Article

A Case Study on the Problems of Teacher Training System Based on the Opinions of Faculty Members, School Administrators, Teachers, and Unionists in North Cyprus

Gulsun Atanur Baskan [1] and Nedime Karasel Ayda [2],*

[1] Faculty of Education, Okan University, Istanbul-34000, Turkey; gulsunatanurbaskan@gmail.com
[2] Faculty of Education, Educational Science Institute, Near East University, Nicosia-99138, Cyprus
* Correspondence: karaselnedime@hotmail.com

Abstract: The aim of this study is to establish the problems in training teachers who will be working at primary schools in the North Cyprus based on the opinions of faculty members, school administrators, teachers, and unionists. Using the qualitative research approach, open-ended, semi-structured questions developed by the authors were directed to the participants in order to establish the "teacher training problems" and to obtain data. The study group of the research was made up of six primary school teachers of the Ministry of National Education of North Cyprus, six school principals, six unionists from the administrative board of the Cyprus Turkish Teachers Union, and six faculty members from universities in the North Cyprus, which makes up a total of 24 people. The data obtained were analyzed using the inductive content analysis technique. The research revealed problems such as the inadequacy of application lessons in the teacher training system in the North Cyprus, the existence of selecting teacher candidates without a control or criteria, inadequacy of the pedagogical formation education, existence of teacher candidates entitled to get into permanent teaching positions after working as temporary teachers for 36 months, problems of supervision during the years of candidacy, appointing teachers for political interests, a teacher training process becoming a business for profit, inadequacy of faculty members in developing themselves, and in-service trainings not being implemented in a planned manner. In conclusion, recommendations were developed for educational faculties and the Ministry of National Education towards solving the problems of the system.

Keywords: teacher training; teacher training problems; teacher training problems in the North Cyprus

1. Introduction

Education is an indispensable societal function that begins with the early existence of humans and extends up to the present. Although education has various different definitions, it can be said that, in general, each society has its own specific definition and educational system. Along with providing knowledge and skills, communities expect education to provide their own national as well as international norms, cultures, and the political ideology of the country.

Knowledge is a notion that moves forward and accumulates with each generation. In order for that knowledge to move forward through generations and to be transmitted, a person is necessary to teach and pass down that knowledge [1]. People who will pass on the culture, develop knowledge, and provide skills at schools, which are social institutions and are thought to be the center of providing knowledge and skills, are teachers.

Human history has entered a new era during the last quarter of the 20th century and knowledge has become more abundant and easier than ever to be reached. With technological developments, the world has been going from the Industrial Age into the Age of Knowledge. The need for educators who will be serving in the 21st Century and equipping children and youth with 21st Century skills will be role models with their knowledge, skills, and morals has become evident [2–5]. Therefore, the need for teachers who can manage knowledge, arrive at a new synthesis, turn it into actions, and present it to students in a different way than it appears on the Internet, is increasing.

Another subject being debated recently in relation to the process of teacher training is the question of "quality or quantity" [6,7]. In order to achieve quality in teacher training, the teacher training program should be implemented step-by-step. Within these steps, both candidates and those within the profession need to be trained in a qualified way. These steps encompass topics such as the selection of teacher candidates, their education within a specific time and program, their activities in practice schools and their duration, the selection of teacher candidates by public administration, and in-service training of teacher candidates [8,9].

Research studies emphasize that there are problems in the training of teachers, who are the basic building stones of the educational system, as well as problems during their profession. Baskan pointed out the insufficiency and the need for enhancing the cooperation between Faculties of Education and schools of practice [10]. Kızılçaoğlu mentioned the problems arising from the insufficiency of the programs implemented by institutions aiming to educate teachers [11]. Aydınand Baskan talked about the insufficiency of the methods followed in selecting teacher candidates and the process of teacher training [12]. Azar stated that established qualifications are overlooked and everyone who receives a pedagogical formation education is given the right to become a teacher while Morken, Divitini, and Haugalokken said application lessons and activities during the teacher training process are insufficient [9,13]. Baki focused on the insufficiency of faculty members who are teacher trainers in the fields of professional development and their fields of specialty during the processes of teacher training [14]. Yıldırım emphasized that the problem of teacher training is mostly on theoretical educational programs [15]. Şendağ and Gedik mentioned the large number of teacher candidates per faculty member and the difficulties of teacher training in crowded classes [16]. In addition to these problems, the report on "Teacher Education in Turkey" published by the Faculty of Education of Hacettepe University mentioned the physical inadequacies of education faculties, deficiencies of laboratories, and the lack of equipment and materials [17].

Alongside the historical, economic, political, and cultural ties between Cyprus and Turkey dating from the 16th century to the present day, Turkey was one of Cyprus's guarantor countries and has followed similar policies in many areas from the state administration to the institutional structure of the two countries as well as the establishment of systematic structures compatible with each other. One of these systems which are similar and compatible with each other is the teacher training system of the two countries. From the selection of teacher candidates to the training of selected candidates, there are close similarities between Turkey and Cyprus. Essentially, it can be said that, the teacher training system of Cyprus is greatly in harmony with the teacher training system in Turkey in terms of selecting students for teacher training programs, trainee teachers' education, and the appointments of teachers. The existence of student mobility and student exchange programs between the two countries, the fact that Turkish students prefer education faculties in Cyprus, and the fact that the candidate teachers who graduated from education institutions in Cyprus to obtain diploma equivalency in Turkey, have made the establishment of a parallel educational system model between the two countries and the integration of the teacher training system of the two countries essential. This similarity in the education systems of the two countries has also caused educational problems in these nations to be common. Along with the problems experienced in the teacher training system, both countries took similar steps and significant transformations in the process and structure of the education systems. Making better teacher training system and enhancing the quality of education is not the only the agenda of Cyprus and Turkey but is also one of the most important agendas of countries worldwide.

Countries with low achievement in international evaluations such as TIMSS and PISA have gone through the process of restructuring and renewing their education systems by examining the education systems of the most successful countries. The first step in the success of this restructuring and renewal process should be to determine what the problem is.

It is not possible to make recommendations to solve a problem without establishing what the problem is in that specific field. Bearing in mind how important the process of teacher training is, establishing the problems of the present system and taking steps towards solving those problems is the most important phase of carrying that system forward. In recent years, developed countries such as Finland, Italy, Germany, and Belgium have realized the importance of the duty, responsibility, and importance of teachers in education and are giving the utmost care to teacher training. These nations have begun taking strong steps in the education of teachers [4].

Therefore, this study is located in very close proximity from the past to the present with Cyprus. In light of the developments in many common denominators with teacher education system in Turkey, the problems in the teacher training system in the North Cyprus aimed to determine the problems and create a teacher training model for Cyprus. The sub-objectives developed for the purpose of this research, which collected data from representatives in each group that were included in the education system, were determined below.

(1)　What are the practices of teacher training institutions training future teachers who will be working at primary schools in the North Cyprus? What are the deficiencies and problems in their applications?
(2)　What are the shortcomings and problems of the application lessons carried out in primary schools during teacher training in the North Cyprus?
(3)　What are the opinions related to the teacher candidate selection systems of teacher training institutions in the North Cyprus?
(4)　What are the opinions on the process and duration of prospective teachers in the North Cyprus who are appointed?
(5)　How adequate are in-service training activities in the North Cyprus after the appointment of teachers? What are the deficiencies and problems of this application?
(6)　What can be recommended for the North Cyprus as "A Teacher Training Model"?

2. Theoretical Framework

2.1. Teacher Notion and Teacher Training

The most important element in the creation of a community is the educational system and the basic element of the educational system is the teacher who continues the system [9]. The notion of the teacher is defined in the widest sense as someone whose profession is to teach [18]. Teachers are the architects of the future and train future doctors, lawyers, engineers, police, soldiers, drivers, and essentially all sectors of the community [19]. While the concept of the teacher was defined solely as someone who teaches, today names such as engineer, guide, and expert are also used to define teachers [3]. As an engineer, the teacher selects the best projects and suitable application techniques, thinks like an artist, becomes a role model for students, and acts as a teaching and learning expert. Essentially, teaching is a complex profession with various duties from many fields [20].

At present, teaching is accepted as the profession of professions [21]. This explains the necessity of teachers being educated well. A teacher will educate individuals as qualified as he/she is trained. Therefore, people selected to be teachers should be trained as people loving their profession, qualified, having an advanced knowledge in the field, self-developed in the general culture, and open to development [22].

Looking across cases of teacher education from countries including Australia, Chile, China, India, South Africa and Uganda; Moon noted that basing teacher education within the universities has

increased the status and reach of teacher education, but has simultaneously reinforced the divide between theory and practice [23].

In most developed countries (South Korea, Finland, Germany), the teacher education system has four phases. These are: pre-service education (initial formation), induction, in-service training, and further expertise education [22,24,25]. However, only the first two phases are mainly used in our country.

Examining teacher training in the world, four different approaches can be stated from the past to the present: traditional, behavioral, cognitive, and structured [9]. While teacher training in the traditional approach is completed as "passing on knowledge," the expected teacher model is a "teacher knowing everything" [9]. In the succeeding model and the behavioral approach, what is expected from the teacher is the skill of "changing behavior" and the expected teacher model is the "model teacher." In the cognitive model, which was developed after research studies were conducted on the brain, the expectation has become to develop the mind instead of developing student behaviors. Therefore, "schema development" is expected in this model and the expected teacher model has become the "expert teacher." In the structural approach model of teacher education developed in recent years, the importance of "teaching how to teach" is advocated and teachers are expected to be "learning teachers" in order to provide active teaching of students [3].

Throughout the historical process, various models were used such as theoretical and applied education, associate degree, bachelor's degree, graduate degree education (simultaneously or sequentially), pedagogical formation education, and advised models like "university at school" were developed with the support of institutions like TUSIAD (Turkish Industry and Business Association). Presently, the development of ideal teacher education models is being carried out by researchers.

2.2. History of Teacher Training from the Past to the Present in Turkey and North Cyprus

2.2.1. Teacher Training in Turkey

Turkey, which is close to the educational system of the North Cyprus and is in a high-level inter-state relationship, has a deep-rooted history in teacher training. Looking into the reasons why Turkey is considered in this study and the educational systems of both countries are examined, it can be seen that on 11 February 1959, a "Guarantee Agreement" was signed by Turkey, Greece, the United Kingdom, the Turkish Cypriot community, and the Greek Cypriot community. Therefore, Turkey undertook the guarantee of Turkish Cypriots. After these developments, a large number of students received university education in Turkey since there were not enough higher education institutions in Cyprus. This lasted for a long time. After the declaration of the TRNC in 1983, universities began to be established in the north of the island and student flow moved both ways. At present, large numbers of students come to Cyprus for university education and this continues in a reciprocal way with increasing numbers. This history can be examined in three important periods from the point of view of teacher training, employment, and gaining personal benefits.

The history of teacher training in Turkey goes back to the pre-republic era. This period is accepted as the first period of the history of teacher training and starts with the Ottoman Empire stating the necessity of training teachers in a western manner and beings with the opening of 'Darülmuallimin-I Rüşdi' (Teacher School for boys) in 1848, which continued until the declaration of the Republic of Turkey [26,27]. The main historical points of this period are summarized below.

- Founded during the pre-republic era and holding an important place as the first step towards teacher training, the Darülmuallimin-i Rüşdi was a school for boys only and aimed at training male teachers [28].
- Darülmuallimin-I Rüşdi was followed by Darülmuallimin-i Sıbyan, which opened in 1868 and aimed to train teachers for primary schools (Sıbyan schools).
- In the 1870s, girls' middle-schools for the first female students and Darülmuallimat for training female teachers for primary schools were opened [29].

- In 1891, Darülmuallimat changed its name to Darülmuallimin-i Aliye. Departments were formed to train teachers for primary schools (iptidaiye department), for secondary schools (rüştiye department), and for higher education (aliye department) [30].
- Initially being a boarding school in 1910, Darülmuallimat opened the first practice school in 1913 to provide practice for teacher candidates [2].
- In Turkey in 1913, the Kindergarten Teachers School was opened to train teachers for educating pre-school children [2].

The second important period of teacher training in Turkey is the teacher training applications in the Republic period. Atatürk and the founders of the new Turkish State gave great importance to training quality teachers in order to free people from illiteracy. The important historical milestones of this period are below.

- With the Unity in Teaching Act of 3 March, 1924, all scientific and educational institutions within the country were gathered under the "Central Organization of the Ministry of Education" and madrasahs and religious schools contradicting secular education were closed [31].
- In 1926, "Rural Teacher Schools" were opened and aimed to train teachers for villages. However, these schools were shut down in 1932 on the grounds that they had deficiencies [2].
- On 17 April, 1940, "Village Institutes" were opened with the aim of training teachers and appointing them in villages and developing individuals in their vocations [32]. These institutes were shut down in 1954 for political reasons following criticism. Teacher's schools began to open in place of institutes [33].
- In 1973, it was decided by law that teachers of all levels need to complete higher education and in the same year Educational Institutes began to open [34].
- In 1982, all educational institutions training teachers were taken from the directorate of the Ministry of Education and placed under the management of YÖK (Higher Education Council). Therefore, the task of educating teachers was undertaken by the "Faculties of Education" [34,35].

The last phase of teacher training in Turkey starts with all the teacher training institutions coming under the umbrella of YÖK, which is still continued today. The important historical dates and characteristics of this period are below.

- In 1989, the duration of education in all Higher Schools of Education was increased to four years, which enabled them all to have the same education. In 1992, some of these schools were turned into Faculties of Education while some were attached to Faculties as departments of Classroom Teaching [5].
- During the same period, pedagogical formation courses were offered at universities in order to meet the deficit of classroom teachers and this practice resulted in an excess of graduates [2].
- In 1997, MEGP (General Program for National Education) was prepared with a loan given to Turkey by the World Bank and "Pre-service Teacher Education" became a current issue. Re-structuring of Faculties of Education became an item on the agenda with this project [34].
- With the MEGP, the application of the Master's Program without a Thesis was started, but it was later abandoned because the program content was insufficient, classes stayed at an undergraduate level, and it turned into "graduation with money" [5].
- In 2006, a wide re-arrangement was carried out in "Updating Educational Programs" and decisions were taken concerning lessons of professional knowledge in the teacher training programs and their applications [6].
- With an application in 2010, "Arts and Sciences Faculty" graduates began to receive two semesters of "Pedagogical Formation Education" instead of a Master's Program without a Thesis.
- In 2012, the "Teacher Training Work Group" was formed to carry out studies and take decisions on the subject of teacher training. This group is working on pre-service teacher training.

- In 2016, with a decision taken at a meeting of the Higher Education Executive Council, faculties of education were re-structured. Therefore, primary and secondary education in math and science education were gathered under a single department and new scientific branches were created under the name "Educational Sciences Department" [36].

2.2.2. Teacher Training in the North Cyprus

Due to its geographical position, the island of Cyprus has been under the influence of many civilizations throughout history. The longest reign of civilization in Cyprus was that of the Ottoman Empire, which lasted 308 years from 1571 until 1878. Therefore, a similar history of teacher education is valid for Cyprus as well. However, renting the island to the British government in 1878 resulted in some changes in education. The important dates and developments in education and teacher training in Cyprus are listed below.

- The most prestigious educational institutions during the Ottoman period were the "madrasah." Until 1869, graduates of madrasah were entitled to become hodjas and primary school teachers due to their madrasah education [37].
- In 1893, the first teacher training institution called the "Teacher Training Institute" was opened on the island [38,39].
- "Nicosia Boys High school" and "Victoria Girls High school" undertook the task of training teachers for the primary level until 1837 [40].
- Evaluating the historical process, the first higher educational institution in Cyprus was opened in Morphou (Güzelyurt), in the north of Cyprus in 1937 under the name "Teachers College" with the mission of training primary school teachers. This college began to educate both Turkish and Greek students living on the island [40].
- In 1943, two separate "Teacher Education Centers" were established for Turkish and Greek female students. The students of these centers completed their two-year educations by practicing in city schools affiliated with these centers and later taking educational courses. The language of education at these centers were Turkish for Turks and Greek for Greeks [41].
- In 1958, due to the political strife on the island, Teachers College, which was the first teacher education institution in Cyprus, had to be separated into one Turkish and one Greek. Therefore, Turks continued their teacher training in Nicosia [37].
- In the 1960s, the bi-communal Republic of Cyprus founded on the island continued to meet the need for teachers from "Teachers College" and from teachers coming from universities in Greece and Turkey for secondary schools [42].
- After the war in Cyprus in 1974, "Teachers College" was moved to Kyrenia and right after continued to give a three-year education to educate Turkish Cypriot teachers for primary schools [43].
- In 1979, Eastern Mediterranean University, which started as a higher education school, became the first university of the North Cyprus. This university opened an Arts and Sciences Faculty in 1986 and Faculty of Education in 1999, which educated teachers for middle and high schools in the North Cyprus [44].
- With the "Teachers Law" passed in 1985, graduates of the "Teachers College" were accepted as the sole source for the appointment of pre-school and primary school teachers for the state schools in the North Cyprus.
- In 1988, the second university of the North Cyprus, Near East University was opened and it began to educate teachers in the "Arts and Sciences Faculty" in 2000 and in the "Atatürk Faculty of Education" in 2002 [45].
- "Teachers College" moved to its own building in Nicosia in 1999 and continued to educate teachers for primary schools under a four-year program as "Atatürk Teacher Training Academy" bound by the Academy Law of 2000 [41].

- "Teacher's Law" is still valid today and ATTA (AÖA) is the only source of educating pre-school and primary teachers for the state. However, Classroom Teacher graduates from abroad have the right to take the state examination for primary school teachers and apply for the job, provided that they obtain equivalency from ATTA [46].

- At present, teacher training for middle and high schools is undertaken by teaching departments of faculties of education and graduates of Arts and Sciences Faculties are given the right to become middle and high school teachers by completing the pedagogical formation programs of universities or ATTA [46].

- In addition to these, graduates of Arts and Sciences Faculties in Cyprus/abroad are given the right to apply for the state exam for primary school teachers and for teacher positions at primary schools after they complete 36 months as temporary teachers and attend and complete a three-month course at ATTA.

3. Materials and Methods

3.1. Research Model

This research was prepared using the qualitative research approach. The qualitative research approach has important features such as providing sensitivity to the natural environment, giving the researcher a participating role, having a holistic approach, being flexible in the research pattern, enabling perceptions to be put out, and having an inductive analysis [47]. Qualitative research studies are defined by Yıldırım and Şimşek as "research in which qualitative data gathering methods such as observation, interview, and document analysis are used and a process towards putting forward perceptions and events in a natural environment in a realistic and holistic way."

The interview technique, which is the most frequently used qualitative technique, was used in this research study. The reason for the interview being one of the most frequent methods of data collection in qualitative research is that it is very powerful in bringing out the data, opinions, experiences, and emotions of individuals and it is based on talking [47]. The semi-structured interview technique is one of the three interview techniques used in the research study. The semi-structured interview technique is one in which the questions are established in advance and data is collected through these questions [48].

3.2. Study Group of the Research

A total of 24 people (10 male and 14 female with an average age of 40) made up the study group of this research. Six primary school teachers (2 with MSc), 6 school principals of the Ministry of National Education of the North Cyprus during the 2017–2018 school year (1 with PhD, 2 with MSc), 6 union members from the executive council of the Cyprus Turkish Teachers Union (1 with MSc), and 6 faculty members from the North Cyprus universities (2 Prof. and 4 Asst. Prof.) were included in the study. A purposive sample model was used, which is defined as the intensive examination of situations expected to provide rich data [47].

The samples selected in conformity to purposive sampling are people working in different parts of the island, which is previously known by the researchers, and easily reachable people suitable for the "easily reachable state sampling."

3.3. Data Gathering Tool and Gathering the Data

The "semi-structured interview" technique was used as the data collection method. In this technique, researchers prepared the interview form, which contained the questions they plan to ask. They can move along with the flow of the interview using different side questions or sub-questions, which enables the participant to elaborate on the responses and go into detail [49].

The interview questions prepared by the authors were composed by blending the findings of related studies. They were designed to encompass notions such as "teacher training, teacher training

institutions, problems in teacher training, in-service training for teachers." These questions were presented to three experts in total with two of them from the field of educational management and one from the field of Turkish Language in order to establish internal validity. After getting expert opinions, the number of interview questions was increased from five to eight. At a later stage, a pilot application of the questions was carried out with four primary school teachers, which gives the final structure to the interview questions. All interviews were performed at a participant's office for approximately 45 min each.

3.4. Validity and Reliability

In qualitative research studies, researchers prefer to use terms such as plausibility, transferability, and consistency instead of validity and reliability. For the plausibility of the study, different experts can be asked to examine the study and its phases [50]. Therefore, examination was carried out by different experts throughout the process of the research at the request of the authors. To enable transferability, detailed descriptions were made and research data were presented without commenting. For consistency, which is one of the terms used in place of validity and reliability, the authors took common decisions during the phases of data coding and theming.

3.5. Analysis of Data

The inductive "content analysis" method was used during the analysis of data. Content analysis is a systematic analysis of written and oral material by quantizing what is said or written by coding them [51]. According to Miles and Huberman, content analysis is carried out in four phases [52]. These phases are: (a) coding data; (b) finding the themes; (c) organizing codes and themes, and (d) identifying and interpreting the findings.

(a) Coding Data: Information obtained and analyzed during the interviews were listed by numbering the lines. Afterward, sections were coded to create meaningful wholes. The coding list was read by the authors individually and "consensus" was reached.

(b) Finding the Themes: The codes established in the first phase were collected under categories. Therefore, finding common ground among codes was attempted.

(c) Arranging of Data under Codes and Themes: Each participant was given a number starting with 1 in order to convey their opinions to readers. They were coded as "FM" (Faculty Member), "SA" (School Administrator), "T" (Teacher), and "UM" (Union members). While presenting participant opinions for interview questions under findings, the participants were mentioned with these codes (i.e., T-1 for teacher) and, for each finding, participant opinions were quoted with their codes given in parenthesis.

(d) Interpretation of Findings: Findings obtained as a result of interviews with the participants and the interpretation of these findings are presented in this section. Findings are presented in detail, which gives quotations and, therefore, strengthens the validity of the research.

4. Findings

Findings obtained in this research are presented by the responses to the above mentioned basic and supplementary questions. The codes shown in parenthesis in the quotes identify to which individual the cited authentic expressions belong.

The first question asked to the study group aimed to establish participant opinions on the teacher training practices of the Atatürk Teacher Training Academy (ATTA), which is a state institution. The opinions obtained from this aim are presented in Table 1.

Table 1. Opinions of participants on "*Ataturk Teacher Training Academy*" in relation to teacher training and their proposals for solutions.

	Opinions				Solution Proposals	F
	Positive Opinions	f	Negative Opinions	f		
Faculty Members	**-Education**		**-Practice Dimension**		**-Practice Dimension**	
	Theoretical education is sufficient	2	Practice program insufficient	6	Practice lessons should be increased	6
	Local values are given importance	2	**-Quality**		Practice schools should be established	3
	A planned education	1	Faculty members do not improve themselves	2	**-Equipment-Infrastructure**	
	Quality education	1	Academic publications are not followed	1	Technological equipment should be improved	2
	-Student Admittance		**-Equipment-Infrastructure**		Physical conditions of school buildings should be improved	1
	Student admittance is superior	4	Technological equipment insufficient	2	**-Quality**	
	Number of students is controlled	1			It should be compulsory for faculty members to improve themselves	2
	TOTAL	11	**TOTAL**	11	**TOTAL**	14
School Administrators	**-Student Admittance**		**-Practice Dimension**		**-Practice Dimension**	
	Student admittance is satisfactory	4	Practice lessons are insufficient	5	Practice lessons should be increased	5
	-Education		Practice program lacking	2	Time at primary schools should be increased	1
	Theoretical education is sufficient	3	Practical knowledge insufficient	2	**-Education**	
	-Quality		**-Political Factors**		In-service trainings should be held at ATTA	4
	Faculty members are qualified	2	There are variable practices	2	Educational program should be updated	1
	School is qualified and successful	1	State contribution is little	1	Need to get opinions of retired teachers	1
	-Equipment-Infrastructure		**-Quality**		**-Equipment-Infrastructure**	
	Technological equipment sufficient	2	Faculty members are not sufficiently qualified	2	Labs should be set up	2
					Technological equipment should be improved	1
	TOTAL	12	**TOTAL**	14	**TOTAL**	15
Teachers	**-Education**		**-Practice Dimension**		**-Practice Dimension**	
	Theoretical education is sufficient	6	Practice lessons are insufficient	5	Practice lessons should be increased	6
	-Quality		**-Equipment-Infrastructure**		Lesson giving should be increased during practice	2
	Students are above a certain level	4	Technological equipment insufficient	5	Faculty members should observe students	1
	Faculty members are qualified	2	**-Education**		**-Education**	
			Minor course education insufficient	3	In-service trainings should be held at ATTA	3
			-Quality		School administrator training program should be prepared and implemented	2
			Faculty members are inadequate in quality	3	Minor course implementation is needed	2
					-Equipment-Infrastructure	
					Laboratories should be set up	3
	TOTAL	12	**TOTAL**	16	**TOTAL**	19
Union members	**-Education**		**-Practice Dimension**		**-Education**	
	Theoretical education is sufficient	3	Practice lessons are insufficient	6	Minor course implementation is needed	4
	Educational program is suitable	2	Incompatible with work life	2	School administrator training program should be prepared and implemented	3
	Educational program is successful	2	There are practical deficiencies	2	ATTA should be authorized with in-service training	3

Table 1. *Cont.*

	Opinions				Solution Proposals	F
	Positive Opinions	**f**	**Negative Opinions**	**f**		
	-Education		**-Practice Dimension**		**-Education**	
	Local values are given importance	1	**-Quality**		Social responsibility projects should be implemented	1
Union members	**-Students**		Faculty members are inadequate in quality	3	**-Practice Dimension**	
	Student profile has quality	2	Lack of vision	1	Practice lessons should be increased	6
			-Equipment-Infrastructure		Duration of practice should be lengthened	2
			School building is inadequate	2	Practice schools should be assigned	1
	TOTAL	**10**	**TOTAL**	**16**	**TOTAL**	**20**

According to Table 1, all the participants expressed positive opinions on the theoretical education given at ATTA and stated that the theoretical education is sufficient (f: 14). The only negative opinion about education is expressed by teacher participants that minor courses (sub branches) are insufficient (f: 3). Besides education-teaching, participants expressed positive opinions about student admission such as the student admission method (f: 8), student qualifications (f: 6), and the controlled number of students (f: 1). Quotations from positive opinions are below:

> "I believe the education given at ATTA is theoretically sufficient, and adequate in training a teacher candidate knowledge wise in the best sense." (FM-3)
> "Student admission being in accordance with the number previously planned by state and admitting the right number of students to meet the need is a good practice. Besides, I approve the practice that these students are not admitted through a written test only but through an interview afterwards." (FM-4)
> "I think the students admitted to ATTA were successful at high school and they are more qualified than teacher candidates admitted to other faculties of education." (UM-2)
> "I think the best characteristic of ATTA is the fact that admitted students are selected through a test implemented and controlled by the state. Besides, I believe the education given at the academy is theoretically adequate. They only need to increase the number of practice lessons." (T-1)

Looking at the negative opinions about ATTA, it can be said that the most striking one is about the insufficiency in the practice dimension (f: 30). The practice dimension was followed by participant opinions on the quality of faculty members at ATTA and the need for self-development (f: 12), inadequacy of equipment-infrastructure (f: 9), and political factors interfering (f: 3). Examples of negative opinions are below:

> "I think the number of practice lessons at ATTA are not enough. The number of these lessons and the duration of practice at primary schools should be increased." (T: 3)
> "I believe ATTA, which is an important institution in training teachers, will be more successful with faculty members who are open to self-development. In time, some faculty members become inadequate in improving themselves. This makes them look weak in quality." (SA-3)
> "ATTA being a state school, I think political factors affect the selection of students with some governments especially in the process of interviews. Thus, politics interferes with the school. I believe this is the most negative aspect of the academy." (UM-6)

For solutions to the negative aspects of ATTA, participants mainly proposed that the time and duration of the practice dimension should be enhanced (f: 33), in-service trainings should be given to ATTA, sub-branch training should be implemented, school administrator training should be given at ATTA (f: 18), and the equipment-infrastructure of the school should be improved (f: 9). Quotations from these proposals are given below:

"While the theoretical education at the academy continues as it is, I think the number of school practice lessons and their duration should be increased." (T-5)

"I think the sub-branch application, which was terminated in the past, should be brought on again. I believe that, with this application, teacher candidates will get education in the sub-branches and this will make them more sufficient and qualified teachers." (UM-6)

"Although the academy has moved to its own new building, we can see that the building is inadequate in equipment and infrastructure. This makes me very sad. I think the academy, which I see as the most reliable institution in teacher training, deserves more effective and functional equipment and infrastructure." (SA-1)

Participant opinions on the classroom teacher departments of education faculties are given in Table 2. As a positive opinion, participants stated that equipment-infrastructure conditions of classroom teacher departments are adequate and good (f: 12). Besides this, the only dimension that received a positive opinion is regarding the quality of faculty members (f: 3). It should be noted that this opinion was stated by faculty members only and that other participating groups pointed out the need for faculty members to improve themselves. Quotations from positive opinions are shown below:

"I think classroom teacher departments of faculties of education are adequate. The equipment and infrastructure of deep-rooted universities are well-developed in teacher training." (FM-6)

"I don't think the applications of ATTA and other faculties of education show much difference. The faculty members teaching at faculties of education are more self-improving than those at the Academy with their performance evaluations." (FM-2)

For the classroom teacher department, all the participant groups gave negative opinions on student admission, large number of graduates, and the inadequacy of student admission criteria (f: 30). These opinions are shown below:

"I think the essential knowledge is not completely given at classroom teacher departments. I believe students graduate whether they are successful or not because they are private universities." (T-2)

"I think, before teacher departments are opened at universities, they should set up student admission criteria. Both classrooms are crowded and the number of graduates increase because they admit anyone that applies." (SA-5)

Again, looking at the table, it can be said that another notable dimension among negative opinions is about the quality of classroom teacher programs. Participants expressed negative opinions about the qualifications of students, about faculty members improving themselves, about the qualifications of faculty members, and whether education was carried out for money without quality (f:17). These thoughts are outlined below:

"I believe the education given at classroom teacher departments has no quality and teaching staff are not renewed. Because staff positions are not renewed, faculty members do not feel obliged in any way to improve themselves." (UM-1)

"Classroom teacher departments are set up on earning money starting from student admission. Students are defined as customers and each student graduates without any qualification." (T-4)

Proposals to improve classroom teacher departments are mainly towards increasing the qualifications of students and faculty members (f.18), increasing application lessons (f: 16), and re-designing student admission (f: 8). Examples of opinions on this topic are given below:

"Self-reliance of teacher candidates in classroom teacher departments needs to be enhanced. Therefore, teacher candidates should be developed with practical application lessons." (FM-4)

"In order to enhance the qualifications of students in classroom teacher departments, individuals who can transfer knowledge by doing, living, applying, not just knowing it, should be admitted to these departments. Therefore, student admission criteria should be re-designed." (T-6)

"While educating students in classroom teacher departments, senior primary school teachers and application teachers at universities should give them model lessons and then expect the candidate teachers to do teaching practice." (UM-3)

Table 2. Opinions of participants on the *"Classroom Teacher"* department of teacher training and their solution proposals for the problems.

	Opinions				Solution Proposals	F
	Positive Opinions	f	Negative Opinions	f		
Faculty Members	**-Equipment-Infrastructure**		**-Student Admission**		**-Quality**	
	Technological equipment is adequate	4	Student admission system is inadequate	6	Faculty members should be obliged to improve themselves	3
	-Quality		**-Quality**		Students should be taught professional responsibilities	3
	Faculty members replenish themselves	3	Faculty members do not improve themselves	3	**-Education**	
			Students don't have teacher responsibility	2	Programs should be updated	4
			-Education		**-Application Dimension**	
			No programs compatible with YÖK (Higher Ed. Administration)	3	Productivity of app. Lessons should be increased	3
			-Application Dimension			
			Application program Insufficient	2		
			Internship applications unproductive	1		
	TOTAL	**7**	**TOTAL**	**17**	**TOTAL**	**13**
School Administrators	**-Equipment-Infrastructure**		**-Student Admission**		**-Quality**	
	Lab environment is suitable	3	Student admission system insufficient	5	Student admission system should be reviewed	6
	Technological equipment sufficient	3	Number of graduates more than needed	5	**-Application Dimension**	
			-Quality		Application lessons should be increased	4
			Student quality low	4	**-Education**	
			Profit focused education	2	Education should be applicable to classroom environment	2
			-Application Dimension		Teachers should be trained through doing-living	1
			Practice lessons and their duration insufficient	2		
	TOTAL	**6**	**TOTAL**	**18**	**TOTAL**	**13**
Teachers	**-Equipment-Infrastructure**		**-Quality**		**-Quality**	
	Technological equipment adequate	2	Faculty members should improve themselves	4	Educational quality should be improved	3
			Education has no quality	2	Faculty members should improve themselves	3
			-Student Admission		**-Student Admission**	
			Student admission is not controlled	3	Student admission system should change	4
			-Education		**-Application Dimension**	
			Program should be renewed	3	Practice lessons should be increased	3
	TOTAL	**2**	**TOTAL**	**12**	**TOTAL**	**13**

Table 2. *Cont*.

	Opinions				Solution Proposals	F
	Positive Opinions	**f**	**Negative Opinions**	**f**		
			-Student Admission		**-Application Dimension**	
			Student admission is not controlled	6	Application lessons should be increased	6
			No criteria in student admission	3	-Student Admission	
Union Members			Number of graduates too many	2	Student admission should be bound by criteria	4
			-Education		**-Education**	
	————	-	Incompatible with YÖK	3	Educational programs should be renewed	3
			Local values are not given importance	3		
	TOTAL	**0**	**TOTAL**	**17**	**TOTAL**	**13**

Participant opinions on pedagogical formation education are given in Table 3. The only positive comment on pedagogical formation was made by a faculty member. This comment shown below:

"I think pedagogical formation education is a necessary application. Students who receive it are more qualified and more successful than graduates of faculties of education. I also had this education and I believe I am successful." (FM-1)

Looking at the negative opinions on pedagogical formation education, all the participant groups stated that student admission is faulty and criteria are inadequate:

"I find pedagogical formation education inadequate both for its duration and content. Moreover, I think teacher candidates graduating from these faculties bear professional worries because of the inadequacy of the application." (FM-5)

"I believe that the pedagogical formation lessons being short and usually at late night hours, given in large groups, being paid for, and given to anyone who wants it are the negative aspects of this application." (T-2)

"Pedagogical formation is a much accelerated education. Besides, at present, the grade point averages of people who get pedagogical formation education are very high and I believe they do not reflect the truth." (UM-4)

Establishing student admission criteria (f: 18), increasing application lessons (f: 16), and planning and extending duration of education (f: 14) are among the solution proposals for pedagogical formation education. Some of these proposals are quoted below:

"People to be admitted into this education should be selected from people who love the profession and have suitable teaching qualifications and student admission criteria should be designed based on these." (T-3)

"Application durations in formation education should be increased. Duration of education should be planned and extended by filling its content." (FM-6)

Table 3. Opinions of participants on "*Pedagogical Formation Education*" in teacher training and their proposals for solving the problems.

	Opinions				Solution Proposals	F
	Positive Opinions	**f**	**Negative Opinions**	**f**		
Faculty Members	**-Quality**		**-Education**		**-Education**	
	There are more qualified students than educational faculty graduates	1	Duration of education is too short	4	Education should be extended	4
			Evening classes are negative	2	Education should be free	3
			-Student Admission		**-Application Dimension**	
			All applicants are admitted	4	Number of application lessons should be increased	6
			-Application Dimension		**-Student Admission**	
			Applied Program incomplete and inadequate	3	Student admission should be bound by criteria	4
	TOTAL	**1**	**TOTAL**	**13**	**TOTAL**	**17**
School Administrators	————	-	**-Education**		**-Education**	
			Duration of education is too short	5	Education should be extended	6
			-Aim		Duration of education should be extended by years in steps	4
			Possibility of becoming a teacher	3	**-Student Admission**	
			-Application Dimension		People who love the teaching profession should be admitted	3
			Practice lessons inadequate	3	**-Application Dimension**	
			-Student Admission		Application lessons should be increased	2
			No student admission criteria	2		
	TOTAL	**0**	**TOTAL**	**13**	**TOTAL**	**15**
Teachers	————	-	**-Student Admission**		**-Student Admission**	
			Student admission is uncontrolled	4	Student selection criteria is needed	4
			Each applicant is admitted	3	Those who can be teachers should be admitted	3
			-Quality		**-Application Dimension**	
			Education has no quality	4	Practice lessons should be increased	3
			Students are not qualified	1		
			-Application Dimension			
			Number of application lessons is little	2		
	TOTAL	**0**	**TOTAL**	**14**	**TOTAL**	**10**
Union Members	————	-	**-Education**		**-Education**	
			Duration of education is too fast	5	Educational program should be renewed	3
			Grades given are unrealistic	4	Duration of education should be extended	3
			-Student Admission		**-Application Dimension**	
			Whoever wants is admitted	3	Application lessons should be increased	5
			-Application Dimension		**-Student Admission**	
			Practice lessons are inadequate	3	Student admission should be bound by criteria	4
	TOTAL	**0**	**TOTAL**	**15**	**TOTAL**	**15**

Table 4 contains opinions on teaching practice within the teacher training system. There are only two people who think the teaching practice lesson is adequate. This includes one teacher and one union member. The rest of the participating groups stated that practice lessons are inadequate (f: 72). Expressions such as inadequacy of the duration of the lesson, scarcity of preliminary preparation applications, shortness of mentor teachers, faculty members not controlling students, and not having applications in rural areas are used in opinions about the inadequacy of the application lesson. Quotations about the inadequacy of application lessons are shown below:

"Application teachers in primary schools are insufficient and not conscious. Therefore, they are inadequate in providing support to teacher candidates. Moreover, faculty members do not go to observe and evaluate teacher candidates." (UM-6)

"Practice lessons are implemented in central schools only, which have elite students. Practice lessons should be spread to all districts including rural areas." (SA-6)

"The mentor teacher application is a must for teaching application lessons. Practice durations should be increased and the level of practice classrooms should be varied at certain periods." (FM-2)

"Preliminary preparation is not done by teacher candidates for practice lessons in primary schools. Besides, activities between primary schools and teacher training institutions continue without a bond between them." (UM-5)

Table 4. Opinions of participants on "*Teaching Practice Lesson*".

			Opinions	
	Sufficient	F	Insufficient	F
Faculty Members		—	No application of mentor teacher	5
			Practice lessons should be more frequent	5
			No difference of level among practice classes	3
			Faculty members don't come to control/observe students	2
			Practice teachers in primary schools aren't conscious	2
			Students aren't aware of the importance of practice lesson	2
			No uninterrupted practice period	1
	TOTAL	0	TOTAL	20
School Adm		—	Few practice lessons and little time	6
			No application schools in rural areas	4
			Faculty members don't come to control/observe students	3
			The will of students insufficient	3
			No motivating power for the application school and teachers	2
			It's not like observation initially and application later	1
	TOTAL	0	TOTAL	19
Teachers	Frequency of application sufficient	1	Duration of practice lessons insufficient	6
			Application schools are selected only from central schools	5
			Student preparation for practice is little	3
			Control by faculty members is insufficient	3
	TOTAL	1	TOTAL	17
Union Members	Application is satisfactory and sufficient	1	Making use of primary school teachers is insufficient	5
			Time spent in primary schools not enough	4
			No preliminary preparation in primary schools	3
			Faculty members should observe students	3
			No tie between ATTA and primary schools	1
	TOTAL	1	TOTAL	16

Participant opinions on the candidate selection models of teacher training institutions in North Cyprus are given in Table 5. As can be seen in the table, most of the participants find the model used in ATTA as suitable (f: 39). While participating groups did not find classroom teacher selection models of faculties of education (f:4) and the teacher candidate selection model used in pedagogical formation education (f:3) positive. None of them expressed any positive opinion on getting a permanent staff position after 36 months as temporary teachers. Opinions of participants on teacher selection models are shown below:

"I think the test at ATTA, being under state control, and being in two stages, written and oral, is a good system." (FM-3)

"I find the autonomous test system at ATTA successful. I believe it is a successful test in distinguishing students of quality." (UM-2)

Looking at the negative opinions on the teacher candidate selection models, which is shown in Table 5, the most negative one was stated to be the model for selecting candidates to receive pedagogical formation education (f:62). This model was followed by the selection of teachers from among the 36-month temporary teachers (f: 55), which selects candidates for classroom teacher departments of faculties of education (f: 50) and finally selecting candidates for ATTA (f: 31).

Participating groups expressed negative opinions on teacher candidate selection models, saying that they are political, based on interest and favoritism, wrong, unfruitful, without specific criteria, and not objective. Negative opinions of participants on teacher candidate selection models are given below:

"I can say that pedagogical formation education and the selection of people to get this education are completely unplanned and they don't go beyond earning money." (SA-3)
"Giving a chance to people to get into the teaching staff after 36 months as temporary teachers, I believe is the worst teacher selection and education model. I think this model is used for favoritism and for political goals." (FM-4)
"I can say that selecting people for classroom teachers is based on earning money, the test system is not objective, and it is inadequate in selecting qualified teacher candidates." (UM-2)
"Among the teacher candidate selection models, I find the test of ATTA the most successful. But, at certain periods of time, I sadly see politics interfering." (T-5)

Table 5. Opinions of participants on *"Teacher Candidate Selection Models."*

		Opinions							
		ATTA	**f**	**Faculty Of Education**	**f**	**Pedagogy**	**f**	**36-Month**	**f**
Faculty Members	Positive	Good that it's written and oral	6			Can be good with education	1		
		Well prepared	3	————	-			————	-
		TOTAL	**9**	**TOTAL**	**0**	**TOTAL**	**1**	**TOTAL**	**0**
	Negative	Political injustices	3	People get in any department they want	5	Training teachers by getting money	6	Political tool	6
		Diction is discarded	2	No student quota limit	4	Unplanned	4	Wrong application	4
		Inadequate in selecting a branch	1	Not under state control	3	Unproductive program	3	Worst teacher training model	4
								Unproductive	2
		TOTAL	**6**	**TOTAL**	**12**	**TOTAL**	**13**	**TOTAL**	**16**
School Adm.	Positive	Good measuring of knowledge	4	A good education is needed	1	No objection	1		
		Objective test	1					————	-
		TOTAL	**5**	**TOTAL**	**1**	**TOTAL**	**1**	**TOTAL**	**0**
	Negative	Student admission is political	3	Tests are not objective	4	Unplanned and wrong	6	Favoritism	5
		Test subjects irregular	3	People study in whatever department they like	4	Based on money	4	Based on politics and corruption	3
		No place for diction	3	No interview	2	It should be stopped	3	No criteria	3
		No place for culture	2	Transferring knowledge overlooked	1	Wrong system	3	Students are wasted	1
		Personal traits are overlooked	2			Uncontrolled	1	- People not relating to the profession become teachers	1
						Inferior role model people can become teachers too	1		
		TOTAL	**13**	**TOTAL**	**11**	**TOTAL**	**18**	**TOTAL**	**13**
Teachers	Positive	distinguishes students	6	Some graduates as good as ATTA students	2	No problem	1		
		Systematic	3	There are students who self-improve in time	1			————	-
		TOTAL	**9**	**TOTAL**	**3**	**TOTAL**	**1**	**TOTAL**	**0**

Table 5. *Cont.*

		Opinions					
	ATTA	f	Faculty Of Education	f	Pedagogy	f	36-Month	f
Negative	Politics interfere	4	Inadequate	4	Education with money	6	Wrong application	6
	Karpaz quota is wrong	4	Incomplete	2	No legal regulation	3	No criteria	3
	No application part	3	Not objective	1			No sound basis	3
			Some faculties don't give tests	1			It should be cancelled	2
	TOTAL	11	**TOTAL**	8	**TOTAL**	9	**TOTAL**	14
Union Members — Positive	Good that it's multiple choice	5						
	Autonomous test system is satisfactory Adequate and distinguishing	5						
	Objective	3						
		3	———	-	———	-	———	-
	TOTAL	16	**TOTAL**	0	**TOTAL**	0	**TOTAL**	0
Union Members — Negative	No application part	1	Should be inspected	6	No criteria	6	Politically aimed	6
			It's shady	4	Wrong application	5	Unnecessary	4
			Inadequate	4	Wrong model	5	Should be removed	4
			Some don't have a test	3	No quality	4		
			Qualifications not needed	2	Aims at earning money	2		
	TOTAL	1	**TOTAL**	19	**TOTAL**	22	**TOTAL**	14

Opinions of participants on the process of teacher candidacy is presented in Table 6. As seen in the table, the study group showed negative opinions with a great majority (f: 71). Among the negative opinions, the dimension that all participant groups focused on is the inspection dimension. All the participant groups stated that there are drawbacks in inspection, that inspection is inadequate, and that no counseling is done during inspection (f: 52). After the negative opinions on inspection dimension, problems within the process were mentioned, and it was stated that the process was just for show. It was not planned and it did not display continuity (f:12). Negative opinions on teacher candidacy are quoted below:

> "The activities carried out during the inspection of candidate teachers are inadequate. Inspectors refrain from carrying out guidance activities. Besides, there are no inspection proceedings about the outfits of new teachers." (SA-5)
> "Teacher inspection is insufficient for its duration. Teachers are inspected only during their candidacy period. There is no inspection throughout their profession. The qualifications and education that inspectors are expected to have in order to be accepted by teachers are inadequate." (T-4)
> "Inspection of candidate teachers is inadequate. Inspectors go to schools focused on errors rather than as guiding counselors." (FM-2)
> "The duration of inspection takes place unplanned and without a system. Inspectors do not carry out teacher inspection at least once a year. The candidate teacher inspection activities are inadequate in duration and content. The biggest problem during teacher candidacy is this." (UM-4)

Participants tried to make proposals to solve the problems of the inspection dimension of teacher candidacy, which they see as the biggest negativity (f: 37). After inspection, participants talked about inspector education, inspector qualification, and mentor teacher education in their proposals (f: 14). Proposals put forward by participants are outlined below:

> "People who will inspect teachers should be chosen from people related to the fields of inspection and should be educated. People who have never taught 1st grade students should not go to inspect teachers in those classes." (T-6)

"People who will undertake the duty of inspection should go through training in inspection. The contents of inspection criteria should be updated. Teachers new in the profession should be counseled by inspectors." (FM-2)

"Mentor teachers should be chosen and trained from among the experienced teachers at schools in order to help teachers during their candidacy period and during the first years in the teaching profession." (UM-3)

Table 6. Participant opinions on "*Process of Teacher Candidacy*" and their proposals related to problems.

	Positive Opinions	F	Opinions / Negative Opinions	f	Solution Proposals	f
Faculty Members	_____	-	**-Inspection**		**-Inspection**	
			Inspection inadequate	5	Frequency and quality of inspection should increase	4
			Focused on finding errors	3	Inspections should focus on guidance	4
			No guidance	3	**-Education**	
			Qualification of inspectors weak	3	There should be inspector education first	3
			-Process		Inspector qualifications should be increased	3
			It's for show only	6	**-Process**	
			-Counseling		There must be a planned process	5
			No counseling system	2		
			-Certainty			
			No fear of failing	1		
	TOTAL	**0**	**TOTAL**	**23**	**TOTAL**	**19**
School Administration	**-Duration**		**-Inspection**		**-Inspection**	
	Duration is sufficient	2	Inspection inadequate	6	Frequency of inspection should increase	6
			Inspection frequency is low	5	Inspections should focus on guidance	6
			No guiding	4	**-Assistance**	
			No inspection of outfit	2	Help should be asked from experienced teachers	4
	TOTAL	**2**	**TOTAL**	**17**	**TOTAL**	**16**
Teachers	_____	-	**-Inspection**		**-Inspection**	
			Inspection inadequate	5	Inspectors should be knowledgeable in their field	5
			No guidance	4	Inspection should aim guiding	4
			Focused on finding errors	3	**-Education**	
			-Education		Inspectors should be educated	3
			No inspector education	2	**-Duration**	
			Inspection ends when the teacher is permanent staff	2	There should be no limit	2
			-Process		**-Process**	
			Teacher is not inspected throughout professional life	1	It should continue after a permanent position is obtained as well	2
					-Assistance	
					Help should be asked from experienced teachers	1
	TOTAL	**0**	**TOTAL**	**17**	**TOTAL**	**17**
Union Members	**-Duration**		**-Inspection**		**-Inspection**	
	Duration is sufficient	1	Inspection inadequate	5	Inspection criteria should change	5
			Frequency of inspection is low	2	There should be a productive inspection	3
			No guidance	2	**-Process**	
			-Process		Process should be planned and filled	5
			No planning	5	**-Education**	
					Inspector qualifications should increase	3
					Mentor teachers should be educated	2
	TOTAL	**1**	**TOTAL**	**14**	**TOTAL**	**18**

Table 7 shows the opinions and solution proposals of participants on in-service training activities. As the table shows, none of the participating groups have any positive opinion on in-service training activities. The content dimension of these trainings is at the top of those negative opinions. Participants expressed opinions that the content of these trainings are dull, prepared without planning, do not address needs, are not applied, and that they lack a system (f: 32). After the content dimension, they stated—in descending order—that trainings aim promotion and are for show (f: 17), that trainings and trainers are not qualified (f: 16), time and place of trainings are inconvenient (f: 9), and that participation is low (f: 4). Quotations from the negative opinions are shown below:

"In-service training activities are done on assumptions without a needs analysis. I think they are done with the aim of 'let's get over it' rather than training teachers." (FM-1)
"The in-service training activities are not motivating. Participation is not compulsory so only teachers aiming promotion follow them. In this case, these trainings are promotion-based and inadequate in teacher training." (SA-2)
"In-service trainings organized by MNE are not implemented in accordance with their goal. They are even carried out without a goal. The executed training activities do not meet the needs and trainers are not selected from among qualified people." (UM-3)
"The in-service training activities are not interesting with their contents and do not attract the attention of teachers. Moreover, they are only done in central places and create problems because they are not spread across regions." (T-5)

Proposals of participants on a new teacher training model are given in Table 8. As seen in the table, participants expressed the need of a teacher training model heavily based on practice (f: 12). In addition, faculty members, teachers, and union members proposed that the task of teacher training for primary schools should be given to ATTA and that it must be under state control (f:5). Quotations and opinions on teacher training models are shown below:

"A state-controlled school, training teachers only, should be established in a wide area, and a practice school open to public should be built in the same area where teaching practice will be done. This was thought of once but never implemented. Thus, an education should be given during which a lot of practice can be done under the supervision of faculty members." (UM-4)
"A model should be developed in which student admission will be carried out through a test of quality and the responsibilities of the teaching profession will also be taught. After education, professional life will be supported through planned in-service trainings with sub-branch separation and a lot of application and practice." (FM-2)
"Teacher training should be implemented in a planned way with an educational model in which teachers will be trained in the fields needed—after a needs analysis—and giving students the opportunity for a lot of practice." (SA-3)
"A program containing practice dimension besides theoretical knowledge for all courses should be prepared and training of primary school teachers should be given solely to ATTA under state control." (T-1)

Table 7. Opinions of participants on "*In-service Training Activities*" and their proposal related to problems.

	Opinions				Solution Proposals	f
	Positive Opinions	f	Negative Opinions	f		
Faculty Members	————	-	**-Content**		**-Content**	
			No programming	5	Should be planned at the start of year	3
			No preliminary needs analysis	2	Needs should be based on analysis	2
			No workshops	1	**-Education and educator**	
			-Education and educator		Qualified people should give it	2
			Educators are not qualified	4	There must be evaluation after the training	2
			Education not inspected	1	**-Participation**	
			-Goal		Teacher participation must be compulsory	4
			It's done for the sake of doing	3		
			Aimed at promotion	1		
			-Participation			
			Teacher participation is low	2		
			Those seeking promotion attend	2		
			-Place and time			
			It's not continuous	1		
	TOTAL	**0**	**TOTAL**	**22**	**TOTAL**	**13**
School Administrators	————	-	**-Content**		**-Place and time**	
			Not interesting	3	Should be spread to all the country	6
			It is dull	3	**-Content**	
			No training with application	2	Topics should be scientific	3
			Not motivating	1	Interesting presentations should be made	3
			-Goal			
			Only aims at promotion	6		
			Participation is not compulsory	2		
			-Place and time			
			Takes place in the capital only	4		
			Timing is unsuitable	1		
	TOTAL	**0**	**TOTAL**	**22**	**TOTAL**	**12**
Teachers	————	-	**-Content**		**-Participation**	
			Not interesting	5	Teacher participation should be compulsory	6
			It is dull	3	**-Content**	
			-Education and educator		There should be topics useful for teachers	5
			Educators know nothing about primary school environment	4	**-Place and time**	
			-Place and time		It should be regional	4
			Takes place in the capital only	3	**-Education and educator**	
					Qualified people should give it	3
	TOTAL	**0**	**TOTAL**	**15**	**TOTAL**	**18**
Union Members	————	-	**-Education and educator**		**-Place and time**	
			Educators are not qualified	4	Should be regional	5
			Education is inadequate	3	Should be applied throughout the year	3
			-Content		Should be under the umbrella of ATTA	3
			Not based on needs	3	**-Content**	
			No system	2	There should be more interesting topics	4
			No training with application	2	There should be interactive training	2
			-Goal		Service should be procured	1
			Only for show	5	Preliminary planning is a must	1
	TOTAL	**0**	**TOTAL**	**19**	**TOTAL**	**19**

Table 8. "*Teacher Training Models*" proposed by the participants.

	Models	f
Faculty Mem.	Teacher training should be separated into three phases (Pre-service, during education, and after education)	2
	University model should be adopted at school	2
	Training primary school teachers should be bestowed upon ATTA only	1
	It should be done by a new organization under YÖDAK control	1
	TOTAL	6
School Adm.	A model heavily based on practice	3
	A model that will have multi-lateral evaluation in teacher candidate selection	2
	A model in which training will continue during service	1
	A system to train teachers to meet needs	1
	TOTAL	7
Teachers	A model with more practice	3
	A model under state and ATTA control	2
	A model of training teachers by selected primary school teachers	1
	TOTAL	6
Union Mem.	ATTA and a practice school set up next to it	2
	Training of teacher candidates at specified practice schools	2
	Village institutes model	1
	An improved Academy program	1
	TOTAL	6

5. Interpretation and Discussion

Future teachers should be wise, contemporary people, possess 21st century skills, and capable of transferring skills to their students. Teachers should love their profession and their students and aim to improve their teaching style beyond contemporary recommendations. The responsibility of the term 'profession of professions' on teachers requires them to have 21st century skills. Therefore, teacher training is something that developed countries give a seriously important place in their educational policies.

Looking at the historical process of teacher training policies in Turkey and in Northern Cyprus, a likeness is clear. Teacher training activities in Northern Cyprus, starting with the establishment of the Atatürk Teacher Training Academy and continuing with the faculties of education in foundation universities in the 2000 s, unfortunately has not reached an established order yet. Researchers, who are conscious of this disorganized state, aim at establishing the problems in teacher training and to develop proposals for the solution of these problems. Therefore, it was aimed in this research to establish what the problems of teacher training are by getting opinions of participants active in various fields of education.

Initially, it was sought in this research to establish the opinions of participants on teacher training institutions in Northern Cyprus, the deficiencies and problems they see in these institutions, and the proposals they would create to solve those problems. When participant opinions were examined, the conclusion was reached that the most effective teacher training institution in Northern Cyprus is ATTA. Participants stated that ATTA is a better teacher training institution than the others because student admission is controlled, candidate teachers have more quality, and its education is more successful. In our opinion, ATTA is better because it is controlled by the Ministry of National Education, chooses students using two levels of (written and interview) exams, and it has a more equipped faculty. According to participant opinions, the most negative teacher training institutions were established as those providing pedagogical formation education. Participants find teachers educated through this application as inadequate and the pedagogical formation as a problem because no specific criteria is sought in students to attend formation education, the duration of education is short, the practice dimension is insufficient, and it is a paid education. This finding overlaps with the research by Demirtaş and Kırbaç which states that the duration of training teachers in the pedagogical formation education is compressed and practice periods are short [53]. It also overlaps with the research by Taneri, which supports that the effect of pedagogical formation education is negative. The research by Köse carried out with faculty members obtained negative findings on training teachers with pedagogical formation education. The research by Akdemir states that, with pedagogical formation education, the way is

opened for anyone with money to become a teacher. With the research by Gürol et al., which arrived at the conclusion that theoretical education in pedagogical formation education is not combined with application education. Many studies in literature state the deficiencies of pedagogical formation education. However, there are also studies which arrived at contradictory conclusions. Dalkılıç et al., Yıldırım and Vural, and Sever found in their studies that students who receive pedagogical formation education feel themselves more motivated towards the teaching profession because of the pedagogical education they are receiving. Altınkurt et al., Kiraz, and Dursun found out that pedagogical formation students think they will be successful in the teaching profession with the education they received and Bal found out students developed a positive attitude towards the teaching profession with this education [1,7,53–61].

According to Baştürk, teacher training is a process in which theoretical knowledge should overlap with the application dimension [62]. In order to establish how this process works in Northern Cyprus, participants were asked to state their opinions on the teaching application lessons during the process of teacher education. It was established that almost all the participants expressed opinions towards the improvement of application lessons in teacher education. Similarly, in studies carried out on the topic, conclusions were reached that more attention should be given to application lessons, there should be variety in application schools, coordination between application schools and universities should increase, and application schools should be encouraged to cooperate, and mentor teachers at application schools should assist teacher candidates (Köse, Sever et al., Ayra et al., Yüksel, Taşdere, Şimşek et al., Özcan, Aytaçli). These findings overlap with the findings of this research on the subject [55,58,63–68]. Growing evidence from the United States and the Netherlands has suggested that efforts to tie preparation more closely to practice can have a significant impact on student learning [69].

One of the most important phases of the teacher training process is clearly the selection of teacher candidates. In many developed countries, the selection of teacher candidates is through tests and two models are followed. The first model is selecting teacher candidates through an evaluation based on the established criteria to become an effective teacher in accordance with teacher requirements and the second model is selecting teacher candidates for pre-service training without giving attention to teacher requirements [34]. In the Northern Cyprus case, selecting teacher candidates for primary schools is carried out in four different ways. These are: candidates being admitted to ATTA through a test and finishing a four-year education, candidates graduating from the classroom teacher departments of faculties of education, candidates graduating from faculties of arts and sciences and receiving pedagogical formation education, and candidates graduating a university and working as temporary teachers at primary schools for 36 months. In the last case, teachers obtain the right to apply for a permanent position. In answer to the question on these four different teacher selection models, candidates stated that the most effective model is that of ATTA and add that getting a permanent position through pedagogical formation education or serving as a temporary teacher for 36 months have no positive aspect. This finding is in parallel with the opinions of Özoğul and Uygun who stated that admitting teachers on contract and through pedagogical formation education is disparaging the quality of teachers and diminishing respect for the teaching profession [5,70]. According to participant opinions, the biggest problems of the teacher candidate selection models are the test system not being objective, student admission without control, anyone becoming a teacher candidate, education being paid for, some universities not giving a test, and student admission not being under state control.

In another question on the candidate teacher period, participants were asked to evaluate the two-year candidacy period. The biggest problem that the participants see during this period is the inspection dimension. Participants stated that teacher candidates are not inspected adequately, inspections do not reach their goals, inspectors do not carry sufficient inspection qualifications, and inspectors are inadequate in guiding new teachers. Pala, Ekinci, and Yalçınkaya also reached similar conclusions in their research on the period of teacher candidacy [71–73]. Another problem

participants stated, besides inspection, is that the candidacy period is just for show, it is not planned, it does not continue through professional life, and the process is not supported by mentor teachers.

Just like in all professions, lifelong learning is important in the teaching profession for personal development. Lifelong learning needs in the teaching profession are met through in-service trainings to some extent. Participant opinions were obtained in this research on in-service training practices, which have an important place in teacher training and development. According to findings obtained Participants state that there are many negative aspects of in-service training practices for teachers and teacher candidates in Northern Cyprus. Participants expressed that content deficiencies of these trainings, the inadequacy of qualifications of trainers, and the fact that these trainings aim for promotions are the most common negative comments. While findings of studies saying the content is dull (Sıcak and Parmaksız), in-service training is problematic on program and trainer qualifications (Kulaz), and teachers having problems in life-long training (Ayaz) overlap with the findings of this research. Researchers talk about "Life-long Teacher Training Centers" and state the necessity of these centers to be opened within faculties of education [74–76]. In Korea, Australia and United States they use "Teacher Appraisal for Professional Development Programme" and they support lifelong learning [77].

Lastly, participants were asked to propose a model for teacher training applicable in Northern Cyprus. In almost all models proposed, participants stated the necessity of application schools and models heavily based on application lessons and add that the application dimension in teacher education should be developed since they see it one of the biggest deficiencies in teacher training. Scholars in different international settings have argued that teacher educators should model practice to allow teacher candidates to witness and understand complex and ambitious teaching practices [78]. McDonald et al. underscored the importance of teacher educators modeling specific teaching practices, before the teacher candidates try them out in what they called "mediated field placements" [79].

6. Conclusions and Recommendations

This research aimed to establish the existing problems in training teachers for primary schools in Northern Cyprus by appealing to the opinions of participants having an active role in education. The research revealed that the biggest problems in teacher training are the inadequacy of application lessons through the process, the existence of candidate teacher selection without any criteria or control, insufficiency of pedagogical formation education, the existence of teacher candidates who obtain the right to become permanent teachers after 36 months as temporary teachers, inspection problems during the candidacy years, appointing teachers for political gains, the teacher education process becoming a profitable business, faculty members at teacher training institutions being inadequate in developing themselves, in-service trainings not being planned, and being organized solely for the aim of promotion. Although opinions were obtained from the participant group made of educators from various fields of education, it was notable that they stated similar problems throughout the research.

Based on the problems stated and the research findings, the following recommendations can be made.

1. In order to increase application lessons and make them more productive, universities and application schools should work in a more cooperative way and, if necessary, application schools should get an incentive bonus.
2. In order to make application lessons more productive, volunteers should be selected from application schools to be trained as mentor teachers and enable them to assist candidate teachers. In addition, the application process should be controlled by assigned faculty members.
3. Temporary teacher application and pedagogical formation education, which are damaging the teaching profession and affecting teacher quality negatively, should be terminated.

4. Teacher training programs, candidate teacher selection models, and life-long education facilities for teachers should be under state control and given to state universities, which are free for students.

5. In-service training activities, organized by the Ministry, should be spread through the year and into all regions and every teacher should be encouraged to benefit from them. Moreover, trainers should be educated and content should become interesting.

6. Development of faculty members assigned to teacher training should be enabled and it should be made compulsory for them to follow the innovations in this field.

7. Faculty members who give teacher training should be selected among teachers coming from school environments and have a knowledge of the present school profiles and education.

8. Inspectors sent to schools by the Ministry to inspect teachers during the candidacy period should be trained with the aim of educating and guiding teachers to start the profession.

9. Teacher inspection should be executed throughout the profession not only during the first few years but also teachers should be enabled to refresh their knowledge.

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