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Changes in Academic Characteristics of Turkish Students at Teacher Preparation Programs from 1982 to 2002

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Abstract

Problem Statement: One of the main problems in teacher preparation programs is to attract academically able students to schools of education in both Turkey and all other countries around the world. This study attemps to track historical developments and placement patters of Turkish teacher preparation programs.

Purpose: This study tracks the changes in student placement patterns of all teacher preparation programs in Turkey.

Research Question: Are there any changes in student placement patterns of all teacher preparation programs in Turkey from 1982 to 2002 by looking at the placement percentiles?

Methods: A trend and content analysis was used in the study. Based on Student Selection and Placement Test Scores, this study examines information and attempts to spot a trend concerning student placement patterns of all teacher preparation programs.

Findings and Conclusion: The data show that there are variations in entrance percentiles for primary, secondary, and vocational training. Secondary school teaching attracts the most academically able students. Since 1982, placement percentiles of all teaching programs have increased. Foreign language teaching and vocational teaching programs attract comparably less academically able students. The biggest increase was in primary teaching programs. When we examine the changes in placement percentiles, it is reasonable to say that placement percentiles into teaching programs have been affected by macroeconomic indicators. The data clearly show that teacher preparation programs attract highly able students.

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Suggestions: The relationship concerning teacher education between Turkish Higher Education Council and the Ministry of National Education needs to be restructured.
Key Words: Teacher education, Turkish teacher education policies, teacher preparation

In the last two decades, teacher preparation programs and schools of education have been criticized for their failure in preparing highly qualified teachers. It is the main responsibility of public schools to provide a high-quality education to every student and improve the quality of school life. Studies indicate that only caring, competent, and highly qualified teachers can improve student learning (Rosenholtz, 1991; Hess, Rotherham, & Walsh, 2004; Guarino, Santibanez, & Daley, 2006; Ekstrom, & Goertz, 1985; Kirby, McCombs, Barney, & Naftel, 2006; Lee, 1984; Weaver, 1983). Like many other countries around the world, teacher preparation programs come under heavy criticism by focusing on their failure in training qualified teachers for Turkish public schools (Üstüner, 2004; Turan, 2006; Turan, 2008; Şişman, 2009; Akyüz, 2010).

The Teacher Preparation Context in Turkey

Although formal Turkish teacher training attempts date back to the 11th century with the madrasah (theological school attached to a mosque) system shaping social and political structures with its tradition, in modern sense, the first comprehensive teacher training emerged in 1869 with the enacting of the 'General Law of Education' (Akyüz, 2010). With this law, the first teacher schools were founded and necessary qualifications for teachers and students to be admitted to the programs were identified. This early reform effort in teacher education increased social and legal status of the teaching profession. Different reform efforts concerning teacher-training had been initiated until the declaration of the Turkish Republic in 1923. Since then all teacher preparation programs were organized and operated under the Ministry of National Education (MoNE) until 1982. The Higher Education Law came into effect on November 6, 1981. This public higher education law united all higher education institutions including teacher-preparation programs under the Higher Education Council. In the academic year of 1982-1983, there were 32 teacher preparation institutions under 19 universities. There were 76 teacher preparation institutions in 2002. This study tracks the changes in academic characteristics of teacher training programs.

Since the foundation of the Turkish republic in 1923, teacher training schools opened at various places in order to meet the teacher demand. Education institutions opened in 1944 to meet the increasing high school teacher demand. Towards the end of the 1960s, the number of education institutions doubled. This number increased from 12 in 1970, to 16 in 1973, and to 18 in 1978. Likewise, the number of students increased from 69,313 in 1977-1978 academic years. The increasing number of institutions in a short time stemmed from the increasing secondary school teacher requirements after the 1960s. The increase in teacher training graduates was not enough to meet secondary school teacher shortage. Therefore, 'shortcut solutions'

were brought on the agenda. As a result, a large number of unqualified teachers graduated from 'evening classes' in 1974 (15,000 graduates), 'distance education' (42,141 graduates) and 'accelerated education' in 1978 (70,557 graduates) (Turkish Higher Education Council [YÖK], 1998). Shortcut solutions of the 1970s have pumped 127, 698 teachers into the system.

As an indicator of quality at teacher training schools, it should be noted that until 1974, primary school teaching was at the high school level. Those who wanted to become elementary school teachers had to have 6 years of education after primary school until 1970, seven years after 1970. Normal school graduates were appointed as elementary school teachers until 1976. After 1976, they had to have 2 years of education beyond high school level. Beginning in 1989 all elementary school teachers had to have four years of college education after high school. Secondary teaching required 3 years of education beyond high school before the republic was founded in 1923. Beginning in 1924 they had to complete 4 years of education after high school (YÖK, 1998).

As a result of expanding the education period from 2 years to 4 years in 1989 and transforming the field of education into departments under the faculties of education in 1992, the number of graduates in elementary school teaching was reduced to half. This structural transformation, coupled with other factors such as attractive retirement programs and the rapid increase in number of primary schools, increased teacher shortage tremendously. In order to meet the teacher requirements, the Ministry of National Education used another measure to meet teacher demand. The ministry had hired 50,514 elementary school teachers from "alternative sources" in 1996 alone. These teachers did not have degrees in the fields of education nor did they hold teaching certificates (YÖK, 1998).

The school system in Turkey had three layers until 1998: Elementary schools included the first 5 years; middle schools included 3 years after elementary school; and high schools consisted of 3 years after middle school. Vocational high schools had 4 years of education after middle schools. Middle schools were either separate or part of the high schools. When compulsory education was extended from 5 years to 8 years in 1998, middle schools were attached to elementary schools. Therefore, the system had been comprised of two layers: primary schools and secondary schools. When primary education included the first eight years, new fields of teaching were created in teacher training programs.

Academic Qualities of Students in Teacher Preparation Programs

Academic qualities of teacher training programs have always been under discussion. It has been always argued that teacher-training programs fail to attract the best (the top, the most excellent) students. Türkoğlu (1987) reported that teacher training programs were the least desired careers among candidates' preferences. Candidates ranked teacher-training programs 10th and lower in their preference list. Similarly Karagözoğlu (1987) noted that 71.7 percent of the students enrolled in elementary teacher programs ranked their school 13th or lower. He also indicated that

there were no students in elementary teacher training programs with a GPA of 80 or above (100 being the highest) between 1982 and 1986.

There have been some improvements to ensure both quality and quantity of teachers. However, it is far beyond producing a sufficient number of teachers fully equipped with subject knowledge and pedagogy to meet the demands of globalization. In improving the quality of teacher training programs and attracting academically able students is one of the most crucial factors. By examining the enrollment patterns for the last twenty years we will be able to see academic characteristics of the teacher pool.

Academic Ability and Achievement

Academic ability is one of the troubling issues of teacher training programs. Academic skills, measured by standardized test scores present rather a narrow view of an individual's ability. Definitely there is more than a university entrance examination score or an aptitude test score to an individual's academic ability. Nevertheless, Student Selection and Placement Test Scores are the only data that enables trustworthy comparisons of an individual's academic qualities in Turkey.

There have been studies reporting high correlations between entrance examination scores and the achievements at the university. There are also studies that indicate high correlations between aptitude test scores such as SAT or ACT and teacher licensure test scores (Gitomer & Latham, 1999). Even though there are many facets of the student achievements in any university program, academic ability is considered one of the strongest proxies for success. This is not to say that high academic skills at the university make a good teacher at schools. Nonetheless, researchers put forth two lines of reasoning to support the appropriateness of studying academic skills of teachers. The first is that since the school is an academic enterprise then it is logical that teachers be drawn from the more academically able. Other things being equal, academic ability is clearly a desirable trait in teachers. Second, there is growing evidence regarding teachers' verbal scores and their students' test scores (Ehrenber & Brever, 1995; Fergusen, 1998).

Similarly, the academic ability of students is used as an indicator of college quality. In general, "college quality" is defined as the measurement for the average entrance scores of the students entering the university. Even though there are many determinants of the college quality; students' choice is the most widely used indicator of college quality (Özden, 1994).

Access to Higher Education in Turkey

Nearly all institutions of higher education in Turkey have, each year since 1974, accepted students in accordance with the results of the examinations organized by The Student Selection and Placement Center (ÖSYM). Here is a brief look at the past practices as explained in the ÖSYM handbook (YÖK, 2000; 2003). Before the 1950s, student selection to the programs of higher education was not identified as a

problem. At that time, in addition to the graduation examinations administered by the individual high schools, a matriculation examination, under the auspices of The Ministry of National Education, was also administered. When the number of applicants to a given program exceeded the capacity, the grades of the matriculation examination were generally used as the criterion for selection.

However, from 1950 onwards, following the enormous growth in the student population, then prevailing admission procedures proved to be inadequate and some of the higher education institutions began to implement their own independent student selection examinations. These, too, were inadequate because the entrance examinations were generally of the essay type and therefore it was difficult to assess students' real achievements objectively. Consequently, the education institutions began to search for a less subjective method and began to use objective tests for selection and placement.

Though objective testing was introduced, the aim of fair access to higher education programs could not be realized by means of these independent practices. In order to solve these problems, The Inter-university Board set up The Inter-university Entrance Examination Commission in 1963. Thus, the centralized system for admission of students to institutions of higher education started in the 1964-1965 academic year.

For the first two years of this centralized system, the entrance examinations were prepared and administered by Ankara University, from 1966 to 1973 by Istanbul University, and then in 1974 by Hacettepe University. During these periods some of the academies and commercial sciences and engineering and architecture, as well as some other institutions of higher education such as Istanbul Technical University and Middle East Technical University, used separate but similar procedures for student selection. The higher education institutions for teacher training within The Ministry of National Education also used their own system of student selection. Between the years 1964 and 1973, the system can be regarded as being only partially centralized. This is because to be placed in a higher education program, applicants were required to apply to the institutions individually with their scores obtained in the central selection examination. Placement was made by a system of provisional registration. In the 1974-1975 academic year, a central placement system, devised by Hacettepe University, was for the first time put into effect following the central selection examination.

Meanwhile, there had been a great increase in the number of candidates for admission to higher education before 1982. The main reason for this was the constant increase in the number of high school graduates. Furthermore, the total number of applicants had risen sharply, owing to the re-application of those who had failed to gain admission to a program of higher education in previous years and of those who were enrolled in one program of higher education but wished to enter another.

The constant rise in the number of applicants to institutions of higher education made it increasingly difficult for the temporary commission, under the direction of one of the universities, to prepare and administer the entrance examinations. In 1974,

with a view to establishing a high degree of continuity and uniformity in the administration of the entrance examination, The Inter-university Board set up The Inter-university Student Selection and Placement Center. In accordance with The Higher Education Law, which went into effect in 1981, this Center was attached to YÖK and its name was changed to the Student Selection and Placement Center. From 1974 to 1981 a four-test battery was used, comprising a general ability test, a mathematics and natural sciences test, a Turkish language and literature and social sciences test, and a foreign language test.

Some important changes were made in the system of selection and placement of students in 1981 and a two-stage examination was put into practice. The high school grade-point averages of the candidates were taken into consideration in the calculation of composite scores. Also, a separate examination was established for foreign students wishing to follow a course of study in Turkish institutions of higher education. The student selection and placement system between 1981 and 1998 was similar to the present one. The only notable difference was that the earlier system consisted of two stages: The Student Selection Examination (ÖSS) and The Student Placement Examination (ÖYS). The second stage was administered approximately two months after the first. The second stage of the examination, called ÖYS, was administered in the second half of June and served two purposes: selection and placement.

Taking the rather high correlation between the first and the second stage results, The Higher Education Council decided, at the end of 1998, that the following years' examinations should comprise one stage only. That is, the second stage of the examination should be discontinued and only the results of first stage examination should be used in selection and placement of students for higher education in the country, starting with the 1999 administration.

The System of Student Selection and Placement in Higher Education Institutions

Beginning with the 1999 administration, the entrance examination system is essentially based on a one-stage examination, namely the ÖSS of the previous system. The present system shares many aspects with the earlier one. The application procedure, organizing the examination, ranking preferences for higher education programs, the placement system, special cases and test structure and item development are all carried out in a similar manner. In Turkey, as in most other countries, the demand for higher education far exceeds the places available. In view of this fact the basic aims of ÖSS are two: first, to assure a balance between (a) the demand for higher education in general and in individual higher education programs, and (b) the places available in higher education institutions; and second, to select and place students with the highest probability of success in all the available higher education programs, taking into consideration their preferences, and performance on ÖSS.

Higher education in Turkey is essentially conducted at universities. Anyone wishing to enroll in any undergraduate program at the universities must take ÖSS either as a complete or partial prerequisite for placement. There are only a few other higher education institutions outside the universities, such as military colleges, and the police academy. They also require a certain level of performance on ÖSS as a precondition for admission.

Student Placement

In their application forms, candidates normally rank a maximum of 18 higher education programs in the order of their personal preferences. The test results were evaluated as follows: The raw scores of each test were transformed to standard scores with an arithmetic mean of 50 and a standard deviation of 10. Four types of composite scores were then calculated for these standard scores: natural sciences, social sciences, foreign languages, and natural and social sciences together. Candidates were placed according to their composite scores, the lists of their preferences, and the number of places available in each higher education program.

Strengths and Limitations of the Study

The major strength of the study is that it covers all the teacher-training programs for the last 20 years. Therefore it represents the entire teacher candidate population. Since there is a centralized examination and placement system for university entrance, there are comprehensive and comparable data available for all the years. Similarly, teacher recruitment is done centrally for the entire nation. By law, graduates of teacher education programs have priority in teaching jobs. However, all the teachers have to have a teaching certificate. Demand for teaching positions has been supplied predominantly from the graduates of teacher training programs.

Although the study uses the data for the entire teacher training programs for the years studied, it has some limitations. The first has to do with the definition of academic ability. The only data available for candidates' academic characteristics is the score of Student Selection and Placement Examination held nationwide by the Student Selection and Placement Center. The second is that the study does not include any demographic variables or socioeconomic indicators about the candidates. Gender and some socioeconomic status indicators would be helpful to identify teacher candidates. However, those data were not available for the entire 20 years that have been examined.

Efforts to Improve the Academic Quality of Teacher Pool

Beginning in 1989, the Turkish government took a different approach to attract better-qualified candidates into teacher-training programs. In the 1989-1990 academic year, the Ministry of National Education started to award scholarships to university candidates who ranked teacher-training programs among their first ten preferences. Between 1989 and 2002 53.125 students was rewarded with scholarships because of their preference in teacher-training programs. Table 1 shows the numbers of

scholarships awarded by the Ministry of National Education. The scholarships are awarded to the students with highest scores in any given teaching program. The kind of teacher-training program and numbers to be awarded have been determined every year by the ministry. During the economic recession of 1994 the number of scholarships went down drastically. The scholarships have been distributed among different universities and various teacher training programs. The scholarships attracted better-qualified students into teacher-training programs. When teacher-training programs became popular among university candidates, the state reduced the number of scholarships. By the year 2002 teacher-training programs were most popular among university applicants. No scholarships were needed to attract students. The Ministry of National Education has distributed the scholarships among various teaching programs by some priorities.

Table 1

Scholarships Awarded to Teacher Training Programs by Ministry of National Education

Years	Number Awarded	Number Accepted	Percentage Claimed
1989-1990	4.010	3.198	.80
1990-1991	4.980	3.859	.77
1991-1992	7.738	6.167	.80
1992-1993	4.600	4.041	.88
1993-1994	4.500	3.808	.85
1994-1995	300	250	.83
1995-1996	2.300	1.841	.80
1996-1997	4.000	2.991	.75
1997-1998	5.300	3.530	.67
1998-1999	6.912	5.407	.78
1999-2000	5.900	5.539	.94
2000-2001	5.000	5.345	1.07
2001-2002	3.000	3.783	1.26
2002-2003	2.000	3.366	1.68
Total	60.540	53.125	0.86

Table 2
Distribution of Scholarships among Teacher Programs and Performance Criteria (as of May 2003)

Teaching Programs	Primary Teaching	Secondary Teaching	Voc&Tech Teach.	Foreign Lang. Teach.	Arts & Phy.Ed.	Total	Percentage
In School	11.301	2.181	595	4.526	392	18.995	35.76%
Graduate	13.722	7.288	3.575	2.813	3.013	30.411	57.24%
Health Prob.	12	64	3	107	0	186	.35%
Left Teaching	558	640	354	280	291	2.123	4.00%
Unsuccessful	278	48	59	67	131	583	1.10%
Quit	220	313	80	110	51	774	1.46%
Death	24	13	7	5	4	53	.10%
Total	26.115	10.547	4.673	7.908	3.882	53.125	100.00%
Percentage	49.16%	19.85%	8.80%	14.89%	7,31%	100.00%	

Table 2 shows the distribution of scholarships among teacher training programs. As seen, half of the scholarships have been allocated to primary teaching programs. Twenty percent has been devoted to secondary teaching programs, 15 percent has been distributed to foreign language teaching programs. Vocational and technical teaching programs have received 9 percent; Arts and Physical Education received 7 percent of the scholarships. The scholarship program was tremendously successful: 93% of those obtained from the scholarships are at schools teaching or still in teacher-training programs. Four percent left the teaching profession after graduation, 1, 46% quit from scholarship program, only 1, 1% was unsuccessful at university.

Results in Academic Characteristics of the Teacher Pool

This section begins with an overview of university entrance numbers. It is followed by the academic traits of the teacher pool as a whole. Primary, secondary and vocational teaching will be examined separately. Graphic 1 shows an overview of the teacher pool in Turkey between the years 1982 and 2002. Secondary school teaching attracts the most academically able students to their programs. Primary school teaching follows it. Vocational teaching widely differs from the rest of the teaching. When examining the graphics, the reader should remember that low percentiles mean high entrance scores. When the percentile of entrance decreases, an increase could be observed in the scores and vice versa. The reader also should bear in mind that there have been many changes in the university entrance system in the last twenty years. Some of the changes in the percentiles are just the results of these changes. Also, the reader should keep in mind that placement percentiles are not the average percentiles placed in any program. It is the percentile of the lowest score that is being placed in any given program. Finally, this study does not examine the factors

affecting the candidates' decision to enter any university program. It is aimed at drawing the larger picture by tracking the entrance percentiles for twenty years for all teacher-training programs.

Table 3 shows university entrance numbers in Turkey since 1983. In the 1983-1984 academic years about 361.158 students that took the university entrance exam; 105,158 were placed in university programs. The same year the registration number was 108,725 (Some of the students who have been placed in accordance with their scores did not register in their universities probably because they may have changed their mind about the program or they were not placed in their preferred institutions. Therefore there are some gaps between placement and registration numbers for all the years except 1983). Eighteen thousand eight hundred ninety eight of new registrations in 1983 were to open schools, 89.827 entered in regular university programs: 70.203 in four-year programs, and 19.624 in two-year programs. 13.772 entered teacher training programs that make up 15 and 33 percent of all university entrance programs. Since 1983, university entrance numbers increased steadily. In 2002, 1.489.478 candidates applied for university programs, 14.125 of whom have been placed. 559.686 students were registered to university programs: 176.612 to four-year programs, 156.799 to two-year programs, 226.275 to open schools. New registrations to teacher training programs were 47.046, which make up 26.64 percent of total university entrance, excluding open school registrations. This shows teacher training programs have grown faster than the rest of the university programs since 1983. Until 1989 primary teaching programs had been two years, after that all teacher-training programs became four years; percentages of students in teacher training programs are calculated accordingly.

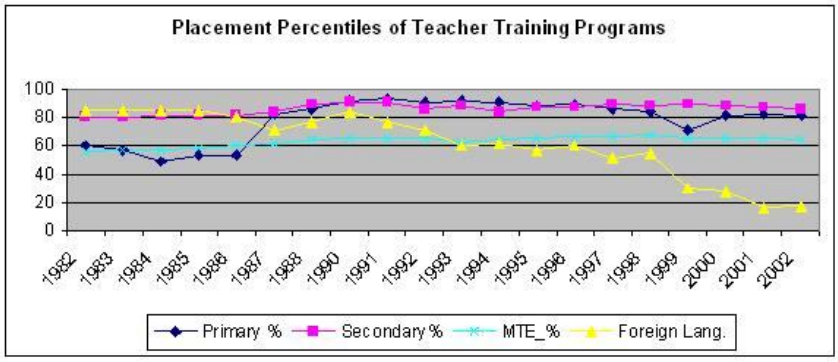
Placement Percentiles

Graphic 1 shows that secondary school teaching comes first in attracting mostly able candidates into their programs. In the last 20 years these programs admitted students with percentiles of 86, on the average. In 1982 the placement percentile of secondary teaching was 80. It has increased to 86 in 2002.

The primary school teaching included only elementary teaching until 1998. It should also be noted that elementary teaching was a two-year program after high school until 1989. The graphic showed a sharp increase in the percentiles when elementary teaching became a four-year program in 1989. After that it remained steady between 80-90 percentiles. After 1999 it has decreased slightly. It clearly shows that when elementary teaching became a four-year university program, academic quality of the students rose sharply. The percentiles of vocational programs remained around 56 to 65 percent.

Table 3
University Entrance Numbers Admissions into Teacher Training Programs between 1983 and 2002

University Entrance Exam			Registration				Teacher Training Programs			
Years	Applicants	Placements	Total	4 Years	2 Years	Open	Regist.	Enroll.	Grads	%
1983	361.158	105.158	108.725	70.203	19.624	18.898	13.772	42.139	6.252	15,33
1984	436.175	148.766	122.992	70.329	21.660	31.003	14.470	46.785	8.156	15,73
1985	480.633	156.065	127.987	65.371	22.161	40.455	13.197	46.684	10.427	15,08
1986	503.481	165.817	132.248	66.270	23.256	42.722	14.127	46.567	11.071	15,78
1987	628.089	174.269	146.574	65.872	26.493	54.209	14.542	46.518	12.307	15,74
1988	693.277	188.183	163.462	69.098	30.075	64.289	15.463	48.545	12.456	15,59
1989	824.128	193.665	172.097	76.529	26.422	69.146	15.729	52.870	12.462	20,55
1990	892.975	196.253	174.370	78.945	28.403	67.022	15.343	56.334	13.540	19,44
1991	876.633	199.735	177.817	81.979	29.175	66.663	14.449	58.633	8.749	17,63
1992	979.602	260.303	243.089	95.668	38.691	108.730	16.722	61.790	7.658	17,48
1993	1.154.571	414.732	347.977	162.869	45.233	139.875	19.272	69.139	11.266	11,83
1994	1.249.965	370.826	301.536	123.031	57.122	121.383	26.192	94.991	14.096	21,29
1995	1.265.103	383.974	307.700	128.248	65.048	114.404	27.281	106.284	15.691	21,27
1996	1.399.061	412.260	341.406	132.462	70.588	138.356	28.003	112.122	18.780	21,14
1997	1.349.518	445.290	374.724	145.647	83.663	145.414	33.183	123.598	20.889	22,78
1998	1.359.579	425.512	354.417	154.162	76.408	123.847	41.861	138.714	23.456	27,15
1999	1.479.326	414.315	371.809	155.809	89.677	126.323	40.630	153.014	26.317	26,08
2000	1.357.361	408.686	370.892	164.977	96.369	109.546	41.995	166.895	25.585	25,46
2001	1.418.914	455.913	416.271	170.473	107.086	138.712	45.781	181.028	30.509	26,86
2002	1.489.243	614.125	559.686	176.612	156.799	226.275	47.046	189.163	36.975	26,64

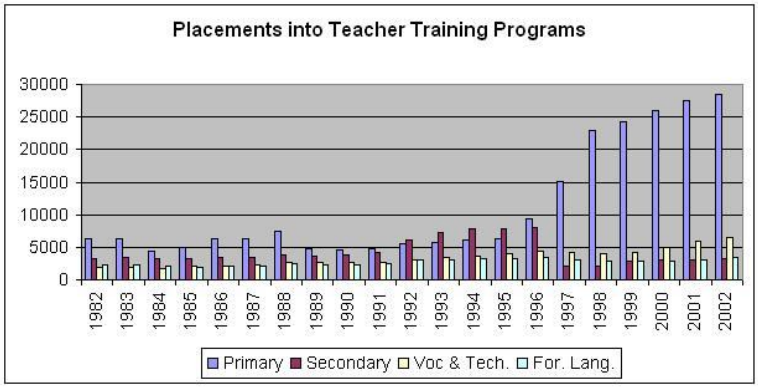


Graphic 1. Placement percentiles of teacher training programs

Graphic 2 shows the total number of placements into the teaching programs between 1982 and 2002. After mandatory education was extended from 5 years to 8 years in 1998, some new teaching fields were established. Due to a high demand for elementary teachers, universities opened departments of elementary teaching and the Student Selection and Placement Center increased the number of placements into those teacher-training programs accordingly. In the year 2002, placements into elementary teaching alone reached to 12,000. In the same year the total number of placements to all of the teaching programs was 47,000.

When examining the placement percentiles, total placement numbers should be taken into account. Despite the huge increase in the elementary school teaching placements, the percentiles remained steady. Total placements in primary school teaching programs in 1995 were 6,275. They jumped to 28,450 in 2002. The percentile was 89 in 1995 and 82 in 2002. Secondary teaching placements reached their peak in the early 1990s. It lasted 5 years. It reached 8,000 in 1996. Aside from this five-year period, placements into secondary education teaching programs have stayed around 3,000. Placements into vocational school teaching increased steadily from 1982 to 2002. They were 1,840 in 1982 and 6,578 in 2002.

By looking at the change that occurred in 1998, one might think that teaching programs were arranged in accordance with teacher demand. It was the case in 1998. The extension of mandatory education from 5 to 8 years was coordinated with restructuring of teacher training programs. That might be the only cooperation between teacher demand and teacher training programs. But universities kept increasing primary teaching programs. In 2002, about 60 percent of all the placements in teacher training programs were allocated to primary school teaching. This alone shows the misapprehension. Tens of thousands of primary teaching program graduates will be unemployed in the coming years. For example, in 2003 the Ministry of National Education recruited only 150 social sciences teachers. However, more than 3,000 students graduate from these programs every year. The total number placed into elementary teaching has been around 12,000 since 1997. The Ministry of Education recruited only 5,000 in 2003. Even if the ministry keeps hiring 5,000 new teachers annually, seven thousand graduates will be piled every other year. There have been dramatic drops in secondary teaching programs. When the mandatory education extends to 12 years, there will be a huge teacher shortage in secondary education.

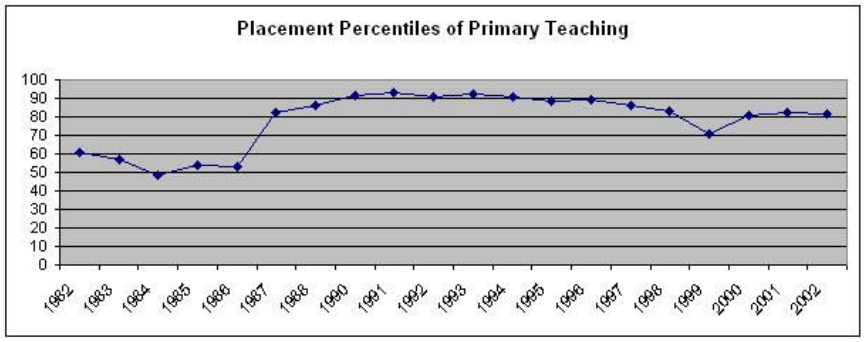


Graphic 2. ***Total placements into teacher training programs***

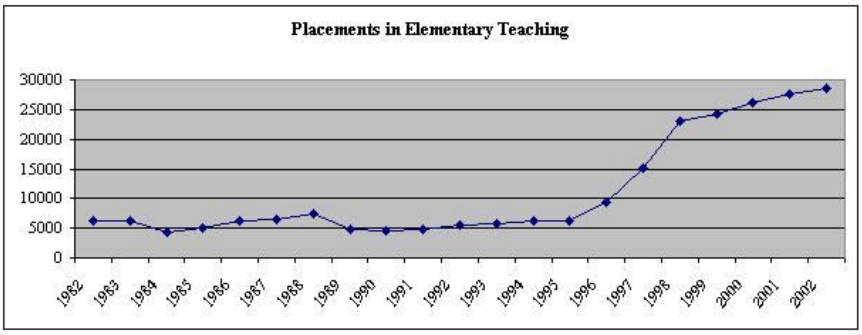
Primary Education Teaching

Primary education teaching meant elementary teaching until mid 1990s in Turkey. After restructuring of teacher training programs, primary education included preschool teachers, elementary teachers, natural sciences teachers, social sciences teachers, primary math teachers, computer and educational technologies teachers, and Turkish teachers. The bulk of primary education teaching is still in elementary teaching, which also has the longest past. The remaining education fields in Turkey are less than 10 years old. Graphic 3 shows the journey of placement percentiles of elementary education teaching for twenty years. The biggest rise in the percentiles was when it became a four-year program. In 1989 elementary education teaching became a four-year vocational program, and in 1992 it became a four-year bachelor program. It appears that becoming a four-year program was the most important factor in the rise of placement percentiles. Even though the Student Selection Placement Center began to place large numbers of students in elementary teaching programs, percentiles had continued to rise.

As seen in the Graphic 4, in the year 2000 the total number placed in these programs went above 12,000, and it remained around there in 2002. The same year the total number of placements to all the four-year bachelor programs was about 160,000. This means 7.5 percent of all the university programs have been allocated to elementary teaching. The same year total placement into the entire teacher training programs was 47,000. More than ¼ of all teaching programs were allocated to elementary teaching alone. There is no placement percentile for the year 1989, because elementary teaching education turned into a four-year program in that year.



Graphic 3. Placement percentiles of elementary teaching programs

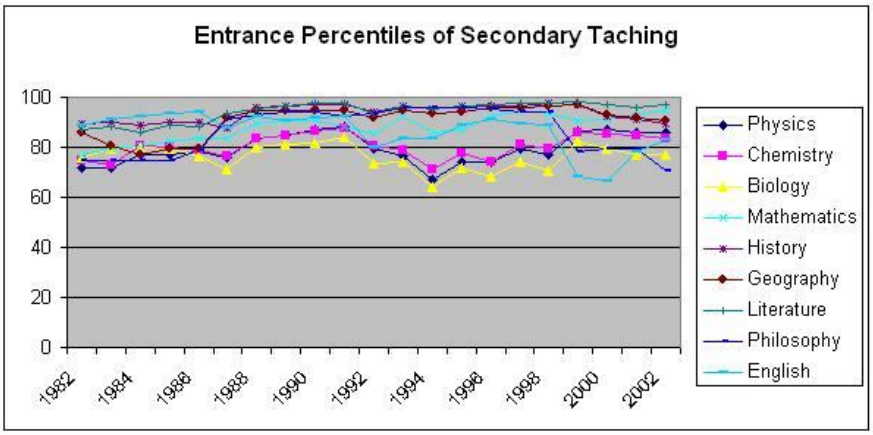


Graphic 4. Total placements in elementary teaching programs

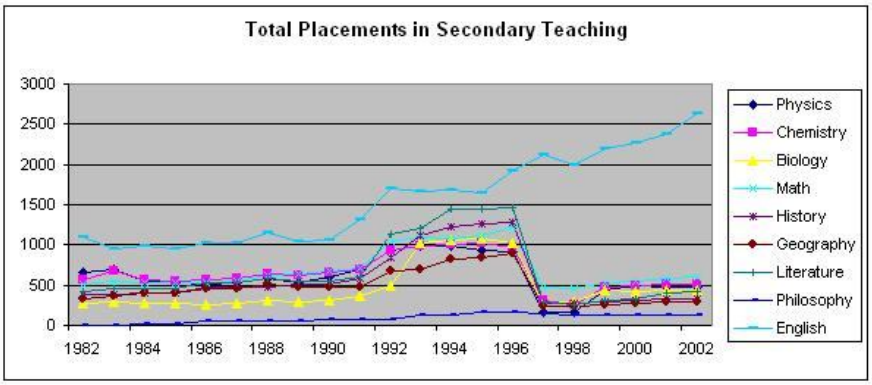
Secondary Education Teaching

Secondary teaching includes physics, chemistry, biology, mathematics, Turkish language and literature, history, geography, English (since English is the primary foreign language being taught at schools, others are not included) and philosophy. Graphic 5 shows placement percentiles of secondary education teaching. Natural sciences follow a similar pattern among themselves. As seen in the graphic placement percentiles, physics, chemistry, and biology are quite identical. These areas had risen in the beginning of the 1990s and dropped in the late 1990s. Social sciences also follow a similar pattern among themselves. History, geography, and Turkish literature have had similar placement percentiles for the last 20 years. Mathematics has followed its own path. Departments of English and philosophy had dramatic changes in the late 1990s. Large increases in English teaching placements led to a drop in their entrance scores; therefore percentiles went down. Since 2001 entrance scores have risen, probably due to a high shortage of English teachers, but percentiles have gone down. The dramatic change in the placement percentiles of philosophy was mainly due to less demand for philosophy teachers in later years. It should be noted that placements in philosophy have always been low. When 22 new universities were established in 1992, placement numbers increased notably at many programs. But it seems that none of the new universities cared (or dared) to open a department of philosophy.

Placement patterns in secondary education show an identical pattern in all fields. In 1992, when 22 new universities were established, the number of total placements began to increase. This continued until 1997, and then the emphasis was shifted to primary education. The only exception was English, because it is also included in primary education. (English courses start at the fourth grade in primary education in Turkey) When placement numbers dropped for all secondary education fields, English continued to increase, as was the case for primary education fields (Graphic 6).



Graphic 5. Placement percentiles of secondary teaching

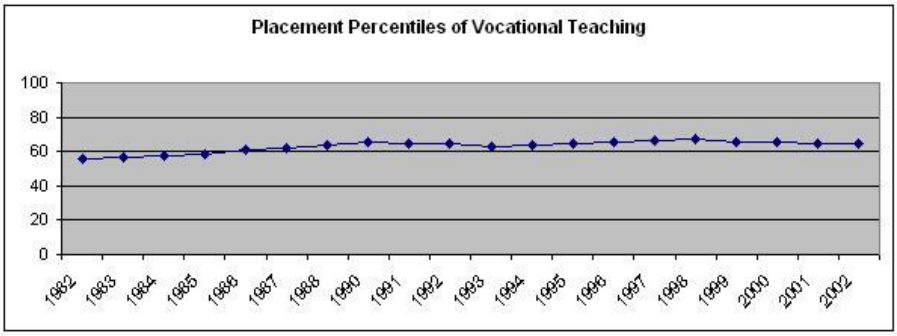


Graphic 6. Total placements into secondary teaching

Vocational Education Teaching

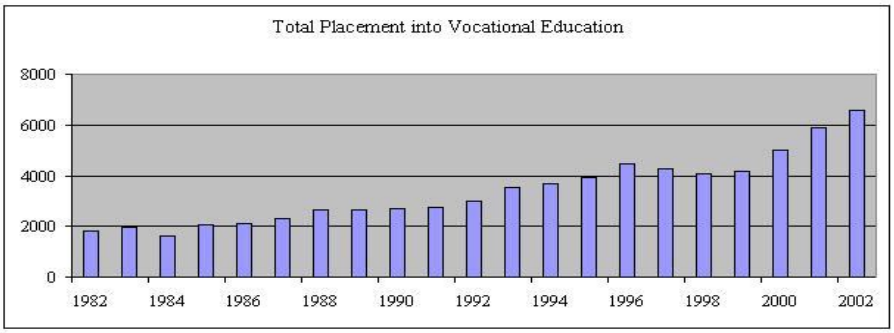
Vocational teaching contains about forty types of teaching programs. It is the least likely among the teacher training programs to attract the most able students. In the last 20 years it attracted students from 56-65 percentile ranges. As seen in Graphic 7, placement percentiles are quite steady. There are no ups or downs. Vocational schools had up and down times in terms of their popularity. There had been times when their graduates had an equal chance to enter into a university program with other high school graduates. Since 1998 they have had almost no chance of being placed in any four-year university programs due to weighted test scores. They are expected to go into 2-year vocational schools after completing a vocational high school. There are few four-year university programs for them. However, this case does not seem to affect vocational education placement percentiles. Nevertheless, it

should be kept in mind that students of vocational education teaching are not drawn from vocational high school students. Most of them come from regular high schools.



Graphic 7. Entrance percentiles of vocational teaching

On the other hand, placements into vocational education have been increasing steadily since the end of the 1980s. The number of candidates being placed in vocational education teaching was 1,840. It rose to 2,700 in 1989, to 4,470 in 1996 and to 6,578 in 2002 (Graphic 8).



Graphic 8. Total placements into vocational education

What Affects Placement Percentiles?

Teaching has been the most popular job during economic recessions. Since teaching positions constitutes the largest civil servants positions, it is considered the most guaranteed state position. It might be interesting to see how placement percentiles have been affected by macro economic indicators. As seen in Table 4 primary and secondary teaching percentiles have been affected by inflation a great deal. Vocational and technical teaching percentiles have been affected by unemployment and inflation. Foreign language teaching does not seem to be affected by macro economic indicators. This is expected because most of the students in foreign language teaching programs come from more affluent families. It is mainly because they have opportunities to learn a foreign language at earlier ages at better schools. As expected, their placement percentiles have been affected more by their

placement numbers. As more students have been placed in foreign language teaching programs, their percentiles have got lower.

Table 4

Correlations (Spearman's rho) Between Placement Percentiles and Macro Economic Indicators and Placement Numbers

Type of Teaching Schools	Macro Economic Indicators			Placement Numbers			
	Inflation	G. N. P.	Unemp.	Prim.	Second	Voc & Tech	For. Lang
Primary Teaching	,687**	,102	,194	-,202	,589*	,344	,549*
Secondary Teaching	,545*	-,065	-,084	,180	-,036	,498*	,287
Voc &Tec. Teaching	,548*	-,035	-,794**	,471*	-,179	,797**	,561*
Foreign Lang. Teach	-,334	,082	,011	-,756	,266	-,941**	-,698*

$^{**}p<.01$. $^{*}p<.05$.

Conclusion

The results show that teacher-training programs differ in attracting the more academically able students into their programs. Secondary teaching programs are more successful than primary teaching programs in this matter. Vocational teaching programs differ widely from the other two training programs. When elementary teaching became a four-year program its placement percentiles dropped dramatically. Teacher employment policies and teacher demands have an important role in raising the placement percentiles. Similarly, economic conditions of the country may well play a significant role in the placement percentiles of teacher training programs. Teaching is considered as a guaranteed job compared to many other professions. During economic recession periods teaching become more popular because the education sector has always been the largest employer in the country. It constitutes more than ¼ of the total public employees. When we examine the changes in placement percentiles, it is reasonable to say that placement percentiles into teaching programs have been affected by macro economic indicators. There might be many explanations of the ups and downs of placement percentiles. However the results show that primary and secondary teaching programs attract the most able students into their programs in all cases. Both primary and secondary teaching programs attract students from the top quartile. Moreover the percentiles have been rising in the recent years. This means more and more able candidates continue to prefer teacher-training programs. One might bring many criticisms into teacher training programs. If there is blame in teacher training, it is definitely not on the academic adequacies of the students.

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Türkiye'deki Eğitim Fakültelerini Tercih Eden Öğrencilerin Akademik Karakteristiklerine İlişkin Bir Analiz (1982-2002)

(Özet)

Problem Durumu: Türkiye'de, son yarım yüz yıldır, öğretmen yetiştirme programları ve öğretmen yetiştiren okullar, nitelikli öğretmen yetiştirme konusunda başarısız olduklarına dair çok fazla eleştiriye maruz kalmaktadır. Türkiye Cumhuriyeti'nin ilanından bu yana öğretmen yetiştirme programlarında sayısız reform ve dönüşüm girişimleri olmuştur. Üniversite giriş sınavının öğretmen adaylarının yeterliliklerini ölçemeyeceği tartışılsa da, Türkiye'de bu sınav nitelik belirlemede kullanılan tek ölçüttür. Bu çalışmada, Türkiye'de eğitim fakültelerini tercih eden öğrencilerin Öğrenci Seçme ve Yerleştime Merkezi (ÖSYM) verileri esas alınarak yerleştirme yüzdelerindeki eğilim analizi edilmeye çalışılmıştır.

Araştırmanın Amacı: Bu çalışma, 1982 yılından itibaren Yükseköğretim Kurulu tarafından yönlendirilen öğretmen yetiştirme programlarının son yirmi yıllık süreçte tercih eden öğrencilerin akademik özelliklerindeki değişiklikleri ortaya koymayı amaçlamaktadır.

Araştırmanın Yöntemi: Çalışmada, 1982 ve 2002 yılları arası, ÖSYM verileri dayalı olarak, eğitim fakültesini tercih eden öğrencilerin yüzdelerindeki artış ve düşüşün eğilim analizi yapılmıştır. Elde edilen veriler, tablo ve grafik kullanılarak açıklanmaya çalışılmıştır.

Araştırmanın Bulguları: Veriler incelendiğinde; öğrencilerin öğretmen yetiştirme programlarını tercih etmelerindeki yüzdelik artışın birçok nedenden kaynaklandığı söylenebilir. Sekiz yıllık zorunlu eğitime geçilmesi ile birlikte ilköğretimdeki öğretmen ihtiyacının arttığı görülmüştür. Bunu sırasıyla; ortaöğretim, yabancı dil, meslek ve teknik öğretim programları izlemektedir. Yüzdelikler incelendiğinde en fazla artışın ilköğretim

programların da olduğu görülmektedir. Bu programlarda yerleşme yüzdelikleri %69'dan %78'e çıkmıştır. Öte yandan en fazla artış ilköğretim programında yaşanırken, nitelikli öğretmen adaylarını en fazla cezbeden program ise ortaöğretim olmuştur. Yıllara bakıldığında, 1982 ve 2002 yılları arasında üniversitelere başvuran öğrenci sayısı sürekli artarken, buna bağlı olarak öğretmen yetiştirme programlarına kayıtlı öğrenci sayısı da her geçen yıl artmıştır. İlköğretime öğretmen yetiştirme programlarının 4 yıllık lisans programına dönüştürülmesinden sonra bu programlara yerleşme yüzdesi sürekli bir artış göstermiştir. Bununla birlikte, felsefe bölümün yüzdeliği hep düşük kalmıştır. 1992 yılında 22 yeni üniversitenin açılması ile birlikte pek çok üniversitedeki programlara yerleşme sayısında artış görülmüştür. Mesleki ve teknik programlarda ise çok fazla iniş ve çıkış yaşanmamıştır.

Araştırmanın Sonuçları: Öğretmenlik, önceleri çok az tercih edilirken son yıllarda en popüler meslek haline gelmiştir. Pek çok kişi tarafından öğretmenlik garanti bir meslek olarak görülmektedir. Öğretmen yetiştirme programlarına yerleşme yüzdeleri makro ekonomi, enflasyon ve işsizlik gibi pek çok faktörden etkilenmiştir. Yapılan çalışmada görüldüğü gibi, 8 yıllık zorunlu eğitim sebebi ile en hızlı artış ilköğretimde yaşanırken, nitelikli öğretmenleri cezbetmeyi ortaöğretim başarmıştır. Mesleki programlar ise bu ikisinden daha farklı bir yol izlemiştir. Daha öncede söz edildiği gibi eğitim sektörü geniş bir yelpazeye sahip olmasından ve çok fazla çalışana ihtiyaç duymasından dolayı, öğretmenlik mesleği garanti bir meslek olarak görülmektedir. Önceki yıllarda nitelikli öğrencileri çok fazla bünyesinde barındırmayı başaramamış öğretmen yetiştirme programları; son yıllarda, Eğitim fakültelerini tercih eden nitelikli öğrenci sayısında artış görülmektedir. Bir başka ifade ile her geçen yıl daha fazla nitelikli öğretmen adayı bu programları seçmektedir.

Öneriler: Eğitim fakültesini tercih eden öğrencilerin akademik niteliklerinde yüzdelik olarak, yıllara göre, artış olmasına karşın, eğitim fakültelerinin program ve içerikleri bu artışa paralel gözden geçirilip daha dinamik bir yapıya kavuşturulamamış ve entelektüel bir bakış açısıyla yeniden tasarlanamamıştır. Öğretmen yetiştiren Yükseköğretim Kurulu ile mezunlarını istihdam eden Milli Eğitim Bakanlığı arasındaki stratejik işbirliği ve koordinasyon eksikliği ile bu bağlamda Türkiye'nin öğretmen politikalarının oluşturulamaması üzerinde durulması gereken önemli bir konudur. Bundan sonraki çalışmalar; Türkiye'de öğretmen yetiştirme politikaları ile eğitim fakültesi dışındaki fakültelerden mezunların sertifikasyonu konusunda YÖK'ün istikrarsız politikaları ile Milli Eğitim BakanlığıTalim ve Terbiye Kurulu'nun bu hususstaki ilkesiz tavırları mikro ve makro değişkenler bağlamında analiz edilebilir.

Anahtar Sözcükler: Öğretmen eğitimi, öğretmen yetiştirme politikaları, öğretmen yetiştirme