

2nd Cyprus International Conference on Educational Research, (CY-ICER 2013)

Analysing Teacher Training And Education Systems In England, Turkey And Turkish Republic Of Northern Cyprus And Offering Suggestions For The Problems Encounted In Teacher Training In Turkish Republic Of Northern Cyprus

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Abstract

In this paper, teacher training systems in England, Turkey and Turkish Republic of Northern Cyprus (TRNC) were analyzed. In order to understand the teacher training systems better, historical development of educational systems in these countries were also examined. It was focused on the problems that are teacher candidates have while entering the teacher training institutions and after graduation because of the system in TRNC. By analysing the teacher training systems in England and Turkey, suggestions were offered to the problems in TRNC.

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Selection and/or peer-review under responsibility of Prof. Dr. Huseyin Uzunboylu, Near East University, Faculty of Education, Cyprus

Keywords: Teacher training, education, education systems, England, Turkey, Turkish Republic of Northern Cyprus.

1. Introduction

Education is a phenomenon that it is in the every phase of individuals' lives from birth to death. Education consists of political, social, cultural and individual phenomena, so it is very difficult to be defined. Every country has formed their educational systems. As Özoğlu said, teachers who are one of the most important factors, determine the quality of education, have the most important role in the development of the countries, and have the quality of educating human resources and transferring to the next generation. In this respect, teachers who have important roles in the education, teaching process and individuals' development should have the qualifications in the level of improving education and students' quality. In other words, with unqualified teachers it is not possible to have both skilled and qualified education. At this point, teacher training process is very important.

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As it is in the whole country, it cannot be said that the teacher training systems in TRNC do work properly. It is seen that in the country, there are serious problems in the teacher training politics and parallel to this in their implementation. It is believed that some innovations and changes are necessary in the teacher training systems in TRNC. Especially, the examination of the cooperation between teacher training institutions, the student admission criteria along with the educational institutions and National Ministry of Education will contribute to the quality teacher training.

The aim of this article is to offer suggestions for the problems in the teacher training system of TRNC by analysing the teacher training systems in England, Turkey and TRNC. Problems that suggestions would be offered are the student admission criteria of the teacher training institutions and are the problems that arise during the employment process after graduating from teacher training institutions.

2. Method

Findings for this research were obtained by scanning related articles, reports, internet, books and web pages of formal educational institutions in England, Turkey and TRNC.

3. Findings

Findings about the study were collected under five headings. The findings that are collected are as follows:

1. Historical development of education in England
2. Historical development of education in Turkey
3. Historical development of education in TRNC
4. Teacher training systems in England
5. Teacher training systems in Turkey
6. Teacher training systems in TRNC

1.1 *Historical Development of Education in England (600-present)*

There were Rhetoric Schools in England during Roman occupation. With the Romans both civilisation and schools were left Britain (Gillard D, 2011). When St Augustine arrived in England in 597, the grammar schools and song schools were established. The grammar schools were the oldest known schools, so we can say that first schools were established in England in 6th century. Renaissance and Reformation (1500-1600) movements affected education in England (Gillard D, 2011). To solve the needs of the period, different types of grammar schools such as Sunday schools, industrial schools and technical schools were established between 1600 and 1800. With the education act between 1860 and 1900, education was compulsory until the age of 13. With 1902 education act teacher training schools were supported. With the Fisher Act in 1918, education was compulsory until the age of 14. With the education act in 1944, government, local education authorities and schools were responsible from the education. Also, compulsory education age was 15. The Certificate of Secondary Education (CSE) exams were taken for the first time in 1951.

Between 1944 and 1951 new teacher training schools were established. In 1960s, instead of selective system in education, comprehensive system was established. In 1973, compulsory education age went up to 16. In 1976, grammar schools were changed to comprehensive schools.

Nowadays, education starts at the age of 3 with the non-compulsory kindergarten. Compulsory education starts at the age of 5 and finishes at the age of 16. At the age of 11, students have to choose a secondary school that they want to attend. Secondary education consists of both public education and vocational education. After the compulsory education students who want to continue their education at university, should attend the colleges in order to be get prepared to take A-level exams. To attend a decentralized higher education institutions, students should be successful at least at 2 A-level exams.

1.2 Historical Development of Education in Turkey (Selçuklu Empire-Present)

In Selçuklu period educational institutions were madrassas (Hızlı, 2002). During Ottoman Empire period, the institutions of secondary education and higher education were called madrassas (Baltacı, 1976). Endurun schools were established in order to train qualified people to protect the power of the Ottoman Empire. In 1924, during II Mahmut period, elementary education was compulsory. In 1847, compulsory education period was 6 years (Akyüz, 1994). In 1863, for the first time university (Darülfünun) appeared in the education life. In 1933, Darülfünun was closed and İstanbul University was established. In 1924, during Cumhuriyet Period, Tevhidi Tetrisat Law was made. With this law all schools were gathered under a single roof and all the madrassas were closed. Also, during this period, primary school duration was reduced to 5 years. From 1997-1998 academic year, compulsory and continuous education was increased to 8 years. In 1981, Council of Higher Education was established (www.mevzuat.adalet.gov.tr/html/565.html). Council of Higher Education was responsible from all the universities. During 2012-2013 academic year with 4+4+4 education system compulsory education was increased to 12 years (www.resmigazete.gov.tr).

Nowadays, in Turkey, education starts at the age of 3 with preschool that is not compulsory and education covers the compulsory education that goes up to the age of 18. As of 30 September 2012, children 66 month old start first class at elementary school. Compulsory education is implemented as 4+4+4 system. First 4 year covers elementary school, second 4 year covers secondary school and third 4 year covers lycee. Students who want to continue their education have to pass YGS (Higher Education Access Exam) and LYS (Undergraduate Placement Exam) that are held by ÖSYM (Student Selection and Placement Centre). Students can start their university after their placement is done by ÖSYM.

3.3 Historical Development of Education in Cyprus (Ottoman Period-Present)

From 1571 to 1878, it was Ottoman period in Cyprus and education was established on religious principles (Mertan, 1995). During this period school starting age was accepted as 4 (Behçet, 1996). For the first time, during the II. Mahmut period (1808-1839), compulsory elementary education was accepted as a principal (Behçet, 2008). When Britain rented Cyprus in 1878 from Ottomans, school-starting age was increased from 4 to 6. While elementary school duration between the years of 1878 and of 1905 was 2 years, elementary school duration was increased to 5 years between the years of 1905 and of 1935. With the 1935 education act, duration of elementary education was increased to 6 years and also boys and girls were combined together (Çelebi, 2008). During the British period, Turkish Education System and English Education System affected Cyprus Turkish Education System. Also, during British period two different education councils were established; one for Turkish people and one for Greek people (Çelebi, 2008). Between 20 and 25 September 1975 “First Education Shura” was assembled in order to determine the legal frame of the national education system after the establishment of Cyprus Turkish Federal State. From 1979 to 1986 “High Technology Institution” trained qualified manpower. With the education act in 1986 Eastern Mediterranean University replaced by “High Technology Institution” (Çelebi, 2008). To meet the need of teachers in elementary schools “Turkish Cyprus Teacher Training College” was removed to 4-year high school level and then in 2000 its name was changed to “Atatürk Teacher Academy” (Ministry of National Education and Culture of TRNC, 1991). In this period, various higher education institutions started their educational activities.

Nowadays, education starts with preschool, which is not compulsory in Cyprus and continues with compulsory primary education, which covers the ages from 6 to 11. After primary education, compulsory secondary education, which covers 7 years of students’ education life, starts at the age of 12 and finishes at the age of 18. Secondary education covers secondary schools that prepare students for general and vocational schools from 12 years old to 14 years old (Çelebi, 2008) and high schools that prepare students for the university entrance exams from 15 years old to 18 years old. Students who graduate from one of the high schools have the right to attend universities on the condition of higher education board (Erdoğan, 2002).

3.4 Teacher Training System in England

The need for teachers commenced with the establishment of grammar schools that had an important place in the education system of England. In 1846, for the first time teacher candidates were able to become teachers only with pupil-teacher training (www.nationalarchives.gov.uk). With the 1870 Secondary Education Act, there had been major changes in the understanding of teacher training. There was no systematic teacher training policy in the United Kingdom until 1902 Education Act.

Teacher shortage was one of the most important problems the Ministry of Education encountered after the II World War. To solve this problem in 1945, 53 teacher-training colleges in total had been opened until 1950 (www.nationalarchives.gov.uk). In 1960, the duration of teacher training had been increased from 2 years to 3 years. After 1979, the central government had taken over the control of the teachers. The Council for Accreditation of The Teacher Education (CATE) had been established in 1984. The foundations of the Teacher Training Institution had been laid in 1994.

The ones who want to be teachers are required to successfully graduate from the education faculties of universities or teacher training colleges. Teacher training programmes in England have been implemented by the Council for Accreditation of The Teacher Education =CATE since 1984. The schools could directly employ candidate teachers in England or the education institutions that they want to teach after they graduate from the teacher training institutions and have teaching certificates.

3.5 Teacher Training System in Turkey

Teacher training in the history of Turkish education had been with no schools until the 19th century. "Dârülmualimin-i Rüşdi" was the first teacher training school that was built on the 16 March 1848 in Fatih in İstanbul until the middle of the 19th century (Akyüz, 2011). This school, with 3 year training education had continued till 1868. In 1868, "Dârülmualimin-i Rüşdi" had been established for only male students to train them as primary teachers (Türe, 1998). In 1870, however, Darülluallimat Female Teacher School had been established for only females. The first Higher Education School "Darülluallimin-i" Aliye had been opened in 1891 (Türe, 1998). Darülluallimins first had been changed to be "Muallim School" in 1924 and then in 1935 had been changed again to be "Muallim Mektebi" (Baskan, Aydın, Madden, 2006). On the 22nd March 1926, with the 789 number Maarif Law Teacher Schools and Village Teacher Schools had been opened but they had been closed after 4 years since they had not reached their aim (Ataunal, 1994). Gazi Pedagogy Institution that had been opened in Konya in 1926 and then had been moved to Ankara in 1930 had trained teachers for secondary schools. In later years, it had become to be known as Gazi Secondary Teacher School and Education Institutions respectively. In 1937, with the Law of Village Trainers, Village Training Dormitories that had composed the first step of Village Institutions had been opened. According to the Law of Village Institutions that had been enacted in April in 1940, those schools were to take students from their villages and train them without isolating them from their environments. However, at the end, all the Village Institutions were closed in 1954 and redesigned under the name of elementary teacher training school with 6-year duration (Baskan, 2001).

On the 14 June 1973, Educational Institutions with 2-year duration were opened to train primary school teachers in higher education (Üstüner, 2004). Higher Education Law with the 2547 number that was introduced in 1981, all the institutions training teachers were gathered under the roof of Higher Education on the 20 July 1982 (YÖK, 2007; Azar, 2011).

In 1989, universities providing programmes with 2-year duration were changed to be universities with 4-year duration (Özoğlu, 2010). In the 1998 and 1999 academic year, with the new regulations, Education Faculties were decided to be institutions specialized in teacher training. Secondary school teachers are trained with two different alternatives. One of them is four-year training duration at undergraduate level and the other one is Master's Degree without a thesis (3,5+1,5). The Faculty of Arts and Sciences could also benefit from the undergraduate programmes without a thesis (Özoğlu, 2010). The graduates of the Faculty of Arts and Sciences could become teachers at the end of 5.5 years by continuing postgraduate programme without a thesis for a 1.5 years (4+1.5 years) (Kavak, 2009). With the new regulation in 2008, the duration of postgraduate programme without a thesis was decreased to 1 year (4+1 year). In year 2010, the Higher Education Institution decided to close postgraduate

programme without a thesis and instead opened Pedagogical Formation Certificate Programme. The Faculties of Arts and Sciences are also allowed to use that programme. Therefore, the students of the faculties of Arts and Sciences would be able to take that certificate programme while studying. Besides, the graduates would also be able to benefit from the programme (Azar, 2011).

3.6 Teacher Training System in Cyprus

Madrasas were the most prestigious teaching institutions after Cyprus was annexed by the Ottoman Empire in 1571. Teachers were the religious functionaries at those times. The first trained teachers started to come to Cyprus with the establishment of teacher training institutions in Greece after 1830 (Persianis and Polyviou, 1992). “Teacher Training Institution” was the first teacher training institution established in Cyprus in 1893 (Maratheftis, 1992). Nicosia Male High School and Victoria Female High School had the mission of training teachers for primary schools until the opening of “Morphou Teacher Training College” in Güzeyurt (Behçet, 1969). Students had to pass the entrance examination or had to be successful in the English examinations called “ordinary” and “distinction” to be able to admit to the “Morphou Teacher Training College” (www.aoa.edu.tr). The graduates from this institution were assigned as primary school teachers. After the signing of the Treaty of Zurich-London in 1959, the College was transferred to the communities of Turkish and Greek. With the establishment of the Republic of Cyprus in 1960s, secondary and high school teachers for the Turkish community started coming from Turkey (www.aoa.edu.tr).

“Morphou Teacher Training College” became “Turkish Teacher Training College of Republic of Northern Cyprus” with the establishment of the Republic of Northern Cyprus in 1983. In the academic year of 1986-1987, the duration of education was increased to 4 years (Turkish Republic of Northern Cyprus of Ministry of National Education and Culture, 1991). In later years, the name of the Teacher Training College was changed to be Atatürk Teacher Training Academy. The Academy was the only institution training pre-school as well as primary school teachers in TRNC until 18 February 2010. On 18 February 2010, Higher Education Planning, Evaluation, Accreditation and Coordination Council approves the pre-school teacher programme of Near East University and thus the number of institutions training pre-school teachers rose to two (www.turkajansikibris.net). On the other hand, the ones who want to teach at secondary or high schools are required to graduate from education faculties of universities in Turkey or in other countries. Additionally, four-year university graduates that have Pedagogy Certificates can also teach at secondary or high schools (Teachers Law, 25/1985). Although they're several problems, all the universities in TRNC along with the Atatürk Teacher Training Academy maintain the function of teacher training successfully.

Problems and Suggestions

4.1. Admitting Students to Teacher Training Institutions

Teacher training institutions in Turkish Republic of Northern Cyprus (TRNC) are required to reconsider their student admission criteria. Whether students' physical and mental situations are appropriate or not for the teaching profession receive no attention by the teacher training institutions while admitting students. Students who are physically and mentally inappropriate for the teaching profession become graduates of teacher training institutions. This is a considerably important problem for the teaching profession.

In England, students are admitted to the Faculties of Education through interviews. With the interview, it is decided whether students are appropriate or not for the teaching profession. Teacher candidates are evaluated according to the criteria prepared before. The criteria are as follows: i) the willingness of the candidate towards academic education ii) the personality of the candidate iii) whether they worked with children before or not iv) their interest towards other cultures v) their interest towards the area that they want to teach (Demircioğlu, 2002).

The candidates who are physically and mentally inappropriate for the teaching profession and do not comply with the criteria are eliminated at this stage. At this stage again, candidates who are not eliminated are controlled whether they have any criminal record or not.

In TRNC, however, it is sufficient for the students to pass the entry exam in order to be able to obtain a place at one of the teacher training institutions. To be a teacher in TRNC, one should be successful in the exams of either Atatürk Teacher Training Academy or in the exams prepared by the universities or the Student Selection and Placement Centre.

Besides, the candidates who obtain a place at one of the education faculties in Turkey and want to be a teacher at secondary education in TRNC should pass the exam of Student Selection and Placement Centre. The ones, who are successful in the exam of Student Selection and Placement Centre, could become teachers after getting trained at one of the education faculties.

When the systems of student admission to the teacher training institutions in TRNC and England compared, one could say that in TRNC people who are inappropriate for this profession can still graduate from those teacher training institutions. Ultimate attention should be shown, in fact, in the selection of people who will teach in TRNC. Since, these people are the ones who shape the society. If the system in England is applied in TRNC, it will remove almost all the faults. By this way, those who are physically and mentally inappropriate for the teaching profession will be eliminated not at the time of applying for a job but at the time of entering the faculties of education. Doing this, people as well as the society will not have any material damage or moral damage.

To solve this problem, the system in England could be taken as a model. The students who are successful in the exam should be interviewed to decide whether they are physically and mentally suitable to do the job or not as it is in England. The board that will be composed of members from the Ministry of Education of TRNC and the Education Faculties of universities should interview the candidates individually to see their abilities before entering the teacher training institutions. Both quality and number should be equally important in the selection of teachers.

The selection of teachers is the most effective factor in performing the job thoroughly. It should not be forgotten that the selection of qualified teachers will increase the quality of both the society and the teacher training institutions. Selecting students who love the teaching profession, want to be teachers and have no disabilities or obstacles to perform the job is the first step of training a teacher; because teaching besides having knowledge about the profession and subject area, requires patience, continuous study and renewing yourself (Çelenk, 1988).

4.2. *Employment of Teacher Candidates*

Employment of teacher candidates is another problem in TRNC. Although TRNC is rich in terms of teacher training experience, there are still serious problems in quality and number of teacher employment.

Teacher candidates who graduate from educational institutions in TRNC are employed in either private or government educational institutions that are affiliated with the Ministry of National Education. However, those teacher candidates should be successful in the written and/or oral examinations prepared by the Public Service Commission to be able to be employed by the educational institutions affiliated with the government. According to the Teachers Law 25/1985 that was changed at different times and then combined, the Public Service Commission is informed about the vacant positions by the Ministry. Then the Public Service Commission announces this. Applications are sent to the Ministry to be evaluated. The Public Service Commission is informed about the results with a report and evaluates them. To determine the success of candidates, the Commission arranges an examination or examinations and appoints the successful ones to the vacant positions (www.mebnet/sites/default/files/25-1985_oğretmenler_yasası.pdf).

Most of the teacher employments in Turkey, like TRNC, are done in public bodies that are affiliated with the Ministry of Education of Turkish Republic. Private teaching institutions, also, select their teachers according to the procedure and principles of the Ministry of Education (Ministry of Education of Turkish Republic, 2010). Since the most of the educational institutions are public bodies in TRNC and Turkey, the public does the most of the teacher employments. Nonetheless, there is a considerable imbalance in teacher supply and demand. The reason for this is the fact that the cooperation between the institutions employing teachers and the institutions training teachers is not at the required level. Teachers are far more trained in particular areas than it is required whereas in some areas there are still teacher shortages. This is because of the inadequacy in planning.

The planning that will be done with the cooperation of teacher training institutions and the Ministry of Education will determine the need for teachers in the future years in TRNC and thus teacher training institutions will establish their departments accordingly. Doing this will enable the institutions to take students by taking the need for teachers of the country into consideration.

Another important problem of teacher recruitment for public bodies is that teacher candidates' political and ideological views are also taken into consideration. This is more commonly done in oral examinations. This plays a great role in the decrease of the standard of teaching profession.

The model of teacher recruitment in England could be applied to annihilate this situation in TRNC. In England teacher candidates are employed not by the public bodies but by the private authorities. Thus teacher candidates are

employed free from their understanding of political and ideological views. Instead, they are employed in a scientific, contemporary and unbiased way. This understanding will also contribute to the increase of the teaching profession.

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