



Research Article

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A VIEW ON TEACHER TRAINING PROGRAMS IN TURKEY

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Abstract

The issue of the training and employment of qualified teachers has continued to exist for a long time as a significant problem in Turkey. Sometimes the teachers are employed according to their KPSS (Public Personnel Selection Exam) results regardless of their majors and formation records. Moreover, this test only measures the knowledge of the candidates while it cannot evaluate the qualities such as attitude, behavior, self-sacrifice and professional idealism. However, these indispensable qualities of the profession are expected to develop automatically in line with the desire "to become a teacher" at the beginning of candidate's educational life, and the candidates are supposed to internalize the requirements of the profession. All institutions of higher education in Turkey possess a specific purpose of establishment; accordingly, the purpose of establishment in the Faculties of Education is to train teachers. Nevertheless, the formation program creates a perception indicating that anyone can perform the teaching activities, and it makes the profession ordinary. However, teaching is not an ordinary profession. Therefore, teacher candidates should be educated only at the institutions of higher educations that educate teachers. Through the determination of the quotas at these institutions according to the needs for teachers in MoNE (Ministry of National Education), the problem of "unassigned teachers" that has emerged today can be solved by preventing the emergence of supernumerary teachers. In this study, a questionnaire consisting of ten questions and containing our propositions was conducted on 600 students, 97 academicians, 120 teachers and 18 MoNE employees that were chosen as subjects. The subjects who responded to the questions monotonously were excluded from the study. As understood from the survey analyses, significant trends were observed in conforming our views. In addition, our propositions were also confirmed by the students' answers, especially in the bilateral dialogues. For example, most of the students receiving education at other institutions apart from the Faculty of Education said "no" to the question "if you had the chance to be employed in a profession related to your major, would you still strive for becoming a teacher by losing time and financial resources (in the formation programs)?" Accordingly, it is considered that the individuals will become happier if they are employed in the fields they have received education and that this approach will produce more positive outcomes in terms of professional peace.

Keywords: Teacher training, Education quality, Supply-demand, Redit analysis

1. Introduction

The training and employment process of teachers, one of the most significant components of the educational system, should be evaluated together with the qualitative and professional problems. Therefore, it will be appropriate to define the concepts of training-education and national education in the first place.

"Eğitim" is the Turkish equivalent of the word "Education" which is the noun form of the verb "Educate" in Latin. This concept means "to train, to grow, and to develop" (Binbaşıoğlu, 1988). Education can be defined as the concretization of the previously-planned behaviors in individuals. The development and transfer of knowledge, culture, and skills into new generations are possible through a series of activities. These activities can be shortly defined as the process of education training.

According to Erkal, the ultimate goal of education is "to make the individuals sensitive, creative and ready for becoming a member of the society" (Erkal, 1984).

Başaran lists the definitions of three different education types as follows;

1. "Culture-centered education aims to train the members of a nation and the state protecting this nation by means of enculturation" (Başaran, 2007).

2. Information-centered education aims to educate the mental skills of the individuals by means of the information accumulating through generations (Başaran, 2007).

3. Skill-based education aims to educate and train the individuals in specific fields especially in technical issues (Başaran, 2007).

In that case, no matter which feature is placed at the center of the system, other features are expected to continue their existence within the education system. Otherwise, the education will be ill-defined and under-implemented. According to J. Dewey, as stated in Yılmaz's study, "The purpose of education is not only to transfer the knowledge to a student but also to prepare him/her for coping with the problems that can be encountered in the future and to give a critical point of view" (Yılmaz, 2009).

To sum up, the relationship between individual and society, which is a common denominator in all educational definitions, indicates the adornment of the new generation with the desired qualifications related to the objectives of the society, and this relationship plays a significant role in the shaping of education providing that the universal features are everlasting. Today, the education is considered to be equal to the development of all the skills in individuals in line with the objectives and targets encompassing not just one but all the approaches indicated by Başaran.

National education is the educational activities that each society has determined according to its own subjective characteristics. According to Topçu, "national education should be suggestive of all educational institutions which are not contrary to the language and traditions of a nation" (Topçu, 1970).

Ataturk explained the real motive of the national education in his inaugural speech for the assembly on March 1, 1922 by stating: "Gentlemen, our children, and young people should learn how to fight against all the factors demonstrating hostile attitudes towards the self-respect and national traditions of Turkey first and foremost no matter what limits are imposed on the educational and training activities that they will receive. According to the international situation, there is no life and independence for the individuals who are not equipped with the spiritual elements required by such a struggle, and for the societies consisting of such individuals.

The administrations of the Republican era consulted the foreign experts in order to carry out the innovations and reforms that should be implemented in the field of education and to benefit from the educational experiences of the developed countries. Educational paradigms were established in line with the reports prepared by foreign experts. (The programs and function of the teacher training schools, student resources, etc.).

Similar processes were also observed in Japan. Japan implemented a new educational reform after 1935 (So-Amano, 1986). In 1945, after World War II, a new educational reform was made especially under the leadership of the United States of America (So-Amano, 1986). However, in 1951, another educational initiative was launched on the grounds that the aforesaid reform was taken from the system of foreign countries and that it did not comply with the Japanese realities (So-Amano, 1986).

The reforms in education, as Atatürk pointed out, should be made within the framework of compliance with the national structure instead of fully imitating the systems of the developed countries. Similarly, Dura has stated: "we should 'imitate' the West by taking the patterns of 'human education. In fact, this is not an imitation, but the tracing of the path shown by the universal mind. Having remarked that a policy necessitated by this orientation requires the employment of the teachers who will educate the young effectively, he has emphasized that being "Western" does not mean to imitate them but to comply with the West in terms of the methods. According to Esin, who said that Japan followed this strategy, "The country has started to pioneer the quality of world after it produced its own design rather than copying the others

(Alp, 1996).

Topçu, remarked that the mimicry replacing the creativity has resulted in the inefficiency of the innovative efforts that we have made for the last three centuries, and he said: "new imitation waves firstly subjected us to the French, German and American fashion respectively in the last century, and now spiritual and cultural depression has led us to set sail for Japanese coasts and to benefit from an anarchist system which is a Chinese and Slavic claim. According to the views of many people, the proof for the accuracy of each idea and movement is obtained outdoors, and all the proofs of the values and realities are present in the Western society (Topçu, 1970). Such perceptions are the obstacles that prevent this nation from developing. As Atatürk said, we should produce national and new models from our own world. Kavcar's model of Higher Teacher Training School can be considered as an example for this situation. "Qualified education means, above all, a qualified teacher. The most robust model in this regard is the Model of the Higher Teacher Training School established in 1959, not the "imported" models" (Kavcar, 2002). This model, on the other hand, was founded in Dar'ül Fünun, Istanbul in 1891 under the name of Dar'ül Muallimin-i Ali. Of course, a universe in which nothing is static is required to make updates in the educational system and approaches without losing the essence.

We have stated that the teacher is the most important component of the education system. Therefore, the education of teachers has gained great importance. Legal regulations and principles seem to be important in this sense. The term "teaching" was defined in the Code of Middle School Teachers no. 439 dated 13.03.1924 for the first time in the Republican period and the education and employment of the teachers was regulated for each educational institution. The "Basic Law of National Education" no. 1739 was introduced on 14.06.1973 as a well-established legal regulation in which the aims of the Turkish National Education were determined, and this law was published in the Official Gazette on 14.574 dated 22.06.1973. Article 43 of this law defines the teaching profession. This definition guides us in terms of the teacher training and the quality of the teacher, and it describes the general objectives of the Turkish National Education as the training of creative and productive individuals having a personality and character developed in a healthy, balanced and well-developed way in terms of physical features, mind, morality, spirit and emotions, possessing free and scientific way of thinking and a broad world perspective, having respect for human rights, giving values to the personality and initiatives, and being responsible for the society. This aim can only be realized with the help of a qualified teacher.

In the opening speech of the assembly on March 1338, Atatürk remarked: "Of course, the development of our nation and its attainment to the deserved level of civilization is only possible through the education of the masters of profession and the national culture" and he

emphasized that the culture is the basis for the foundation and development of the national education. Unless the educational paradigm of a nation is based on its own culture and developed within this cultural environment, it is doomed to lose its characteristic of being "national" and to be underdeveloped. Because the social, economic and cultural realities of each country are different with the exception of educational techniques and methods. Moreover, these are the signs of being different nations.

Despite this reality, the issue of teacher training and employment continues to be a problem in our country. Each institution of higher education has specific targets and goals of establishment. In this context, training of teachers is the aim of the higher education institutions that is established for educating the teacher candidates. However, in TTK's main decisions on teacher appointment, the resources of teacher employment have been shown to be the graduates of various related or unrelated higher education institutions in order to carry out courses in the curricula of primary and secondary education. This practice has been implemented for 50 years in our country.

On the other hand, it is not an exaggeration to say that the basic condition of a good teaching learning activity starts with a qualified teacher. Teaching is not only an ordinary profession but also a specialty. Moreover, the tasks of the officers in the institutions such as the Department of Land Registry, PTT, and Municipality etc. may be defined as "works". However, teaching is not a "work" either. Because it deals with the development of the individuals. For this reason, the teacher assuming the responsibility for educating and training has the duty of becoming a role model for his/her students, as well. That is why teaching cannot be viewed as a "work".

As seen in the general cases - explained by the relevant persons in face-to-face interviews- the graduates from different institutions of higher education take formation courses with the perception of "being a teacher at least" and the official institutions encourage this approach. There is a significant question here: "Can the graduates of a teacher-training institution become agricultural engineers, veterinaries, etc. with two-month courses? The answer is "no". However, the general practices have led the creation of a perception indicating that teaching, which is a significant job, is a simple and ordinary profession, and they have become one of the main problems in our education system.

2. Material and Method

A ten-clause questionnaire comprising the professional problems in terms of teacher education and employment was conducted on the students and academicians in the Faculties of Education, Science and Letters and Theology, and the teachers and officers in the field of education in order to draw attention to the above-mentioned problems, and 4-point Likert method was applied for the

determination of approval levels. Finally, the results of the questionnaire were analyzed for each clause in terms of the answers from the students, academicians, teachers, and officers.

The participants are asked to answer the questions in two, three, four, five, six and seven-point categories extending from "completely disagree" to "completely agree" in the Likert-type scales developed in 1932 by Rensis Likert. After the obtained data are analyzed, relevant information is gathered about the attitudes that are researched in the study. However, in some of the statistical techniques used in the analyses, certain problems are encountered due to different factors including limited data or inconvenience of the distribution.

Ridit analysis developed by Irwin Bross in 1958 is an effective method that can be applied to the data, that gives significant results and that can make up the deficiencies in the statistical techniques. Ridits are used for the comparison of the groups in ordinal scale variables in different fields of social sciences such as biometrics, psychometry, econometrics, and sociometry. Ridit analysis was initially criticized since it was not based on any theoretical framework. However, the theoretical background of the Ridit analysis has been formulated after being related to other statistical techniques.

2.1. Ridit Analysis

The word "ridit", which is similar to the nouns "probit" or "logit", is the abbreviation of the concept "Relative to an Identified Distribution". The data are not expected to be normally distributed in the ridit analysis. Ridits have an empirical distribution (Bross, 1958). The Chi-Square and Student-t-tests, which are frequently used in the analysis of the ordinal scales, can be inadequate and misleading. If the Chi-Square test developed for the denominating scale is used in the ordinal scale, information may be lost. On the other hand, when the Student-ttest is used, reliable results cannot be obtained because a variable in the ordinal scale is treated as a continuous variable. Ridit analysis has become an important technique that addresses these deficiencies (Chien-Ho, 2007).

The use of ridits requires the selection of a reference distribution (sample). Data can never have absolute values in ordinal scales. At this point, the reference distribution can be freely chosen by the researcher according to the purpose, which results in considerable flexibility. The only assumption in Ridit analysis is that the actual but unobservable classes (reaction categories) are represented with consecutive ranges on a continuous ordinal scale. There is no assumption (such as normality) about the shape of the distribution.

The first step in Ridit analysis is the selection of the reference distribution. Then the calculation of the ridits is a very simple process. The ratio of the sum of the subjects that are below the midpoint of each class in the reference group to the total of the group is estimated as the ridit of each range. Accordingly, the ridit of a category

is the ratio of the sum of half of the relevant category and other categories in the lower ranges.

When any other group distributed over the same classes is given, the average ridit is calculated for the new group to make a comparison between the two groups. The average ridit of a comparison group is obtained by multiplying the frequencies observed for each class by the ridits calculated for the reference group and the ratio of the sum of the products to the total frequency of the comparison group.

By comparing the average ridit value calculated for the comparison group with 0.5, it is determined which of the variables are approved by the subjects at a higher level. If the average ridit is equal to 0.5, the frequencies are distributed uniformly or symmetrically to the classes. In this case, no meaningful result can be obtained regarding the accumulation or tendency of subjects to classes. If the mean ridit is lower than 0.5, the frequency (of disapproval) is high in the lower grades and subjects show a tendency to lower grades. If the mean ridit is greater than 0.5, the frequency is high in the upper classes and the subjects are stacked into the upper classes.

The Kruskal-Wallis statistics enable the determination of whether the difference between the mean ridit values calculated for the variables (scale items) and the 0.5 standard value is significant. The value calculated after the aforesaid procedure is compared to the degree of freedom Chi-square value, which is a subtraction of the number of variables, in order to determine whether the tendency of the subjects to the grades is significant (Agresti, 1984).

3. Results and Discussion

In this study, 10 propositions on teacher training problems were posed to the students, academicians, teachers and MoNE bureaucrats at various universities. Responses given by subjects to positive items were scored as follows: "completely agree = 4, agree = 3, disagree = 2, completely disagree = 1" and the responses to negative items were scored inversely. The subjects who did not react to at least one of the scales and the subjects who gave monotonous responses to the items were excluded from the analysis, and the answers of the total 577 subjects consisting of 402 students, 14 MoNE bureaucrats, 72 academicians and 89 teachers were taken into consideration. The study was conducted in accordance with the issues of accessibility and volunteering constraints. The results of the ridit analysis of the 1st proposition ("Teaching is a profession that requires specialization as defined in the law") are given in Table 1.

The students at different universities and the students from different faculties participating in the study responded to the Proposition 1 in an approval tendency. Moreover, all the students, academicians, teachers and MoNE bureaucrats gave responses to the Proposition 1 in

an approval tendency, and they approved the proposition. Accordingly, the proposition indicating that "teaching is a profession that requires specialization as defined in the law" has been accepted by all groups. The highest approval tendency on this proposition was observed in the MoNE bureaucrats while the lowest approval rate was seen in the students at Amasya University. There was no statistically significant trend in the other segments, and the distribution tendencies of the categories were found to be the same. The results of the Ridit analysis of the 2nd proposition (Teaching profession can be performed by anyone having a bachelor's degree and taking a pedagogical formation course.) are given in Table 2.

The students at different universities and the students

from different faculties participating in the study responded to the Proposition 2 in a disapproval tendency. Moreover, all the students, academicians, teachers and MoNE bureaucrats gave responses to the Proposition 1 in a disapproval tendency, and they did not approve the proposition. Accordingly, the proposition indicating that "teaching profession can be performed by anyone having a bachelor's degree and taking a pedagogical formation course" has not been accepted by any of the groups. The highest disapproval tendency on this proposition was observed among the teachers. There was no statistically significant trend in the other segments, the distribution tendencies of the categories were found to be the same.

Table 1. Ridit analysis evaluation of the first proposition

| | | Ridit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|---|
| Students according to universities | Ondokuz Mayıs University | 0.667 | Statistically Significant Approval Tendency |
| | Amasya University | 0.571 | Statistically Significant Approval Tendency |
| | Sinop University | 0.616 | Statistically Significant Approval Tendency |
| | Dicle University | 0.638 | Statistically Significant Approval Tendency |
| | Gazi University | 0.637 | Statistically Significant Approval Tendency |
| | Atatürk University | 0.643 | Statistically Significant Approval Tendency |
| Students according to faculties | Faculty of Science and Letters | 0.616 | Statistically Significant Approval Tendency |
| | Faculty of Education | 0.656 | Statistically Significant Approval Tendency |
| | Faculty of Theology | 0.643 | Statistically Significant Approval Tendency |
| Professions | Student | 0.634 | Statistically Significant Approval Tendency |
| | Academician | 0.701 | Statistically Significant Approval Tendency |
| | Teacher | 0.641 | Statistically Significant Approval Tendency |
| | MoNE Bureaucrats | 0.789 | Statistically Significant Approval Tendency |

Table 2. Ridit analysis evaluation of the 2nd proposition

| | | Ridit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|--|
| Students according to universities | Ondokuz Mayıs University | 0.328 | Statistically Significant Disapproval Tendency |
| | Amasya University | 0.134 | Statistically Significant Disapproval Tendency |
| | Sinop University | 0.334 | Statistically Significant Disapproval Tendency |
| | Dicle University | 0.233 | Statistically Significant Disapproval Tendency |
| | Gazi University | 0.176 | Statistically Significant Disapproval Tendency |
| | Atatürk University | 0.263 | Statistically Significant Disapproval Tendency |
| Students according to faculties | Faculty of Science and Letters | 0.167 | Statistically Significant Disapproval Tendency |
| | Faculty of Education | 0.448 | Statistically Significant Disapproval Tendency |
| | Faculty of Theology | 0.263 | Statistically Significant Disapproval Tendency |
| Professions | Student | 0.258 | Statistically Significant Disapproval Tendency |
| | Academician | 0.136 | Statistically Significant Disapproval Tendency |
| | Teacher | 0.127 | Statistically Significant Disapproval Tendency |
| | MoNE Bureaucrats | 0.207 | Statistically Significant Disapproval Tendency |

The results of the Ridit analysis of the 2nd proposition ("One of the main educational problems is the appointment of the graduates from the higher education institutions other than the faculties of education as teachers.") are given in Table 3.

The students at OMU and Atatürk University and the students and academicians from the faculties of education and theology participating in the study responded to the Proposition 3 in a disapproval

tendency. Accordingly, the proposition indicating that "one of the main educational problems is the appointment of the graduates from the higher education institutions other than the faculties of education as teachers" has not been accepted by the students at OMU and Atatürk University, and the students and academicians in the faculties of education and theology. The highest disapproval tendency on this proposition was observed among the students in the faculty of

education. There was no statistically significant trend in the other segments, the distribution tendencies of the categories were found to be the same. The results of the Ridit analysis of the 4th proposition ("Teacher candidates should take the pedagogical formation

(education) courses and field-based courses during the academic education process and they should internalize the information through experiences.") are given in Table 4.

Table 3. Ridit analysis evaluation of the 3rd proposition

| | | Ridit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|--|
| Students according to universities | Ondokuz Mayıs University | 0.372 | Statistically Significant Disapproval Tendency |
| | Amasya University | 0.518 | All categories have the same distribution |
| | Sinop University | 0.445 | All categories have the same distribution |
| | Dicle University | 0.449 | All categories have the same distribution |
| | Gazi University | 0.492 | All categories have the same distribution |
| | Atatürk University | 0.415 | Statistically Significant Disapproval Tendency |
| Students according to faculties | Faculty of Science and Letters | 0.503 | All categories have the same distribution |
| | Faculty of Education | 0.331 | Statistically Significant Disapproval Tendency |
| | Faculty of Theology | 0.415 | Statistically Significant Approval Tendency |
| Professions | Student | 0.439 | Statistically Significant Disapproval Tendency |
| | Academician | 0.405 | Statistically Significant Disapproval Tendency |
| | Teacher | 0.524 | All categories have the same distribution |
| | MoNE Bureaucrats | 0.443 | All categories have the same distribution |

Table 4. Ridit analysis evaluation of the 4th proposition

| | | Ridit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|---|
| Students according to universities | Ondokuz Mayıs University | 0.595 | Statistically Significant Approval Tendency |
| | Amasya University | 0.563 | All categories have the same distribution |
| | Sinop University | 0.603 | Statistically Significant Approval Tendency |
| | Dicle University | 0.516 | All categories have the same distribution |
| | Gazi University | 0.646 | Statistically Significant Approval Tendency |
| | Atatürk University | 0.653 | Statistically Significant Approval Tendency |
| Students according to faculties | Faculty of Science and Letters | 0.574 | Statistically Significant Approval Tendency |
| | Faculty of Education | 0.619 | Statistically Significant Approval Tendency |
| | Faculty of Theology | 0.653 | Statistically Significant Approval Tendency |
| Professions | Student | 0.603 | Statistically Significant Approval Tendency |
| | Academician | 0.625 | Statistically Significant Approval Tendency |
| | Teacher | 0.563 | Statistically Significant Approval Tendency |
| | MoNE Bureaucrats | 0.677 | Statistically Significant Approval Tendency |

Some of the students at different universities and the students from different faculties participating in the study responded to the Proposition 4 in an approval tendency. Moreover, the academicians, teachers and MoNE bureaucrats gave responses to the Proposition 4 in an approval tendency, and they approved the proposition. Accordingly, the proposition indicating that "teacher candidates should take the pedagogical formation (education) courses and field-based courses during the academic education process and they should internalize the information through experiences" has been accepted by all groups. The highest approval tendency on this proposition was observed in the MoNE bureaucrats.

There was no statistically significant trend in the other segments, the distribution tendencies of the categories were found to be the same. The results of the Ridit analysis of the 5th proposition ("Teachers' professional qualifications and characteristics should be evaluated

together with the personal rights.") are given in Table 5. Only the students in the Faculty of Education responded to the Proposition 5 in an approval tendency. In other words, the proposition indicating that "teachers' professional qualifications and characteristics should be evaluated together with the personal rights" has been accepted only by the students in the faculty of education. There was no statistically significant trend in the other segments, the distribution tendencies of the categories were found to be the same.

The results of the Ridit analysis of the 6th proposition ("The teachers should be trained only in the Faculties of Education by means of their institutionalized academic identities (except for the teachers of field courses at vocational high schools)") are given in Table 6.

The students at OMU and Sinop University and the students and academicians from the faculties of education and theology participating in the study responded to the Proposition 6 in a disapproval

tendency. Accordingly, the proposition indicating that "the teachers should be trained only in the Faculties of Education by means of their institutionalized academic identities (except for the teachers of field courses at vocational high schools)" has not been accepted by the students at OMU and Atatürk University, and the students and academicians in the faculties of education and theology. The highest disapproval tendency on this proposition was observed among the students in the

faculty of education. There was no statistically significant trend in the other segments, the distribution tendencies of the categories were found to be the same. The results of the Redit analysis of the 7th proposition ("The Faculties of Education should not be established at the universities which have the inadequate infrastructure in terms of faculty members and sociocultural levels") are given in Table 7.

Table 5. Redit analysis evaluation of the 5th proposition

| | | Redit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|---|
| Students according to universities | Ondokuz Mayıs University | 0.513 | All categories have the same distribution |
| | Amasya University | 0.483 | All categories have the same distribution |
| | Sinop University | 0.556 | All categories have the same distribution |
| | Dicle University | 0.525 | All categories have the same distribution |
| | Gazi University | 0.491 | All categories have the same distribution |
| | Atatürk University | 0.469 | All categories have the same distribution |
| Students according to faculties | Faculty of Science and Letters | 0.492 | All categories have the same distribution |
| | Faculty of Education | 0.561 | Statistically Significant Approval Tendency |
| | Faculty of Theology | 0.469 | All categories have the same distribution |
| Professions | Student | 0.504 | All categories have the same distribution |
| | Academician | 0.523 | All categories have the same distribution |
| | Teacher | 0.452 | All categories have the same distribution |
| | MoNE Bureaucrats | 0.440 | All categories have the same distribution |

Table 6. Redit analysis evaluation of the 6th proposition

| | | Redit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|--|
| Students according to universities | Ondokuz Mayıs University | 0.344 | Statistically Significant Disapproval Tendency |
| | Amasya University | 0.493 | All categories have the same distribution |
| | Sinop University | 0.274 | Statistically Significant Disapproval Tendency |
| | Dicle University | 0.493 | All categories have the same distribution |
| | Gazi University | 0.497 | All categories have the same distribution |
| | Atatürk University | 0.379 | All categories have the same distribution |
| Students according to faculties | Faculty of Science and Letters | 0.502 | All categories have the same distribution |
| | Faculty of Education | 0.331 | Statistically Significant Disapproval Tendency |
| | Faculty of Theology | 0.415 | Statistically Significant Disapproval Tendency |
| Professions | Student | 0.439 | Statistically Significant Disapproval Tendency |
| | Academician | 0.405 | Statistically Significant Disapproval Tendency |
| | Teacher | 0.524 | All categories have the same distribution |
| | MoNE Bureaucrats | 0.443 | All categories have the same distribution |

Only the students at Gazi University responded to the Proposition 7 in a disapproval tendency while the academicians responded to the Proposition in an approval tendency. In other words, the proposition indicating that "the Faculties of Education should not be established at the universities which have the inadequate infrastructure in terms of faculty members and sociocultural levels" has not been accepted only by the students at Gazi University, and it has been approved by the academicians. There was no statistically significant trend in the other segments, the distribution tendencies of the categories were found to be the same. The results of the redit analysis of the 8th proposition ("Specialized Courts on Education should be established for the legal issues that may be encountered in the field of education-

training, administrative authorities and the teaching profession") are given in Table 8.

Only the students at Gazi University, the students in the Faculty of Science and Letters and the academicians responded to the Proposition 7 in a disapproval tendency. In other words, the proposition indicating that "Specialized Courts on Education should be established for the legal issues that may be encountered in the field of education-training, administrative authorities and teaching profession" has not been accepted only by the students at Gazi University, the students in the faculty of science and letters and the academicians. There was no statistically significant trend in the other segments, the distribution tendencies of the categories were found to be the same. The results of the redit analysis of the 9th

proposition (“MoNE should determine the needs for teachers in all areas in every 5-year periods, and the Ministry should limit the quotas of the departments in

the Faculties of Education. In this way, more qualified teachers can be trained with the help of a professional guarantee”) are given in Table 9.

Table 7. Ridit analysis evaluation of the 7th proposition

| | | Ridit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|--|
| Students according to universities | Ondokuz Mayıs University | 0.513 | All categories have the same distribution |
| | Amasya University | 0.492 | All categories have the same distribution |
| | Sinop University | 0.522 | All categories have the same distribution |
| | Dicle University | 0.476 | All categories have the same distribution |
| | Gazi University | 0.367 | Statistically Significant Disapproval Tendency |
| | Atatürk University | 0.465 | All categories have the same distribution |
| Students according to faculties | Faculty of Science and Letters | 0.466 | All categories have the same distribution |
| | Faculty of Education | 0.485 | All categories have the same distribution |
| | Faculty of Theology | 0.465 | All categories have the same distribution |
| Professions | Student | 0.471 | Statistically Significant Disapproval Tendency |
| | Academician | 0.564 | Statistically Significant Approval Tendency |
| | Teacher | 0.515 | All categories have the same distribution |
| | MoNE Bureaucrats | 0.470 | All categories have the same distribution |

Table 8. Ridit analysis evaluation of the 8th proposition

| | | Ridit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|--|
| Students according to universities | Ondokuz Mayıs University | 0.488 | All categories have the same distribution |
| | Amasya University | 0.456 | All categories have the same distribution |
| | Sinop University | 0.474 | All categories have the same distribution |
| | Dicle University | 0.458 | All categories have the same distribution |
| | Gazi University | 0.417 | Statistically Significant Disapproval Tendency |
| | Atatürk University | 0.449 | All categories have the same distribution |
| Students according to faculties | Faculty of Science and Letters | 0.436 | Statistically Significant Disapproval Tendency |
| | Faculty of Education | 0.517 | All categories have the same distribution |
| | Faculty of Theology | 0.449 | All categories have the same distribution |
| Professions | Student | 0.460 | Statistically Significant Disapproval Tendency |
| | Academician | 0.432 | Statistically Significant Disapproval Tendency |
| | Teacher | 0.463 | All categories have the same distribution |
| | MoNE Bureaucrats | 0.384 | All categories have the same distribution |

Table 9. Ridit analysis evaluation of the 9th proposition

| | | Ridit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|--|
| Students according to universities | Ondokuz Mayıs University | 0.598 | Statistically Significant Approval Tendency |
| | Amasya University | 0.668 | Statistically Significant Approval Tendency |
| | Sinop University | 0.557 | All categories have the same distribution |
| | Dicle University | 0.552 | All categories have the same distribution |
| | Gazi University | 0.629 | Statistically Significant Approval Tendency |
| | Atatürk University | 0.638 | Statistically Significant Approval Tendency |
| Students according to faculties | Faculty of Science and Letters | 0.619 | Statistically Significant Approval Tendency |
| | Faculty of Education | 0.565 | Statistically Significant Approval Tendency |
| | Faculty of Theology | 0.638 | Statistically Significant Approval Tendency |
| Professions | Student | 0.608 | Statistically Significant Disapproval Tendency |
| | Academician | 0.603 | Statistically Significant Disapproval Tendency |
| | Teacher | 0.582 | Statistically Significant Approval Tendency |
| | MoNE Bureaucrats | 0.789 | Statistically Significant Approval Tendency |

However, a statistically significant difference was found between all levels of propositions according to university, faculty and profession variable. The statistical results obtained are given in the Table 11. Since all Kruskal Wallis H values are greater than Chi-

Square values, the views on the scale items differ in a statistically significant manner among the responding categories.

Table 10. Redit analysis evaluation of the 10th proposition

| | | Redit values | Statistical Decision |
|------------------------------------|--------------------------------|--------------|--|
| Students according to universities | Ondokuz Mayıs University | 0.609 | Statistically Significant Approval Tendency |
| | Amasya University | 0.621 | Statistically Significant Approval Tendency |
| | Sinop University | 0.618 | Statistically Significant Approval Tendency |
| | Dicle University | 0.658 | Statistically Significant Approval Tendency |
| | Gazi University | 0.649 | Statistically Significant Approval Tendency |
| | Atatürk University | 0.624 | Statistically Significant Approval Tendency |
| Students according to faculties | Faculty of Science and Letters | 0.634 | Statistically Significant Approval Tendency |
| | Faculty of Education | 0.614 | Statistically Significant Approval Tendency |
| | Faculty of Theology | 0.624 | Statistically Significant Approval Tendency |
| Professions | Student | 0.626 | Statistically Significant Disapproval Tendency |
| | Academician | 0.557 | Statistically Significant Disapproval Tendency |
| | Teacher | 0.608 | Statistically Significant Approval Tendency |
| | MoNE Bureaucrats | 0.452 | All categories have the same distribution |

Table 11. The statistical differences the levels of propositions according to university, faculty and professions

| | | Kruskal-Wallis H value | Chi-Square Test Statistics Value | p-value |
|------------------------------------|--------------------------------|---------------------------|-------------------------------------|---------|
| Students according to universities | Ondokuz Mayıs University | 142.55 | 16.92 | p<0.05 |
| | Amasya University | 115.62 | 16.92 | p<0.05 |
| | Sinop University | 108.26 | 16.92 | p<0.05 |
| | Dicle University | 62.44 | 16.92 | p<0.05 |
| | Gazi University | 130.40 | 16.92 | p<0.05 |
| | Atatürk University | 181.36 | 16.92 | p<0.05 |
| Students according to faculties | Faculty of Science and Letters | 393.59 | 16.92 | p<0.05 |
| | Faculty of Education | 241.19 | 16.92 | p<0.05 |
| | Faculty of Theology | 181.36 | 16.92 | p<0.05 |
| Professions | Student | 633.39 | 16.92 | p<0.05 |
| | Academician | 192.84 | 16.92 | p<0.05 |
| | Teacher | 199.25 | 16.92 | p<0.05 |
| | MoNE Bureaucrats | 55.63 | 16.92 | p<0.05 |

4. Conclusion

Proposition 1: A high rate of approval was observed for the proposition 1 indicating that "teaching is a profession that requires specialization as defined in the law". Therefore, it is accepted that teaching is a specialized profession not only in the law but also in the society.

Proposition 2: The proposition indicating that "Teaching profession can be performed by anyone having a bachelor's degree and taking a pedagogical formation course" has been rejected by a high percentage. Therefore, there seems to be a consensus on the fact that the graduates of each higher education institution cannot become teachers.

Proposition 3: There is a disapproval tendency among the subjects except for the students in the faculty of education.

Proposition 4: A significant approval tendency was observed for the proposition indicating that "teacher candidates should take the pedagogical formation (education) courses and field-based courses during the academic education process and they should internalize the information through experiences". Nevertheless, certain contradictions have been observed among the subjects in terms of the approvals in the 1st, 2nd, 3rd and

4th propositions. Numerous contradictory attitudes and preferences have been seen in the propositions such as the disapproval to the appointment of teachers through formation courses in the 2nd proposition, approval to the appointment of the graduates of different faculties apart from the Faculty of Education as teachers in the 3rd proposition, and approval to the synchronized implementation of the professional formation courses and field-based courses during the academic education process in the 4th proposition. We think that this is due to the concerns of the graduate students on the issue of "finding a work".

Proposition 5: A significant approval rate was not observed in the proposition indicating that "teachers' professional qualifications and characteristics should be evaluated together with the personal rights" except for the students from the Faculty of Education. This difference indicates that the students in the Faculty of Education are aware of the problem due to possessing most of the professional qualifications required by the teaching profession.

Proposition 6: Significant disapproval tendency was observed on the proposition indicating that the teachers should be trained only in the Faculties of Education by

means of their institutionalized academic identities (except for the teachers of field courses at vocational high schools) except for the views of the students and academicians in the Faculty of Education. The subjects who gave negative responses run into a contradiction with their responses to the 1st, 2nd, 3rd and 4th propositions. This contradiction can be evaluated within the framework of the statements under the 4th proposition.

Proposition 7: A significant approval tendency was observed on the proposition indicating that the Faculties of Education should not be established at the universities which have the inadequate infrastructure in terms of faculty members and socio-cultural levels except for the students at Gazi University. The negative responses of the students at Gazi University (although the university is located in the capital of Turkey) may become the subject of another study.

Proposition 8: The significant disapproval on the proposition indicating that "Specialized Courts on Education should be established for the legal issues that may be encountered in the field of education-training, administrative authorities and teaching profession" leads to numerous problems in daily and educational life. It is likely that the courts not specialized in the field of education take negative decisions contradicting with the issue of education and training.

Proposition 9: All the subjects apart from the ones at Dicle and Sinop Universities showed significant approval tendency on the proposition indicating that MoNE should determine the needs for teachers in all areas in every 5-year periods, and the Ministry should limit the quotas of the departments in the Faculties of Education. In this way, more qualified teachers can be trained with the help of a professional guarantee. In that case, the selection of the candidates with higher scores for teacher training institutions shows the awareness on the importance of qualified teacher training. Moreover, the decision of the Council of Higher Education stipulating that the candidates to be chosen for teaching departments should be listed in the first 240 000 in terms of their scores in the examination as of 2018 seems to be an implementation supporting our proposition.

Proposition 10: A significant approval tendency was observed on the proposition indicating that the graduates of a faculty training the students for a specific profession should be employed in their own professional area rather than other fields. In this respect, a contradiction is observed in the subjects like the contradictions in the 2nd, 3rd and 4th propositions. However, the high rate of approval on the proposition demonstrates positive awareness on the approach paving the way for the development of higher qualifications in all professionals.

Training more people than the demanded number can be interpreted as the idle human resource (for each

profession). While there is excessiveness in the number of teachers, the formation courses lead to a significant increase in this number. However, there is no place and toleration for idle human resources in our developing country. Moreover, it is not a contemporary approach. Considering the requirements of the education and training, the quota of the programs opened for each profession should be limited to the existing needs, and the supply-demand balance should not be distorted.

Quota limitations will require higher scores to receive education in teacher training institutions. This situation can facilitate the training of qualified teachers. Moreover, this high score criterion can enable the candidates who choose this profession with a high score to overcome an important dilemma in their internalization of professional attitudes and behaviors as well as in their professional lives. On the other hand, since the candidate will not have a concern about the employment, it may be possible to train a teacher with a high sense of idealism that will devote himself to his profession. This may make a great contribution to the belief that "education is the foundation of everything" determined by the teachers. In this context, the decision of the Council of Higher Education stipulating that the candidates to be chosen for teaching departments should be listed in the first 240000 in terms of their scores in the examination as of 2018 seems to be an implementation supporting our proposition and an important step for the education of qualified teachers.

Conflict of interest

The authors declare that there is no conflict of interest.

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