'Lack of Justice and Reliance'.

Strategic Planning Fallacies in Teacher Education

According to the participants, the first main reason behind the changes in pre-selection system for teacher candidates was inadequacy of planning or faults in strategic planning. It could be seen in one one of the interviewee's explanation;

"Turkish teacher placement system, during the history of commonwealth, has changed in the parallel with the requirement of teacher demand. There is not any conscious. There is not any strategical development program. If there was a strategical development program, we would not have around 300-400 thousands of teacher discard

nowadays. We opened new teacher schools without planning so that two or three years ago, we still tried to settle the teachers from these schools.”(P1).

Another participant asserted non-stop raising population and accordingly, uncontrollable amount to make any plan. Because managing less amounts is always easier, at the very beginning of Turkish teacher education history, growing qualified teachers was under control. However, due to the sudden demand of teachers with the raising population in Turkey before seventies, without planning human recourses, Turkey educated much more amount of teachers rather than the demands of the country as the participant 2 stated;

“In Turkey, the balance between supply of teachers and the demands were not done. There have been a lack of teacher quantity for a long time in Turkey. Without human resource planning and making relation with education sector, many education faculties were opened.[...]The balance between supply and demand were destroyed. In that situation, rational and political decisions should have given. Yet, it could not be done in Turkey.”

Participant had a consensus on that this planlessness created a never-ends loop in Turkish teacher education system. Hence, teacher candidate selection system began effecting employment of teachers in the field. Even worse, in existent situation, nobody was able to break this loop as it was underlined by participant 3.

“Because waiting number is taken into consideration, employability proportion is reducing day by day. Today, employability rate is full around %85-90. Yearly, we graduate approximately 45-53 teachers. In addition to that number, 25 fields constitute a source for graduating teachers. Furthermore, there are students in other 70 fields who are capable of choosing teaching as a profession. Hence, these occupancy rate has a huge impact on employment”.

All education authorities who participated this study claimed that strategical development plan is an obligation before doing a radical change in any system. When education is the case, planning becomes more important. The 5th participant gave a voice to this issue;

“There is a change from night to morning in Turkey. It should not be that way. Time is necessary. Pilot projects should be done, but population and cultural dynamics should

be taken into consideration while doing comparison with other education systems. Plan is a must. We should make plans."

As it is seen above, all participants agreed on planning fallacies in teacher candidates selection system. They also shared that all systematical mistakes' start point is the lack of planning or inadequate devoted time to planning process, or defective and uncalculated measurement between teacher supply and demand. Consequently, behind the dramatic changes in pre-selection system for teacher candidates in Turkey, a chaining events such as raising population, growing teacher supplies to teacher demands for the population, uncontrolled teacher amount in the field, and deficit in human recourses.

Political Reforms

The second implied sub-category of the study was 'Political Reforms'. First interviewee put the changes into words chronologically by beginning from the establishment of Turkish Republic in 1923. This was not the only one who went back in time, but the forth participant supported the first participant by showing political alterations as a reason behind educational change with; *"all quests' provision is that; the answer to how this population could be transformed into educated"*.

Interestingly and surprisingly, all participants of the study underlined "political reforms" or "administrative forces" couple of times during their interviews. All trivets of teacher education system in Turkey asserted that a society's education system base cannot be separated from its politic, sociologic, and cultural structure. Therefore, because all these systems have unstable form, teacher education and its assessments has changed over years.

Adaptation to Global Trends in Education

The third reason behind the systematical changes in pre-selection system for teacher canidats was a desire to catch up global trends according to the four participants of the research. Two participants of this study touched upon globalization and modernism desire of Turkey. One of the participants verbalized globalization couple of times during his interview;

“when we go back to seventies, the world was changing and surely, the demands of Turkey were structuring with those changes” (P1)

and he continued;

“at these times, there were standardization quests everywhere. Because, everybody pursued of justice and equity. [...]Not to be unfair or unequal, they needed bench marking tools. Therefore, accreditation concept has begun developing at those times to build common assessments for education”.

Second interviewee’s words were not more different than above;

“Ontological reasons lead teacher education systems and modernism becomes teaching occupation higher expertise in terms of technical and professional skills”.

With these realities, the participant had a right to say; *“we [Turkey] becomes westernize, modernize, and urbanize”*. Hence, these global trends shaped education as many other fields and it made a huge impact on the selection system for teacher candidates.

Social Requests

In Turkey, besides the other reasons such as political or global, social requests of the public born over years spontaneously become decisive on the change of teacher candidates selection system as one of my participants claimed;

“The quality of the attitudes and behaviors of a society cannot be higher than that society’s sociology” (P1).

That is why, social requests became the fourth sub-category of this research.

Before the foundation of republic, teaching profession was highly preferable profession because of the profession’s advantages such as great employment possibility, ensurance by the government, high salary, and supreme statue in the society as P1 asserted. Yet, the effects of other reasons above, *Strategic Planning Fallacies, Political Reforms, Adaptation to Global Trends*, resulted in some binding requests of society such as equality, standartization, and justice. This quest made a dramatic change in the examination systems in Turkey. Participant 1 had a lot to say on issue;

“They [notables in the government] needed to bench marking tools for providing certain standards. Therefore, accreditation notion began developing those days”.

In addition, according to him, through the end of seventies, the perception of the quality has changed. Throughout the human history, people had a desire for longer education because the longer education period has seen as more qualified education. In other means, people began searching a quality standart in teacher education as well. Hence, the obligation of graduating from a university for the graduates from the teacher schools such as First Teacher Schools and Village Institutions started to a matter of fact.

This social requests opened a way for several opportunities as new universities, new undergraduate, graduate, and post graduate programs in these universities, and quota increasement in existent programs in the universities. Thus, the quantity who enrolled in the university increased, accordingly the graduates either. In other means, social requests on education caused increasing number of new universities.

Lastly, as an enchaining events, sociological changes caused Turkish economical market movements. *“In Turkey, when the education liberalized, private school concept developed and it became an investment”* claimed participant 1. It caused a challenge between state schools and private schools in accordance with teachers who want to work in state school and private school. Yet, the second participant who works for government stated the opposite of the first participant; *“the main reason of our centralized examinations is a desire to become a civil servant because private sector is not powerful”*. The implication from these two opponent statements supported the participant of number three: *“Everybody passes the buck. Nobody shoulders the responsibility”*.

As a summary and consensus of participants opinions, social requests brought us to the first reason of the change; strategic planning fallacies as a result of raising number of graduates and of two different work branches.

Lack of Justice and Reliance

The very last reason behind the changes in pre-examination system for teacher candidates was lack of justice and reliance, conforming to the interviewees.

According to participant 1, by 1970s, political movements began making a huge impact in every field as in the education. Turkey who was always after the novelties in Europe commenced standardized and associated assessment system in the education because the government of those times was under quite huge pressure of anarchist rebellions for the equity. Therefore, *“while U.S was constituting SAT (Suite of Assessment), Turkey began forming ÖSYM”* (P1).

My first participant claimed that this difference in assessment system has changed the structure of high school graduation and the structure of teaching profession in that regard. The examination which had been conducted by local educational authorities gave its place to standardized, multiple choice, one session exam directed by government’s institution, ÖSYM. According to the participants, this radical changes in the system may have caused by lack of reliance towards local authorities and quest of justice. In other words, existence of a consistent assessment unit as ÖSYM would be more respectable, decisive, and well-suit with the perception of justice.

4.2 Alterations in Pre-selection system for Teacher Candidates in Turkey

To answer the second research question, second category was used because this section exhibited the truths about alterations in pre-selection system for teacher candidates over years and it was better to see these changes from the point of view of the people who have been experienced these changes over years.

4.2.1 From Past to Present

To bring what has changed especially inside examination system to the light and make the changes more clear, *“From Past to Present”* category was created. After analyzing participants noticed on the content of past and present examination systems, the researcher decided to explain them under three aspects; Assessment Methods, Content of The Questions, Type of The Questions.

Candidates

According to the answers from the respondents, examinees who were the teacher candidates has showed a radical change since the First Teacher Schools. Their educational background and age of candidates from past and present were different; for instance, participant 1 stated that

“At the times of Village Institutes, the schooling age was older than today. [...] Hence, it was normal to graduate from the high school at the age of twenty-one” (P1).

In contrast to those times, today, whereas there was not any age limitation for YKS (Examination System for Placement of All High School Graduates to Higher Education Programs – Pre-Examination System for Teacher Candidates), according to the Civil Servant Law of 675 (1965), any individual who has fulfilled 18th age could become a civil servant. Not only the maturity, but also the status of the examinees in the society displayed change. P1 claimed that because of *“the smart children of rural areas, Anatolia, were chosen by the principals of the schools”* and *“they were reflecting common values of the community such as reverence, grace, ability of establishing relationships”* at the past, they reflected high status in the society. P2 approved these statement by explaining; *“Teachers became communal leaders thanks to the skills and the education that they had”*. Surprisingly, the ideology of teaching profession has completely changed according to participant 3;

“While the teachers who were appointed before 2000 interiorize the system, the ones after 2000 only care about their own profits from the system”.

The participant 1 verified that P3's words;

“Until those times the system has been selecting the best teacher candidate in his early age. Afterwards, we began getting candidates by change, by doing approximate preference”.

According to another beliefs of the participants, at the past, every university graduated different types of students according to the university's own ecosystem. P1 shared his own experiences about this allege;

“for example, Istanbul Technique University says that my area is engineering, so I am going to train an engineer who has this or that technical skill. In contrast, Boğaziçi University is always on the side of sociality, so it is always looking for an engineer who

have high social skills. Hence, in that system, under the name of variety, many different types of people has been trained” (P1).

Assessment Methods

Not only the candidates, but also the assessment methods have changed when the responds from the interviewees were examined, supposed by interviewees. All of the actors of the research met at the same point of the past assessment methods. From the First Teacher Schools till universities, interviewing has been the main assessment method for teacher candidates because the authorities could evaluate diverse criteria even from the hand writing of the candidate. Interviewing was not enough to choose a teacher candidate for getting the individual to the training. Some additional sources such as health report, writing portfolio, commission decision had a vital role during the application period. Additionally, participant 3 stated that

“The interview questions in the entrance examination of the First Teacher Schools are top-tier rather than today’s university entrance exam questions”.

One of the participants of this study was one of the graduates of the First Teacher Schools and he shared his own experiences;

“In 1965, I took a written exam in Mersin First Teacher School. Then, I was interviewed. There were four or five people from the school. They interviewed with me. The questions were highly different” (P4).

Content and Type of The Questions

Participants who work in the organization in the charge under government asserted that the questions did not only test cognitive skill, in contrast, these were versatile which evaluate candidate’s cognition, meta-cognition, affective domain, psychomotor abilities at the past. Third participant said that

“The questions were from life, itself in addition to the remarks of the village associate and of the doctor, to the report from committee”.

However, *“after 1982, interviewing ended with the transition to higher education institution”* explained participant 4.

The government made an obligation of knowledge-based exam to guaranteed civil servant application with a centralized examination. The third participant believed that “Since 2001, the content of the questions has not been changed”. Now, efficiency of candidates has been tested only by the cognitive-based questions to get into teacher training programs.

Furthermore, one of the participants pinned that “KPSS evaluates dogmatic knowledge. In other means, it measures the capacity of memorizing” (P1) because the type of the questions are multiple choice and they do not let the examinees reflect their skills at the present. There was a common point of all the participants on both examination systems; “they are not a selective, but just elective”. Respondent 1 explained the situation with a comparison; “We can do the same with making the teachers 100 km foot race and arraying them”. One of the interviewee put the dot in the end; while “at that time, quality was quite crucial” (P3), recently, because of the load quantity precludes even to think the quality according to him.

4.3 Developing the Pre-examination System for Teacher Education Programs in Turkey

Under this title, the very last question which has been seeking by the researcher found its answers. Firstly, essential teacher qualities presented by the respondents who were all experienced teachers were displayed and then, ideal selection system to choose the teacher candidates who have these qualities was offered. After provoking participants’ ideality on the selection system for teacher candidates, they shared the ongoing and planning enhancements in the system and these were presented in the last section.

4.3.1 Teacher Qualities

After analyzing the data, researcher came up with two categories; personal qualities and professional qualities.

Personal Qualities

All interviewees in this study were teachers before their other titles. Therefore, they gave all personal qualities by doing self-reflection apart from commenting on qualities of the teachers that they have trained.

These qualities were collected from all five participants. Whereas some of them mentioned couple of times by each participant, just a few of them were given by only one of the interviewees.

- Flexible
- Ethical
- Reliable
- Emphatic
- Honest
- Supportive
- Mature
- Idealist
- Understanding
- Good
- Role model
- Respected and respectable
- Intellectual capacity
- Socially skilled
- Wised
- High characteristic features
- Man of The World
- Healthy
- High personal values and norms
- Democratic
- Innovative
- Culturally bounded
- Environmentalist
- Reflective
- Virtuous
- Affectionate
- Open-minded
- Equitable
- Tolerable
- Fair

Professional Qualities

The qualities presented below could seem to be personal traits because teaching profession was interwoven with personal traits ontologically according to the participants claimed. These features were brought together taking from all of the participants.

- Life-long learner
- Child lover
- Self-reflective
- Inquisitive
- Dedicated
- Directive
- Leader
- Concerned
- Observer
- Talented
- Developer
- Analyzer

- Assessor
- Knowledgeable
- Sociologist
- Technologist
- Up to date
- Cooperative
- Critical thinker
- Creative

Participants uttered these definitive and specific adjectives when it was asked them essential teacher qualities. However, unfortunately, none of them thought that the current selection system assesses these qualities. *"Of course, this examination cannot assess personal qualifications or quality"* asserted participant 1 and advised interview method to have a chance to choose individuals who have matured in terms of personality. He strongly expressed that *"academic knowledge can always be developed, but these are character traits. Without possessing them, knowledge cannot be built"*. Moreover, second participant agreed that

"Manners, in other means; cognitive, affective, and psychomotor field have not still been assessed. [...] In the YKS dimension of the system, we are again assessing students only according to their cognitive competences".

Participant four and five had the same feelings toward current selection system. They agreed on that the qualifications presented above cannot be evaluated with the present system and they insisted on that it must be changed. Yet, participant four's approach was more positive. She had a hope from previous selection systems in the history and claimed that *"if we were succeeded once upon a time, we can do it again"*.

4.3.2 Ideal Selection System to Choose Quality Teacher Candidates

This category was about the ideal ways of selecting teacher candidates according to the participants. Yet, after the analysis of the data, the writer found that there are two sub-categories under *"ideal system"*; ideal time, ideal method, ideal assessment unit for selection.

Ideal Time

The answers about this topic from the interviewees had a key point. All participants of the study justified *"before the programs"* for the selection. Only one of them

insisted on two exams; one of them should be before the programs and the other should be right after the graduate education.

Ideal Methods

All participants had more or less the same idea on the methods to select the best candidates for teacher education programs. All of them claimed that there should be more than one examination in addition to the other necessary document such as medical committee report, references, experiences, even free time activities. Moreover, they supported the idea of a council to assess the results of the exam and also to analyze the document.

The ideal selection method should have contained two or more leveled process according to the data. Interviewees did not mention about the reason specifically.

The participant number 4 mentioned his own mixed method;

“First, we need to look at the score. They [the candidates] have to prove themselves academically. Then, we call them to the interview. Additionally, we need to take some registration, so their experiences can be recorded or which instruments they have played or their test scores or which sports they have done, why they want to work with kids, why they want to be a teacher. Shortly, with that folder, they present themselves. As a result of our examination of that folder, if they pass the first cut, we can call them to the interview”.

Fifth participant shared more or less the same methods;

“They [teacher candidates] take a general exam, then portfolio. [...] There should be the reasons why he wants to become a teacher or why she chose to be a teacher. After the portfolio, she should be called to the interview, I think. [...] After the portfolio is viewed, she could be selected by semi-structured interview”.

First participant touched upon the difference between experienced candidates and novice ones;

“If the teacher candidate is highly experienced, individual interview, but if her experience is limited, group interview can be useful and definitely a portfolio”.

As it is seen above, three of participants assertively pointed out ‘interview’ as one of the ideal assessment methods for a teacher candidate. All interviewees believed that

this method was a must because by asking the questions face to face, candidates' personal and professional values, many different kinds of skills, and mental processes could be easily seen. Furthermore, the content of the questions should have been "versatile and multivariate" such as case-based or scenario-type as participant 1, 3, and 4 explained below;

"The interview should go through the cases. There should be instance cases on which they can discuss and express an opinion. Hence, mental processes, association skill, perception towards the occupation, general approach can be seen. [...] Thanks to interviews, there is a chance to select the candidates whose personal values have matured" (P1).

"To get to know someone, you should share the same working place, observing the process and analyze it" (P3).

"While interviewing, you can learn many things about that person. You can understand if she is able to be a teacher or not" (P4).

Apart from the methods, almost all participants touched upon health report or mental test. They argued that an ideal teacher was healthy both mentally and physically.

Ideal Assessment Unit

The participants seemed not to support existent assessment unit by their statements. As in their ideal selection ways, the assessment unit must have consisted of different agents from educational organizations. It could be seen in the statements below;

"There should be something like Education Faculty Consortium. Such as a council. Like Higher Education Council for Teaching. The delegates of the council should be selected among the academics in education faculties" (P1).

"A panel is organized. Even in this panel, there should not only be juries from Ministry of National Education, but also from education faculties" (P5).

4.3.3 Ongoing and Future Studies for Transition

After all members of the research shared their ideas about teacher qualities and ideal selection system, they all believed that Turkey demanded an educational transition in the field of teacher education and “Now the time is the time when the change can be developed” declared one of the education powers. Thus, this category was constructed to exhibit the present attempts to change current teacher candidate selection system in Turkey by compiling from the participants of this research. Additionally, the participants had a vital role in these endeavors.

Accordingly, this study’s participants indicated couple of novelties while interviewing as ongoing and future studies. It was observed that all of the interviewees rely on the current minister of national education and his commissions; for example,

“There are some decisions of Minister of National Education and I believe that he will implement them. [...] There are similar goals in the 2023 Vision Document of Ministry of National Education” (P1).

“Teachers are taking the most part in 2023 Vision Document” (P2).

“There is also a study aimed at teacher candidates selection” (P3).

These enhancements were gathered under four categories and given in different titles; *“Collaboration with YÖK”, “Uplifting The Status of Teaching Profession”, “Providing Alternatives inside Teacher Education Programs”, and “Adjustments in KPSS and YKS Examination”.*

Collaboration with Higher Education Council (YÖK)

One of the crucial and remarkable regulation was partnership with Higher Education Council (YÖK) which has a voice on the selection system mostly. Two participants of the research were aware of the benefit of this co-work, so they touched upon study on the increasement of this collaboration. Participant 1 mentioned that;

“They [Higher Education Council] have to be coconspirator, I think because they are awake to that Turkey has been wounded of all these dead-ends. The only problem in

there is that what they will put quota shortfall caused by education faculties. I am sure about that Higher Education Council is going to plan this",

while participant 2 explained;

"Everybody tends to resemble one another. Higher Education is such an establishment. Yet, nothing is born from a place where everybody looks like each other. There is a study about changing this. If you look at vision document, you can see that".

Uplifting The Status of Teaching Profession

All participants of the study complaint about the low status of teaching profession, but they also explained that the future studies will contribute to the raising of the profession. Thereby, there was a huge demand to have a law for only teachers to look after teachers' rights in Turkey. With the possibility to have a kind of law, teacher candidate selection system could be changed and accordingly, the status of teaching occupation. A member of this study stated confidently that:

"There is a need to recontract teaching as a field that technical skills are strong. Apart from this, the sociologic values of lining on traditional values should not be neglected. It should be subtracted a conception of civil serving. It should be put in the center of humanity. The minister set the same goals; uplifting the status of teaching profession, development of teaching profession in terms of professionalism and technicality, remediation for professional rights, establishment of a school ecosystem, reconstruction of teaching profession as a leadership field. All are accurate decisions" (P2).

Providing Alternatives inside Teacher Education Programs

According to the two members of the study, changing teacher candidate selection system was not the only way to raise teacher quality. By providing transition possibilities within programs while the students are studying in the teacher education programs, it could be absolute solution. These sentences could be the proof of it;

"We should do adjustable modelling. We should provide an opportunity to transfer to the different undergraduate programs for whom is not suitable for teacher education programs" (P2).

Additionally,

“in the new process [of new minister], there is a study on teacher candidate selection to provide an opportunity to get undergraduate minor” claimed participant (P3).

Adjustments in KPSS and YKS Examination

Not directly removing KPSS (Post-Examination System for Graduate Teachers - Public Personnel Selection Examination) or YKS (Examination System for Placement of All High School Graduates to Higher Education Programs - Pre-Examination System for Teacher Candidates) but some adjustments inside the two exams was possible according to the two respondents such as increasing quantity and quality of the questions or the type of the questions or raising the barrage score of teacher education faculties.

“We advise to increase the number of questions. Especially, the amount of questions related to field knowledge should move up from 40 to 60 or 70 because current number of questions does not represent in the field of classroom, science, social, or special education teaching. [...] I think that a type of an examination in which teacher qualifications become evident will bring up. [...] The questions of KPSS is going to change. KPSS continues, but the type of the questions will be different. [...] To balance supply and demand, we will raise the quota of education faculties. Almost 120 thousand band is considered” (P3).

Moreover, participant number 4 explained that;

“Higher Education Council is aware of that [the problem about selection system] and thereby, it put a barrage score. You should get be 240 thousandth or below. This is not a small thing. 2 million people take this exam. In addition, this score will hike up”.

One of other participant proved the devotion with these words;

“I am sitting on a chair and this chair has a power. We are working on this direction. We might not change everything, but we have started” (P2).

The candidates -although they have a voice in the administration- had some drawbacks;

“There is a political structure now as in the time of strike. Policy changes affect all system”(P1).

“There is always a gap between policy and practice. [...] If you are talking about 1 million teachers and 18,5 million students, you cannot do reform suddenly. Teaching is an integrated part of civil system. It has politic and sociologic consequences” (P2).

“Current system will continue because it is easy for Higher Education Council. It is good for bureaucrats, but not for teachers” (P4).

5 DISCUSSION AND CONCLUSION

This research has developed by a researcher who has a dream to contribute Turkey's teacher education history. She aimed at setting forth the very first and main problem of teacher education in Turkey; absence of pre-selection system for teacher candidates for a long time as Kuru and Uzun (2008) state that one of the vital steps of training teachers is teacher candidates selection. Her master study in Finland raised her awareness through teachers quality and the importance of selection procedure in teacher education. Hence, she decided to choose her master thesis topic on pre-selection system for teacher candidates in Turkey.

The researcher made an extensive research in the literature by going almost 150 years back to Turkish teacher education history. All teacher training schools, institutions, and programs were examined since First Teacher Schools in addition to their admission criterias, methods, and questions to these former teacher training formations. Moreover, present teacher training program was mentioned. Current examination system (YKS) to enroll any under-graduate programs and other examination (KPSS) for teacher candidates who wants to be appointed by government to the state schools were defined in detail. According to this extent literature review, it was obvious that there is a huge contradiction between past and current admission procedure to teacher education programs. However, the reasons were a mystery and it was needed to solve to raise the quality of future teachers in accordance with the status of teaching occupation in the society. Hence, a case study was decided to be conducted to solve the mysteries on this topic. Case study was seen suitable because it is thought as conceptualizing social behaviors of individuals or a way of summarizing the situation (Schram, 2006). With this regard, five education authorities from different branches of education in Turkey were selected to have an interview on pre-selection system for teacher candidates to realize pre-selection system case in Turkish context.

After conducting a case study on teacher candidate selection system in Turkey and analyzing related educational powers' transcribed texts of recordings during the interviews, five reasons were found; strategic planning fallacies, political reforms,

adaptation to global trends in education, social requests, and lack of justice and reliance. Since Turkey has experienced great deal of political, sociological, cultural, and educational reforms due to global trends as Tarman (2010) states that YÖK has done some additions about the constitution of faculties along with the aim of entering to the European Union, and social requests, it was hard to adapt these reforms. Alterations should have done with strategical planning neatly and in extended time period. In contrast, by just to save the day and not to consider future consequences, numerous changes has done and faulty decisions were taken while planning about teacher education such as opening much more teacher training programs than demands, raising quota of education faculties, generating different teacher training sources. All of the reasons given by the respondents were related to each other. They were more like enchainning events, so each triggered one another and Turkey has been struggling in the absence of pre-selection system for teacher candidates since 1973 and 1974 when Higher Teacher Schools were transferred to two-years Higher Education Institutes (Cakiroglu & Cakiroglu, 2003).

In contrast to current selection system of teacher candidates in Turkey, Uygun (2010), who conducted a research on "Historical Analysis of Some Applications Relevant to the Selection of Teacher Candidates in Turkey", found that first teacher schools, village institutes, and Higher Education Institutes had a great impact on teacher education history that is why their candidates' selection procedures were so serious and successful. He also admits that the evaluation criteria of these schools were versatile which covered the students' academic achievement, personality, morality, psychical condition, and the score taken from the central examination. In contrast, the present selection system does not assess these criterias of teacher candidates as all five participants strongly believed. However, to be an effective teacher, it is vital to carrying and reflecting both personal and professional qualities such as dedication, flexibility, emphaty, maturity, intellectual capacity, creativity, leadership and so on. Işık, Çiltaş and Baş (2010) claim that at first, to teacher training programs, the students who were willing to become teacher and who had higher success level in high school. This claim was again pretty same with the participants of the study while comparing past and present systems.

In another important study conducted by Çağlar (1987) contributed the results of the study by telling that anyone who applies for teacher education programs should be assessed by personality scales and the ones who have basic characteristics for becoming a teacher should be taken to the programs.

Another educational research on 'Factors affecting pre-service teachers' choice of teaching as a profession' by Özsoy and et. al. (2010) emphasize that in the admission process to teacher education programs, some precautions to provide to select the students who have teacher qualities should be taken. Lastly, Başkan, Aydın and Madden (2006, p. 41) put forward a suggestion with those lines;

"It is considered that the admission process in Turkey should be revised by taking the system's technical and academic dimensions into consideration and by reviewing other countries' systems... There should be performance examination in which the candidates display their professional ability (course presentation samples) and in this examination, educational experts from the universities could be the judges. By these kinds of examinations, it is possible to test candidates' personalities and skills (proper usage of Turkish, having jargon, communication skills and so on) and whether they are suitable for the profession quality or not."

As it is mentioned in the introduction part of the literature review, the Ministry of National Education (MEB) (2017) specified teacher qualities in six matters (Personal and professional values-professional development, student acknowledgement, the time of teaching and learning, assessment and evaluation of learning and development, school, family, and society relations, schedule and curriculum knowledge) and MEB claims that the current exams (both Student Selection and Placement Examination, YKS, and Public Personnel Selection Examination, KPSS) should be designed by taking these qualifications into consideration. In addition to this exclamation, The Ministry of National Education (MEB) published a crucial and future-oriented strategy paper on teacher education in Turkey for the years between 2017 and 2023. MEB specified three objectives and the very first of them is "*ensuring the employment of highly-qualified and well-trained teachers, who are the most suitable for teaching profession*" (Directorate General for Teacher Training and Development, 2017, p.2).

Participants and literature have another consensus on that there should be a change in the admission process for teacher education in Turkey and many offers solutions. Binbaşıoğlu (1995) advises that a form could be prepared based on one of the past forms in addition to an examination. Actually, the form which evaluates

candidates' communication ability, thinking skill, values, psychological health had been used from the beginning of 1950 till 1982. Henceforth, as the participants also suggested, it can be again used as an evaluation criteria during the possible interviews. Additionally, Demirel (1995) noticed many problems about teacher education, so he developed a model for teacher education curricula which starts with the selection criteria of admission period. The process includes admission criteria on candidates' cognitive, affective, and psychomotor abilities.

These were more or less the same ideas with the members of the study. To the participants, these qualities are essential to become a teacher. Accordingly, to assess if teacher candidates possess these qualities and their academic, field, and pedagogic knowledge, a versatile examination which contains candidate's portfolio, individual interview, group interview, sample lesson should be done '*before*' teacher training programs and evaluated by an education consortium constituted by academics, teachers in the fields, and authorities from MEB and YÖK.

In the light of this information, it is obvious that educational authorities in Turkey are highly aware of the problem about the admission process to teacher education programs in Turkey. With the new minister of education, 2023 Education Missions were determined and all of the respondents touched upon couple of renovations in the selection system for teacher candidates such as collaboration with YÖK, uplifting the status of teaching profession, providing alternatives inside teacher education programs, and adjustments in KPSS and YKS examination. Even though three of the participants mentioned vision document specifically, it is intriguing that nobody remarked the exact change about teacher selection system. In addition, one of the participant declared not to believe that any radical systematical reform would come.

In conclusion, Turkey has been suffering various challenges about teacher education system for ages and candidates selection process is its one of the thousand bleeding wounds. Almost all educational powers in the country know the system and its challenges inside out. Since education is integral part of politics, when the 'democracy' crown is passed from one to another, band aids are stucked on these wounds as a temporary solution. Everybody has an idea on how to cure the wound,

but nobody ventures it. According to the researcher's opinion, although potential solutions presented in 2023 Vision document to enhance existent selection system, non-existence of a pre-selection system for teacher candidates keep being a source for other challenges in teacher education in Turkey.

This research reveals the challenge of pre-selection system for teacher candidates in Turkey. The changes in the system and the reasons behind these changes are supported by Turkey's predominant figures in education field. Consequently, the study also carries an importance to suggest possible solutions to enhance the existent system by these related individuals. However, as it is seen above, an education system has always been under regulation according to the changes in other essentials of a country such as politics, society, and economy. Hence, dependability of an education system to the ontology can be counted as one of the most important limitations of this study. To preclude of this limitation, this kind of interrogating researches can be conducted regularly. Furthermore, this research can be amplified and transformed into a doctoral project by enlarging the participant numbers and including each layers of teacher education such as teacher candidates who are getting ready for pre-selection system, teachers in the field who have passed examinations for teachers, and policy makers who give the last decision about systematical change.

"We are supporting to find why nonoperative is dysfunction and to enhance it on the basis of data. If it needs a total change, it can be revolutionized, but it takes some time".

This statement from the second participant of the study may be an initiator for researchers in education field to change the current selection system for teacher candidates and they may be hope for the future of teacher education history in Turkey.

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7 APPENDICES

Appendix 1. General Competencies for Teaching Profession (MEB, 2017)

| A Professional Knowledge | B Professional Skills | C Attitudes and Values |
|---|--|--|
| A1. Content Knowledge She/he has an advanced and critical perspective on theoretical, methodological and factual knowledge in his/her subject field. | B1. Planning of Education and Teaching She/he plans education and teaching processes effectively. | C1. National, Moral and Universal Values She/he observes national, moral and universal values. |
| A2. Pedagogical Content Knowledge She/he has a good knowledge of the curriculum and pedagogical content knowledge of her/his subject area. | B2. Creating Learning Environments She/he prepares appropriate teaching materials and builds an healthy and safe learning environments, where effective learning can be achieved for all students. | C2. Approach to Students She/he has an attitude that supports the development of students. |
| A3. Knowledge on Legislation As an individual and teacher, she/he conducts her/himself according to the legislation related to her/his duties, rights and responsibilities. | B3. Managing the Teaching and Learning Process She/he manages the teaching and learning process effectively. | C3. Communication and Cooperation She/he establishes an effective communication and cooperation with students, colleagues, families, and other educational stakeholders. |
| | B4. Assessment and Evaluation She/he uses the methods, techniques and tools of assessment and evaluation that fit for purpose. | C4. Personal and Professional Development By carrying out self appraisal she/he participates in personal and professional development activities. |

Appendix 2. Pedagogic Formation Certificate Program Curriculum in Turkey (2017-2018) (T.C. Milli Eğitim Bakanlığı, 2017)

| Pedagogic Formation Certificate Program Curriculum in Turkey (2017-2018) | | | |
|--|---------|----------------------------------|--|
| Courses | Credits | Elective Courses 1 | Elective Courses 2 |
| Introduction to Educational Sciences | 2 | Education Action Research | Guidance |
| Teaching Principals and Methods | 2 | Program Development in Education | Use of Technology in Education |
| Measurement and Evaluation in Education | 2 | Education History | Education Philosophy |
| Education Psychology | 2 | Education Sociology | Turkish Education History |
| Classroom Management | 2 | Developmental Psikoloji | Turkish Education System and School Management |
| Elective Course 1 | 2 | Teaching Profession Ethics | Character and Values Training |
| Elective Course 2 | 2 | Life Long Learning | Special Education |
| Special Teaching Methods | 3 | Individualized | Computer Aided Instruction |

| | | | |
|--|-----------|-------------|--|
| | | Instruction | |
| Instructional Technologies and Material Design | 3 | | |
| Teaching Practice | 5 | | |
| Total | 25 | | |

Appendix 3. Classroom Teacher Training Program Curriculum in Turkey (2017-2018)

| 1st Semester | | 2nd Semester | |
|--|-----------|--|-----------|
| Courses | Credits | Courses | Credits |
| Introduction to Educational Sciences | 2 | Education Psychology | 2 |
| Education Sociology | 2 | Education Philosophy | 2 |
| Ataturk's Principal and Reforms 1 | 2 | Ataturk's Principal and Reforms 2 | 2 |
| Foreign Language 1 | 2 | Foreign Language 2 | 2 |
| Turkish Language 1 | 3 | Turkish Language 2 | 3 |
| Information Technologies | 3 | Reading Skills 1 | 2 |
| Reading Skills 1 | 2 | Writing Skills 2 | 2 |
| Writing Skills 1 | 2 | Listening and Voicing 2 | 2 |
| Listening and Voicing 1 | 2 | Verbal Communication Skills 2 | 2 |
| Verbal Communication Skills 1 | 2 | Structure of English | 2 |
| Total | 22 | Total | 21 |
| 3rd Semester | | 4th Semester | |
| Courses | Credits | Courses | Credits |
| Instructional Technologies | 2 | Turkish Education History | 2 |
| Teaching Principal and Methods | 2 | Research Methods in Education | 2 |
| Elective Course 1 | 2 | Elective Course 2 | 2 |
| Elective Course 1 | 2 | Elective Course 2 | 2 |
| Elective Course 1 | 2 | Elective Course 2 | 2 |
| English Learning and Approaches | 2 | English Teaching Programs | 2 |
| English Literature 1 | 2 | English Literature 2 | 2 |
| Linguistics 1 | 2 | Linguistics 2 | 2 |
| Critical Reading and Writing | 2 | Language Acquisition | 2 |
| Total | 18 | Total | 18 |
| 5th Semester | | 6th Semester | |
| Courses | Credits | Courses | Credits |
| Classroom Management | 2 | Measurement and Evaluation in Education | 2 |
| Morals and Ethics in Education | 2 | Turkish Education System and School Management | 2 |
| Elective Course 3 | 2 | Elective Course 4 | 2 |
| Elective Course 3 | 2 | Elective Course 4 | 2 |
| Elective Course 3 | 2 | Elective Course 4 | 2 |
| Foreign Language Teaching in Early Childhood 1 | 3 | Foreign Language Teaching in Early Childhood 2 | 3 |
| Teaching English Language Skills 1 | 3 | Teaching English Language Skills 2 | 3 |

| | | | |
|--|----------------|--|----------------|
| Teaching Language and Literature 1 | 2 | Teaching Language and Literature 2 | 2 |
| Total | 18 | Total | 18 |
| 7th Semester | Credits | 8th Semester | Credits |
| Teaching Practice 1 | 5 | Teaching Practice 2 | 5 |
| Special Education and Inclusion | 2 | Guidance in Schools | 2 |
| Elective Course 5 | 2 | Elective Course 6 | 2 |
| Elective Course 5 | 2 | Elective Course 6 | 2 |
| Public Service Practices | 2 | Preparing Exams in English Language Teaching | 3 |
| Content Development in English Language Teaching | 3 | Total | 14 |
| Translation | 3 | | |
| Total | 19 | | |

Appendix 4. Interview Questions

English Version

Research Questions:

1. Why has been selection system for teacher education program changed over years in Turkey?
2. How does the current selection system for teacher education program in Turkey serve its purpose to select best applicants?
3. How should the selection system for teacher education program in Turkey be developed?

Interview Questions:

1. Looking at the history of Turkish Teacher Training, to the adoption of the Basic Law of National Education in 1973, it is seen that teacher candidates of First Teacher Schools or Village Institutes, or Higher Teacher Schools were enrolled to the programs based on many different criteria.
 - a. While the teacher candidate selection was held before the teacher programs, it is seen that the Student Selection and Placement Center (ÖSYM) took responsibility in 2001 and the candidates were eliminated with the Public Personnel Selection Examination (KPSS). What are the reasons behind this change?

titles. Most of what makes a teacher effective are the “soft” personal attributes which are high achieving, responsible, critical thinker, organized, motivating, respectful, and sharing the goals of the school according to Walsh and Tracy (2004). However, even if the program provides preparation in content knowledge, pedagogical knowledge and skills, it is just a possibility that the program has an influence on some attitudes (Casey & Childs, 2007). How should these competences be taken into account in the pre-selection system? How do you think the current selection system measures these competences?

5. The Ministry of National Education Directorate General for Research and Development of Teachers argues that the selection of prospective teachers in the Teacher Strategy Document targeting the 2017-2023 years is a problem in our country and should be initiated in order to be resolved.
 - a. Is there any project that the ministry has initiated or will launch in this regard?
 - b. What can we see as a reason that previous strategy work could not improve the current situation?
 - c. What mistakes or limitations have been observed in previous strategy studies and in the policies followed?
 - d. What is your point of view as the Ministry of National Education and the Council of Higher Education, which is the most competent in this regard, with ideas and practices to be developed from the outside?

Optional Question: Currently, there are 1,093,033 (MEB Personnel, 2017) teachers in the field who have taken the KPSS exam and are waiting for appointment. What are your individual solutions for this problem?

Turkish Version

Arastırma Soruları:

1. Türkiye’deki öğretmen yetiştiren programlara öğretmen adayı seçimi neden sürekli değişikliğe uğramıştır?
2. Türkiye’deki öğretmen yetiştiren programlara en iyi öğretmen adayları seçme hedefinde olan mevcut seçme sistemi şuanda nasıl hizmet vermektedir?

3. Türkiye'deki öğretmen yetiştiren programlara öğretmen adayı seçme sistemi nasıl geliştirilebilir?

Görüşme Soruları:

1. Türk Öğretmen Yetiştirme Tarihi'ne bakıldığında, 1973 yılı Milli Eğitim Temel Kanunu'nun kabulüne kadar olan süreçte öğretmen adayları gerek İlk Öğretmen Okulları olsun gerek Köy Enstitüleri olsun gerekse Yüksek Öğretmen Okulları olsun, çok farklı kriterler baz alınarak öğretmen yetiştiren kurumlara alındığı görülmektedir.
 - a. Öğretmen aday seçimi öğretmen programlarından önce yapılırken, Öğrenci Seçme ve Yerleştirme Merkezi (ÖSYM)'nin 2001 yılında sorumluluğu üstlenip öğretmen adaylarını Kamu Personeli Seçme Sınavı (KPSS) ile eleme kararı alındığı görülmektedir. Sizce bu değişimin nedenleri nelerdir?
 - b. Eski ve yeni sistemleri karşılaştıracak olursak, sizin gördüğünüz avantajlar ve dezavantajlar nelerdir?
 - c. KPSS sınavı alandaki devlet okulunda öğretmenlik yapan öğretmenlerle özel okullarda çalışan öğretmenler arasında bir kalite farkına sebebiyet verir mi?
2. Mourshed ve Barber'ın 2007 yılında 'Dünyanın en iyi performans gösteren okul sistemleri nasıl en tepeye çıktı' diyerek sordukları büyük sorunun karşılığında yaptıkları kapsamlı araştırmaya göre PISA sınavlarında başarı gösteren Finlandiya, Singapur ve Güney Kore gibi ülkelerin doğru insanları öğretmen programlarına aldıkları için bu sonuçları elde ettiklerini savunuyorlar ve ortaya öğretmen adaylarını elemek için iki farklı yöntem olduğu çıkarımında bulunuyorlar. İlk yöntem bu başarılı okul sistemlerine sahip ülkelerin uyguladıkları öğretmen programlarından önce öğretmen adaylarının seçimi, diğeri ise öğretmen programlarından sonra olan eleme yöntemi. Türkiye ikinci yöntemi kullanan ülkeler arasında, yani program sonrası eleme uyguluyor ve Eğitim Bir Sen (2013)'in yaptığı çalışmaya göre alanda öğretmen yığılması, öğretmen kalitesi ve öğretmenliğin toplumdaki

statüsü gibi sorunların altındaki temel sebep de bu görülüyor. Sizin düşünceniz nedir?

3. Alanda yapılan pek çok araştırmaya göre en ideal öğretmen adayı seçme yöntemlerinin bazıları, mülakat, grup mülakatı, deneme dersleri, yazılı sınavlar, öğretmen adaylarının deneyimlerini sergiledikleri dosyalar, jüri karşısında yapılan çeşitli aktivitelerdir.
 - a. Sizce en ideal öğretmen adayı seçme metodu nedir?
 - b. Türkiye'nin öğretmen adaylarını seçerken bu yöntemleri uygulamamasının nedenleri sizce nelerdir?
 - c. Bu tip seçme metotlarının Türkiye'de uygulanabilirliği mümkün müdür?
4. Bir Güney Koreli siyaset adamı "bir eğitim sisteminin kalitesi, o sistemin öğretmenlerinin kalitesini geçemez" demiştir (Moursed & Barber, 2007).
 - a. Kaliteli öğretmen denince aklınıza hangi özellikler geliyor?
 - b. Bu özelliklerin öğretmen adayı seçme sistemini nasıl etkilemesi gerekiyor?
 - c. T.C. Milli Eğitim Bakanlığı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü'nün 2017 yılında yayınladığı 'Öğretmenlik Mesleği Genel Yeterlilikleri' önce 6 ana yeterlilik alanına daha sonra da 3 başlığa indirgenmiştir. (Ek 1'de tabloyu görebilirsiniz). Bir öğretmeni yararlı kılan özellikler, üstün başarı, sorumluluk ve eleştirel düşünce, plancılık, motive edicilik, saygıdeğer olmak ve çalıştığı kurumun değerlerini ve hedeflerini paylaşabilmek gibi sosyal becerileridir diyor Walsh ve Tracy (2004). Casey ve Childs (2007) ise bu tip becerilerin ve değerlerin kazanılmasında öğretmen yetiştiren programların yalnızca katkısı olabileceğini savunuyor. Bu yeterlilik alanları öğretmen adayı seçim sisteminde göz önüne alınmalı mıdır? Mevcut öğretmen adayı seçme sistemimiz bu yeterlilikleri ölçtüğünü düşünüyor musunuz?
5. T.C Milli Eğitim Bakanlığı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü'nün 2017-2023 yılları hedef alınarak yayınlanan Öğretmen Strateji

Belgesi'nde öğretmen adayları seçiminin ülkemizde bir sorun olduğu ve giderilmek için çalışmalar başlatılması gerekliliği savunuluyor.

- a. Bu konuda bakanlığın başlatmış ya da başlatacak olduğu bir çalışma var mıdır?
- b. Mevcut durumu geliştirmek adına daha önce uygulanan stratejilerin işlememesinin nedeni sizce neydi?
- c. Daha önceki strateji çalışmaları ve izlenen politikalarda ne gibi hatalar ya da sınırlılıklar gözlemlendi?
- d. Bu konuda dışarıdan geliştirilecek fikir ve uygulamalara bu konuda en yetkin olan, T.C Milli Eğitim Bakanlığı ve Yükseköğretim Kurulu olarak sizlerin bakış açısı nedir?

Ek soru: Şu an alanda KPSS sınavına girmiş ve atama bekleyen 1.093.033 (MEB Personel, 2017) öğretmen var. Bu problem için bireysel çözüm önerileriniz nelerdir?

Appendix 5. Letter of Acknowledgement

Thesis Topic: Past and Present of Teacher Candidates Selection Systems to Teacher Education Programs in Turkey

Thesis Author: Çağıl Ataç

Thesis Advisor: Leena Halttunen

Responsible University and The Unit: University of Jyväskylä, Faculty of Education and Psychology, International Master Degree Program in Educational Leadership

The following questions were prepared by Çağıl Ataç, a senior undergraduate in Education Leadership Master Degree Program at the University of Jyväskylä. The questions were controlled and revised by Leena Halttunen, who is the master thesis advisor of the author.

The master thesis topic is based on past and present of teacher candidates selection systems to teacher education programs in Turkey. As a result of extensive literature review of the researcher, it has been seen that dramatic changes in the selection procedure of teacher candidates in Turkey over years. Therefore, the researcher is trying to find some reasons to these changes. Secondly, another

question arises afterwards; how the current selection system for teacher education program in Turkey serves its purpose to choose best applicants. At last, if the current selection system for teacher education program in Turkey falls short, is it possible to develop the system?

To find the best answers for these research questions, the researcher and the advisor have a consensus on collecting the data by interviews and applying qualitative methodology. Interview questions will be sent to five education authorities in Turkey. These contact people will be responsible for the selection of teacher candidates. The answers will be recorded by the author herself during the interviews. The voice records will be made as transcripts, and this qualitative data will constitute the most important data source of the research.

After the feasibility of this research is checked properly, it is aimed to be converted into a doctoral project. For this reason, answers to the questions that are neatly prepared are very important in terms of Turkish Teacher Training History.

Appendix 6. Letter of Consent

Dear _____,

Thank you very much for agreeing to take part in the Individual Interview session on _____. I appreciate your taking the time from your busy working day to participate in the discussion.

As you have been informed, the purpose of this interview is to enable me to collect data for my Master's Thesis on the topic "Past and Present of Teacher Candidates Selection Systems to Teacher Education Programs in Turkey". The objective of the study is to explore/find out if current teacher candidates selection system needs to be improved when it is compared with the past selection system in Turkey and how the current system can be developed.

With your permission, the interview will be audio-recorded as this will enable me to check the accuracy of my note taking. All recorded material will be destroyed after the publication of the study. You may, at any time, withdraw yourself from the study by simply indicating your intention to withdraw. If you want, I will email to you a pdf copy of this master thesis when it is ready.

The research findings may be used in presentations and publications as part of the dissemination of the research. If you require any further information or explanation, please contact me, cagilatac1@gmail.com or the supervisor of my thesis Leena Halttunen, leena.halttunen@jyu.fi.

Research Consent

I have read and understood the conditions under which I will participate in this individual interview and give my consent to be a participant and to have the discussion audio-recorded.

I agree that any data contributed by me may be published according to the above principles.

Appendix 7. Example of The Analysis Process

| Meaning Units | Unit of Analysis | Codes | Categories |
|--|---|--|---|
| <p>P1:</p> <ul style="list-style-type: none"> • teacher demand • limited number of literate population • just ended wars • constituting new nation state • transformation of illiterate people to literate ones • increasement in population • increasement in urbanization • incresement in schooling • increasement in First Teacher Schools • Increasement in bussiness opportunity with the foundation of Turkish Republic • Global changes all over the world • Management problem about the population • Effects of sudden changes in planning | <p>P1:</p> <ul style="list-style-type: none"> • teacher demand • low literacy • after war • new nation state • literacy demand • population growth • schooling growth • bussiness opportunities • global changes • management problems • realibility issue about planning | <p>P1:</p> <ul style="list-style-type: none"> • imbalance between teacher demand and supply • timing • quest for quality • global changes • political and social changes • false planning | <p>P1:</p> <ul style="list-style-type: none"> • Strategic Planning Fallacies • Political Reforms • Social Requests • Adaptation to Global Trends |

Appendix 8. Table of The Categories

| Categories | | | | |
|---------------------------|----------------------|------------------------|-------------------|----------------------------|
| Reasons Behind the Change | From Past to Present | Ideal Selection System | Teacher Qualities | Ongoing and Future Studies |
| Strategic Planning | Candidates | Ideal Time | Personal | Collaboration with |

| | | | | |
|------------------------------|-----------------------------------|-----------------------|------------------------|-----------------------------|
| Fallacies | | | Qualities | HEC |
| Political Reforms | Assessment Methods | Ideal Methods | Professional Qualities | Uplifting The Status |
| Adaptation to Global Trends | Content and Type of The Questions | Ideal Assessment Unit | | Providing Alternatives |
| Social Requests | | | | Adjustments in KPSS and YKS |
| Lack of Justice and Reliance | | | | |