EVALUATION OF PRESCHOOL TEACHER EDUCATION PROGRAM IN TURKEY: ACADEMICIANS' PERSPECTIVE

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Approval of the Graduate School of Social Sciences

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ABSTRACT

EVALUATION OF PRESCHOOL TEACHER EDUCATION PROGRAM IN TURKEY: ACADEMICIANS' PERSPECTIVE

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High-quality preschool education produces substantial long-term educational, social, and economic benefits, but large benefits occur only when teachers are professionally prepared and adequately compensated. Qualifying the teacher candidates depends on many interrelated components of a teacher education. The aim of this study is to evaluate the student selection policy, decision-making policy, recruitment policy, teacher candidates' educational profiles, faculty development and assignment policy, curriculum and instruction, and the graduates' competences from the perspectives of the faculty members in the preschool teacher education program. For this purpose, decision-oriented program evaluation CIPP model is taken as a framework. In order to reach in-depth and detailed information from the participants, study is designed as a qualitative

phenomenological research. Participants are selected through purposeful sampling strategies that include criterion sampling and snowball sampling procedures from the population of 150 academicians in the 55 preschool teacher education program in Turkey. Data is collected through semi-structured interviews and open-ended questionnaires from 58 participants. According to the content analysis, findings indicated that there is need for the additional tests in the student selection, improvement in the faculty development policy, accreditation, faculty initiative in curriculum planning and implementing, alternative strategies in practicum, and collaboration of the local authorities and the faculties in the recruitment policy of the graduates. In this respect, it is believed that the findings will pave the way for the program developers to reform the program accordingly, will give further insights about the real experiences of the academicians and take their suggestions to improve the program and will help the researchers to raise some new questions about the preschool teacher education program to investigate.

Keywords: Preschool Teacher Education, Program Evaluation, CIPP Model, Academicians' Perspective, Phenomenological Research.

ÖZ

OKUL ÖNCESİ ÖĞRETMENLİĞİ PROGRAMININ AKADEMİSYENLERİN BAKIŞ AÇISIYLA DEĞERLENDİRİLMESİ

Tekmen, Belkıs
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Kaliteli okul öncesi eğitiminin kalıcı ve etkili eğitimsel, sosyal ve ekonomik katkılar sağladığı kanıtlanmış olmakla birlikte bu katkının kalıcılığı ve etkililiği okul öncesi öğretmenlerinin profesyonel gelişimi ve yeterli donanımlarıyla mümkündür. Öğretmenlerin profesyonel gelişiminin niteliği eğitimlerini aldıkları programın pek çok bileşeniyle doğrudan ya da dolaylı olarak belirlenmektedir. Bu çalışmanın amacı, öğrenci seçme sistemi, karar alma süreçleri, istihdam politikaları, öğretmen adaylarının profilleri, öğretim elemanı yetiştirme ve atama politikaları, eğitim programları ve öğretim süreçlerinin okul öncesi eğitim programındaki öğretim elemanlarının bakış açılarıyla değerlendirmektir. Araştırma soruları hazırlanırken karar yönelimli program değerlendirme yaklaşımlarından

biri olan CIPP modeli temel alınmıştır. Nitel araştırma desenlerinden olan olgu bilim kullanılarak gerçekleştirilen bu çalışmada Türkiye genelindeki 55 okul öncesi öğretmenliği programında görev alan 150 öğretim elemanı bu çalışmanın evrenini oluşturmaktadır. Bu çalışmanın katılımcıları örneklem yöntemlerinden olan kartopu ve ölçüt örneklem yöntemleriyle belirlenmiştir.. Başlıca veri toplama araçları olarak yarı yapılandırılmış yüz yüze görüşme ve açık uçlu görüşme formu kullanılmıştır. Elli sekiz katılımcıdan elde edilen veriler içerik analizine tabi tutulmuş ve sonucunda ortaya çıkan temalar araştırma sorularına cevap verecek şekilde tartışılmıştır. Buna göre programın değiştirmesi ya da geliştirilmesi gereken yönleri akademisyenlerin bakış açılarıyla ortaya konmuştur. Programa öğrenci alımında ek sınavlar uygulanarak mesleğe uygun nitelikte aday seçilmesi, öğretim elemanı yetiştirilmesi ile ilgili daha seçici ve planlı adımların atılması, programların akreditasyon çalışmalarının başlatılması, uygulanan programın içeriği ve derslerin dağılımı konusunda fakültelere inisiyatif tanınması, uygulama derslerinin yapı ve işlev açısından iyileştirilmesi, uygulama için gerektiği durumlarda farklı modeller geliştirilebileceği ve mezunların istihdamı konusunda yerel otoritelerin ve fakültelerin yardımıyla ek yöntemler geliştirilmesi gerektiği vurgulanmıştır.

Anahtar Kelimeler: Okul Öncesi Öğretmenliği, Program Değerlendirme, CIPP Modeli, Akademisyen Görüşleri, Fenomenolojik Araştırma.

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LIST OF ABBREVIATIONS

EDS: Educational Sciences

HEC: Higher Education Council

MNE: Ministry of National Education

PTE: Preschool Teacher Education

CHAPTER I

INTRODUCTION

High-quality preschool education produces substantial long-term educational, social, and economic benefits, but large benefits occur only when teachers are professionally prepared and adequately compensated. Training qualified teachers is no simple task and indeed it is one of the substantial problems common to all developed and developing countries (Barnett, 2008) and it is more challenging to educate teachers for a younger audience than for other levels of age, since it needs to be more specialized to educate and care the children at younger age. This study aims to evaluate the preschool teacher education program regarding the context, input, process and product phases from the perceptions of academicians.

1.1. Background to the Study

Debates on pre-schooling and ultimately teacher education have been hot issues discussed, especially, since the compulsory education was increased from five to eight years in 1997-1998 school years. It is mostly due to the increasing attention on the professional development of teachers at all levels because of the recognition that teacher quality is seen as an essential component to improve the effectiveness of preschool programs that resulted in improved outcomes for young children (Barnett, 2003; Bekman, 2005; Darling-Hammond, 2000; Whitebook, 2003). Research findings show that children who are educated by teachers with both a bachelor's degree and specialized their training in child development and early

childhood education are found to be more sociable, exhibit a more developed use of language, and perform at a higher level on cognitive tasks than children who were cared for by less-qualified adults (Dwyer, Chait, and McKee, 2000; Howes, 1997).

Along with the research, attesting the long-term impacts of high-quality preschool programs on children's social and academic success (Barnett, 1998; Campbell, Pungello, Miller-Johnson, Burchinal and Ramey, 2001), there has been an increased demand for qualified preschool teachers. However, educating qualified teachers acquiring the proficiencies of the profession makes their education process more challenging than ever. Especially, in societies such as the Turkish society where socio-cultural and economic characteristics are subject to rapid change, attaching importance to children's education in early periods and to train their teachers effectively will result in outcomes necessary for the well-being of the society in the long- term (Ural and Ramazan, 2007).

In this century, globalization, democratization and urbanization are three main processes or concepts influencing Turkey's social, political, cultural, economic and educational life (Demir and Paykoc, 2006). By involving in these three processes, Turkey aims to be one of the members of the European Union (EU) and this long lasting aim shapes the educational policy decisions. These reports indicated that for the high-quality education systems, teachers should be graduates from higher education institutions, they should have knowledge of both their subject matter and pedagogy, they should have the skills and competencies to guide and support learners with an understanding of social and cultural dimensions (European Commission Report, 2005). However, having a higher education degree in preschool teacher education can be a factor in a teacher's effectiveness, but a degree alone does not guarantee teacher competence (Hyson, Tomlinson and

Morris, 2009). Whether a preschool teacher has the intended competencies is mostly determined by the pre-service education they are exposed to. The experiences gained through their education programs have great influence on their professional development (Kayhan and Kılıç, 2011). Moreover, the training model, training period, entry requirements, academic staff development, curriculum and instruction processes and graduates' recruitment policy of the program they attend play distinguishing role in the professional qualifications of the teacher and establish the quality of the education they will provide to the preschool children.

The expectations from the preschool teachers are high due to the importance of the early years of human life. In the recent decade, preschool education and preschool teacher education has gained both political and public priority that result in the increase demand for the preschool education and preschool teacher profession (Kavak, 2010). It is the teachers, as the leaders of educational transformation, who will primarily enable preschool education to be perceived as an indispensable requirement and the quality of preschool education depends mostly on the teachers and the training received by them.

Initial teacher training programs including preschool teacher education are carried out in universities at four-year bachelor's degree level. Higher Education Council (HEC) is responsible for the supervision of the universities in Turkey. Articles 22-23 of the Higher Education Law, 2547 state the minimum criteria and working conditions, assignments and promotion of faculty. Universities may add additional conditions but they shall not define standards lower.

In 1997-1998 academic years, preschool teacher education program under the primary education department was raised to undergraduate level. In the preschool

teacher education program, standardized by HEC, concurrent model is followed and programs contain 50% field knowledge skills, 30% professional knowledge and skills, 20% world knowledge courses with a total of 240 credits.

Need for the teaching staff of the newly developed programs such as preschool teacher education is considered under Article 35 of HEC Law, 2547. According to that law, some of the teaching staff needs in these newly established or that will be established programs will be sending the students to abroad to become faculty members in the required areas (no 1416). Thus, the need for teaching staff for preschool teacher education programs is met by off-field graduates sent to related graduate programs abroad. In addition to this regulation, the faculty members in the child development programs were transferred to the newly opened PTE programs.

Regulations of the student selection policy and the requirements for graduation from the program are same with any of the teacher education program in the education faculties. Entrance to program is with the central examination conducted by the Student Selection and Placement Center (ÖSYM) once a year and a high school diploma is required to take the entrance exam. Candidates are placed according to their secondary education success and grades obtained in the first phase of the entrance exam. After the education process, in order to graduate from these programs, it is required to complete obtain total credits and to complete teaching practice course. There is not a supplementary completion exam and graduates are entitled to be a teacher with their diplomas they obtain, but this diploma does not entitle a graduate to be recruited as a teacher automatically. A selection examination for the civil servant positions need to be passed first to be assigned as a public school teacher.

Within this context, the preschool teacher education is an example of an open social system, which compromises the analyses of interaction of parts and its relationships within the parts and with the environment as a whole. This is why, while reforming an education system, partial changes are to be designed keeping in mind the functioning of the entire system, taking into account requirements of internal and external, input, process and product dimensions within a context (Hoy and Miskel, 2005). Preschool teacher education program faced many rapid changes because of the recent developments in the preschool teacher education policy. In order to understand the effects of these changes and improve the program, it is vital to explore the trends and issues from time to time to inform the decision makers.

In general, a system can be defined it can be a process of disassembly and interactions of the various variables through a process of assembly. In a system, concentration is on the analysis and design of the whole, as distinct from total focus on the components or the parts. The approach insists upon looking at a problem in its entirety, taking into account all the facets, all the intertwined parameters. It seeks to understand how they interact with one another and how they can be brought into proper relationship for the optimum solution of the problem. As the end, the approach looks for a detailed description of a series of interrelated and interdependent parts designed to accomplish a goal or objective (Ramo and St. Clair, 1998). In addition, the general characteristics of systems approach can be summarized as follows; (a) a problem being considered in its broadest context, (b) placing emphasis on the functional relationships between the variables in the system, (c) investigation of the interactions between the variables in the system, (c) investigation of the variables along with their main effects, (d) placing emphasis on the study of models which are developed to represent the actual system (Mızıkacı, 2006).

Therefore, through a systematic approach the researcher can understand the ongoing situation in detail and as a whole with all its components. In this respect in order to understand the phenomena from a wider and deeper view, a systematical evaluation approach is taken as basis to the study. The CIPP evaluation model, which is a decision oriented evaluation approach, is selected in this evaluation research as it advocates that "the purpose is not to prove, but to improve" (Stufflebeam, 1985).

CIPP is a decision-focused approach to evaluation and emphasizes the systematic provision of information for program management and operation. In this approach, information is seen as most valuable when it helps program managers to make better decisions, so evaluation activities should be planned to coordinate with the decision needs of the program staff. Data collection and reporting are then undertaken in order to promote more effective program management. Since programs change as they are implemented, decision-makers needs will change, evaluation activities have to adapt to meet these changing needs as well as ensuring continuity of focus where appropriate in order to trace development and performance over time (Robinson and Lantchem, 2002).

Corresponding to the letters in the acronym, CIPP, are the following core concepts: context, input, process, and product evaluation. According to Mathews and Hudson (2001), context evaluation scrutinizes the program objectives to determine their social acceptability, cultural relativity, and technical adequacy. It aims an overall evaluation of the program within a macro perspective in the relevant policy framework. Input evaluation involves an examination of the intended content of the program and the human resources. Process evaluation relates to implementation of the program, that is, the degree to which the program

was delivered as planned. Finally, product evaluation is the assessment of program outcomes and includes suggestions to improve the program. The CIPP model is an attempt to make evaluation directly relevant to the needs of decision-makers during the different phases and activities of a program.

1.2. The Purpose of the Study

The main purpose of the study is to evaluate the preschool teacher education program through the perspectives of faculty members in the preschool teacher education (PTE) program, faculty members in educational sciences (EDS) program and program developers in the Ministry of National Education (MNE) using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1980). More specifically, the student selection policy, decision-making policy, recruitment policy, teacher candidates' educational profiles, faculty development and assignment policy, curriculum and instruction, and the graduates' competences are aimed to be investigated from the participants' perspective. By means of this study, the researcher's ultimate aim is to suggest relevant contributions to the improvement of the PTE program.

The following research questions guided this study:

1. What are the faculty members' perceptions about the preschool teacher education program with regard to the context phase?
    a) What are the perceptions of the faculty members regarding the student selection policy of the preschool teacher education program?
    b) What are the perceptions of the faculty members regarding the decision-making policy of Higher Education Council and Ministry of National Education related to the Preschool Teacher Education Program?
    c) What are the perceptions of the faculty members regarding the recruitment policy of the preschool teachers?

2. What are the faculty members' perceptions about the preschool teacher education program with regard to the input phase?
   a) What are the perceptions of the faculty members regarding the teacher candidates' background profiles of the Preschool Teacher Education program?
   b) What are the perceptions of the faculty members regarding the faculty development and assignment policy of the Preschool Teacher Education program?

3. What are the faculty members' perceptions about the preschool teacher education program with regard to the process phase?
   a) What are the perceptions of the faculty members regarding the curriculum of the Preschool Teacher Education program?
   b) What are the perceptions of the faculty members regarding the delivery of instruction of the Preschool Teacher Education program?

4. What are the faculty members' perceptions about the preschool teacher education program with regard to the product phase?
   a) What are the perceptions of the faculty members regarding the competences of the graduates' of the Preschool Teacher Education program?
   b) What are the suggestions of the faculty members to improve the overall quality of the Preschool Teacher Education program?

1.3. Significance of the Study

Today's dead ends in teacher education will become dead ends of the society soon, because prospective teachers should perceive education as a whole and thus focus

on the entire educational input and output rather than only those of their own areas (Kayhan and Kılıç, 2011). It is expected that this education should be conducted in line with the supply and demand requirements and through collaboration of all service units in order to enable the whole education system to work harmoniously. This collaboration is based on developing the programs with the educational expectations of the society from teachers. It depends on the teaching-learning process, the nature of education, the conceptual and application dimensions of training programs and on the teachers who will represent the society in every stage of education and in the lifelong education scale (Hacıoğlu and Alkan, 1997).

Due to recent developments, especially in science, early childhood education has gained a tremendous amount of public attention. Policy leaders are beginning to realize that quality education must begin before seven in order for all children to have a successful lifetime of learning. Public policy and education reform influence the issues and trends in how educators will be providing services to young children by early learning initiatives highlighting better teacher training, assessment, and accountability standards (Barnett, 2008). The early childhood education workforce must be well educated in teaching standards based on the latest research.

There is a great need for preschool teachers in order to meet this necessity, opening preschool teacher education programs in every education faculty seems to improve the quantity aspect, but may harm the quality aspect. Therefore, the institutions that train preschool teachers should improve both qualitatively and quantitatively. In addition, the prospective students should be well informed about the problems of the education system in Turkey, sensitive to preschool education and act as the scientific foot of social consciousness (Özel, 2008).

Teacher education programs are of paramount importance in any educational system all over the world, since they play a crucial role in preparing and qualifying teacher candidates. These teacher candidates are then to be prepared effectively so that they can teach with a high level of performance. Qualifying the teacher candidates depends on many interrelated components of a teacher education program such as the student selection policy, academic staff, curriculum content, learning and teaching methods and the recruitment policy within the light of educational policy framework (Roth and Swail, 2000).

When the literature on the preschool teacher education is reviewed, it is seen that program evaluation studies are very limited and mostly quantitative (Darling-Hammond, 2000; 2005; Levine, 2006). Most of the studies carried focuses on providing evidence for the impact of the preschool education on the children outcomes. Preschool teachers' education is becoming more focused on in recent years with the realization of the current issues of the profession such as student selection to the programs, recruitment policy or the faculty development policy to be assigned to these programs. Furthermore, qualitative phenomenological research in teacher education programs is believed to help both the researchers and practitioners to solve the issues they are experiencing (Giles, 2011). More research should be carried on the lived experiences of the participants to understand the phenomena. Therefore, faculty members' perspective will provide rich and significant data on the evaluation of the program in this study, since they are experiencing the effects of every component of the program.

Within the light of the evidence from the literature CIPP model is believed to provide a systematic approach to evaluate many aspects of the program, Stufflebeam (1980) viewed evaluation in terms of the types of decisions it served and categorized it according to its functional role within a system of planned social

change. The CIPP model is an attempt to make evaluation directly relevant to the needs of decision-makers during the different phases and activities of a program. It is developed as a means of linking evaluation with program decision-making. It aims to provide an analytic and rational basis for program decision-making, based on a cycle of planning, structuring, implementing, reviewing, and revising decisions, each examined through a different aspect of evaluation –context, input, process and product evaluation (Fitzpatrick, Sanders and Worthen, 2004).

On the other hand, preschool teacher education programs are considerably new and as in many newly developing systems there are some issues waiting to be solved immediately such as high faculty /student ratio, course over-load of faculty, lack of physical facilities, practicum schools, unqualified instructors, need for math and science education books and curriculum content (AÇEV, 2002; 2005). In some academic papers and research, they mention about this situation as "there are still doubts about how the prospective preschool teachers are being educated at 66 education faculties all over the country, which will affect the future of our children" (Baskan, Aydın, and Madden, 2006).

In light of this, the results of this study will give an in-depth understanding about how to improve the preschool teacher education. The systematical evaluation that will focus on the context, input, process and product components of the program will provide a holistic overview through the faculty members' point of view, which may yield that decision makers make necessary revisions and take necessary precautions to improve the system.

In this respect, findings of the study is hoped to pave the way for the program developers to reform the program accordingly and also will help the researchers to raise some new questions about the preschool teacher education system. It can be

further noted that this study will give further insights about the real experiences of the academicians, how they perceive the program they are in, and what they suggest to improve the system through training qualified preschool teachers.

1.4. Definition of Terms

Preschool education: It is the non-compulsory education for children who are between 0 to 72 months old, but the preschool education institutions mainly deal with the children between 36 to 72 months old in kindergarten, and 60 to 72 months old in nursery classes (Article 13 of Primary Education Law, MNE, 2010). In 2012-2013 school year, children between 66 to 72 months are considered in the primary school age, therefore preschool education is for children between 0 to 66 months with the recent changes (Article 15 Primary Education Law, MNE, 2012).

Preschool teacher: Teachers who provide education for the children 0 to 66 months old. Although the term 'early childhood education' is used in most of the literature which covers the education of children between zero to eight years, it is preferred to use term 'preschool education' since the compulsory education begins after six years in Turkey.

Preschool teacher education (PTE) program: Four-year bachelor's degree program in the elementary education departments of the education faculties that gives preschool teacher diploma upon graduation.

Educational sciences (EDS) program: Graduate degree program in the education faculties that include curriculum and instruction, educational management.

Faculty members: Academic staff in the education faculties with PhD degree.

Program developer: Staff working as program developer in MNE with PhD degree in curriculum and instruction.

Program evaluation: is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the literature on preschool education outcomes, preschool teacher education and program evaluation studies on teacher education by reflecting the context of the study, theoretical framework and current issues in preschool teacher education with research reference.

2.1. Current Issues in Preschool Teacher Education in Turkey

Teaching as a professionalism has some requirements and therefore offer a unique and essential service, emphasize intellectual techniques and do have long periods of training. It has generally meant that the profession has committed itself to a higher level of competencies and continuous skills upgrading. Teacher training is a "soft" instrument and alone will not suffice. Only a systemic approach can work, including the need to strengthen quality assurance systems, modify the career and incentive structure, and rethink the way schools operate (Mızıkacı, 2006).

Training (practicum) courses are interested primarily not in "what" is to be taught but in "how" it is to be taught in teacher education programs, and the students in turn are low on appreciation. They regard their training as a waste of time and think that what they learn is of no use, uninteresting, and hence indefensible (Özgan, 2009).

By itself, no teacher education program, however high its quality, can be entirely responsible for ensuring teachers' continuing knowledge and skills or children's healthy development and productive learning. Sustained, high-quality teaching requires continuous high-quality support through professional development opportunities, worthy compensation, and other factors. Much research suggests that new-teacher supports like public schools' "induction year" initiatives or various coaching and mentoring models are necessary complements to teacher education programs (Burchinal, Hyson, and Zaslow, 2002; Darling-Hammond, 2005). Additionally, the characteristics of the centers, schools, and other settings in which graduates work certainly contribute to differences in children's developmental and educational gains (Vu, Jeon, and Howes, 2008 as cited in Hyson, Tomlinson and Morris, 2009).

Within this broader context, there are persuasive reasons to give special attention to the quality of higher education programs. Although there is agreement that early childhood teacher professional development should be of high quality, the nature of that quality has not been consistently defined. Researchers have recently made efforts to articulate quality criteria for professional development that occurs in settings beyond the higher education system (Hyson, Tomlinson and Morris, 2009). Frequently, high quality is described (1) in terms of teacher behaviors that are correlated with a positive impact on children's development and learning (e.g., when teachers provide specific and engaging feedback to children, children show improved social competence) or (2) when such information is available, in terms of direct benefits to young children and their families. (Wilson, Pianta, and Stuhlman, 2007, as cited in Hyson, Tomlinson and Morris, 2009).

Within the higher education system of teacher preparation, there has been a move away from so-called "input-based" criteria for quality (such as hours of "seat time"

or course credits in specific content), toward output- or results-based criteria, such as knowledge or skills demonstrated by graduating students. In Turkey, after 1991, in order to become preschool teacher one had to graduate from education faculties' 4 year- pre-school teacher department. Until 1998, each faculty could decide their own program, which caused differences in teacher quality. After 1998-1999, all the education faculties have started to apply the same framed program for teacher preparation.

When we look at the existing pre-school teachers still working in pre-schools they are: (a) graduated from girls technical higher schools, department of child development and education, (b) received two year pre-license programs of the education faculties (c) after receiving pre-license, attended pre-license completion courses (d) graduated from different departments of the universities, e.g., psychology, social services.

In order to fulfill increasing pre-school teacher requirements and to facilitate the adaptation of teachers, who are working in pre-school settings but are graduated from other than pre-school teacher departments, MNE by jointly working with the universities, holds in-service courses. Higher Education Institutes also collaborates with the universities to enable 4-year trained university graduates (but they have to have graduate from specified departments) to get a pre-school teacher's certificate. University graduates who receive this certificate could also be employed as a pre-school teacher.

Teacher education programs help to prepare teachers to understand what it means to be a teacher since students generally enter programs with an incomplete and unarticulated initial view of teaching (LePage, Nielsen, and Fearn, 2008). The ideal teacher education would be to educate teachers to become competent in

class, capable of understanding what they are doing, why they are doing it, and how they might change their practice to better address the context or circumstances. However, there is a tension between the requirements and the focus of universities and schools. In class, the focus is mostly on the practicum, where they are alone with their practice and performance. In faculties, the focus is mostly on understanding the theory (Akdağ and Haser, 2010). It seems that a university education does not meet the needs of schools since beginning teachers experience a difficult adjustment process while they leave the academic world and enter the real world of the teaching (Moffett, John, and Isken, 2002).

On the other hand, it is assumed that the Education Faculties and the Ministry of Education work in harmony in order to prepare teachers to be strong in both theory and practice (Akdağ and Haser, 2010). However, these two institutions are not hand-in-hand and there appears to be a discrepancy in their strategies. Hence, beginning teachers experience a disparity between their gains from pre-service years and the school environment in which they will work as a formal teacher (Yalçınkaya, 2002).

In order to prevent the insufficient preparation, there is a need for organizing a satisfactory relationship between theory and practice. The isolation of schools and the gap between theory and practice during teacher education is the main influence on beginning teachers. This is a conclusion of the general observation that beginning teachers are either not well prepared for practical teaching or that they are insufficiently able to put their academic knowledge to use in their practical teaching (Maandag Denium, Hofman, and Buitink, 2007). There is no doubt that, teaching is a demanding task which occurs in both a complex material and an ideological context, so teachers are required to engage in this complex organization and physical environment successfully (Fottland, 2004).

It should also be noted that, having a degree in early childhood education can be a factor in a teacher's effectiveness, but a degree alone does not guarantee teacher competence. The quality of the higher education program that is, how well it prepares new teachers by, for example, grounding them in knowledge of child development and academic subject areas and providing opportunities to practice new teaching skills may be a more critical factor in a teacher's ability to influence children's development and learning in a positive way than having a degree (Hyson, Tomlinson, and Morris, 2009).

Additional problems due to cultural, regional, historical, and economical conditions emerge in the Turkish context, especially for early childhood education teachers. The biggest step in increasing schooling rate for early childhood education is taken in 2009 with the selection of 35 pilot districts by the Ministry of National Education. MNE hired 5356 teachers in 2009, which is more than the total in all the other departments of teachers (MNE, 2009). Although most of the candidate teachers are concerned with an uncertain future in their job, there is more chance for PTE teachers to work in public schools. Therefore, candidate teachers may feel more comfortable about job opportunities since they might more easily be employed after graduating university.

The fact that early childhood education teachers do not seem to have an employment problem, however, does not clearly address the actual problems they have when they start teaching. They have difficulties in their first year due to the substantial regional differences between the eastern and western parts of Turkey. Most of the children in eastern Turkey are bilingual whilst their mothers do not speak in Turkish (AÇEV, 2002). Therefore there is an increasing need for programs considering the target population's characteristics rather than a sole

similar program for the general population in teachers' lack of awareness of school structures and environments also causes some problems (Küçükahmet, 2007).
The general complaints of a novice teacher, mostly, resulted from the discrepancy between the teacher training and the actual teaching experience. There is an urgent need to set close contact with the MNE and the teacher education programs to resolve leading problems of teaching. An emphasis on potential costs, concerns and instructional difficulties that a teacher might encounter, and strategies to overcome these difficulties, are required. It is also necessary to provide facilities for professional development and life-long learning, to help the candidates to gain a teacher identity by introducing the real aspects of the teaching profession in Turkey (Akdağ and Haser, 2010). It is evident that the faculties and both the MNE and private sectors must act with combined efforts for the purpose of well-designed training programs for both the pre-service students and for in-service teachers.

Among the issues that the preschool teacher education faces, curriculum study is another important topic. Although the curriculum development policy for the PTE program is given in the policy part, result of one research carried out to investigate the perceptions of the instructors of PTE program on the currently used curriculum developed in 2006 is reflected in this part. Perceptions of the instructors of the PTE program on the following research questions were investigated in the study (Dereobalı and Ünver, 2009); 1) Which courses in the Curriculum of Undergraduate Preschool Teacher Training do the instructors consider to be appropriate? 2) What courses are suggested by the instructors to be incorporated into the Curriculum of Undergraduate Preschool Teacher Training? 3) What courses are suggested by the instructors to be combined with another course in Curriculum of Undergraduate Preschool Teacher Training? 4) What are the courses in the Curriculum of Undergraduate Preschool Teacher Training for

which the instructors proposed changes in title? Results of the study indicated that instructors have oppositions to the curriculum. It is stated that, given the critiques for the 1998 curriculum, the reactions against the curriculum (AÇEV, 2002; Gürkan, 2005) influenced its modification. Nevertheless, applied course hours amounted to 60 in the 1998 curriculum and were later decreased to 48 in the 2006, which contradicts with the alleged importance attached to application. Given the positive opinions about the fact that 'more time should be dedicated to teaching methods and applications' in the 1998 curriculum the discrepancy is felt more strongly in the new program. They also added that large number of courses into the curriculum is not feasible particularly because its current version is already so intensive.

2.2. Context of Preschool Teacher Education in Turkey

Institutions training teachers for primary schools were raised to four years in 1989-1990 school year and were converted in Faculty of Education and become department of Elementary Education in July 1992. Thus, duration of teacher training for pre-primary and primary education was made equal to that of high schools and raised to undergraduate level. In 1980-1981 school year, "Two-Year Preschool Teacher Training Program" was put into effect to train preschool teachers and this program was transformed into four-year program carried out by education faculties in 1991-1992 school years. Then, the program was redesigned and with the reform of education faculties under the control of HEC in 1998, it became a section within the department of elementary education (04.11.1997, article number 97.39.2761).

By the year of 1997, Higher Education Council rearranged teacher education, names of the departments, divisions and programs were reorganized, curricula are

developed and teacher education for primary education (in 1997, compulsory education was expanded to 8 years, elementary schools and lower secondary schools were united under the name of primary education by the law numbered 4306) and secondary education were restructured.

In this framework, totally 16 teacher training program sat the undergraduate level were developed. With this new regulation, HEC standardized the preschool teacher education given by both state and private universities. However, eight years later in 2006, a revision study conducted because of the following issues: 1) Increase of the criticism related with the insufficiency of teacher education programs on the ensuring contemporary knowledge and skills in the academic activities organized by universities, MNE and non–governmental organizations. 2) MNE should modernize all primary education programs, so that the need for adaptation with new programs, 3) In the context of European Higher Education Area studies, the need for definition of learning outcome. 3) Basic innovations of the reorganization in the light of above rationales are: 4)Programs contain 50% field knowledge and skills, 30% professional knowledge and skills, 20% world knowledge courses. Course hours and ratios differ according to the teaching branches. 5) Faculties are given the authority to determine the courses in the ratio of 25% of total credits and elective course opportunity is increased. 6) New courses are added to the programs; History of Science, Effective Communication, School Administration, and Social Service Practices (HEC, 2006).

There were 55 education faculties having preschool teacher education programs in 2011- 2012 academic year. In preschool teacher training, concurrent model is followed and programs in ratio contain 50% field knowledge skills, 30% professional knowledge and skills, 20% world knowledge courses with 240 credits (HEC, 2006).

Entrance to any higher education institutions in Turkey is regulated by article 45 of Higher Education Law No. 2547. It is obligation to hold a diploma from secondary education institution (high school) for admission to higher education institutions. Entrance examination to higher education conducted centrally by Student Selection and Placement Center (ÖSYM) once a year.

Students in the faculties of education are evaluated by the teaching staff and teachers within the schools where they make teaching practice. Measurement and evaluation of the students in the courses are performed by means of written exams, assignments, portfolio evaluations, monitoring of teaching performance etc. Despite changing depending on the faculties, students are obliged to have at least one midterm exam and one final exam for each course.

For graduation, it is obliged to obtain envisaged total credits and to succeed teaching practice course. There is not any supplementary completion exam. Those graduated from department of pre-primary and primary education in faculty of education obtain bachelor degree and those graduated from teaching in secondary education programs obtain master degree. Graduates are entitled to be teacher with their diplomas (HEC, 2006).

2.3. Preschool Teacher Education Policy in Turkey

The quality of pre-school provision depends greatly on the teachers and the training received by them. "Teacher" is the focal point of reform studies for development of education systems. Main slogan in improvement of European education systems has been "high quality teacher education for high quality education and training" (TNTEE, 2000).

Improvement of teacher quality is at the focal point of reform studies of education systems. Especially in the recent years PISA test organized by OECD and its results bring up the issue of rethinking about education of teachers in many countries. As in many European countries also in Turkey, initial teacher education is at higher education level.

In Turkish higher education system with the new arrangement in 1981, all higher education institutions are gathered under the umbrella of universities. By the year of 1997, HEC rearranged teacher education, names of the departments, divisions and programs were reorganized, curricula are developed and teacher education for primary education (in 1997, compulsory education was expanded to 8 years, elementary schools and lower secondary schools were united under the name of primary education by the law numbered 4306) and secondary education were restructured. Following were the rationales of reorganization:

1. The programs did not have definitive standards in certain aspects such as context, course numbers, and credits and practices in schools,
2. There are inconsistency in the context of the courses in the programs and the context of the courses in related school level,
3. Theoretical courses are focused and practicum courses are neglected generally.
4. The courses related with the branch's instruction methods are insufficient,
5. The professional courses are far from ensuring to acquire the knowledge and skills for practice,
6. Programs did not have sufficient elective courses.

By updating studies performed between the years 2006-2008, especially pre-primary education and primary education (1st to 8th grades) programs were revised and secondary education programs in teacher education were shifted to concurrent model.

These new arrangements have mainly focused on model and education programs. However, research findings in Turkey about teacher education mostly draw attention to quality of the academic staff, over course load of academic staff, physical infrastructure (classroom, laboratory etc.), inadequacy of information technologies and instructional equipment. Therefore, improvement of the quality of teacher education requires a good monitoring and evaluation system, not only model and education programs but also improvement of the quality of academic staff, physical and technological infrastructure, practical conditions at the schools and taking other series of measures (Kavak and Baskan, 2009).

Structural changes in higher education systems, changes in the teaching profession, structural changes and curriculum changes in the primary and secondary education, changing role of the teacher, international developments and trends, changes in evaluation and quality are emphasized to justify the changes in teacher education.

2.3.1. Faculty Development Policy for the Preschool Education Programs in Turkey

Needs of teaching staff of the higher education institutions are considered under the Article 35 of Higher Education Law No 2547. According to said law, Higher education institutions training teaching staff to satisfy need of themselves, newly established and to be established institutions at home and in abroad in compliance with principles and objectives of development plan and needs and procedures

defined by the HEC. In addition to this law, some of teaching staff needs in the higher education institutions are also met as per Law about Students to be sent for Studying Abroad No 1416. Thus, universities in Turkey supply their teaching staff needs from the graduates of graduate schools at home and with the candidates coming from the universities abroad (Eurydice, 2009).

On the other hand, a lack of instructors is an important problem in the preschool teacher education program since it consists of a variety of courses for which there are insufficient instructors to deliver those courses. The student-instructor ratio is 1 to 129.4 in Education Faculties, 1 to 88.7 in the Faculty of Economic and Administrative Science and 1 to 39.8 in the Faculty of Art and Science. Moreover, the establishment of new PTE programs in new universities without qualified and sufficient numbers of faculty members becomes a problem for PTE teacher education. The ECE teacher education program consists of a general knowledge course (25%), general teaching courses (21%), and field courses (54%) (Küçükahmet, 2007). Twenty-eight field courses including special needs, visual arts, creativity or parent involvement are considerably different from each other and require specialization in those areas. In addition, pre-service teacher education is criticized as being too theoretical, having little connection to practice, and offering unrelated or ineffective courses for further processes, even in developed countries.

In the same academic year, when the data were collected, there were a total of 98 professors (assist. professor, assoc. professor or professor) having PhD diploma in the early childhood education or child development and 52 instructors having undergraduate or masters diploma in child development or preschool education, and 116 research assistants having undergraduate diploma in the preschool

education, child development programs or educational sciences programs, working in the 55 preschool teacher education programs in Turkey

2.3.2. Recruitment Policy of the Preschool Teachers

In accordance with Article 6 of the Regulation on Appointment of Administrators in the Educational Regulation on Recruitment and Transfer of Teachers of MNE, the conditions for the recruitment of the teachers for the public schools are as follows: 1) To be suitable for the position to be recruited in accordance with resolutions of the Turkish Education Board in respect of higher education program graduated from. 2) To have successfully completed one the teacher training programs approved by HEC. 3) To have equivalent education and pedagogic formation certificate with the higher education institutions and programs at home for those having graduated from higher education institutions in abroad. 4) Not to have any health problem to be capable of serving (health report). 5) Not to have reached the 40th age for those who shall be recruited as teacher for the first time. 6) To have obtained base point or above for the area where s/he will be recruited in the Examination of Civil Servant Selection.

2.3.3. Preschool Teacher Candidates Profiles

Teachers define the tomorrows of the society. It should be helpful to plan the education and to define the socio-political decisions, if the social and psychological characteristics of the today's' teachers were known before, since they are the role models of many children.

The study conducted by Kabadayı (2008) exposed that the majority of the participants come from relatively low socio-economical level families. The findings of the study related to the socio-economic status of the participants are supported by Arslan (2007), who conducted research to investigate demographic

characteristics of prospective classroom teachers in Turkey. Erkan et al. (2002) also found that 77% of pre-service preschool teachers come from a low socio-economical level. One of the most important indicators of this research is that none of the prosperous preschool pre-service and cooperating teachers' fathers and mothers had preschool education in their lives.

Furthermore, the educational qualifications of the participants' fathers and mothers posed that less than half of the fathers and three-fourths of the mothers have no more than primary education and that more fathers than mothers are qualified above elementary and secondary education. It is also indicated that a vast majority of the participants come from one-parent working families where only the father has a paid job. The findings related to socio-economical levels of the participants are almost in line with the conclusion based on an investigation of 821 pre-service preschool teachers in various universities in Turkey (Erkan et al., 2002).

In analyzing the Turkish context, findings of a survey study conducted by Kabadayı (2010) strongly point to the need for developing the qualities and perceptions that entry-level teacher education students and cooperating teachers bring with them to the teacher education system.

The results of this study draw attention to the need for teacher education systems to look more closely at who comes for teacher training, what characteristics and teaching/learning and schooling experiences they bring with them as well as how they perceive themselves in relationship to the preschool teaching profession. However, there is much to learn about pre-service students and their cooperating teachers with regard to perception of preschool teaching as a profession, i.e. educational technology, textbooks, school (Kabadayı, 2010).

A cross-national study conducted to investigate the characteristics of students entering teacher education programs in four countries—Ghana, Lesotho, Malawi, and Trinidad and Tobago. Demographical data is reviewed on age, religious affiliation, ethnic group and mother tongue, parental occupations and academic achievement, and students' educational qualifications. In addition, some insights into trainees' perceptions about teaching and the teaching profession are investigated. Finally, comparisons are made for two countries on cross-sectional data comparing the perceptions of entering and exiting trainees and newly qualified teachers. The results draw attention to the qualities and perceptions that those on initial training programs bring to the teacher education curriculum. Some themes emerging from the data provide the basis for further reflection and invite more rigorous analysis. First, the academic level of many entrants is unimpressive. Many have the minimal qualifications necessary and are unlikely to have secure grounding in core subjects. This carries implications for the proportion of time that teacher education curricula allocate to subject upgrading. Though it might be thought that raising entry standards could be a solution, the scope to do this is constrained in several of the countries. Low academic achievement in the medium of instruction is worrying. They provide a reminder that teacher education curricula should recognize these characteristics and be designed to respond to needs that they create.

In addition to the national wide studies about the teacher candidates' characteristics, the study conducted by Aksu (2008), and her colleagues presented important findings with regard to the demographic profile, socio- cultural values and educational views. In their study, they collected data from 18,226 students in the first year from 65 education faculties in Turkey. Findings showed that majority of the students are from public school graduates (97%). When it comes to the socio economic status of their parents, 21% of the mothers did not attend any

school in their lives and only 5 % of the mothers and 15% of the fathers are higher education graduates. 82.4% of the mothers were unemployed and most of the fathers were working in the civil servant positions. Tier attitudes about the profession results showed that 21% of them chose teaching because of the guarantee in finding a job and comfortable working environment, 28, 5% because of their entrance exam scores, and 51, 2% of them choose the profession because they wanted to become teachers. Although these results are collected from various programs in the education faculties and analyzed as one group, it can give an idea about the overall situation of the teacher candidates in Turkey and make reference to the teacher candidates in the preschool teacher education programs (Aksu et al., 2009).

2.3.4. Preschool Teacher Qualifications

It is clear that teacher qualifications significantly affect the quality of teaching beliefs and education provided to young children and that higher qualifications in preschool teachers have both short- and long-term positive effects on their students.

Researchers have investigated the teachers' effectiveness at every level in school settings from many aspects. Therefore, it is important to assess perceptions of early childhood cooperating and pre-service teachers because they may serve as a 'contextual filter' through which they screen their classroom experiences, interpret them and adapt their subsequent classroom practices (Clark and Peterson, 1986).

Current research confirms findings from the past two decades that teacher qualifications significantly affect the quality of teaching, beliefs, perceptions and education provided to young children (Lazar, Darlington, Murray, Royce, and

Snipper, 1982; Oden, Schweinhart, and Weikart, 2000; Phillips, Mekos, Scarr; Whitebook, Sakai, Gerber, and Howes, 2001) and that higher qualifications in preschool children's teachers contribute to more positive short- and long-term outcomes for these children (Kontos and Wilcox-Herzog, 2001).

The main aims of pre-school education policy in Turkey have been firstly to increase the proportion of the children who attend pre-school institutions and secondly to have this service start and become widespread in rural areas. As mentioned before, both of the aims have not been satisfactorily reached. There have been a number of reasons for this: first of all the decisions taken by the National Education Board are recommendations but not obligations and the MNE may sometimes not have put into effect this board's recommendations due to mainly economic reasons. It is known that institutional education is expensive: especially in relation to pre-school education which is one of the most important problems that the Turkish education system has to face and solve. It is without doubt that nations need to keep teachers in the educational workforce and require educational institutions to become better work places and environments that will foster professional development (Jalongo and Isenberg, 2000). However, in Turkey 55 faculties of education are serving the preschool teacher education program. Most of them lack of sufficient instructors, physical condition and materials (Akdağ and Haser, 2010). In this regard, in several academic meetings academicians declared that HEC should stop assembling new universities unless they reach international quality standards.

In order to meet the increasing pre-school teacher need, there is a need to increase the capacity of the pre-school teacher education departments at education faculties and enough positions should be created by the MNE. Moreover, there is a shortage of qualified teachers in nursery classes functioning under the control of elementary

schools. For the teachers working at pre-school institutions, though they did not graduate from the pre-school teacher education departments of education faculties, the MNE should organize in-service trainings in cooperation with universities.

Turkey formed its ninth development plan strategy covering 2007-2013 in order to reach the level of European Union countries in pre-school education. Within the framework of this strategy, strategies to be followed in pre-school education are as 1) Reaching to the level of developed countries, in particular European Union and OECD countries in pre-school enrolment rate, and 2) As social, psychological, and cognitive development is shaped at the early ages, pre-school education should be improved and made more widespread by providing equality of opportunities (Eurydice, 2009).

To sum up, the key point of having a quality preschool education, which will provide the desired social, educational and cultural outputs at both social and individual levels, is the quality of the education that their teachers will have. In this respect, preschool teacher education programs should be under focus to improve their functioning.

2.4. The Impact of Early childhood Education on Children Outcomes

From neuroscientists to economists, a range of researchers has focused attention on the critical importance of children's early years. Providing well-qualified educational environments to children in early years of their lives is effective on the development levels of countries. Children who are nurtured from earliest stages of development have the best chances of achieving life-long success (Barnett, 2008).

Pre-school education contributes to the realization of the required outcomes in economic, social, educational and cultural spheres. When the developments in preschool education are investigated, it can be seen that in the recent decade pre-school education has gained a politic priority globally (Kavak, 2010). One of the important reasons for attaching greater importance to preschool education in recent years is that preschool years represent an important developmental period that can affect the development in later stages and experiences lived in this period, which is the basis for the future successes or failures of the person (Senemoğlu, 2008). Moreover, pre-school period has a potential to yield great gains in relation to academic achievement and social adjustment of the later years. In addition, the pre-school period is the main determinant of whether the individual will attend higher levels of schooling, prepares the ground for life-long learning and helps to reduce the dropout rates. In developing countries such as Turkey, where socio-cultural and economic characteristics are subject to rapid change, attaching importance to children's care and education in early periods is very crucial, because the early education provided at this age result in outcomes necessary for the well-being of the society in the long run (Ural and Ramazan, 2007).

The following summary from 'Neurons to Neighborhoods': The Science of Early Childhood Development by the National Research Council and Institute of Medicine (Shonkoff and Phillips, 2000) presents an assessment of the effects of child care quality, and indicates some of its key features. The assessment is based on critical review of a wide range of recent studies:

> In sum, the positive relation between childcare quality and virtually every facet of children's development that has been studied is one of the most consistent findings in developmental science. While child care of poor quality is associated with poorer developmental outcomes, high-quality care is associated with outcomes that all parents want to see in their

> children, ranging from co-operation with adults to the ability to initiate and sustain positive exchanges with peers, to early competence in math and reading. The stability of childcare providers appears to be particularly important for young children's social development, an association that is attributable to the attachments that are established between young children and more stable providers. For cognitive and language outcomes, the verbal environment that childcare providers create appears to be a very important feature of care. (pp. 313-4)

There is a body of research that provides evidence for the impact of the early childhood education on the children outcomes. An example of the international research carried out to see the long-term benefit of the early childhood education included 1539 participants at 20 years of age. These participants were the two-thirds of who attended the comprehensive part-day preschool program at 3 and 4 ages in Chicago Child-Parent Centers (Reynolds et al., 2001). Results of Reynolds and his colleagues' study showed that program participants achieved a higher rate of high school completion (50% vs. 39%) and lower rate of juvenile arrests (17% vs. 25%). Children with two years of pre-school experience began school more academically competent than those with one year of preschool. The effects of preschool participation on educational attainment were greater for boys than girls, especially in reducing school dropout rates. These positive effects of early childhood intervention on educational attainment, social development and criminality have largely persisted up to age 20.

In another longitude study with 3200 children who entered Head Start early childhood education program in fall of 1997, showed that children improved their vocabulary, writing skills, and social skills more than expected on these measures for children at their age and continued to have better literacy and mathematics skills during their kindergarten (early childhood education at 5 and 6 years of age). This study also indicated that early childhood education provided for the

participants narrowed the gap between the disadvantaged children and all other children (Students in the Family and Child Experiences Survey – FACES, 2001). This was shown by their own scores on standard tests of cognitive skills, family poverty, and low levels of parental education (Resnick and Zill, 2002).

Such studies show that early childhood education programs mitigate the factors that place children at risk of poor outcomes. Such programs provide supports for children or the family as a whole. These supports may be in the form of learning activities or other structured experiences that affect a child directly or that have indirect effects through training parents or otherwise enhancing the care giving. In addition to the studies investigating the effects of early intervention among the low-income families, there are also studies carried out to see whether the effects of preschool centers vary by intensity of exposure and same effects are for children from different backgrounds.

A study conducted by Magnuson, Ruhm, and Waldfogel (2004) consider the effects of different child-care arrangements on children's cognitive and social prof ciencies at the start of kindergarten, estimating the effects of the duration and intensity of children's participation. They also focused on how effects vary across children from different social classes and ethnic groups. They conducted one-on-one child assessments, in the fall of kindergarten, to measure reading and mathematics ability. A variety of skills including print familiarity, letter and word recognition, beginning and ending sounds, rhyming sounds, vocabulary, and comprehension were measured for reading ability. The math test evaluated each child's knowledge of numbers as well as their spatial sense and problem solving abilities (Howes, 1997). They also examined children's social-behavioral skills and problems as reported by kindergarten teachers for each child. Teachers were asked to evaluate the social skills of the sampled children in their classroom on a

scale from one to four with respect to their motivated engagement of learning activities, self-control, and a variety of interpersonal skills. They found no statistically signif cant difference across the family income groups with few exceptions. Preschool education programs appeared to advance pre-reading and math concepts while under cutting some social behavior. Results generally indicated that exposure to at least a half-day center program yields cognitive benef ts for most children. Findings of their study also showed that greater benef ts occur from interventions that start earlier than age four. In addition, while half-day programs are benef cial for children from higher-income families, full day programs better serve children from lower-income families, allowing them to gain pre-reading and math skills without detriment to social behavior (Howes, 1997).

Another longitude study was Effective Provision of Preschool Education (EPPE) conducted between 1997 and 2003 in England providing the similar results. 3000 children were sampled from a range of preschool providers, and then followed from the start of preschool (age 3 years plus) through to primary school entry and across the infant period of primary education. An additional small sample of 314 children who did not attend the preschool program was recruited at entry to primary school to act as comparison for the preschool sample. The study found a positive impact of preschool, both on cognitive and overall social development, at entry to primary school. It was the first major European longitudinal study of a national sample of young children's development (intellectual and social/behavioral) between the ages of three and seven years (Cleveland and Krashinsky, 2003).

Anderson's study of Swedish children in 1992 provides information about the long-term cognitive and social effects of a uniformly high quality early childhood education and care system on children. The original study, when children were

aged eight, was based on a sample of 128 families drawn from low and middle resource areas of Sweden's two largest cities. This follow-up study when the children were aged 13 controls statistically for family background, gender of the child, child's native intelligence, and child's achievement at aged eight. With these factors controlled, the earlier a child entered center or family day care, the stronger the positive effect on academic achievement at age 13. For children entering childcare in their second year of life or earlier, the academic benefit was found to be an improvement of between 10% -20% in academic performance at age 13, compared to children cared for exclusively at home. Anderson's conclusion was that "early entrance into day care tends to predict a creative, socially confident, popular, open and independent adolescent" (Andersson, 1992, pp. 32-3).

Berlinski et al., (2009) carried out a study to investigate the influence of preschool education on elementary school achievement, and found that preschool education has positive impacts on the achievement in the courses of mathematics and Spanish; moreover, pre-school education was found to have positive effects on students' behavioral skills such as attention, effort, participation and discipline.

These international studies indicate that there is an increasing recognition on the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Educational policy studies regarding the improvement of the early childhood education are also supported by some research carried on the cost-benefit analysis of the preschool education.

The following table about the early childhood education and care services (Cleveland ve Krashinsky, 2003), summarizes the potential benefits and coasts of these services according to the type of effect (Table 1). It lists the possible effects of early childhood interventions and potential benefits and costs of these interventions. It covers all types of interventions from custodial care to center based education as well as care at home.

Table 1.

Potential Cost and Benefits of Early Childhood Education Services

Type of Effect	**Potential Benefits**	**Potential Costs**
Effects on society		
Common social and educational experiences when children are young	Encourages social cohesion, good citizenship, the integration of immigrant families, early screening of children with behavioral, social or cognitive difficulties. Provides early foundation for integration of children with disabilities.	Increased taxes. Possible sense of decreased parental choice.
Effects on Children		
Ensures high quality non-parental childcare for children	Improved brain and social development of children in early years can improve school readiness and have long term payoffs in abilities, income, productivity and economic growth, reduced delinquency and criminal activity, improved health, higher tax revenues and better citizenship.	The cost of resources necessary to provide good quality early childhood educatio Also, the excess burden costs of higher taxation.

Table 1. (Continued)

Effects on mothers

End tax discrimination against employed mothers	Failure to permit deductibility of childcare costs from taxable income creates tax inequality which reduces mothers' employment. Increased public funding will reduce this effect. Society shares in improved productivity through higher government tax revenue from those newly employed	Deductibility will reduce tax revenue from currently employed mothers. Employed mothers will reduce household production.
Effects on Children		
Providing assistance to young families when expenditures are high and incomes are low	Government funding of ECEC when parents are young and higher taxation when older acts like a long-term loan program to allow parents to make better lifetime decisions about work and children	Assistance to young families, and more family-friendly leave and benefit policies at work, may encourage higher fertility, raising public costs.
Encourage mothers to maintain labor force attachment, continuity of job experience, take job promotions, work full-time rather than part-time	Mothers are encouraged to make work decisions in long horizon framework to permit reasonable financial independence, avoid poverty if divorced, in old age, etc.	Mothers may suffer tension from "super-mom" work and family activities unless gender roles continue to change and family policies are supportive.
Change young women's assumptions about future job paths and prospects. Promote gender equity throughout society.	Young women make education and other human capital decisions based on opportunities available to their mothers. Early human capital investments based on ability rather than gender.	Have to work on changing young men's assumptions about gender roles too.

Table 1. (Continued)

Reduce the job disincentive effects of social assistance and childcare costs	Reduced immediate and longer term social assistance costs, effective reduction of child poverty, end of poverty cycle. Increased future education, productivity, self-esteem of children and tax revenue for governments.	Costs of good quality ECEC, perhaps home-visit programs, training programs, changes in social assistance policy.

Source taken from Verry,1992 as cited in Cleveland and Krashinsky, (2003, p.9-10).

One example of these studies is the "A Cost Benefit Analysis of Preschool Education in Turkey" (Kaytaz, 2004). In his report, he stated that "The benefit-cost analysis clearly indicates that investing in early childhood education (ECE) is profitable for the family, individual and society at large, and as any other investment it requires resources" (pp.). In particular, the ratio of benefits to costs is clearly affected by the quality of services available; benefits to children rise with quality level, not just up to some point, but also apparently without obvious limit (Lamb, 1998).

The study by Kağıtçıbaşı, Sunar and Bekman (2004) set out to assess the effects of early childhood intervention models in Turkey. The study followed the preschool sample into adulthood and measured the impact of ECE on their performance at school, education levels, jobs, incomes and health. The original sample is composed of mother trained and mother-non-trained children. Mothers were trained within the framework of Mother-Child Education Foundation (AÇEV) Program. Some of the children were at home, some of them at a custodial daycare center and some were at educational centers. The composition of the sample is suitable for measuring the impact of a type of early childhood intervention as well as comparing different ECE programs with respect to their impact. An initial

analysis of the findings by Kağıtçıbaşı, Sunar and Bekman in the follow-up study strongly indicates that children who had ECE services have completed a higher level of education than those who did not have ECE services. This becomes more pronounced in the case of higher education. Children who had ECE intervention definitely have a higher chance of continuing to higher education.

Not only the academic skills, but also the personality, psychosocial and physical development are laid in the basis of preschool education and goes on developing in the same direction in the following years. Many of the behavioral patterns gained throughout the childhood years have been observed to play an important role in shaping the individual's personality, attitudes, habits, beliefs, and value judgments (Aral, Kandır and Yaşar, 2002; Bütün and Aral, 2005; Oğuzkan and Oral, 1992). Kağıtçıbaşı et al., (2005) carried out a longitudinal follow-up study among young people aged between 25 and 27 in 2004. They found that the children having preschool education read more than those not having such education and more of them can get places at universities, they can find more prestigious jobs, and they have higher participation in modern social and economic activities.

The common result revealed by the research concerning the education in the early period of childhood is that when opportunities are provided for children they can carry their growth to the possible highest point. Preschool teachers are of vital importance to provide students with the environments where they can realize their full capacity. Among the research carried on to investigate the impact the early childhood education on the children outcomes there is a solid evidence that support the positive outcomes mostly on the academic achievement of the children as mentioned in the paragraphs above indicating both international and national studies. As it is the focus of this research study, the literature related to the

preschool teacher education that is one of the important components to provide the positive impact is reviewed in the following section.

2.5. Research on Preschool Teacher Education

In literature the term “early childhood education” refers to the education and care provided for the children from zero to eight years of age, and the teacher education aiming these period is named the same in the countries where there is a continuity between the kindergarten and the first two years of primary school. In Turkey, the term “preschool teacher education” is used in most of the programs because, the education of the teachers include the period of 0 to 6 years of aged children before they began primary school. For this reason, “preschool teacher education” is preferred in the title of this section and the dissertation.

The research compiled in the last fifteen years about outcomes for children when teachers have professional development in early childhood education underscores two essential findings: 1) that high quality early childhood education programs are important for good child outcomes, and 2) that teacher education and training are keys in providing good early learning experiences (NAEYC, 2006).

One major investigation - the longitudinal NICHD Early Child Care Research Network Study - focused on the influences on child development over time by periodically assessing child outcomes; and family and childcare characteristics, of 800 children from birth to 54 months. In 2002 report of this study, the effects of teacher education on childcare quality, and the effects of childcare quality on child outcomes, were tested using structural equation modeling. Researchers found that teachers’ educational attainment predicted teacher behavior, which in turn predicted children’s social and cognitive outcomes. These effects were also

mediated by maternal education and parenting behavior, as well as family economic circumstances, and were less robust than maternal and family influences.

Among the large-scale investigations of early childhood education conducted over the last fifteen years it is strongly suggested that teachers' education makes an important contribution to creating a high-quality early childhood education. This research base, along with the evidence attesting to the long term impacts of high-quality preschool programs on children's social and academic success has contributed to an increased demand for qualified preschool teachers. Children who are educated by teachers with a bachelor's degree in early education have been found to be more sociable, exhibit a more developed use of language, and perform at a higher level on cognitive tasks than children who are cared for by less-qualified teachers (Bowman, Donovan, and Burns, 2001; Dwyer, Chait, and McKee, 2000; Howes, 1997).

In addition, it should be noted that, numerous studies have found that the education levels of preschool teachers and specialized training in early childhood education predict teaching quality and children's learning and development. It is now widely recognized that qualified teachers are an essential component of preschool programs that result in improved outcomes for children (Barnett, 2003; Whitebook, 2003).

However, the world of early childhood teacher preparation, in general, is under-researched, and little available evidence exists to inform practice (Horm-Wingerd, Hyson, and Karp, 2000). It has been argued therefore that many teacher education programs are based more on ideology than on what is known about effective curriculum and pedagogy.

Arnett (1989) advanced the discussion of the importance of a B.A. and college level training in early childhood education to securing a high-quality pre-kindergarten program. The study is based on a relatively small but diverse sample of 50 teachers, in 22 of the 23 centers in Bermuda serving preschool-age children. Some of the teachers had no prior early childhood training, had taken two courses at the Bermuda College Training Programs. Teachers were observed for two 45-minute periods on two days, by two different observers who were blind to teacher education level. Teachers with a four-year early childhood education degree were rated significantly higher in positive interaction, significantly lower on punitiveness and detachment, and less authoritarian than all other teachers in the sample. Those with two or four years of the Bermuda College Training were significantly less authoritarian in their child rearing attitudes than caregivers with no training. They were also rated higher on positive interaction and lower on detachment than those with no training. Along with formal education, the content of training is found to be critical to outcomes for children.

Along with the reference from the literature, it can be noted that the quality of any teacher education program tends to be characterized by two interrelated factors, which are the content of the curriculum and the available resources or capacity of an institution to provide that content through its faculty and structural characteristics (Darling-Hammond, 2000).

The evaluation of teaching effectiveness or policy making purposes is not an easy task to carry out. The nature teaching-learning and the high number of variables that influence the educational process pose difficulties to assess the usefulness of these evaluations. On the other hand, it is difficult to develop valid and reliable instruments to measure student performance levels in the beginning and in the end

of courses. It is difficult to determine how and to what extend teacher training institutions contribute to teacher knowledge and skills pose difficulties (Darling-Hammond, 2006).

However, curricula for preschool teacher training have been defined 'insufficient' for desired applications in early childhood education in Eurydice, 2009 Report prepared from Turkey. An examination of the almost century-year-old history of preschool teacher training in Turkey reveals that preschool teacher training has not been continuous in certain institutions although it was initially considered from a professional perspective (MNE, 1995; Öztürk, 1991). It was found that significant decisions were taken on the issue in some National Education Councils (Council Nr: 11, 12, 14 and 15) (TTKB, 1982, 1988, 1993, 1996). Yet, changes were made in the curriculum of undergraduate preschool teacher training two times after these councils (1998 and 2006). This process indicates that the curriculum of undergraduate preschool teacher training has not yet attained the desired level.

Under these conditions, there is a need to evaluate the program from different aspects. In a program evaluation study conducted based on the perceptions of the teachers graduated from the same faculty, Aypay, (2009) obtained data from only 65 instructors in the departments in 26 universities. In this study which is based on the descriptive survey model, the data were collected through the 'Evaluation Questionnaire about the Curriculum of Undergraduate Preschool Teacher Training' developed by the researcher. Participants indicated the program could have prepared them better in professional development and classroom management.

In a meta-analysis study Levine (2006), investigated the preschool teacher education programs in USA and stated that; in this rapidly changing environment, teacher education programs must demonstrate their relevance and their graduates' impact on student achievement or face the very real danger that they will disappear. He cited the following problems with teacher education and come up with some recommendations to improve the mentioned programs summarized as follows:

1. That teacher education programs be seen as professional schools focused on school practice. Just as medical schools are rooted in hospitals and law schools focus on the courts, the work of education schools should be grounded in the schools.
2. The measure of a teacher education program's success should be how well the students taught by its perform academically.
3. Make five-year teacher education programs the norm. Teacher preparation programs should be designed as an enriched major rather than an extended version of the traditional undergraduate concentration.
4. Establish effective mechanisms for teacher education quality control. It is time to rethink accreditation and to encourage the participation of top schools in developing standards and enforcement mechanisms. New accreditation standards should root measures of success in hard data on student achievement and expand accreditation to include non-collegiate education programs offered by new providers.
5. Close failing teacher education programs, strengthen promising ones, and expand excellent programs. Create incentives for outstanding stud

> ents and career changers to enter teacher education at doctoral univer sities.

In the same research study, Levine (2006) reported that,

> To begin with, finding ways to maximize the impact of pre-service education requires revising our understanding of teachers' professional development from the small moment of formal education, to the continuum that begins with individual teachers' first experiences of schooling and continues throughout the professional lives. Capturing assumptions and beliefs formed during the apprenticeship of observation is critical and not easily done in the traditional teacher education context that is far removed from everyday life of schools and childcare settings. Hat is needed is a deep connection with educational settings outside of the university.

Similar to these improvement studies carried abroad, there are also analysis carried out to investigate the problems in preschool teacher education. Current issues regarding the preschool teacher education are given in following part.

2.6. Program Evaluation

The purpose of program evaluation was stated as to determine the extent to which the curriculum had achieved its stated goals. Evaluation was the basis for the identification of strengths and weaknesses in the program, followed by re-planning, implementation and evaluation (Gredler, 1996). Similarly, Fitzpatrizk, Sanders and Worthen (2004) stated that evaluation is the formal determination of the quality, effectiveness or value of a program, product, project, process, objective or curriculum. Hence, it can be concluded that Program Evaluation is a systematic inquiry designed to provide information to decision makers and/or groups interested in a particular program, policy or other intervention. This inquiry might be exemplified as 'How does the program work?', 'Does the program

produce unintended side effects and so on?' (Cronbach, 1980, p. 87) Program Evaluation generally involves assessment of one or more of five program domains. a) The need for the program b) The design of the program c) The program implementation and service delivery d) The program impact or outcomes and e) Program efficiency (cost effectiveness). Thus, a systematic and continuous evaluation of a program is significant for its improvement.

Fitzpatrick, Sanders and Worthen (2004) classify the evaluation approaches under the categories of objectives oriented evaluation approach, decision/ management oriented evaluation approach, consumer oriented evaluation approach, expertise oriented evaluation approach, adversary oriented evaluation approach and participant oriented evaluation approach.

Objectives-Oriented Evaluation Approaches:

The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some activity are specified and then evaluation focuses on the extent to which those purposes are achieved.

Decision / Management- Oriented Evaluation Approaches:

Its rationale is that evaluative information is an essential part of good decision-making and that the evaluator can be most effective by serving administrators, policy makers, boards, practitioners, and others who need good evaluative information.

Consumer-Oriented Evaluation Approaches:

Independent agencies or individuals who take responsibility to gather information on educational or other human services products, or assist others in doing so, support the consumer-oriented evaluation approach. These products generally

include: curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even services to agencies.

Expertise-Oriented Evaluation Approaches:

Expertise-Oriented Evaluation Approach depends primarily upon professional expertise to judge an institution, program, product or activity.

Adversary-Oriented Evaluation Approaches:

Adversary-Oriented Evaluation Approach in its broad sense refers to all evaluations in which there is a planned opposition in the points of view of different evaluators or evaluation teams.

Participant-Oriented Evaluation Approaches:

Participant-Oriented Evaluation Approach aims at observing and identifying all of the concerns, issues and consequences integral to human services enterprise.

2.6.1. Context, Input, Process, Product (CIPP) Evaluation Model

The Stufflebeam's 'decision-oriented evaluation approach', which is designed to help administrators make good decisions, is recognized as the CIPP model (Worthen and Sanders, 1998, p. 98). The first letters of each type of evaluation-context, input, process and product have been used to form the acronym CIPP, by which Stufflebeam's evaluation model is best known. Stufflebeam views evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. These processes are executed for four types of administrative divisions each of which represents a type of evaluation. These evaluations may be conducted independently or in an integrated sequence (Gredler, 1996).

Context Evaluation

Context evaluation involves studying the environment of the program. Its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities and diagnose the reason for unmet needs (Ornstein and Hunkins, 1998). Determining what needs is to be addressed by a program helps in defining objectives for the program (Worthen, Sanders and Fitzpatrick, 1998). "The results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes" (Stufflebeam and Shinkfeld, 1985, p. 172). One suggested use of context evaluation is a means for a school district to communicate with the public to achieve a shared understanding of the district's strengths, weaknesses, needs, opportunities and pressing problems. Other uses are to convince a funding agency of the worth of a project, to develop objectives for staff development, to select schools for priority assistance, and to help parents or advisers focus on developmental areas requiring attention (Gredler, 1996). Context evaluation is actually a situational analysis – a reading of the reality in which the individuals find themselves and an assessment of that reality in light of what they want to do. This diagnosis stage of evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system (Ornstein and Hunkins, 2004).

Input Evaluation

The second stage of the model, input evaluation is designed to provide information and determine how to utilize resources to meet program goals. Input evaluators assess the school's capabilities to carry out the task of evaluation; they consider the strategies suggested for achieving program goals and they identify the means by which a selected strategy will be implemented. Input evaluates specific aspects of the curriculum plan or specific components of the curriculum plan. It deals with

the following questions: Are the objectives stated appropriately? Are the objectives congruent with the goals of the school? Is the content congruent with the goals and objectives of the program? Are the instructional strategies appropriate? Do other strategies exist that can also help meet the objectives? What is the basis for believing that using these content and these instructional strategies will enable educators to successfully attain their objectives? (Ornstein and Hunkins, 2004) An important component of this analysis is to identify any barriers or constraints in the client's environment that may influence or impede the operation of the program. In other words, the purpose of Input Evaluation is to help clients consider alternatives in terms of their particular needs and circumstances and to help develop a workable plan for them (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985).

Process Evaluation

The focus of process evaluation is the implementation of a program or a strategy. The main purpose is to provide feedback about needed modification if the implementation is inadequate. That is, are program activities on schedule? Are they being implemented as planned? Are available resources being used efficiently? And do program participants accept and carry out their roles? (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985). In addition, "process evaluation should provide a comparison of the actual implementation with the intended program, the costs of the implementation, and participants' judgments of the quality of the effort" (Stufflebeam and Shinkfeld, 1985. p. 175). Process evaluation includes three strategies. "The first is to detect or predict defects in the procedural design or its implementation stage, the second is to provide information for decisions and the third is to maintain a record of procedures as they occur." This stage, which includes the three strategies, occurs during the implementation stage of the curriculum development. It is a piloting process conducted to debug

the program before district-wide implementation. From such evaluation, project decision makers obtain information they need to anticipate and overcome procedural difficulties and to make decisions (Ornstein and Hunkins, 1988, p. 345).

Product Evaluation

The primary function of product evaluation is "to measure, interpret, and judge the attainments of a program" (Stufflebeam and Shinkfeld, 1985, p. 176). Product evaluation, therefore, should determine the extent to which identified needs were met, as well as identify the broad effects of the program. The evaluation should document both intended and unintended effects and negative as well as positive outcomes (Gredler, 1996). The primary use of product evaluation is to determine whether a program should be continued, repeated and/or extended to other settings (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985). However, it should also provide direction for modifying the program to better serve the needs of participants and to become more cost effective. Finally, product evaluation is an essential component of an "accountability report" (Stufflebeam and Shinkfeld, 1985, p. 178). At this stage, product evaluation helps evaluators to connect activities of the model to other stages of the whole change process (Ornstein and Hunkins, 1988).

2.6.2. Program Evaluation Studies Conducted by CIPP Model

As Stufflebeam has pointed out, the most fundamental tenet of the model is "not to prove, but to improve" (Stufflebeam and Shinkfield, 2007, p. 331). The proactive application of the model can facilitate decision-making and quality assurance, and its retrospective use allows the faculty member to continually reframe and "sum up the project's merit, worth, probity, and significance" (Stufflebeam and Shinkfield,

2007, p. 329). CIPP Model is used both international and national studies in various educational institutions. Some examples of these studies are explained in this section.

In a faculty development project designed to support the teaching and evaluation of professionalism of medical students and residents was examined using the CIPP evaluation model (Steinert and Snell, 2005). The program was evaluated using a CIPP Model. 152 faculty members, with key educational responsibilities, attended one or more faculty development activities. Following the think tank, all departmental chairs and undergraduate and postgraduate program directors were invited to a half-day workshop called. This workshop was limited to 35 participants so that they could test out the working def nitions of the attributes of professionalism, examine the strengths and weaknesses of diverse teaching methods, and receive immediate feedback. Faculty participation resulted in agreement on the cognitive base and attributes of professionalism, consensus on the importance of teaching and evaluating professionalism, and self-reported changes in teaching practices.

The CIPP model was also used to construct Taiwan's national educational indicator systems (Chien, Lee, and Cheng, 2007). It was designed to illuminate the state of education in Taiwan by constructing Educational Indicator Systems. They used research methods including panel discussion, conference, setting up website, Delphi technique, questionnaires and visits to 14 international organizations and government agencies. In the process, two educational indicator systems based upon the "Context-Input-Process-Progress" (CIPP) model were formulated: "Taiwan's Educational Indicator System by educational level" (TEIS by el) with 99 indicators and "Signif cant Indicators of Taiwan's Education" (SITE) with 34 indicators. The level of "Early Childhood Education" stressed the "Process"

category; the level of "Primary and Secondary Education" and "Special Education" underscored the "Outcome" categories; the level of "Vocational and Technology Education" and "Adult and Continuing Education" emphasized the "Input" category; and the level of "University and College Education" placed emphasis on both "Input" and "Outcome" categories. TEIS was designed as a tool for use by researchers or policy makers to examine the state of and to predict trends in Taiwan's education at every educational level. At the end of the study, researchers concluded a long list of recommendations presented to the government.

The model also served as the evaluation model for Osokoya and Adekunle (2007), to assess the trainability of enrollees in the Leventis Foundation (Nigeria) Agricultural Schools' projects. The population and sample for the study consisted of a total of 247 enrollees. Questionnaires, structured interviews and observational techniques were used to gather information, while using descriptive statistics to analyze the data. Many of the enrollees were found to have basic educational qualification; however, a sizeable number in two of the schools had no basic education, and could not even be engaged in communication. Most of the enrollees had been engaged in different occupations before vocational school enrolment and many did not really have the sincere interest in farming as expected, though a majority of them aspired to become modern farmers on completion.

Moreover, Combs et al. (2008) also derived a course assessment and enhancement model for their online courses based on the CIPP evaluation model because of its flexibility in providing formative and summative results. As a result of their study with the online learning students in the faculty-wide, they found that; the grading of assignments must be detailed as the face-to-face component is absent, and students tend to be reluctant to email or post questions. The absence of the friendly

give-and-take presented in face-to-face conversation make written criticism seem unduly harsh, so it was particularly important for the instructor to stress the positive points as well as give specific details as to areas needing improvement. A quick turnaround time was also essential, so students were able to tackle future assignments with increased success. These findings were used to improve the online courses.

Another evaluation study conducted by using CIPP was descriptive evaluation research, focusing on the performance assessment- productivity and quality- of academic departments in Shiraz Medical School, Iran. There was an attempt to identify departmental performance regarding input, process and output areas. In this study, according to the teachers and students' points of view, the curriculum content of basic sciences departments and their objectives found clear and useful; however, the students' views about the department of biochemistry varied. The most problematic areas in the basic sciences programs were related to the time organization of the course, type of examinations, and available educational resources.

A similar study could be the one that was carried out by Pekiner (2006), whose purpose was (1) to investigate the effects of new science and technology curriculum on 4th and 5th grade students' achievement in terms of knowledge and understanding levels outcomes and higher order thinking skills, (2) to investigate effects of new science curriculum on the students ‟attitudes towards science, and (3) to examine teachers' classroom activities in lessons. Her findings showed that the new curriculum did not make any change for fourth grade students; however, it made some changes for the fifth grade. She also found significant difference between the activities of the pilot and control group.

Şahin's (2006) purpose of this study was to examine the effectiveness of the in-service teacher training program using CIPP. The Department of Basic English and the Department of Modern Languages of the School of Foreign Languages at Middle East Technical University were evaluated in terms of whether it achieved its objectives and to provide suggestions regarding the redesigning of the program for the following years. Results revealed that the program was effective in terms of achieving its objectives. However, there could be improvements in certain components of the program. The main drawback was that the model is a nonlinear one, which made it difficult to concentrate on a particular level of evaluation at a particular time. Therefore the suggestion for a more linear and definite model for the evaluation of the program was proposed.

For the similar purpose, Karataş (2007) carried out an evaluation study which aimed to evaluate the syllabus of English II instruction program applied in Modern Languages Department, Yıldız Teknik University, School of Foreign Languages via the opinions of the teachers and students by using context, input, process and product (CIPP) model. According to findings of the study, some significant differences between the teachers' and students' opinions about the context, input, process and product elements of the syllabus were found. Relating to context element, some significant differences were seen on the suitability of the program's objectives for the students' improvement, of the textbook for the students' level. Concerning the input element, the teachers had negative opinions only about the contribution of the audio-visual materials used in the program to the improvement of the students. Regarding the process element, the mean of the teachers' thoughts were found higher than the students' related to doing sufficient exercises and revision, providing the students' participation, availability of the activities languages skills can be used and spending time on solving students' problems about the lesson and some significant differences have come into. The teachers

emphasized that the program had no positive effect on the students' improvement in listening, speaking and grammar. Besides, according to the teachers, the syllabus was not enough to provide the students with necessary English knowledge for various job areas.

Another recent study (Tunç, 2010) conducted to evaluate a program by CIPP, was the study that aimed to evaluate the effectiveness of Ankara University Preparatory School program through the perspectives of instructors and students with the CIPP evaluation model developed. 406 students attending the preparatory school in the 2008-2009 academic year and 12 instructors teaching in the program participated in the study. The data was gathered through a self-reported student questionnaire and an interview schedule, which was designed for the instructors, in addition to the documents was examined. Results of the study indicated that the program partially served for its purpose. The findings revealed that some improvements in the physical conditions, content, materials and assessment dimensions of the program were required to make the program more effective.

2.7. Summary of the Literature Review

In the light of this literature, it can clearly be seen that preschool education has great impacts on the children outcomes and from this point of view, the preschool teacher education plays an important role in providing those outcomes reviewed. There are various research studies conducted all over the world that serves as an evidence for this relationship. These studies also indicate that long-term effects of these positive outcomes are more distinctive if the teachers are educated in higher education levels.

The context of the preschool teacher education is explained in detail to provide a framework for the study and to summarize the preschool teacher education policy in Turkey. Current issues regarding PTE are also summarized to indicate the need areas investigated in the literature. Teacher candidates' profiles, faculty development policy for PTE programs, teacher qualifications, and recruitment policies are some of the issues mentioned.

Research on preschool teacher education indicates that within a higher education program there are several components to study on to establish the high quality education. For this purpose among the evaluation models aiming different aspects of program evaluation and target audience, CIPP model that is a decision-oriented approach has benefits to improve a program. Several examples for CIPP evaluation are presented with their different kind of participants and environments. The common purpose of this model is to evaluate the program from a systematical point of view and the main aim is to find suggestions to reach a better program by taking insights of the ones that experiencing it.

Preschool teacher education in Turkey is relatively a new program and studies conducted in the related literature are mostly about providing the evidence for the necessity of the program. More studies are needed to investigate how it would be possible to give preschool teacher education better, more qualified and more effective. Within this perspective a program evaluation study is needed to understand the functional and dysfunctional parts of the program from the insights of the participants who are experiencing it from the first place.

CHAPTER III

METHOD

This chapter presents the overall design of the study, context, and role of the researcher, data sources, data collection instruments, data collection, and data analysis procedures. It also describes how trustworthiness is ensured and highlights the limitations and the assumptions of the study.

3.1. Overall Design of the Study

The aim of this study is to evaluate the preschool teacher education program in Turkey from the faculty members' perspective. In this phenomenological study, the CIPP model is taken as a framework to evaluate the context input, process and product phases of the program. In the following part, the phenomenological study and the CIPP evaluation model is explained in detail by emphasizing the nature of this methodology highlighting the main principles of it.

As Patton (2002) states, some research problems yield themselves to quantitative measures and some to qualitative measures, and if the researcher wants to find out the feelings, perceptions, ideas of people, then the data needs to be collected through asking questions, in other words, through the use of qualitative research methodology. In this evaluation study, qualitative design is used in order to investigate the perceptions of the faculty members in PTE, EDS and program

developers in MNE, with semi-structured face-to-face interviews and open-ended questionnaires. After reviewing the related literature, EU study reports, MNE meeting and workshop reports and HEC summary reports, major topics to be investigated in the study were found and interview questions are prepared according to these documents. In addition to the literature and the documents mentioned, purpose of each phase in the CIPP evaluation model are taken into consideration in preparing the interview questions.

Participants are selected with two purposive sampling strategies; criterion sampling and snowball sampling are used in order to reach rich and in-depth data. Criteria for the criterion sampling were defined as having a PhD degree in PTE (or Child Development) or EDS field. Population of the faculty members in PTE program were 150 in 55 education faculties in Turkey in 2011-2012 academic year when the data obtained. With the mentioned criteria, this number was lowered to 98 faculty members (assistant professors, associate professors and full professors). In the data collection process interviews were conducted beginning with the professors referenced most in the literature and at the end each interviewee was asked to give names of the faculty members who they believed to have rich information and contribute to the study. With regard to their reference and the criteria put, participants are selected from the population. Same process is used in interviewing the faculty members in EDS programs and program developers in MNE. 58 participants participated in the study, 48 of them (42 faculty members from PTE program, 4 faculty members from EDS and 2 program developers from MNE) participated with semi-structured face-to-face interviews and 10 faculty member in PTE participated open-ended questionnaire via e-mail. Content analysis is conducted with the data collected.

In Table 2, phases of the evaluation study, purpose of each evaluation phase with the reference from literature, research questions, method, data sources and the corresponding themes emerged in the data analysis are summarized.

Table 2.

Overall Design of the Study

Phases of the evaluation	**Purpose of the phase**	**Research questions**	**Methods / Data sources**	**Corresponding themes emerged in data analysis**
CONTEXT	It is a situational analysis explaining the environment of the program in order to identify the needs and objectives for the planning issues within a macro perspective (Ornstein and Hunkins, 1988, p.261). It aims ➢ To read the real situation and define the needs (Stufflebeam and Shinkfield, 1985, p. 172) ➢ To furnish a baseline information regarding the operations and accomplishments of the total system (Ornstein and Hunkins, 1988, p.261).	1. What are the perceptions of the faculty members regarding the *student selection policy* of the PTE program? 2. What are the perceptions of the faculty members regarding *decision-making policy* of HEC and MNE related to PTE program? 3. What are the perceptions of the faculty members regarding the *recruitment policy* of the preschool teachers?	(Qualitative / Phenomenology study) Semi-structured interviews with faculty members of PTE program Open- ended questionnaires with faculty members of PTE program Semi-structured interviews with faculty members of EDS program and MNE authorities Review of the documents related to the educational policy of PTE program (HEC reports, MNE reports and workshops)	Student selection policy Decision making policy Recruitment policy

Table 2. (Continued)

Phases of the evaluation	Purpose of the phase	Research questions	Methods / Data sources	Corresponding themes emerged in data analysis
INPUT	It deals with the structural issues to understand if the sources of the program are organized to meet the needs defined in the context phase of the evaluation (Stufflebeam, 2003). It aims ➢ To analyze the appropriateness of the human sources, materials (Ornstein and Hankins, 1988; Yüksel, 2010).	1. What are the perceptions of the faculty members regarding the *teacher candidates' background profiles* of the PTE program? 2. What are the perceptions of the faculty members regarding the *faculty development and assignment policy* of the PTE program?	(Qualitative / Phenomenology study) Semi- structured interviews with faculty members of PTE program Open- ended questionnaires with faculty members of PTE program Semi- structured interviews with faculty members of EDS program and MNE authorities Review of the documents related to the educational policy of PTE program (HEC reports, MNE reports and workshops)	Teacher candidates' background profiles Faculty development and assignment policy

Table 2. (Continued)

Phases of the evaluation	Purpose of the phase	Research questions	Methods / Data sources	Corresponding themes emerged in data analysis
PROCESS	It deals with the implementation component of the program (Stufflebeam, 2003, p.9). It aims to understand if there is ➢ Inconsistency between the planned and the implemented activities (Stufflebeam, 2003). ➢ To analyze what are the additional arrangements to improve the process of the program (Worthen, Sanders and Fitzpatrick, 2004, p.89).	1. What are the perceptions of the faculty members regarding the *curriculum planning* of the PTE program? 2. What are the perceptions of the faculty members regarding the appropriateness of *the instruction* of the PTE program?	(Qualitative / Phenomenology study) Semi structured interviews with faculty members of PTE program Open ended questionnaires with faculty members of PTE program Semi structured interviews with faculty members of EDS program and MNE authorities Review of the documents related to the educational policy of PTE program (HEC reports, MNE reports and workshops)	Curriculum planning Instruction (Implementation)

Table 2. (Continued)

Phases of the evaluation	Purpose of the phase	Research questions	Methods / Data sources	Corresponding themes emerged in data analysis
PRODUCT	It focuses on the comparison of the actual and the intended product of the program (Demirel, 2003, p.183). It aims ➢ To guide the decision makers if the program is functioning as intended (Worthen, Sanders and Fitzpatrick, 2004, p.91). ➢ To provide suggestions to solve the issues that prevents the intended outcomes (Worthen, Sanders and Fitzpatrick, 2004, p.91).	1. What are the perceptions of the faculty members regarding the *competences of the graduates'* of the PTE program? 2. What are the *suggestions* of the faculty members to improve the overall quality of the PTE program?	(Qualitative / Phenomenology study) Semi-structured interviews with faculty members of PTE program Open-ended questionnaires with faculty members of PTE program Semi-structured interviews with faculty members of EDS program and MNE authorities Review of the documents related to the educational policy of PTE program (HEC reports, MNE workshops)	Graduates' competences Suggestions to improve the overall quality of the program

Phenomenological Study

In this study, a phenomenological approach has been used. Phenomenology, is one of the qualitative traditions of inquiry, focuses on the phenomena which we are aware of but not have a detailed and deeper understanding (Yıldırım and Şimşek, 2003, p.72). The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. The researcher attempts to understand how one or more individuals experience a phenomenon from the person's own perspective (Johnson and Christensen, 2008, p. 48). In this respect, phenomenological research aims to emphasize the subjective views and conceptions of the participants to find out their own experiences and provide a comprehensive description of their lived experiences (Pietersen, 2002).

Furthermore, phenomenology is often argued to "offer an inductive methodology to explore human subjectivity systematically in terms of what individuals are really feeling and experiencing" and "the main function of a phenomenological description is to serve as a reliable guide to the listener's own actual or potential experience of the phenomena" (Spiegelberg, 1982, p. 694 as cited in Finlay and Evans, 2009).

Therefore, according to phenomenological researchers, people experience phenomena differently, they attach different meanings for their experiences, and the role of the researcher is to discover these personal meanings. This refers to gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participants (Patton, 2002).

According to Welman and Kruger (1999), phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives in understanding social and psychological phenomena. It is also noteworthy to point out that together with the shift from quantitative approaches to qualitative approaches, some social philosophers began to "focus upon meaning rather than empirical facts" (Annells, 1999, p. 24).

Within this perspective, when the phenomenon investigated in this study is considered, namely the question of how the faculty members perceive the preschool teacher education program, lends itself more to the qualitative research method as collecting data through quantitative measures would not be enough to explore the insights and real life experiences of the academicians regarding the program. The researcher aims to construct the meanings from what the participants reflect from their working environment and professional perspectives.

In addition, it should be noted that the perceptions of the faculty members are analyzed according to the CIPP evaluation model that provides a systematic evaluation framework.

The Evaluation Model: CIPP

The CIPP model is a useful and simple heuristic tool that helps the researchers generate potentially important questions to be addressed for each type of evaluation which are context, input, process and product (Fitzpatrick, Sanders and Worthen, 2004), which responds to specific questions. The evaluation phases and their corresponding purposes can be explained as follows:

Context evaluation helps the decision makers to assess the needs, problems and opportunities within a macro perspective to develop an overall picture of the

program and assess their needs while defining goals and objectives. Planning decisions and context information are two key concepts of context evaluation (Stufflebeam, 2003). Context evaluation is really a situational analysis – a reading of the reality in which the individuals find themselves and an assessment of that reality in light of what they want to do. This diagnosis stage of evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system (Ornstein and Hunkins, 1998). Decision makers need to consider the selection of the problem components and set priorities in terms of importance according to the data collected thorough research surveys, literature reviews and expert opinions (Tan, Lee and Hall, 2010). In this study, the research questions and their purpose are given in Table 2, and in the Figure 1, the evaluation model and the themes corresponding are visualized. In the context phase, the goals and objectives component was not included in the research questions since the aim of the study is related to the functionality of the program and in the literature review there were not enough evidence to include this theme to the research questions.

Input evaluation entails structuring decisions and action plans that depend on the information of the evaluation process (Tan, Lee and Hall, 2010). It aims to understand the entry characteristics of the human sources, their capabilities, the strategies to implement the planned goals, competency of the teaching staff, curriculum content and instructional resources (Ornstein and Hunkins, 1988). In Table 2, the purpose of each phase of the evaluation and corresponding research question of the study are summarized.

'Process Evaluation' aims to identify procedural defects in the design and assess actions and implementations of plans achieved. It intends to determine the effectiveness of the learning and teaching methods, utilization of teaching and

learning process. It monitors the actual implementation of the plan and gathers information on the potential procedural barriers (Ornstein and Hunkins, 1988).

Product evaluation aims to gather information regarding outcome information about the objectives achieved and content covered. By measuring the actual outcomes and comparing them to the anticipated outcomes, decision-makers are better able to decide if the program should be continued, modified, or dropped altogether (Ornstein and Hunkins, 1988). In order to do that employability of the graduates, social status and the job adaptability can be investigated (Collit, 2002).

In many cases of quality implementation, the internal interactions among the subsystems are ignored. For example, the interaction and interrelatedness between the entry characteristics of the students and the course qualifications are not included in the standardization processes. It is considered sufficient to know the total numbers of enrolment and graduation rates. Hence, systems approach and program evaluation together can enhance their utility and effectiveness. The educational policies or internationalization are other examples which directly affect the behavior of a given higher education institution. (Mızıkacı, 2006).

In this respect, decision oriented evaluation approach developed by Stufflebeam (1985) is the most appropriate model for the study as it shares the idea of having a systematical approach to guide by exploring detailed information to program managers and program developers for the program improvement (Fitzpatrick, Sanders and Worthen, 2004). In this study, it is intended to provide a summative oriented feedback. It stresses the timely use of feedback by decision makers so that the program is not left to proceed unaffected by new realities and developments.

Within the light of the theoretical background given about the use of systematical evaluation of the program with focusing on each component, the purpose of the study needed a systematical program evaluation model. It is intended to provide rich informational data to the decision makers and the researchers to improve the program. In Figure 1, the themes emerged in the data analysis and the corresponding phases of the program evaluation are visualized in a systematical scheme. As it is seen, all the themes and phases are interrelated with each other and each phase affects the other phase and also the themes analyzed in that phase. The context phase establishes a base for the other phases by analyzing the educational policy implementations of the program, which are student selection policy, decision-making policy and the recruitment policy. The goals and objectives of the program are determined according to the evaluation of the needs of the program and are also involved in the context phase. In this study, the predetermined goals and objectives of the program were not included in the research questions, since the focus of the study is mostly to understand the current situation of the program from the academicians' perspective.

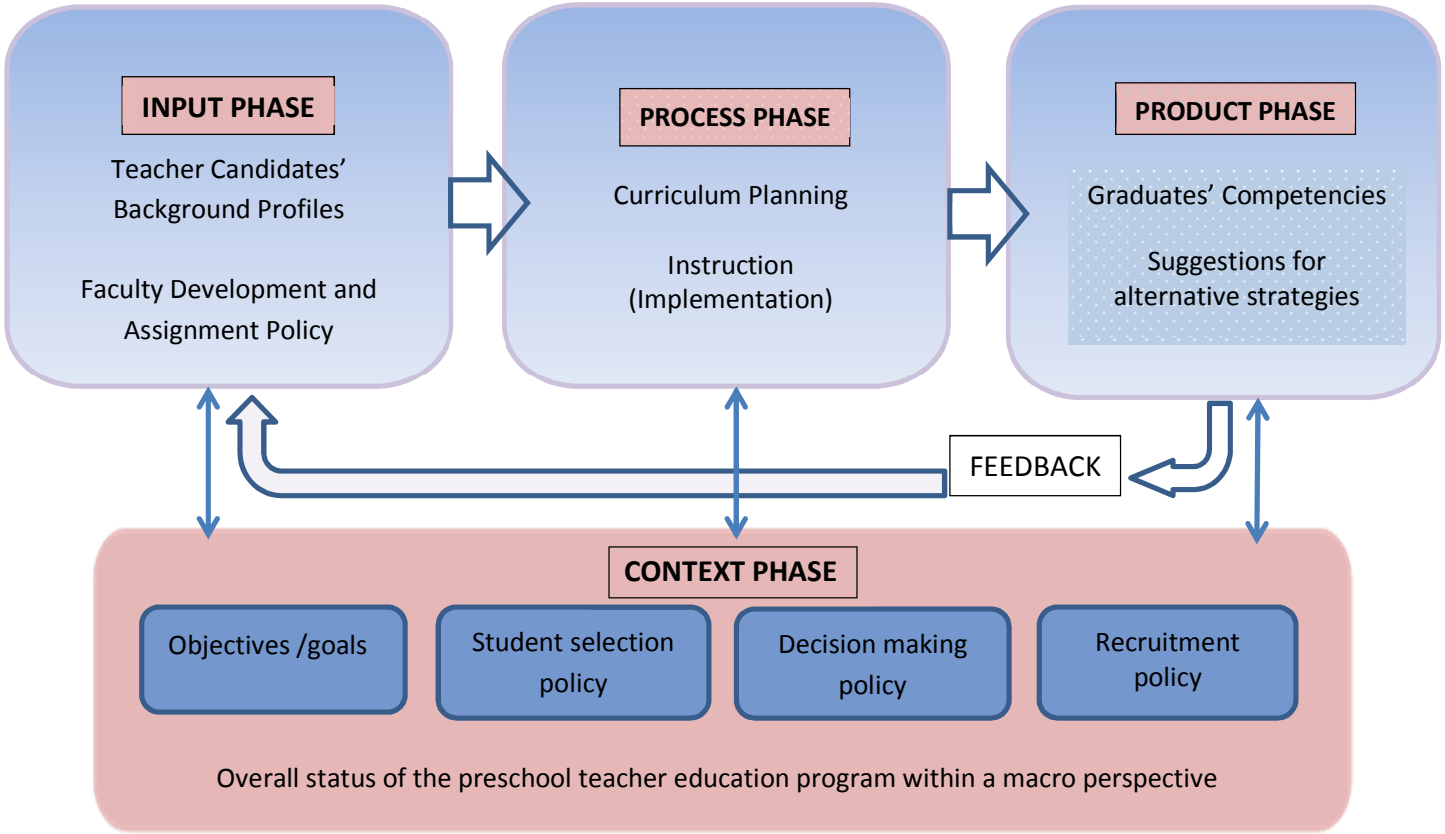

Figure 1. The Evaluation Model and the Themes

3.2. Research Questions

The aim of this study is to evaluate the context, input, process and product phases of the preschool teacher education program within a basis of decision-oriented evaluation approach CIPP. For this purpose, because of their crucial role in the program, perceptions of the faculty members are used as the main data source for the study. The following research questions will guide this study:

1. What are the faculty members' perceptions about the preschool teacher education program with regard to the context phase?
   a) What are the perceptions of the faculty members regarding the student selection policy of the preschool teacher education program?
   b) What are the perceptions of the faculty members regarding the decision-making policy of Higher Education Council and Ministry of National Education related to the Preschool Teacher Education Program?
   c) What are the perceptions of the faculty members regarding the recruitment policy of the preschool teachers?

2. What are the faculty members' perceptions about the preschool teacher education program with regard to the input phase?
   a) What are the perceptions of the faculty members regarding the teacher candidates' background profiles of the Preschool Teacher Education program?
   b) What are the perceptions of the faculty members regarding the faculty development and assignment policy of the Preschool Teacher Education program?

3. What are the faculty members' perceptions about the preschool teacher education program with regard to the process phase?

a) What are the perceptions of the faculty members regarding the curriculum of the Preschool Teacher Education program?
b) What are the perceptions of the faculty members regarding the delivery of instruction of the Preschool Teacher Education program?

4. What are the faculty members' perceptions about the preschool teacher education program with regard to the product phase?
   a) What are the perceptions of the faculty members regarding the competences of the graduates' of the Preschool Teacher Education program?
   b) What are the suggestions of the faculty members to improve the overall quality of the Preschool Teacher Education program?

3.3. Data Sources and Sampling

This study required qualitative data that provided in-depth and detailed information, descriptions through direct quotation and careful description of people, interactions, face-to-face interviews, and open-ended questionnaires to explore the answers to the research questions. "The power of purposeful sampling lies in selecting information rich cases for study in depth" (Patton, 2002). Referring to this quotation information rich cases means the ones the researcher can learn sufficient knowledge about the investigated topic. In that case, purposeful sampling provides effective knowledge in understanding a phenomenon and exploring cases (Yıldırım and Şimşek, 2003). Therefore, in relevance with the purpose of the research and the nature of the research design, purposive sampling is preferred while selecting the participants for the study.

In this research study, the purpose is to evaluate the preschool teacher education program from the faculty members' perspective. Faculty members or we can call

as academicians in general, play a crucial role in every phase of the program and their perspective is essential to understand the possible deficiencies and the points to be improved about the program.

In order to decide on the sampling strategy, first thing considered by the researcher was to find the "information rich" data sources for the purpose of the study and to reach the ones "who knows more about the subject." In this respect, first sampling strategy used in data collection was criterion sampling. Criterion sampling can add an important qualitative component to a management information system or an ongoing program evaluation (Patton, 2002). In this case, the participants are identified for in-depth qualitative analysis, to assure quality of the data by including the participants who have at least PhD in educational sciences, preschool education or child development.

As Yıldırım and Şimşek (2003) stated, the researchers can use more than one sampling at the same time while making decisions related to sampling or they can put new sampling into practice at any moment at any stage of research if they need it even if it is not in the initial phase of the research. Keeping this in mind, snowball sampling, which is another purposeful sampling strategy, is used to reach information-rich participants, with the reference of the other participants.

There were 150 academicians (professors, associative professors and assistant professors or instructors) who have PhD in preschool education or child development and working in the preschool education programs (55 faculties had preschool education programs when the data were obtained in 2011-2012 academic year). Through criterion sampling, the number of the faculty members in PTE programs was lowered to 98 with the criteria of having PhD degree in PTE or Child Development field. Beginning with the interviews first with the participants

whose names are mentioned in the related literature because of the related studies they conducted, they were requested to give names who they believe can give rich information and contribute to the study. Among the names they gave, and the criteria put before, faculty members were asked to participate the study. Through emails and by phone, faculty members were informed about the study and requested to participate. 58 of the faculty members agreed to participate to the study. Ten of them changed their mind and did not want to interviewed, however, they wanted to be participants of the study by filling out an open-ended questionnaire via email. Six of the academicians who agreed earlier for the interview could not participate to the study because of time issues and did neither want to participate in interviews nor filling out the questionnaire.

Through snowball sampling technique, four professors who studied educational policy in EDS program and two program developers working at MNE who also have PhD in educational sciences (curriculum and instruction, and educational management and planning) participated in the study through face to face interviews. Their names were mentioned and advised through the previous interviews with the faculty members in PTE program in the data collection process. In the Figure 2, the sampling strategies and the number of the participants are presented.

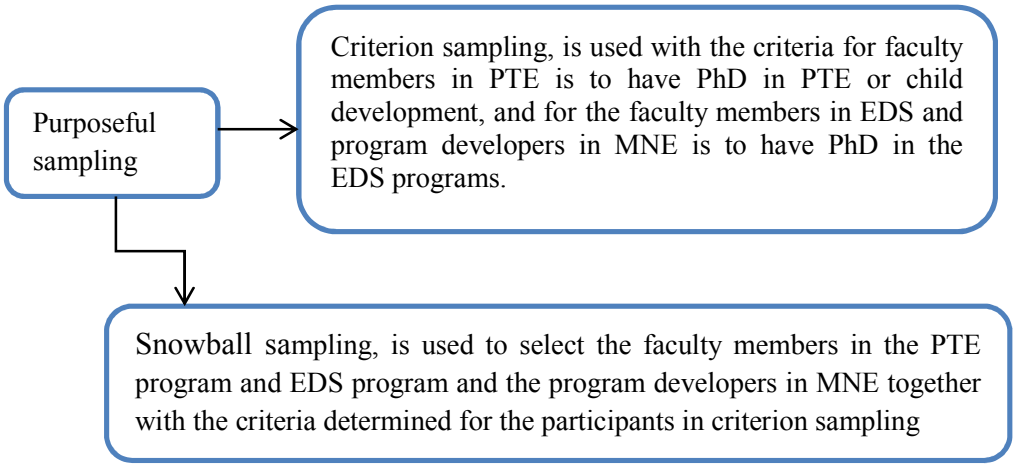

Figure 2. Data Sources and Sampling. Two types of purposeful sampling strategies were used throughout the study; criterion sampling and snowball sampling.

The participants are classified in two categories; one of them was the faculty members of PTE programs. Forty-two faculty members from preschool teacher education programs participated in the face-to-face interviews. Furthermore, 10 academicians participated through open-ended questionnaires via e-mail. These 52 academicians participated to the study were working in 15 different preschool education programs. The other group was the faculty members in EDS programs and two program developers working at General Directorate of Preschool Education at MNE who also have PhD from the educational sciences programs participated in the study. In Table 3, the number of the participants, their category and the data collection tools are given.

Table 2.

Participants of the Study

Data collection Method	**Data Source**	**# of participants**
Semi-structured interviews	Faculty members in PTE	42
	Faculty members in EDS	4
	Program developers in MNE	2
Open-ended questionnaires	Faculty members in PTE	10
		58 (total)

The sample size of the qualitative studies depends on two critical decisions made by the researcher (Creswell, 2005). First, the number of the participants involved in the study in order to have the depth dimension and second, the time and effort needed to carry out the research. As mentioned above there are two categories of participants, one is the faculty members in the preschool education programs, the other is the faculty members in educational sciences departments and the program developers working in MNE, who in this study provided data source triangulation and also reflect a different perspective to the study in the data collection and analysis process. Educational backgrounds of the participants are presented according to their academic titles in Table 4. There are in total N=58 participants, more specifically; n=18 professors from PTE, n=3 professors from EDS, n=10 associate professors from PTE, one from EDS, n=22 assistant professors from PTE, n=2 PhD from PTE, and n=2 PhD from MNE who participated in the study.

Table 3.

Educational Background of the Participants

Title	Faculty members in PTE	Faculty members in EDS and program developers in MNE
Professor	18 (aca1, aca 2, aca 3-aca16 and aca 43, aca 44)	3 (exp1,exp 2,exp 3)
Associate professor	10 (aca 17, aca 18-aca 24, aca 45,aca 46)	1 (exp 4)
Assistant Professor	22 (aca 25, aca 26,…aca 42 and aca 47…aca 50)	-
PhD	2 (aca 51,aca 52)	2 (exp 5,exp 6)
Total	52	6

Years of teaching experience in PTE program or EDS program of the participants are listed according to the five years intervals in Table 5.

Table 4.

Years of Teaching Experience in the Field

Title	0-5	6-10	11-15	16+
Professor				19
Associate professor			3	6
Assist.Professor	1	5	3	9
PhD	1			
Total	2	5	6	34

Years spent abroad for academic purposes are listed in Table 6. This information provided to see the international academic experience of the participants.

Table 5.

Years Spent Abroad for Academic Purposes

Title	0-1	2-4	5-7	8+
Professor	6	5	6	2
Assoc. Professor		2	3	4
Assist. professor	3	1	12	4
PhD	3			
Total	12	8	21	10

Profile summary tables for the participants are given in Table a, and Table b in Appendix 1.

3.4. Data Collection Instruments

In a phenomenological research study, the main goal is to provide rich description of the data when providing accounts of the experiences of the participants (Annells, 1999). She also argues that "most phenomenological research is carried out using one-to-one audio-taped interviews", which is necessary "to the practical matter of establishing just who said what on tape, but also with regard to philosophical premises of phenomenology" (Annells, 1999, p. 27). Within the light of these, in order to provide rich description of the lived experiences of the participants, the data collection method consisted of semi-structured face-to-face interviews.

In the following parts, the preparation of the data collection instruments and the pilot study of the interview schedule and open-ended questionnaire are described in detail.

3.4.1. Development of the Semi-Structured Interview Schedule

In this research study, the interviews were the main tools to collect data, they were used to get empirical data through a conversational style to get insights from the interviewees regarding their views about the current situation of the preschool teacher education program and take their suggestions to improve the quality of the program if needed. For this purpose, interview questions were designed as semi-structured where there are a list of prepared questions to make sure that relevant questions are posed to find answers to the research questions of the study. At the same time, the interview process was designed to have a natural flow of conversation so that the interviewees feel themselves comfortable to share their experiences, observations and their insights with the researcher. For this reason, alternating questions were prepared for each interview question to sustain that natural flow in conversation.

When building a framework for the interviews, the literature on the preschool teacher education and the research questions of the study guided the interview questions development process. Major topics generated were as follows:

1. The teacher candidates' profile characteristics
2. Teacher candidates' selection policy
3. Recent efforts to disseminate the preschool education
4. The demand for the preschool education in recent years
5. The dissemination of the preschool teacher education programs
6. Quality concerns versus quantity concerns
7. Faculty development policy for the newly opened programs
8. Recruitment policy of the teachers and the selection exam issues
9. Global affects that guide the education policy of Turkey regarding the teacher training

Patton (2002), stated that 'Interviewing allows the researcher to another person's world, to understand the person's perspective' (p.69) and added that the interviewer is seeking to find out how that person views the program under study. In this study, the interviews were the main data collection tools and focused on how the academicians perceive the program with its functional and dysfunctional parts, including all the components as much as possible. When doing so, the researcher designed a semi-structured interview guide where there is a list of interview questions designed systematically with alternative questions. This first version of the interview questions is given in Appendix 2. In the process of developing the interview schedule, expert check for the content validity are conducted with 1 professor from PTE, 1 research assistant in PTE, and 1 associate professor from EDS, and 1 expert check from Turkish Language Teaching Program for the face validity after the interview schedule was translated into Turkish. Since the participants would answer the questions in Turkish, the interview schedule was translated into Turkish with the informed consent form (Appendix 3) for the Ethics Committee Approval (METU Human Subjects Ethics Committee).

After their feedback, necessary changes were done and the interview schedule (Appendix 4) was ready to be piloted. Figure 3 'Development of the Interview Schedule and Piloting Study', summarizes the steps of the development procedure and the piloting study for the interviews.

3.4.2. Pilot Study for the Interview Schedule

The interview schedule (Appendix 4) has nine main questions that focus on the research questions and the phases of the program evaluation. The interview schedule prepared for the faculty members in PTE program and EDS program and program developers in MNE included similar questions except their final

questions. Faculty members in PTE version has an extra question regarding the overall evaluation about the preschool teacher education system and their suggestions to improve. Faculty members in EDS and program developers in MNE version have a question regarding their overall evaluation about the preschool teacher education through the educational policy point of view. Following are the two questions mentioned:

Q.8. (this question concerns only faculty members in EDS and program developers in MNE). Considering the pre-school teacher education program as a whole system, what are the factors effecting the system directly or indirectly? How are these factors changing the way the system works?

- Political Factors (in terms of global politics, government policies)
- Cultural Factors (national factors, teacher education history)
- Personal Factors (expectations and specifications of employers specifications and expectations)
- Structural Factors (Bureaucracy, adaptation to national and international accordance)

Q.9. (this question concerns only faculty members in PTE program). As an academician, what do you think about the overall pre-school teacher education program?

- What types of problems occur with this system?
- What are your needs?
- What are your proposed solution ideas?

Before the implementation of the interview schedule, an intensive pilot study was carried out, which aimed to ensure if the interview questions are directly

addressing the research questions of the study, and to sustain the clarity of each interview question and probe.

For the pilot study, the interview schedule was conducted with 5 faculty members, three from the preschool teacher education program (two assistant professors and one research assistant) and two from curriculum and instruction program (one associate professor and a research assistant). Their feedback provided to adjust the time needed for the interviews, which was approximately 50 to 90 minutes. No necessary changes were needed to be done after the pilot study regarding the format or content of the interview schedule.

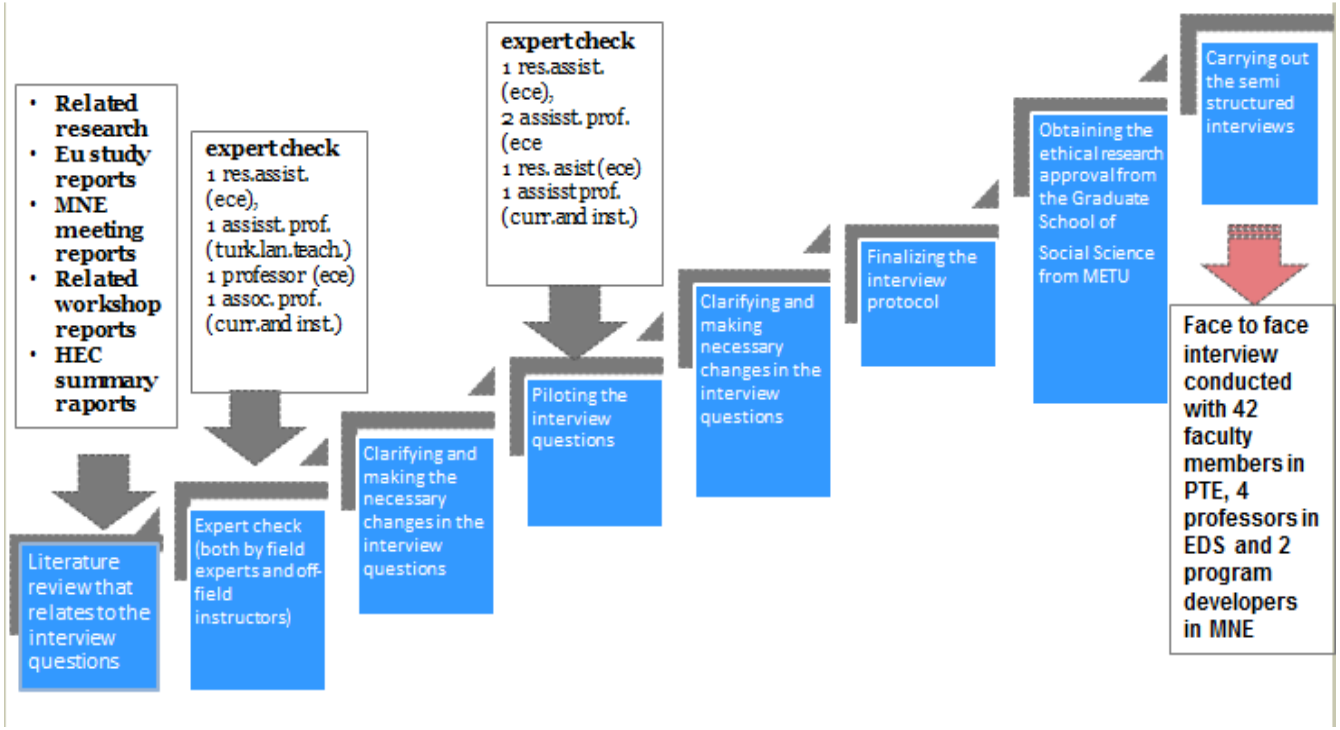

Figure 3. Development of the Semi-Structured Interview Schedule and Piloting Study

3.4.3. Development of the Open-ended Questionnaire

As mentioned in the overall design of the study, open ended questionnaires were needed to be developed to collect data from the academicians via email for the participants who did not accept to interview face to face, but wanted to contribute to the study agreed to fill out an open-ended questionnaire containing parallel questions. For this purpose, the interview questions were transferred into an open-ended questionnaire form. In Figure 4, the steps followed during the development of the questionnaire and the piloting are presented. Questions in the open-ended questionnaire form (Appendix 5) have the same content and focus with the interview questions. First question in the interview was:

Q.1. As you may know, after the changes put in action related to teacher education system in our country, pre-school teacher education mission transferred to faculty of education with the same name with a 4-year educational program (Considering the 'acceptance' of variable high school graduates with different score types 'entrance' to this program)

The same first question in the open-ended questionnaire was as follows:

Q.1. As you may know, after the changes put into action related to teacher education system in our country, pre-school teacher education mission transferred to faculty of education with the same name with a 4-year educational program. Within this context, please answer the following questions:

Prompt or alternative questions prepared to help the researcher in the interview were deleted in the questionnaire form in order not to cause any confusion.

In addition, in order provide detailed data from the participants, request for detailed explanation was added after each question in the questionnaire.

e.g. Q.5. If we assume that the graduates are an important factor to determine the quality of the system, what do you think about the professional qualifications of graduates of the preschool teacher education program? (Please explain in detail)

- Common abilities, common knowledge
- Professional qualifications

3.4.4. Pilot Study for the Open-ended Questionnaire

During the pilot study of the open-ended questionnaire, two research assistants in the same EDS program gave feedback about the parallelism between the open-ended questionnaire form and the interview questions in content and focus. After that, as it is presented in the Figure 4. The piloting study of the questionnaire was conducted for its face validity with two instructors in preschool teacher education program via email and to adjust time needed and to inform the participants. As it seen in the Figure 4, development procedure of the open-ended questionnaire was the same until the fourth step, which is the step for piloting the instrument. At this point, two research assistant in PTE program fill in the open-ended questionnaire in order to check the time needed to answer the questions and to check the face validity of the form.

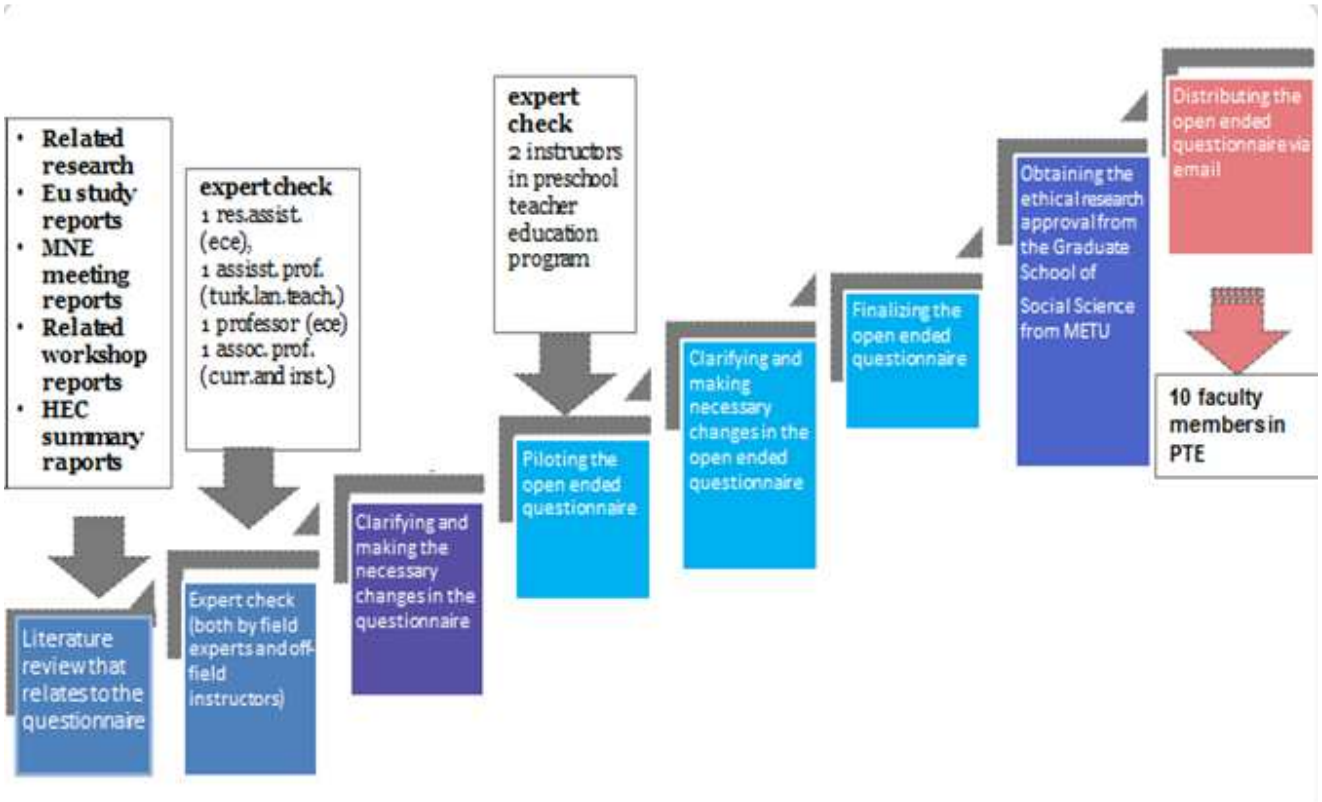

Figure 4. Development of the Open-ended Questionnaire Form and the Piloting Study

3.5. Data Collection Procedures

Once the approval was taken from the METU Ethics Committee (Appendix 6), the data collection process took place in September 2011 to January 2012 (see Appendix 7 for timeline of the study). Patton (2002), advocates that the interviews should be conducted at the respondents' place of business or operation that helps the respondents feel more comfortable. In this respect, before the appointments for the interviews were taken, each participant was asked where they would like the interview and also asked for their permission to be audio taped during the interviews. Mostly they preferred to have the interview at their offices; in rare cases, they preferred another convenient place other than their office.

It is also important to get the consent of the interviewees' prior to the interview as well as in the beginning of the interview by repeating the reason why the data is collected, how the data will be used, what kind of questions will be asked and inform them about the possible benefits or risks of the research on part of the interviewee. In this research, the participants were given or sent information consent after they agreed to participate via by phone or personally or replied to the e-mail sent by the researcher as an invitation to participate in the research study.

Before the interview, all the participants agreed to sign the consent form and their emails were taken in order to send them the transcribed data and check for their feedback. Each interview lasted between 50 and 90 minutes. Data collection procedure from 58 participants (42 faculty members in PTE, 4 in EDS and 2 program developers in MNE through face to face interviews and 10 open-ended questionnaires from faculty members in PTE) were conducted and took approximately three months. After the first phase of the study, which consists of collecting data through the interviews was completed, the academicians who did

not agree to have face-to face interviews, participated the study via email through the open-ended questionnaires developed with the same purpose and focus with the interviews. The open-ended questionnaire was sent to the academicians who earlier agreed to participate in the study by only filling out a questionnaire. One month after the questionnaires were sent, the replies for the questionnaires were received.

Beginning with the 17 faculty members five PTE programs located in Ankara face-to-face interviews were conducted at the first stage. Other PTE programs from which participants agreed to have face-to-face interviews located in the universities outside Ankara were; Istanbul, Van, Samsun, Adana, Denizli, Eskisehir and Konya. However, in the arrangement procedure of the interviews, only 58 of the academicians agreed to have face-to-face interviews with the researcher and 10 of them changed their ideas to meet because of the time and location issues and offered to participate to the study via email. For their participation, and to reach the other academicians that did not respond or did not want to participate in the face-to-face interview because of the location and time issues, an open-ended questionnaire was developed consistent with the interview schedule questions, and sent to the remaining academicians.

On the other hand, two conferences related with early childhood education held in Ankara, helped the researcher to contact with the academicians she want to interview with personally. The meetings in these conferences also provide the researcher use snowball sampling strategy to reach the referenced information rich participants. Profile summary of the participants are given in Appendix 1.

3.6. Data Analysis Procedures

Data collected was analyzed by content analysis. When analyzing the data in qualitative research the researcher was aware that there is no one recipe but there are unique ways of interpreting the data (Patton, 2002). In order to keep authenticity of the interviews and open-ended questionnaires, each interview was transcribed word by word in windows word program without any corrections of grammar or slips of tongue. In order to reach the patterns, the audiotaped interviews were transcribed and sent to the participants if they want to make any changes or give further information. This transcription process took approximately three months. Later two PhD candidates (one from curriculum and instruction program, and one from preschool teacher education program) who had experience in qualitative study checked two sample transcriptions for reliability concerns and approved that the transcribed data reflected the same content with the recorded interviews.

During the analysis, the data were reduced to small number of core themes that lead a convenient path to design a systematic approach. This intensive reading of the transcripts also helped the researcher establish connections between the classified segments and the themes that explain the phenomenon under study. Gal (2003) argued that "One of the most critical steps of interpretational data analysis is developing a set of themes that adequately encompass and summarize the data" (p. 453). To minimize the possible bias in coding and data reduction, two experts (two assistant professors experienced in qualitative research) were involved in coding three transcribed versions that were randomly selected from the data. Before the process, the researcher gave information about the aim and the context of the study and explained the evaluation approach. They coded the selected transcribed version independently and then compared with each other and the

researcher. An example of the transcribed and coded data by these experts is given in Appendix 8. In this process in order to check the interrater reliability of the two experts and the researcher, the transcribed data and the codes emerged were analyzed and calculated to find the Kappa coefficient. In this case as there are three raters (two experts and the researcher), instead of Cohen Kappa, Fleiss Cappa coefficient is calculated and it was 0.73 which indicated agreement at a significant level (Landis and Koch, 1977).

After the coding process, two experts (a full-professor in curriculum and instruction program and a full-professor in preschool teacher education program) were also involved to check the last version of the final coding list (Appendix 9), and the themes emerged from the whole set of data to validate from the theoretical aspect. Moreover, the thesis committee members of the researcher gave feedback on the themes and codes and make necessary changes. More specifically the process for coding is revealed in Figure 5.

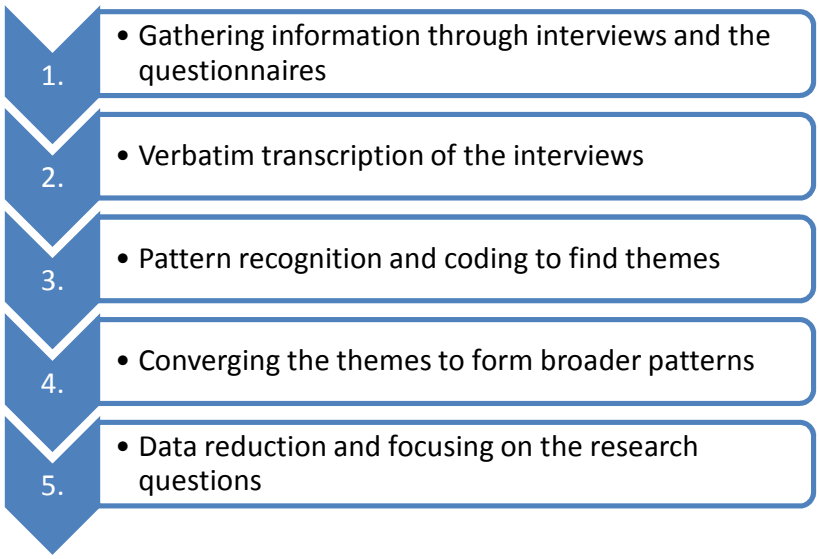

Figure 5. Data Analysis Procedure. Five main steps in the data analysis are given.

The major themes and sub-themes emerged in the data analysis in *context* phase of evaluation are as follows:

1. Student selection policy
    a) Centralized exam and score types
    b) Need for additional tests
    c) Factors affecting the demand
2. Decision-making policy
    a) HEC originated issues
    b) MNE originated issues
    c) Faculty or university administrative board originated issues

3. Recruitment policy of teachers
    a) Central selection examination
    b) Off-field teacher assignment
    c) Suggestions for alternatives

The major themes emerged in the data analysis in *input* phase of evaluation are as follows:

1. Teacher candidates' background profiles
    a) Educational background
    b) Socio economic status
    c) Gender
2. Faculty development and assignment policy
    a) Off-field academic assignment
    b) Negative attitude to the new comers
    c) Adaptation problems
    d) Lack of communication

The major themes emerged in the data analysis in *process* phase of evaluation are as follows:

1. Curriculum planning
    a) Opposing to the standard curriculum
    b) Revision needed for practicum
    c) Faculty initiative for different models
2. Implementation (instruction)
    a) High student/ staff ratio
    b) Over course load of academic staff
    c) Practice courses

The major themes emerged in the data analysis in context phase of evaluation are as follows:

1. Graduates' competences
    a) Effects of the selection examination
    b) Graduates' educational background
    c) Insufficient quality and quantity of academic staff
2. Suggestions to improve the overall quality of the PTE program
    a) More flexibility on developing different models
    b) Dissemination policy revision
    c) Theory and practice imbalance
    d) Accreditation of the programs

Considering that providing detailed information about the participants may result in revealing the identities or make colleagues working in the same program to guess who are involved in the program, and to sustain anonymity their names were

excluded from the study and the transcribed data were labeled and results were written without mentioning their names but only through the use of numbers (eg. aca1, aca2, and exp1, exp2).

In addition, while reporting the results, the selected quotations which were chosen according to their relevance with the research questions, and being explanatory to explain the codes from a rich descriptive perspective. In other words, the explanatory rich quotes were placed in the results chapter, and all were translated into English. The translations made by the researcher were peer checked by an assistant professor in English teaching department. Also, member checks for the selected quotations because of their relevance, rich information and representativeness of the theme or sub-themes mentioned were conducted and approved by two associate professors expertised in curriculum and instruction, and do research on educational policy.

Furthermore, in the context analysis, the repeating sub-themes and codes are given in percentages in order to present the frequencies of the repeating codes and sub-themes in the data. In the presentation of the data, "n" refers to the number of the participants who mentioned the same sub-theme or code in their responses. For example, (n=34, 62%) indicates that; 34 participants mentioned the same code or sub-theme in their responses and this refers to 62% percent of all the participants in the study. The detailed summary of the data analysis procedure is presented in detail in Table 7.

Table 6

Summary of the Data Analysis Procedure

Considering the context, related literature and the research questions

Steps	Action Items	Reliability & Validity
Data coding	1. Transcribing the audio recorded data in windows word program 2. Reviewing data 3. Formation of parts according to the relevance and labeling 4. Determining the pre-codes 5. Arranging the coding list 6. Coding data 7. Reviewing the revised data and the code list 8. Adding new codes 9. Re-coding the data	2 experts (2 assist. professors experienced in qualitative research), were involved to code 3 transcribed versions selected randomly from data
Pattern recognition and coding to find themes	1. Simultaneous review of codes 2. Finding common aspects of codes and pattern recognition 3. Finding themes 4. Converging themes to broader patterns systematization 5. Transcription of the selected quotations in English.	2 experts (1 professor in educational sciences and 1 professor in preschool teacher education) checked the last version of coding list and themes emerged
Organizing data by the systematization and presenting findings	1. Data reduction and focusing on the research questions 2. Data relation through the research questions 3. Presenting the systematized data by reflecting the percentages 4. Presenting the systematized data by reflecting the quotations 5. Interpreting the findings and presenting	The thesis committee members of the researcher, the thesis advisors gave feedback about the themes and research questions' relevance

3.7. Researcher Role

In qualitative research studies, it is essential to describe the researcher's role in detail. The researcher is an active participant in the interpretive process rather than a passive recipient of sensitivity is highly recommended when approaching the participants as well as maintaining a positive and understanding attitude during the data collection process in qualitative studies (Marshall and Rossman, 1999). Similar to this reflection, Holstein and Gubrium (2002) states that respondents in the interview process are "constructors of knowledge in collaboration with interviewers" (p. 113). They also urge that rather than having a standardized and traditional role of asking and answering questions, researchers should take "a more 'active' perspective, begin to acknowledge, and capitalize upon, interviewers' and respondents' constitutive contributions to the production of interview data" (p. 113), which requires "consciously and conscientiously attending to the interview process and its product in ways that are more sensitive to the social construction of knowledge" (p. 113).

A challenging point about the researcher role was the researchers' being part of the context, as a PhD candidate in curriculum and instruction and a research assistant in a preschool teacher education program for eight years. She assisted or gave several courses both in the preschool teacher education program and in other teacher education programs in her faculty. For this reason, she experiences the investigated topic by herself as the participants in the study. Being a part of the context, the researcher had advantage to explore the context in detail and made meaningful assumptions, connections and conclusions throughout the study.

On the other hand, the direct relationship between the researcher and the context had advantage throughout the course of the research study. The relationship between practice and research has given the researcher the chance to not only

explore the context in detail but also make meaningful connections, assumptions and conclusions throughout the process of the study. The research process included researcher's reflection throughout the process as well as relating the processes of research to the research questions on a continuous basis during the research process.

The researcher is the main instrument in qualitative research, quality of data collected in a qualitative research depends mostly on the methodological skills, sensitivity and the integrity of the researcher (Patton, 2002). He also notes that the interviewer needs to establish rapport with the interviewee without trying to change the attitude or beliefs of that person.

In order to follow such proper questioning techniques, utmost attention was given to how the interview questions were posed to each interviewee. In other words, if an interviewee was not really providing the answer to the question posed, then by making use of the altering questions, probes or additional questions, the interviewee was reminded of the main focus of the question posed. During the interview process, in addition to the proper questioning techniques, the researcher implemented active listening in which, every word of the interviewee was listened with utmost attention and 'maximize the flow of valid and reliable information while minimizing distortion of what the respondent knows' (Wimpenny and Gass, 2000).

It is also important to note that the researcher participated in several qualitative research studies in the recent past and because of her belief in the qualitative research methodology, it can be stated that carrying out this research study was not only a challenging process but also a great learning experience for the researcher.

For the researcher, the qualities of the insights gained during the research and analysis process were also important (Patton, 2002).

3.8. Confidentiality

Before the interview began, the procedures of the interview were explained, aims of the study were reminded, and interviewee's consent was taken to tape record the interview. When it comes to the tape recording of the interview, the literature suggests that if the participants accept, recording the interviews can improve the validity and reliability of the data (Naumes and Naumes, 2006). Additional notes were taken by the researcher during and right after each interview so that the researcher would not leave any information provided by the interviewees out. Except five participants who did not want to be recorded by tape, the rest of the interview data was recorded and they were transcribed after the completion of all of the interviews. Before the interview, the informed consent was shared with the participants (Appendix 3).

Furthermore, before the data collection process, the participants were ensured that the information they provide would be kept confidential and their identities would not be revealed by any means of the study as well as in the possible future publications. The participants were sent both an e-mail and informed consent stating the aim of the research, their role as participants and how their contribution is crucial for the content of this research. They were also ensured that if they wanted they could end their participation any time they wanted in the course of the study. It should be noted that none of the participants who voluntarily accepted to participate in the study asked to leave the research.

In addition, considering that providing detailed information about the academicians may result in revealing the identities or make colleagues working in the same program to guess who are involved in the program, and to sustain anonymity, their names were excluded from the study and the results were written without mentioning their names but only through the use of numbers (eg., aca1, aca2, and exp1, exp2).

3.9. Trustworthiness

In order to validate the findings of the study, three critical elements suggested by Patton (2002) were considered. First of all, rigorous methods were used, credibility of the researcher was considered, and philosophical belief in the value of qualitative inquiry was ensured. Moreover, the analyses and interpretation of the results were written in a way that would not create any questions marks or doubts in the mind of the reader when disseminating the results of the research, sustaining rather an objective representation of the data as much as possible (Bassey, 2003).

The idea of discovering truth through measures of reliability and validity is replaced by the idea of trustworthiness in qualitative research, which is "defensible" (Johnson 1997, p. 282) and establishing confidence in the findings (Lincoln and Guba, 1985). These are sustained in this dissertation through a detailed explanation of each step carried out during the implementation of the methodology of the study in this chapter. First of all, from the beginning of the sampling and development of the instruments, each step was explained in detail with giving evidence about the actions taken. Second, each step involved expert check to provide reliability and overcome researcher' bias and finally, participants' approval and feedback on the data they provided helped to ensure the trustworthiness of the study. In order to check the interrater agreement between the

researcher and the experts in the coding process, interrater coefficient Fleiss, Kappa is found to be 0.73, which shows agreement at a significant level.

As in qualitative research the generalizability or the external validity of applying results to different settings is not sought as an aim (Creswell, 2003), reliability was checked in this study when working on the themes and categories with the help of expert check and detailed description of the data analysis (Yin, 1989 as cited in Creswell, 2003, p. 195) that yields to transferability. Transferability refers to establish a detailed and reliable picture of the study that another researcher or another research topic provides useful information or understanding from this study. To ensure transferability during the interviews, the researcher ensured "to formulate questions and provide an atmosphere conducive to open and undistorted communication between the interviewer and the respondent" (Holstein and Gubrium, 2002, p. 115). More importantly, neutrality of both the interviewer and the neutrality of the interview questions had a significant role in increasing the credibility of the interview process, through the interviewer's attitude, which reveals that she was aware of the alternative sides of the issue being studied. In order to ensure cross-referencing, faculty members in PTE program views were compared and cross-referenced with that of the faculty members in EDS program and the ministry officers. In addition, document analysis served as a base to cross referencing for the data collected by the interviews and questionnaires.

In addition, it should be noted that in order to increase the transferability and the reliability of the findings, data source triangulation was realized by collecting data from faculty in the preschool teacher education programs and faculty studying curriculum development in the educational sciences department and ministry officers working the general directory of preschool education. Data was collected through semi-structured interviews, open-ended questionnaires from the

participants and also related literature and educational policy documents mentioned in the context part and in the literature chapter were used to provide cross referencing for the data analyzed in order to have data collection method triangulation.

Finally**,** internal validity is sustained firstly through 'member checks', by sharing the coding patterns and going over the data by some peers as well as by some experts in the field to consult whether the data is perceived in similar way in the eyes of the researcher and other parties (Creswell, 2003, p.196). In the present study, clarification of researcher role in detail also provided the self-reflection, openness and honest narrative perspective (Creswell, 2003, p. 196). The transcribed data was emailed to the participants, and ensured that they approved the information they provided. In addition, during data analysis, different perspectives were presented as much as data revealed them.

3.10. Limitations of the Study

The data collection method in this study included interviews and open-ended questionnaires. One limitation of the study was collecting data with open-ended questionnaires upon request of some of the participants, since gathering data through open-ended questionnaires via email is not as effective as face-to-face interviews to reach in-depth data because of the lack of the interaction between the participant and the interviewer. On the other hand, data collected from open-ended questionnaires and interviews were analyzed together because of their parallelism in content and focus.

Another limitation of the study related to the data collection tools is in a program evaluation study, observation of the courses and the interaction between the

faculty members and the teacher candidates could be an effective tool to support the perspective of the faculty members. However, due to time limitations it was not feasible to apply these suggested methods

In addition, regarding the purpose of the research that is to evaluate the preschool teacher education program from the academicians' perspective, only the perceptions of the faculty members in PTE, in EDS and the program developers in MNE are taken into consideration. However, other stakeholders of the program such as the teachers in service, teacher candidates, administrators or the PTE inspectors could have been included in the research population to reach a more comprehensive evaluation.

Another limitation is conducting the study with one researcher. Literature on phenomenological research suggests that the data collection and data analysis need to be carried by an "interpretive team" (Diekelman et al., 1989 as cited in Draucker, 1999, p. 361), and that the interpretation of the data is quite time-consuming (Hamill and Sinclair, 2010). However, as this study was carried out by a single researcher it was not possible to apply teamwork during the course of the study. Therefore, carrying out phenomenological studies with a researcher team through collecting data from various methods could provide more in-depth explorations and extensive analyses.

CHAPTER IV

RESULTS

This chapter presents the results of the study in line with the research questions and focuses on evaluating the preschool teacher education program from the academicians' perspective with regard to the context, input, process and product phases of the CIPP program evaluation model. The results are organized under four sections; context, input, process and product phases of the preschool teacher education program. Findings are presented from two perspectives; first one is the faculty members in PTE program, second one is the faculty members in EDS program with the program developers in MNE. In Figure 1 'The Evaluation Model and the Themes' which is presented in Chapter III, the phases of the program evaluation and the corresponding themes emerged during data analysis are presented in a systematical scheme.

4.1. Results Related to the Context Phase

Results of the context phase of the evaluation indicated that perceptions of the faculty members in PTE and EDS program and program developers in MNE can be categorized under three themes including their sub-themes (see Figure 6). These are student selection policy, decision-making policy and recruitment policy of the teachers. In this phase of the evaluation, overall status of the preschool teacher education is taken into consideration to investigate the needs, assets, potentials

while defining goals and actions. Planning decisions and context information are two key concepts addressed during context evaluation (Randall, 1969).

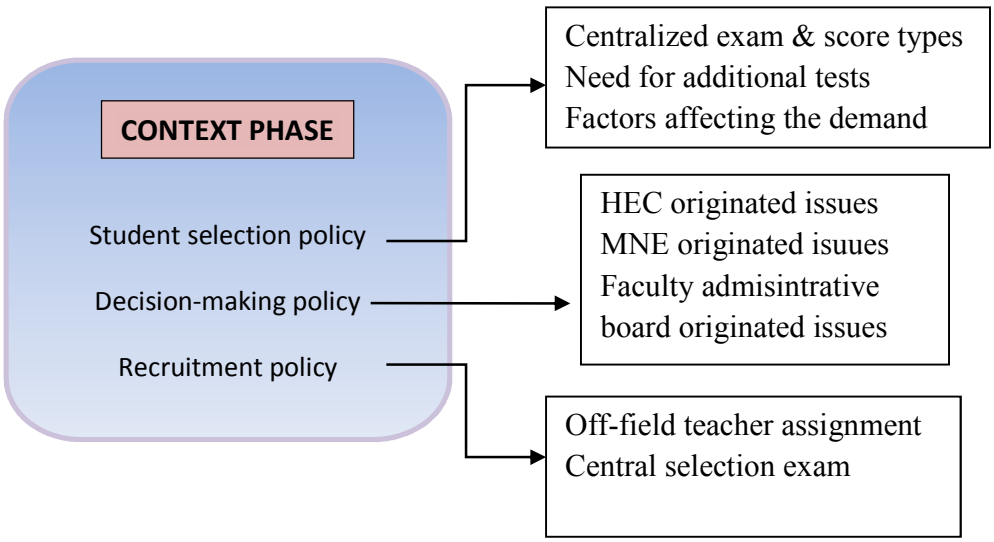

Figure 6. Themes for the Context Phase.

4.1.1. Perceptions of Faculty Members in PTE Program on Student Selection Policy

Student selection policy was one of the most discussed issues by the participants regarding the input phase of the preschool teacher education system. Selecting the teacher candidates through a standardized test by a centralized examination is found inappropriate by most of the faculty (n=51, 87.9%). Participants reflected in their responses that the student selection policy with its current situation is not enough to choose right candidates to the profession. They mentioned their concerns about the teaching skills of the candidates and their motives being irrelevant with the requirements of the profession. The reasons of different motives

of the teacher candidates are given in the teacher candidates' background profile theme in the further sections.

Centralized Exam and Score Types

Accepting students with one standardized test is found obligatory for the crowded population and the circumstances of Turkey, but not enough to choose the best suitable candidates for the profession. They stated that every profession needs special skills and attitudes to achieve, and teaching is one of the most special professions to be sensitive at the very beginning of the system that is the student selection policy to the program. The expectations and the motivations of the teacher candidates are related to the perception of the teaching profession in the society. Among the reflections of the faculty, there are some examples that point out the degree of the unmotivated candidates who even 'do not want to be a teacher' in the first place, 'but ended up here with their parents' pressure to find job easily' (aca11).

Having more than 29 years of experience in the field, one of the professors (aca, 4) defined the student selection system as 'inappropriate' by these statements:

> Another important issue is how the teacher candidates are selected. Since Turkey is a highly populated country with a high youth ratio, there is a need for a national selection exam for sure. On the other hand, it should be noted that the capability of one's teaching can be discovered in early ages in elementary school. From this early period, the candidates for the teaching profession can be guided. I do not believe in the efficiency of just one selection exam taken after high school graduation to choose the right candidates (aca, 4).

Similar to the reflection above, another professor reported her concerns about not choosing the right candidates for the profession with this selection policy in her response to the questionnaire as;

> One of the common beliefs of the students attending PTE program is; it is a sufficient reason to do this job if they like to deal with children. That is definitely not enough. It is required to like to deal with children but, being efficient in this field is totally a different issue. From this perspective, half of my senior class students are not appropriate for the profession (aca 34).

Among the reflections advocating the inappropriateness of the centralized test examination (ÖSYS) to select the teacher candidates to the PTE program, the low base score is also mentioned as a major reason for the low quality of educational background of the teacher candidates (n=23, 39.6%). Faculty members mentioned in the interviews and the questionnaires that the first phase (YGS) is not good enough to choose the high quality candidates to the program, since the scope of the first phase aims to locate the low achieving high school graduates (n=43, 74.1%). This type of score chooses less successful candidates to the programs, they say. Faculty members indicated that the scores in the selection exam (ÖSYS) directly affect the quality of the program since the educational background and the success level is a continuous process from the early stages of schooling to university enrollment. Getting low scores in numerical part of the exam also identified as a reason for not having sufficient science and math educational background, and quality problems in further education in the program. Faculty members also indicated that the quality of the graduates is directly affected by the quality of the candidates. One of the professors (aca, 24) mentioned the difference between the past years students who entered the program with the second phase (LYS_TM) in the previous years and the students entering with the first phase (YGS_5) currently is explained in the following quotation:

> The educational status of the students coming with first phase is very low. It is difficult to expect from low quality students to become qualified teachers. This selection policy needs to be changed. They used to be selected with EA (LYS_TM) scores before. There is a big difference between the students then and now, it is impossible to understand why they changed that (aca, 24).

Need for Additional Tests

Participants who had concerns about the student selection system were asked for their suggestions to improve the current situation. Here are some examples of their suggestions, the most favorite suggestion was to have an additional test to judge for their tendency and ability for the profession which would be performed by the faculty or MNE authorities (n=20, 34.4%). They suggested additional ability exams along with the central exam, like the ability tests in art programs. These exams supposed to be conducted by independent commissions formed with education experts who know the qualifications of teaching profession (aca 20). She also continues her suggestion with an interesting point that if the election is done at the beginning, there would not be a problem in eliminating the graduates for the positions. "…there will not be any reason to worry about eliminating before assignments. Graduates would go to MNE city offices and apply to the open positions" (aca 20). Another reflection concerning about the quality of the teacher candidates relates this low quality to the student selection exam and also for their future career:

> I observed a certain decrease in the quality of students by the years. Especially coming with first phase exam decreased the quality a lot. The motivation of the students coming with employment warranty would be totally different. The system is working in a way that we let the students coming to our program graduate somehow, eventually. When they are recruited, because of having no competition and being accepted with low

> scores, they are not pushing themselves to do better. Instead, after getting educated in a common program for a certain time, if they would choose their major, it would be much more efficient (aca14).

The faculty members having concerns for the current student selection policy have suggestions mostly about the additional tests or examinations as in the quotation below:

> For me ÖSYM exam is not sufficient enough. Preschool teaching is a special field. One of my students confessed that, I went to the tutoring centers, I hit a score to enter this program and I chose this program, but I do not like children he says, and thinks of changing to another occupation after 4 years. It would be vice versa, I like children, that is why I am here some of my students say, but it does not mean that they will be a good teacher. An additional exam to ÖSYM, which would be a personality or ability test, is needed. We have so many physiologically disordered students here. This is what I see in my university, also there are more people that I met in student academic meetings who are not eligible to become teachers at all (aca 8).

There were also similar suggestions about the student selection policy to provide better candidates to the program and give authority to the programs to choose their students. Faculty members believed that it would be better to make additional exams before accepting the students to the program, because they argue that it would have been too late if this selection were done after graduation. On the other hand, some faculty members believed that every student can have the education but not everyone should graduate from the program. Some additional tests should be performed during the education process, which would show if the candidate is appropriate for the profession or he or she should change the major.

Faculty members also argued about their concerns about the physically or psychologically inappropriate candidates for the profession. They emphasized that

teaching is an application field with so many different dimensions. That is why it is not enough to use only ÖSYM scores for choosing candidates. There are some who physically or psychologically not suitable to work in the profession, they stated. They are worried about not being able to interfere to that situation, they say that these students somehow pass the classes in the theoretical exams but when it comes to practicum courses in the third or fourth years, they have problems in the practicum schools. "I feel very disappointed when I see there are students who have chosen this program just to have a permanent position and have a three month vacation" say one of the faculty members (aca21). Therefore, there needs to be more specialized methods to choose the right candidates.

Among the suggestions mentioned about the need for additional test for student selection to the program face-to-face interviews (n=45, 77.5%) which could be conducted by the faculty members take a majority. Their responses reflected that they prefer face-to-face interviews, or they believe that students should pass some personality test levels in order to be accepted to the program. Following quotation is a good example for the concerned faculty members' reflections:

> Sometimes you are dealing with a student that you may easily say he is not the right person to take care of little kids. Maybe he has some psychological problems, or because of his nature, he should not be with little kids. We are concerned about how to elect that many candidates but, there are good examples of ability tests in different programs such as art programs. Would it be a good idea to run a similar test in our program as well? (aca 9).

Factors Affecting the Demand

Another issue discussed by the faculty members about the student selection policy was the factors that attract the teacher candidates to prefer the preschool teacher education programs. The reasons for this demand stands as another issue reflected

in the interviews and the open-ended questionnaires especially with the faculty. Guarantee of the employment (n=50, 86.2%), high openings from MNE (n=35, 60.3%), mandatory education expectation and considered as an easy occupation (n=33, 56.8%) were the major reasons for this demand according to the faculty members in PTE program.

Above is an example of the reflections of the academics reported in the questionnaire; the pressure of the parents to the teacher candidates about the employment warranty (n=35, 60.3%). The issue of demand is related with the concept of employment warranty and it is very important in our society to have a permanent position in civil positions. Especially, teaching positions of PTE has a big advantage. “We wish, this demand is because of the importance given to the program, but I see that it is mostly because of the guarantee of the employment, or having permanent jobs and having three month vacation time” (aca 18). Faculty members stated in their interviews that this situation of demand is also related with the conditioning caused by the family. The same academic continues with his statements with “having the opportunity of working half time only, perceived as a female profession (n=31, 53.4%), which increases the popularity and provides employment opportunities in conservative communities” which defines another factor affecting the demand for the profession other than being an easy job or employment warranty (n=50, 86.2%). On the other hand, the employment warranty trend also increased the demand of the male teacher candidates, another interviewee states, but he adds “but almost all have a dream of becoming school directors” (aca10, aca3, aca29). This employment warranty issue is reflected as an unwanted factor affecting the quality of the teacher candidates because of attracting the candidates motivated for the advantage of getting a permanent position as a civil servant, rather than having tendency or ability for the profession.

4.1.2. Perceptions of the Faculty Members in EDS Program and Program Developers in MNE on Student Selection Policy

Faculty members in EDS reflected on the importance of choosing the right candidates into the system and emphasized the personal qualifications. A program developer working in MNE emphasized the personal characteristics of a preschool teacher. She mentioned that the success of a preschool teacher really depends on the personal characteristics and that is the most important issue of choosing the right candidates to the profession. “We need to choose the ones with a right soul’ (exp 5) she stated. She believed that teaching is an art with body language, voice toning, smiling and with field related knowledge and class management capabilities.

Similar to this reflection a professor who worked in the curriculum development process of the preschool teacher education programs in HEC, stated that the success of the teacher training system depends mostly on choosing the most appropriate and motivated candidates (exp 4). On the other hand, an interesting point came up with another answer to the teacher candidates’ background profiles who has worked in the team prepared educational policy reports of early childhood education in Turkey. With regard to the prejudice against the vide variety of the educational background of the teacher candidates, he stated that;

> Do we know anything about the requirements of pre-school teacher program? If they say, pre-school teacher programs may accept only occupational high school graduates: we may refuse this idea as it leads us to an understanding that all programs are supported by occupational high schools. At that point, industrial engineering programs would be entitled to accept only industrial occupational high school graduates, as medical schools would accept only medical occupational high school graduates and goes like that, which is not acceptable at all. What are your requirements?

> First, you need to define what type of personal specifications you are expecting from your students. What level of cognition abilities is required? What would be the analytic reading capacity level? What would be the verbal reading capacity level? What would be the science reading capacity level? We say that a preschool teacher candidate should be kind and passionate for the needs of children. Needs to care children, passionate and kind to them, these been defined yet? Are these characteristics have been defined? Do we know how to evaluate them? (exp 2)

As the professor in EDS (exp 2) mentioned above, the difficulty in selecting the most suitable candidates to the preschool teacher programs is a high priority issue as revealed from the results of the study, but as the professor in the educational policy mentioned above (exp 2), the problem is not only limited for the preschool teacher education system, it is the same for other teacher education systems as well. Student selection policy to the programs is related with the state of the profession among the society. The perception of teaching profession is effective in deciding who would be the future teachers, they emphasized. Especially now, they said, whoever passing the minimum level in first exam may enter the program. It used to be with EA scores where students were coming with science and math background. The current situation showed the decision makers perception of the occupation, which is accepted as unimportant and undervalued according to the participants. One faculty member in EDS (exp 4) stated that "The candidates with social disadvantages are also free to come to the program with this student selection system. Just think about the situation if you add up the academic disadvantages on top."

The emphasized need for the additional examinations also brings the question of who will conduct these examinations to the high number of candidates. There are some suggestions regarding by whom and how these exams will be held; among them the faculty authorized exams option took a majority. One of the professors

(exp2) suggested that there could be an ability exam along with the central exam, like the ability tests in art programs. These exams supposed to be conducted by independent commissions formed with education experts who know the qualifications of teaching profession. There would not be any reason to worry about eliminating before assignments then, he said. “Graduates would go to MNE city offices and apply to the open positions” (exp 2).

As it is reflected, faculty members in EDS and program developers in MNE also believe in the need for additional specialized selection system for the profession. They also believe that the faculty or an independent commission of educational experts can perform the elimination. However, one of the educational policy professors argued with this suggestion finding that it is not realistic and applicable and stated that it is a common thought in every teaching program to choose the most appropriate candidate. “but, what about individual interviews to 25,000 candidate, we are proposing the same thing to all different type of educational programs”. He stated that it would be impractical to apply to all the programs with such demand. “Just think about it, all faculties and programs will assign commissions. We need to check how many interviews being held to how many candidates? How long does it take? How objective would it be?” He also emphasizes the bigger demand for pre-school teaching programs in recent years. “200.000 candidates for 10.000 open seats. How do you evaluate? The evaluation methods needs to applicable” (exp 1).

As it is reflected from these responses, faculty members in EDS and program developers in MNE have concerns on the face-to-face interviews because of the time and objectivity considerations. On the other hand, they share the idea that teaching profession needs specialized exams to select the right candidates because of the sensitivity of the target audience.

4.1.3. Perceptions of Faculty Members in PTE Program on Decision Making Policy

Decision making policy is another theme emerged when analyzing the data. Educational policy studies related to the preschool teacher education are explained in detail in the literature review chapter. Data analyzed under decision-making policy is categorized under three sub-themes. There are HEC originated issues, MNE originated issues and Faculty or University management originated issues according to the participants.

HEC Originated Issues

According to the faculty members of the preschool teacher education program, HEC, which is responsible for deciding the quotes of the programs, ignore the requests of the PTE program and raises the student enrollment quotes more than the programs requested. They stated that HEC always give more quotes than the faculty or program ever wanted. This situation results in the overload of the faculty work and raises the staff/student ratio in the courses that affects the quality of the education. One of the professors (aca19) argued that HEC do not give enough position for the faculty assignment but they increase the number of the students to enroll each year to the program. They also argued that there is a lack of infrastructure in the newly opening PTE programs especially in the small cities that is ignored by HEC authorities. Another faculty member (Aca 39) stated that:

> It is good that there is a tendency to disseminate the preschool education and so the preschool teachers are need. However, opening new PTE programs is not enough, the infrastructure if these programs should be studied before opening them. Academic personnel with required criterions need to be hired. It is said that the programs with less than three academic personnel will be closed, and some of them closed. However, after on, the

> implementation became loosen. By that time, the positions in the faculty were already filled with unqualified staff. This goes to the upper positions as well. Even the head of the faculties are not even qualified…maybe with good intensions but this type of staffing is not healthy (aca 39).

MNE Originated Issues

On the other hand, decision-making policy originated by MNE is another sub-theme analyzed including the issues. Not setting the teaching force qualifications properly (n=22, 37.5%), off-field teacher assignments (n=45, 77.5%), giving priority to the quantity more than quality (n=45, 77.5%), not developing national policies (n=33, 56.8%), bureaucratic concerns (n=20, 34.4%), and lack of coordination between the faculties and the schools (n=35, 60.3%) were the issues discussed by the participants under this topic. Participants also criticized the dissemination policy of MNE about the preschool education for the forthcoming problems in the field. They found this policy unplanned and named it as 'quick solutions that give priority to the quantity concern and ignore the quality issue'.

Assigning off-field teachers to the positions was another unthought-of solution to the need according to the participants. Unqualified teachers were seen as one of the major problem in the field according to the faculty members in PTE. As one of the participants reflected "It is not going to happen with whatever formation you take from outside. Would it be possible to become a doctor in open universities? Why to be teachers then?" (aca41). They also argued that defining teacher competencies was not well studied by MNE and they found it impractical to get use of. On the other hand, incapability of developing national polices to the situations was also criticized by the faculty members.

Faculty Administrative Board Originated Issues

As reflected in the previous paragraph, 'lack of coordination between the faculties and the schools' yield problems in the practice component of the program. The separation between two related institutions resulted in the loosing effectiveness of the practicum courses and in-service education of the teachers according to the participants. They mentioned that this situation was caused by both the faculties and the MNE. Suggestions of the faculty members to overcome the practicum courses issues of the program are discussed in the following sections of this chapter.

The decision making policy issues reflected by the participants also included the faculty or university administration board originated ones such as; lack of physical facilities (n=39, 67.2%), not giving the required priority to the education faculties (n=15, 25,8%) and the academic personnel course load excess (n=46, 79.3%). These issues mentioned are common whether the programs are more experienced or less experienced. This brings the idea that these might be common issues in other teaching programs, as well.

4.1.4. Perceptions of the Faculty Members in EDS Program and Program Developers in MNE on Decision Making Policy

Decision making policy related to the PTE programs were also discussed by the faculty members in EDS and the circumstances of Turkey was highlighted in their reflections. International promises given guided the policy studies according to one of the professors:

> Nations Education Policies are affected by global and local policies. For example, the articles in UNESCO's "Education for All" report structured our policy of increasing the number of preschool programs. European

> Union's 'Lisbon Strategy' goals affected the preschool programs' goals as well. As an EU candidate country, increasing the popularity of preschool education programs is an important goal that needed to be counted (exp2).

The mentioned educational policy report "Education for All' aims an evaluation of the current status of basic education in Turkey and other OECD countries. In this report, it showed that quality is much lower in Turkey than in most OECD countries with significant gaps between low and high performers. An international assessment of learning among 15-year-olds who were still enrolled in school (OECD's PISA 2009) showed that the average 15-year-old in Turkey was one school year behind the average OECD counterpart in reading, math and science skills (OECD, 2010). Roughly, half of 15 year-olds in Turkey are at or below the lowest proficiency level compared to about 20 percent for the average OECD country. This Policy Note was designed as an input for the discussion on how to improve the quality and equity of basic education in Turkey (MNE, 2011). The government has recognized the need for investing in early childhood education to ensure all students start school ready to learn. In order to achieve this, MNE launched a program aimed at fulfilling two targets by the start of the school year 2014-2015. One is the reach the universal enrollment for kindergarten (students aged 60-72 months old), and 50% participation for preschool education (students aged 36-72 months old). In addition, the Lisbon Strategy mentioned in the same quotation refers to the regulation took place in 1997-1998 school year. With that regulation, the period of compulsory primary education was increased from five to eight years, with the aim of increasing the general education level of society and very positive results in terms of quality and quantity are achieved. As a result of these policy goals, the preschool education were disseminated and increased in popularity.

On the other hand, the data collected from the faculty members in EDS and program developers in MNE revealed the similar reflections with the faculty members in PTE, but as they are more closely affected by the regulations and the changes in policy regarding PTE, faculty members had more issues to reflect on that subject. On the other hand, one faculty member reflected his thoughts about the external factors affecting the dissemination policy of the preschool education. Aca, 3 stated that the policy makers try to increase the quantity, just because EU wants it, she thinks that they are trying to increase the percentage in a short time without paying attention to the quality issue. She also adds that the decision makers need to work with field experts when they are deciding on these kinds of field related regulations (aca 3). As it clearly stated in the quotation, the decision makers are criticized about not counseling with the field experts while planning such policy issues. It is also reflected in other themes in this study that there is not enough collaboration between the decision makers and practitioners. As it is reflected from the participants that the decision makers in HEC or MNE do not interact with the teachers, faculty members or other civil organizations working on the related subjects when making educational policy. Authorities decide on something, later they announce the practitioners who will implement them without their opinion or discussion on the subject. According to the participants, these kind of top-down regulations are not effective and well come among the stakeholders.

4.1.5. Perceptions of Faculty Members in PTE Program on Recruitment Policy of the Graduates

Context evaluation aims to furnish baseline information regarding the operations and accomplishments of the total system (Ornstein and Hunkins, 1988, p.261), in order to understand the needs for the planning issues. Therefore, recruitment policy of the graduates is one of the major themes of context phase since the

context evaluation aims to understand the needs of the program from its inputs to outcomes within a broader level.

Central Selection Exam

There was a common perception among the participants that the central selection exam for teachers who want to be assigned in the public schools is not a sufficient way to choose the right teachers for the positions (n=53, 91.3%). However, many of them admitted that this type of centralized exam is obligatory because of the high demand to the position, but the content should be changed in a way that will include field related questions also. The graduates of the teacher education programs mainly plan to become a public school teacher and have a comfortable and permanent job that has a constant income. Results analyzed in the product phase for the recruitment policy of the graduates theme are also found to be related with the factors affecting the demand of the candidates for the program analyzed in the input phase. They mutually affect each other as a cause and effect relationship.

An assistant professor (aca 29), in PTE stated, she had a student with excellent practical skills, but his theoretical courses were not that great. Because of not getting satisfactory score from the selection exam, he could not be assigned. He showed this example as evidence that the current selection exam was not a good tool to evaluate teaching qualification. He also emphasized the insufficiency of the selection system because of not including the field related questions. They found this selection examination inappropriate and also misleading. They argued that there was no need for an exam with that many questions just for assignment. They were also concerned about their students that they spent money and time in tutoring centers for the preparation of this exam.

Additional Selection Methods

Participants highlighted the need for additional selection methods (n=46, 79.3%) in order to evaluate the teachers' practical skills. They suggested that GPA of the students, practicum year scores or some other evaluations on the teachers' teaching skills could be added in the recruitment policy.

Off-field Teacher Assignment

When it comes to the off-field assignments to the profession from other program graduates such as primary school teachers, participants had concerns and objections to this policy, "Same mistake was done during the class teacher shortage. Now it is being done to PTE program. Open University graduates, at least come from occupational high school, so I think they are better options comparing to off-field assignments (aca 17).

In the previous years, because of the class teacher shortage in Turkey, any undergraduate diploma was considered good enough to perform teaching in the primary schools. A very short period of taking pedagogical courses was sufficient to teach in primary schools according to the authorities. This previous experience was given as an example of the current policy of assigning off-field teachers with additional 60 hours pedagogical courses. Those reflections showed that there are issues to be solved regarding the recruitment policy of the teachers. Off-field assignments and the selection examination are the main themes emerged from the data collected. Following is a reflection, which summarizes most of the participants' belief about the recruitment policy of the preschool teachers.

> With the increasing demand for the job, ease of employment occurred and with the increased importance of the field, a big teacher demand generated. This shortage will come to a satisfaction point. Like it happened to the business school graduates before. The important thing is not to fill this gap

> with wrong solutions. With Open University, or 60 hours formation to class teachers or with similar ways, these are goods of the bad. You are increasing the number of candidates who will be accepted to the program to double just to close the gap; but there are not enough physical facilities or academic staff to educate these candidates (aca 33).

As it is reflected by the participants, the dissemination policy of the authorities affects the quality issue of the teachers and the education they will provide in turn. Educational policy studies regarding the preschool education and PTE programs should consider more thinking, planning and needs more perspectives of different stakeholders according to the faculty members.

4.2. Results Related to the Input Phase

The results of the study indicated that the perceptions of the participants regarding the input phase of the preschool teacher education system could be categorized under two themes, teacher candidates' profiles, faculty development and assignment policy (see Figure 7). Sub-themes of the first theme are; educational background of the candidates, socio-economic status, and gender. Adaptation problems of the faculty members, lack of communication, and lack of open positions, negative attitudes and positive contribution of the new academic staff are the sub-themes analyzed under the second theme of this phase. Input phase of the evaluation deals with the structural issues to understand if the sources of the program is organized to meet the needs defined in the context phase of the evaluation. It aims to analyze the appropriateness of the human sources (Ornstein and Hunkins, 1988; Yüksel, 2010).

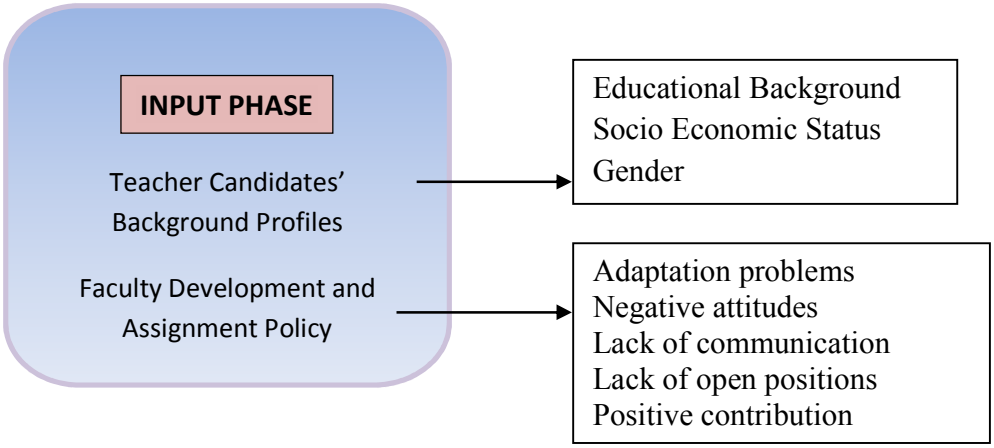

Figure 7. Themes for the Input Phase.

4.2.1. Perceptions of Faculty Members in PTE on Teacher Candidates' Profiles

When we consider the main purpose of the preschool teacher education system, which is to train qualified teachers, teacher candidates' profiles are one of the main factors that affect the degree of the attainment of this goal according to the faculty.

As being responsible for the training of the teacher candidates, most of the faculty (n=51, 87.9 %) defined the teacher candidates' background profiles as an important variable that affects the quality of the graduates. As one of the professors with 27 years of teaching experience in the early childhood education field emphasized the importance of the personal qualifications in the teaching profession by defining the teaching profession as an art and the importance of choosing the right ones to educate qualified teachers for quality education in preschools. She emphasized the importance of the teacher candidates' background profiles, however, another professor advocated that the qualifications or characteristics of the candidates are not as important as others believed. She

believed that the process phase is more important than the input characteristics of teacher candidates and a successful faculty, the program can result in qualified teachers regardless of the background characteristics (n=7, 12%). Having more than 25 years of experience in child development field (aca 1) stated that; "...rather than analyzing the students as inputs of a system; it is more vital to understand how to motivate them in the process and it all depends on the personal skills and the qualifications of the academic staff" (aca 1).

By giving importance to the qualifications of the academic staff who will educate the future teachers, she (aca 1) puts the biggest responsibility on the process phase, mainly to the instruction component. Before coming to the process phase, the wide variety in the teacher candidates' background profiles, concerning the educational background, socio economic status of their family and the gender related expectations meaning the tendency of the female candidates' parents to the profession, are emerging issues revealed from data. Some academics perceive this background variety as the variation in the motivation of the candidates towards the profession (n=19, 32.7 %).

Educational Background

There are several issues that can be evaluated under the teacher candidates' profiles. One of these major issues mentioned by the participants is the low educational background of the teacher candidates. As the data reveals, faculty finds their educational background low, (n=36, 62%). One of the reasons mentioned for the low educational background is accepting vocational high school graduates with bonus points to the programs. On the other hand, accepting the related major graduates is seen as an advantage especially in practicum courses (n=29, 50%), but there are also ones who believe that there is not a significant difference between the vocational high school graduates and other high school

graduates (n= 16, 27.5%), yet more the vocational high school graduates tend to have more difficulties in theoretical courses (n=17, 29.3%) because of their poor quality of schooling. Vocational high schools' programs have more practicum courses related to the profession they are aiming, on the other hand, math or science courses in general high schools took more theoretical hours than the vocational schools since they do not have practice courses. Low educational background of the students is reflected in the following quotation by one of the most experienced professor (aca 4) in this field. Working in one of the most prestigious universities in Turkey, she highlighted the low educational background of the candidates and stated that "Even though we are accepting the top scored of these candidates, we also have difficulties because of the low educational background of our students".

The issues related to the student selection policy were analyzed under the student selection policy theme in the context phase. The vocational high school graduates' advantage of bonus scores in the entrance exam to the PTE program is criticized by some of the participants. They found this situation unfair to the program quality, since they indicated that "they are not capable of entering this program, but with additional points they are becoming eligible. The highest score making graduates of teacher high schools prefer other high scored programs such as medicine, engineering, not teacher education programs" (aca 20).

Low or Middle Socio Economic Status

Concerning with the low educational background of the candidates, another experienced professor having 29 years of experience in the early childhood education who defines herself as 'a kindergarten professor', mentions about the perception of the teaching profession in the society and low- or middle socio economic status of the teacher candidates as follows:

> More important than the election system, the perception of teaching profession affects the input of the system directly. Usually mid and low socio-economic class family's children, with the effect of their parents, prefer the professions where they can easily be employed. Teaching profession needs to build up its reputation again, as it was in Republican times so, high socio-economics and high educational background family's children will prefer teaching profession as well (aca15).

Another professor (aca11) in the same university who has experience both in early childhood education and curriculum studies, also mentioned about her studies that support the same perception with that of aca15; "We made two studies about the students' profiles and found that they are mostly from low and mid class families". According to this result she mentioned, teacher candidates in PTE program are mostly from low and middle socio economic status families. She reflected that low and middle socio economic status parents' guide their children to have permanent public positions.

Gender

In addition to these concerns regarding the background of the teacher candidates, another emerging trend or issue is the tendencies of the female teacher candidates' parents to the profession just because of the perception of the profession in the society, which is easy to deal with (n=33, 56.8%), having long vacations (n=35, 60.3%), the comfortable and sheltered working environment and the age of the target audience (n=39, 67.2%) . Although there are also male students in the programs and their number is increasing recently, majority of the students are female, as two of the participants mentioned as "Majority of our students are girls. In one of our recent research studies about the gender tendencies to the profession, we found out that parents assume this occupation not to be for men (aca 33). Similar with this reflection another faculty member adds that "Some of the female

students think that PTE program is the best job for a woman. Their parents' guide them to this program, especially they are conservative families" (aca 19).

As the above quotes reflect, there are different motivations of the teacher candidates coming to this program. The perception of defining the profession 'easy' by the candidates or especially by their parents is reflected as an important issue regarding the input phase of the preschool teacher education system. Socio economic status, gender and educational background are other issues regarding the teacher candidates' profile, which is one of the major themes of the input phase of the preschool teacher education system.

4.2.2. Perceptions of Faculty Members in PTE on Faculty Development and Assignment Policy

Preschool Teacher Education Program was structured in 1998 and for these 4 years-undergraduate program the need for the instructors in the faculties was met by different sources. The professors of child development were the main source, but new faculty members needed to be developed to meet the demand. For this purpose, graduates of other fields were sent abroad to have graduate education in the early childhood education and to become instructors in the preschool teacher education programs. After passing an examination, they signed contracts for their future home universities (Kavak and Baskan, 2009).

The participants reflected in the study that faculty development policy had many issues originated from both sides; one side is the faculty that the newly graduated academic staff is expected to work with and the other side is the new faculty staff graduated from the universities abroad. One of the professors with child

development background who also completed her graduate degree abroad summarized this issue with these words from her point of view as:

> Even in established universities, there is a shortage of academic staff educated in the field. For me, undergraduate degree is the base or framework of one's academic career and graduate degree is becoming super professional in this field. If your undergraduate is different, with a profession on top of it does not give you a chance to change the clothing. With some fields, integration is partially easier, but some programs are totally unrelated. They generally do not want to return, but also not integrating with the field. They are having problems to teach the required classes in the universities they returned (aca13).

The above stated perception is an example of many similar views stated among the participants who have educational background in child development. Data revealed that there is a negative attitude to the faculty or faculty candidates with off-field educational background. As aca13 reflected, she and many other participants tend to believe that having a PhD degree in the field is not enough to internalize early childhood as their profession (aca 25, aca 38, aca 12), indicating that it should embark from the undergraduate education in early childhood education.

On the other hand, one of the participants from sociology background who had PhD degree in early childhood education abroad, believes that this is a positive contribution to the field but have concerns about the former members of the field that they do not think the same way:

> I am a sociology graduate. I got my PhD in this field, abroad. I gave my seven years to this field. None of the fields is isolated. All programs needs to communicate with each other. I think me and those like me are contribution for this field, but, early childhood education community does not agree with me (aca37).

Moreover, she continues to give examples from her 'unpleasant experiences' in the past; she said the following:

> When we came back from abroad, we were treated like violating somebody's right, or like having a big support behind us. I know what I went through; I do remember how I did write my thesis there. I know how much effort I put for my language education. I came back with so many dreams; I intentionally preferred to work in suburban universities. However, when I came back, they made me feel regretful. I wish I had not returned. I would be in a better position, physically and psychologically. As an academic staff here, I am living with a life standard worse than I was living as a student abroad. And also a lot of wear and tear, mobbing. So many friends of mine experienced similar things in different universities (aca 37).

> I assume that I would be in a better position if I were abroad. I could have given the courses I wanted; I would have had more freedom choosing the subjects to study. In that sense, coming back here [meaning Turkey] caused burnout. I found myself in a position to teach classes that I have no interest in (aca 28).

As reflected in the previous quotations, there are two opposite points of view to the subject, faculty members who received their doctorate degree abroad also experienced problems about the process, but from different angles. Among the participants of the study faculty, development policy was the most argued subject by opposite views. It can be understood from the following reflection of an experienced professor in the field who has concerns about the off-field academic assignments:

> Some does not even know why they have been sent abroad. Maybe some of them adopt the field strongly but, I haven't seen that many good examples. Not many advantages other than language. They are having hard time to establish connection to their field. Their expectations are so high. They are disappointed whenever their initial dreams are not matching with reality. Some we have seen in the associate professors commission; not even had

> one field- related study. They have language skills, 5-6 publications with SSCI index, their specifications are matching the criteria but not even seen in any commission or supervised a post-graduate thesis study (aca 13).

She continues with her concerns about faculty recruitment policy by emphasizing the lack of communication between the faculty candidates and the home university describing her experience as head of the department. “In fact, whoever is coming back to [One of the public universities in central Ankara] University needs to know in which field there is a need for a professional. After six years, they knock on my door, and expect me to open four positions for the same thesis subject” (aca7). She reflects her disappointment and argues that she could not find suitable teaching staff to manage the program. In the same university an assistant professor who has an off-field undergraduate degree and was sent abroad to have a doctoral degree in the preschool education field accepts that professors complain about the lack of communication between the faculty candidates abroad and the home university and reflect on the same issue as “Another mistake is not keeping in touch with the faculty to be returned [to a public university in Turkey]. We made the same mistake. It is necessary to feel the atmosphere you will work. We did not do that, we did not even have a responsibility to do so. Maybe the institution is supposed to take over that responsibility. You cannot leave it to a student’s decision. It is required to set the rules” (aca 33).

Other than the off-field undergraduates sent abroad to have a graduate degree in the field, there were child development graduates supported by the government for the same purpose, too. Since they are familiar to the field, they had different experiences than the other colleagues:

> Generally speaking, studies are good intended and opportunities facilitated. As someone from the field and as someone who completed his PhD abroad

> and came here; I did not have hard time but I know my friends had problems. Lack of physical inabilities would cause disappointments, or the executives' attitudes are one of the biggest problems. Because of getting their education abroad, they have been looked at a different eye. Even sometimes in our university, you would face an argument like 'you have language skills but so what, you are far from understanding the applications in Turkey (aca 19).

On the other hand, about the adaptation problems of the faculty, one professor's observation reflects the situation in a different way:

> They do not feel like belonging either to the home university or to their graduate university. The university they are having graduate education knows they will leave after graduation for sure, so they do not want to study long term projects or see them as future colleagues. The home universities waiting for them to come also are strangers to them, since they do not contact in the process, also when they return they are expecting their positions ready for them as assistant professors, which becomes an issue among the faculty (aca 16).

About the faculty development and recruitment policy, the faculty had serious concerns reflecting this phenomenon from their point of view. They also offered some suggestions to overcome this issue, such as communicating with the home university when they were having graduate education abroad and performing some collaborative studies, counseling the graduate students to specialize in the needed fields.

As there are faculty members who think that sending the off-field graduates abroad to have graduate degree is useless, there are also ones who suggest cooperating with the prospective faculty to ease their adaptation to the programs. Faculty members who got theır doctorate degree abroad state that it is important and hard to achieve to complete their graduate education abroad. Following quotation reflects one of the faculty members who completed her graduate education abroad.

> Perception of knowledge and scientifically thinking are different here than abroad. As those who went to USA, we had hard time to adopt at the beginning. We learned that knowledge is transferred. However, I learned in USA that knowledge is not transferred, it is constructed. We completed our education and came back. I became an instructor. I entered a class and saw 40-60 even 80 students in the classroom. In time, we started to lose our faith in our mission (aca 28).

Other than the academic adaptation problems mentioned previously, some participants also mentioned about cultural or structural adaptation problems when they return to the home universities to work. Here is an example of an assistant professor who experienced such issues when she returned.

> Because of having a different field background, the faculty stood against us. They ignored our contribution, but this is variety. They do not have enough staff, so they needed us. If you do not have sufficient academic staff, how you will be expanding. First, educate your professors, then open new programs, and then accept students. We are starting from the end and come backward. We are just trying to recover the image (aca 28).

This quotation is a good summary that tells us what the academicians experienced and felt when sent abroad and came back after graduation. They explained similar experiences like the one quoted. They mentioned unwelcoming situations they lived when they came back and on the other hand, they experienced cultural and academic adaptation problems. Participants also suggested that cooperating with the home university could be established by having co-advisors. When they came back, this relationship would help to make the adaptation easier. If they will be teaching drama, literature, or game, they need to get an education related to those subjects before completing their graduate education and coming back to teach at their home universities.

4.2.3. Perceptions of Faculty Members in EDS and Program Developers in MNE on Faculty Development and Assignment Policy

The data revealed that faculty members other than the preschool teacher education program perceive the faculty development and recruitment policy from a different point of view. They responded to this topic focusing on the lack of academic staff positions available in the faculties (n=44, 75.8%). "In big, crowded and established universities; there is a problem of not having enough academic staff positions. HEC does not give enough staff openings. Because of being new, they give it to countryside universities but not to the ones in big cities" (exp 2) said one of the participants pointing out the unfair situation between the old and new universities and mentioned that it is a HEC originated issue. On the other hand, another professor pointed out the same issue from an opposing perception:

> When you go out of big cities like Ankara, Istanbul, there are so many new universities around. The academic personnel quantity is not sufficient in those universities. They do not have that much experience. They do not have any masters or PhD programs so they are mostly taking their classes from us. And also lack of academic staff makes them use regular high school or occupational high school teachers for lecturing (exp 4).

As reflected above, the faculty recruitment policy of HEC is criticized and blamed to be responsible for the insufficient quantity of the faculty; on the other hand, the faculty administrative board is also found responsible for these kinds of unwanted implementations by another participant;

> There are problems due to lack of professor to and also lack of programs. Additionally, there are so many new universities in the system. There are so many students in the system educated by insufficient professors and thrown into the market. In a [a public university in eastern Anatolia], in a classroom there are 300 students during the day class and another 200 student in the night class. Not enough professors to give lectures and

> students are in a miserable situation. Maybe they are making money, but they are all morally down and insufficient (exp 5).

Similarly, another participant pointed out his concern about the insufficient quality of the faculty members in the following statements regarding the off-field graduates as follows:

> Because the trained staff comes from different sources, they are not sufficient in knowledge and experience. Even in [big public university in central Ankara], research assistants came to an early childhood education conference, and they asked incredible questions. We are all confused. They are the ones lecturing to the classes, in the middle of Ankara. Nevertheless, the problem is they are graduates of different fields (exp 6).

In this theme, the participants' responses mostly focused on the negative aspects such as the cultural or academic adaptation problems, not having enough experience in the field or the negative attitudes originated from the faculty development and assignment policy of HEC and also the faculty administrative board. "System accommodates so many problems and this affects everything in the system. In 1998 restructuring, opening new programs without having enough infrastructure and academic staff, was the worst action to lower the quality of education. You are accepting students without having enough academic staff. "The academic staff which is supposed to be the backbone of the system is not ready yet, and you open new programs," stated one of the participants (aca18), which is kind of a summary statement for those who are opposing to the faculty development and recruitment policy of HEC. Although there are contradictory ideas regarding this issue, faculty members in EDS also emphasized that this solution was the best choice to develop the needed faculty.

4.3. Results Related to Process Phase

Process phase of the evaluation aims to investigate the implementation component of the program (Stufflebeam, 2003). It deals with the analysis of what should be the additional arrangements to improve the process. In this section results regarding the curriculum planning, learning and teaching strategies are presented together. In the design of the interview schedule the questions were asked in separately, but the reflections of the participants were so interrelated with two themes that, it is preferred to present the two themes together under the process phase part (Figure 8).Curriculum and instruction were the two main themes of the process phase. Curriculum development, practicum terms and models, and the faculty initiative on curriculum planning are analyzed under the curriculum theme. Student/staff ratio, course load of the academic staff and the implementation issues of the practice courses are analyzed under instruction theme.

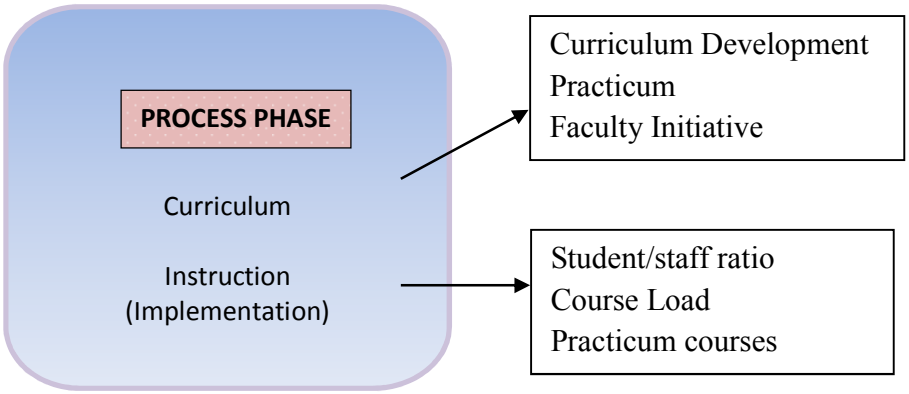

Figure 8 .Themes for the Process Phase.

4.3.1. Perceptions of the Faculty Members in PTE Program on the Curriculum and Instruction

In the process phase, evaluation of the preschool teacher education program, the curriculum and instruction takes the major place. Data obtained from the participants about the curriculum, learning and teaching methods and suggestions for better implementation reflected in the following issues.

Faculty Initiative

About the flexibility of the faculties in shaping the curriculum, there are different beliefs among the participants. First of all, a majority of the participants declare that they are against a standardized curriculum and faculty initiative is emphasized (n=31, 53.4%), but on the other hand, the same participants also mentioned that a core curriculum including the must courses to achieve the intended outcomes of a preschool teacher education is a must for sure (n=25, 43,1%). As mentioned in one professor's response to the relevant question, she mentioned that each university should have a program reflecting its mission. "I am against one prototype program. Each university is supposed to have a program reflecting its mission. Maybe it is good to have a couple of things set by HEC, but I prefer to leave the rest to universities" (aca 16).

The autonomy of the universities is not the subject of this study but the flexibility of shaping the curriculum by the faculties is an issue which emerged from the responses analyzed. The centralized curriculum prepared by the HEC was criticized by the participants (n=31, 53.4%), the revision study of the education faculty programs was also discussed in the interviews and the practicum courses emerged as an issue. The faculty initiative on the curriculum is performed especially by the help of elective courses which is nearly 25% of the credits. The

participants from crowded and experienced universities want this flexibility more than the other new and inexperienced universities according to their responses. On the other hand, the elective courses bring the issue of the course load of the academic staff. A professor from a crowded and experienced university mentions about their implementation as "However, I find my university separated from community, with the support of our university, we changed the program prepared by HEC in a way that it became more efficient" (aca 13).

Curriculum Development

Similar to that reflection, another experienced professor from a prestigious university, which can be named as one of the first preschool teacher education programs in Turkey, criticized the curriculum very clearly in her interview "The program needs be overviewed again. The credits are reduced and increased for the classes. Some unnecessary courses should be cancelled, some course's content need to be changed or some courses should be added to the program" (aca 12).

When the reflections of the participants considered, the program is criticized by the professors who were not in the development process of the program, but this comment stated that even the committee members who indicated that they were in the curriculum development studies, also mentioned their concerns about the curriculum.

> I think, having a standard curriculum is a barrier to increase the quality. I was there in 2006, when the program was being structured. There was a situation like this; courses were designed according to the academic staff that would give the lectures. Program was designed according to courses that professors may teach. Couple of known professors from known universities made the decisions about the curriculum (aca35).

As it was criticized in the quotation above, the course load, their overlapping content and their schedule in the program were criticized by many of the participants from different perspectives resulting in different problems. As mentioned in the following reflection:

> Too many courses per period, so, to fulfill the requirements of the courses, students start working by rote oriented. Course load of academic staff is accordingly high; as a result, they cannot teach the class as it is required, but as much as possible with non-ideal methods. This factor negatively affects the competence of academic staff and also the students. We are becoming teachers just going in and out of the classes. In addition, the students find themselves in a situation where they are struggling with so many mandatory courses and homework (aca 27).

The course load caused an unnecessary workload for both the instructors and the students according to the participants. They mentioned also about the insufficient number of instructors for those courses.

> Besides this, there are some inaccuracies of course varieties and hours in program preparations. Just to fill four years program or to balance the course load per teacher, so much time reserved for courses that would be taught in a shorter time. There are also some courses with similar content that could be lectured under the same course. There is 'psychology' course and also 'education psychology' course. There is 'play development' and also 'play and action' courses in the same program. The course durations needs to be limited, number of courses needs to be decreased (aca 17).

As it is in the previous quotation, participants were having issues in both curriculum development and not having enough flexibility in designing the curriculum. Almost half of the participants mentioned the overlapping course content of the curriculum (n=23, 39.6%).

Practicum

Throughout the interviews and also reported in the open-ended questionnaires one theme repeatedly reflected was the insufficient hours and schedule of practicum courses in the program. The practicum course in the first year in the previous years before the revision study of the program in 2006, was mentioned by many of the participants to be very useful for the teacher candidates to observe and evaluate the profession in action at the very beginning of their education (n= 37, 65.7%). Canceling of this course is criticized by many of the participants. Below is an example of this situation.

> There was an observation class in the freshman in the previous program. Students were observing and analyzing the teacher in action, learning the profession. I do have experiences with my students, after the first practicum course in the first year, some of my students decided to leave the program, because they found it not suitable for themselves. With the current revision, the students do not have a chance to observe the profession until the third year (aca 39).

This quote reflects the practicum course in the freshman year in the previous curriculum was found to be effective to introduce the profession to the candidates as early as possible and to give them the opportunity to rethink about their choices. If they had doubts about the requirements of the job, they had early experiences in the field and got more informed.

Instruction

In addition to the discussion of the need for freshman year practicum course, the lack of practicum opportunities and qualified practice schools for the teacher candidates was one of the major considerations of the academics reflected in their interviews and questionnaires. Not having enough practicum or not having efficient training in the practice hours is an issue mentioned by majority of the

participants (n=48, 82.7%) regarding the learning and teaching (instruction) theme. Below are the examples for these reflections:

> If it were me, I would give all the theoretical courses in the first three years and spare the last year for practicum. It is more important for me to be shaped in the field. I need to observe and guide my students myself, not leave it to my assistants. I am the one with experience, not them. Practical training is not to be accepted as extra work. Dealing with practice courses does not affect my reputation (aca 33).

Therefore, as the above quote indicates the faculty members need to change their attitude to the practicum courses. On the other hand, having practicum for a longer time is essential as the faculty members indicated. More practice is needed in this field and this practicum courses should be given by experienced staff they emphasized, not the inexperienced research assistants. This situation also affects the school teachers' attitude to the teacher candidates and the faculty. As it is reflected in the quotations of faculty members, practice needs more attention both from the curriculum planners and from the faculty implementing it. In addition, it is also discussed that, spearing a year or one semester just for practicum would also provide more benefits to the teacher candidates in terms of adaptation to the field and the profession. In other case, the six hours a week periods for practice courses in the last year is not found beneficial to the teacher education especially in preschool teacher education where practice is essential. Teachers are learning with trial and error on students after they graduate. Institutional knowledge is so important but, if you cannot proceed to implementation phase with this knowledge, theory is nothing.

Furthermore, it is also highlighted in the reflections that the qualifications of academic staff directly affect teaching competence. "My assistant needs to observe me in action in the class management to learn how to give education. If university

professors find it disrespectful to observe the candidates they educated, what would be its effect on occupations perception?" (aca 25) stated one of the professors.

When the above comments are considered, it is a common concept that, implementation is an important issue in the preschool teacher education program. Participants reflected their concerns about their colleagues' ignorance to these courses (n=35, 60%) and they emphasized the importance of these practicum hours and gave suggestions to have a more efficient training for the teacher candidates. Suggestions for the practicum mainly included giving one-year practicum before graduation and follow them more efficiently. There were also suggestions for alternative curriculum schedules to improve the practice hours in the program or change the structure of the courses in a way that the candidates would be considered as trainees in the schools they practice.

4.3.2. Perceptions of Faculty Members in EDS and Program Developers in MNE on Curriculum and Instruction

The data collected from the faculty members in EDS revealed that the faculty initiative or flexibility is an important issue regarding the curriculum and instruction. "Every faculty is supposed to have a freedom to choose which model to implement," said one of the participants, adding that that does not mean to act totally free of the standards or intended outcomes. Targets and standards would be set, but universities need to decide what extra will be given to the students and how to reach these goals with using different models. There are too many routes to reach a target they mentioned; 'extra stuff specialized in practicum can be added to the faculty staff' was one of their suggestions.

> We currently have one model, one type of program but new approaches should be considered. This is how you may see improvement, something not coming to my mind would come to his mind, he would be successful, and I copy and use it myself. Now we have only one type of program and there is no chance to compare the success (exp 3),

In other words, it would become more competitive and efficient if there is a chance to choose or develop different models to educate teachers. She (exp 3) continued that MNE would determine what type of teachers are wanted, standards about teaching skills etc. but the faculties need to decide which procedure they would use to educate them. By this way "Demand defining the product will win and you would try to be distinguished among other faculties or universities" she advocated.

The transfer of the knowledge from theory to practice was also one of the issues emerged from the interviews "The theoretical level, content is good but, I don't think that we are giving the meaning of the content in real life. I think we are not good at teaching how to use theoretical knowledge in the classroom that much. This is all about lack of experience and research of the academic staff " (exp 5).

In addition, similar to the faculty reflections on the practicum issue, experts also believe that there is a need for improvement of the practicum component of the program. One faculty member in EDS (exp 2) advocated the first year practice course in the previous program and he suggested 3 year theoretical + 1 year practicum, or 2 year theoretical + 2 year practicum options for the preschool teacher education program.

> There can be internship after the last year like medical intern programs, spending one year with a senior teacher, as an intern before teaching the

classes is preferable for me. We may call it the "induction phase.'' This is what is needed. Another idea is 4+1, before handing the diploma, extra one year for internship. Nevertheless, for early childhood education program 5 years is too much. For instance, 3+1 or 2+2 is possible. First two years theoretical and last two years would be practical training (exp2).

4.4. Results Related to the Product Phase

In the product phase of the evaluation study, main aim is to compare the actual and intended product of the program (Demirel, 2003). To guide the decision makers if the program is functioning as intended, suggestions are also investigated (Worthen, sanders and Fitzpatrick, 2004). In this section, perceptions of the faculty members on the competences of the preschool teacher education program graduates are presented. Suggestions of the faculty members to improve the overall quality of the program are also discussed in the final part of the section. Effects of the selection examination to the students, effect of their educational background and the qualifications of the academic staff on the graduates' competences are categorized under the first theme of this phase (Figure 9), and suggestions of the participants to improve the overall quality of the program are also presented as the results of this phase.

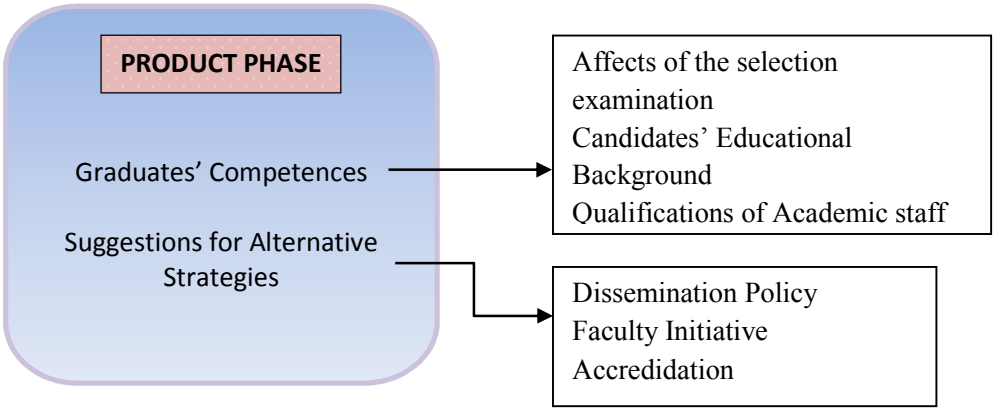

Figure 9. Themes for Product Phase.

4.4.1. Perceptions of the Faculty Members in PTE Program on the Competences of the Graduates

Faculty members reflected different views on the competences of their graduates. If the common idea about the low educational quality of teacher candidates mentioned in the input phase is concerned, some of the faculty members believed that they do what could be done in the learning and teaching process and educate the teacher candidates as good as possible. “I believe that incoming group is decorated at maximum level before graduating. Our input is not that strong but, I think we are graduating our output at their potentially best level’ stated a professor who is experienced in educating preschool teachers for more than fifteen years (aca12). Faculty members are generally hopeful about their graduates’ performance in their teaching career, but on the other hand, there were also participants who are not satisfied about their graduates’ qualifications. They gave different reasons for their belief. Among those reasons they mentioned, three major sub-themes emerged according to their reflections. First one is the effect of the selection examination to the learning and teaching process (n=25, 43%) especially in the senior year, second; the quality of the teacher candidates at the very beginning of the process (n=36, 62%) and third; the insufficient quantity and the quality of the academic staff (n=39, 67.2%). As it is seen, themes emerged in the data analysis of the product phase are related to the themes in the previous phases of the evaluation since they are interrelated with each other.

Among the concerned faculty members about their graduates’ competences in teaching, one reflection indicated that the input quality was very effective on the whole process and determines the product qualifications. She (aca 42) mentioned about the difference between the previous graduates’ competences and the recent ones’:

> I was happy with the performance of my previous graduates; I am still getting their news. However, I am not happy with my recent graduates. I guess there is decrease in the quality. I think that is related with the input quality, I mean the quality of the students coming to the program. On the other hand, the selection exam after graduation affects the senior class students' achievement in a negative way. They ignore their last year classes, especially the practicum classes. This preparation to the exam also decreases their motivation to the other courses. In short, I am not satisfied with my graduates in recent years (aca 42).

This reflection is also an example of many other concerned faculty members on the quality of the teachers graduated. They indicated that last year of the students was destroyed because of the preparation classes to the selection exam. "I may say that, half of our graduates' quality is good enough. As much as we track down, their biggest concern is to get prepared for the exam and because of getting the education in English they are having hard time" (aca34). This quotation is from a faculty member in a university where the medium of instruction is English. Participants from those kinds of universities reflected a different situation than other programs regarding the selection exam for the assignments, because as it was indicated in the previous quotation; graduates have problems in preparing the exam, which is in Turkish. On the other hand, faculty members in those programs mentioned that their graduates also have the opportunity of finding positions in private schools. Private schools, especially the ones with English language priority for their employees prefer these graduates. In addition, it is a reality that those programs have higher scores at the entrance exam to the programs, which affects the quality of the graduates according to the faculty members of these programs. "We are [a prestigious university in Istanbul with English medium of instruction] one of the few programs that left among the universities which graduates' are still so popular. Our graduates generally used to prefer private schools or companies,

but I realized that because of its comfort, they began to prefer to work for the government in recent years" (aca22).

This reflection highlights the issue of demand for the positions in the public schools, which are also analyzed in the "Factors affecting the demand" theme, emerged during the context evaluation. The imbalance between the demand-supply issue, regarding the 'faculty development and assignment' theme analyzed in the input phase evaluation is also reflected in this phase. "There is a lack of qualified academic staff both in quantity and quality. We need more qualified academic staff to increase the competency of our graduates" is a quotation from an experienced faculty member in PTE program reflecting the same issue (aca 9).

As it visualized in the Figure 1 (see Chapter 3). The Evaluation Model and the Themes, interactions between the phases of the evaluation and the themes emerged during the data analysis can be seen.

4.4.2. Suggestions of the Participants to Improve the Overall Quality of the PTE Program

In this product evaluation phase, it is also intended to provide suggestions to solve the issues that prevent the intended outcomes (Worthen, Sanders and Fitzpatrick, 2004). For this purpose suggestions of all the participants in this study; faculty members in PTE program, faculty members in EDS program and program developers in MNE, are gathered and summarized under the following themes.

Faculty initiative

- Core curriculum to reach the common competences of teaching profession developed by HEC is enough to have a framework, faculties should have flexibility to develop their own models of teaching.
- After entering education faculty, students can have the flexibility of choosing their major to concentrate.
- Each faculty can set its own criteria in selecting candidates to its programs and conduct its own selection by a commission of faculty members.
- Faculties can have their own mission of teacher education. Each faculty can choose one aspect of contribution to the teaching profession; research based, practicum based, graduate studies etc.
- A competitive atmosphere between the faculties can help to find better policy solutions.

Dissemination policy

- Long-term plans should be studied by the policy makers, well- thought plans or projects are needed to reach the EU ratios of early childhood education.
- We should develop our national or local plans to reach the high level of quality education, just copying other countries' policies are causing more problems.
- Quotations of the teaching education programs should be lowered. We do not need as much as teacher as the opened quotes in the programs.
- Faculty development needs time and patience. Faculty should be developed before accepting students to the programs.

Accreditation of the Programs

- Accreditation of the programs should be studied as soon as possible with independent commissions or institutions to solve the quality issues.
- HEC should be restructured. It can serve as an accreditation institution.

Theory and Practice Issues

- Transferability of the theoretical knowledge to practice should be emphasized in the implementation.
- Cooperation between the practice schools should be empowered.
- New models of practicum schedules for the teacher candidates can be developed to enhance teaching skills.
- New strategies can be developed to recruit experienced teachers in the faculties to use their teaching experience in educating the candidates.

In Table 8 'Summary of the Results', summary of the results for each phase of evaluation is presented with themes and sub-themes emerged and the percentage of the mentioned sub-themes. In addition, it should be noted that the percentages are presented to give a clue about the frequencies of the repeating codes to the reader, this qualitative study do not intend to give quantitative results about the insights of the participants. In the same table, although the reflections of the faculty members in EDS and the program developers in MNE were included in the percentages, different reflections contributed by them were given in a different column.

Table 8.

Summary of the Results

THEMES (context phase)	**Sub themes**	**Faculty members in PTE**	**Faculty members in EDS and program developers in MNE**
Student selection policy	Centralized exam and score types	Inappropriate for the profession qualities (n=51, 87.9%). Low base score (n=23, 39.6%). Only by first phase lowers quality (n=43, 74.1%) Score type is not suitable (n=36, 62%)	Not appropriate for the profession qualities
	Need for additional test	Face to face interviews (n=45, 77.5%) Ability and personality test by MNE (n=20, 34.4%). Faculty authorized exams (n=23, 39.6%).	Not practical due to the high number of candidates Faculty authorized exams, Independent commissions
	Factors affecting the demand	Perception of "easy to deal with' (n=33, 56.8%) Having long vacations (n=35, 60.3%) Comfortable and sheltered working environment (n=39, 67.2%) Guarantee of the employment (n=50, 86.2%). High openings from MNE (n=35, 60.3%)	Guarantee of employment Mandatory education expectation
Decision making Policy	HEC originated issues	Ignoring the requests for new openings of the faculties (n=31, 53.4%) Ignoring academic staff/ student ratio (n=42, 72.4%) Lack of inspecting academic personnel assignments (n=38, 65.5%) Not capable of making long term plans. (n=25, 43.1%) Ignoring lack of infrastructure (n=42, 72.4%) Bureaucratic concerns (n=18, 31%)	

Table 8. (Continued)

THEMES (context phase)	**Sub themes**	**Faculty members in PTE**	**Faculty members in EDS and program developers in MNE**
Decision making Policy	MNE originated issues	Not setting the teaching force qualifications properly (n=22, 37.5%) Off field teacher assignments (n=45, 77.5%) Quantitate increase prioritization (n=45, 77.5%) Not developing national policies (n=33, 56.8%) Bureaucratic concerns (n=20, 34.4%) Lack of coordination between faculties and schools (n=35, 60.3%)	
	Faculty or university administrative board originates issues	Lack of physical facilities (n=39, 67.2%) Not giving the required priority to education faculties (n=15, 25.8%) Academic personal ‘s course load excess (n=46, 79.3%)	

Table 8. (Continued)

THEMES (context phase)	**Sub themes**	**Faculty members in PTE**	**Faculty members in EDS and program developers in MNE**
Recruitment policy	Off-field teacher assignment	Quick and unplanned solutions (n=26, 44.8%) 60 hours certificate is not enough to make them preschool teachers (n=16, 27.5%) In favor of open university graduates (n= 40, 68.9%) Authorities /decision makers do not respect this field (n=43, 74.1%) Priority given to quantity (n= 28, 48.2%)	Turkey has unique circumstances Preschool ratio must be increased New programs have common issues
	Central Selection exam	Insufficient to select the right /appropriate ones to the profession (n=53, %91,3) Additional selection methods (n=46, %79,3)	Exam must be revised Field content must be added Imbalance between the scores among the programs
	Suggestions	Alternative models can be implemented rather than irreversible mistakes (n=27, 46.5%) Dissemination should be planned properly (n=42, 72.4%) GPA must be considered(n=47, 81%)	Each city can do its own interviews or exams

Table 8. (Continued)

THEMES (Input phase)	**Sub themes**	**Faculty members in PTE**	**Faculty members in EDS and program developers in MNE**
Teacher candidates background profiles	Educational background	Important variable for the teacher qualifications (n=51, %87.9,) Process quality is more important than the input quality (n=7, %12). Variety is a necessity (n=19, %.32,7) Low educational background (n=36, %62) Vocational school advantage (n=29, %50) No difference between high school (n= 16, %27,5) Vocational school disadvantage (n=17,%29,3)	Important variable for the teacher qualifications Affects motivation level Refers to personal qualifications
	SES	Low and middle socio economic status (n=49, %84)	Low and middle economic status (common for all edu.)
	Gender	Tendency of the female candidates (n=39, %67,2) Perceived as a female profession (n=31, %53,4)	
Faculty development and assignment policy		Un-well coming from the home university faculty (n=28, 48.2%) Negative attitude to the off-field academic assignment (n=36, 62%) Adaptation problems (32, 55.1%) In sufficient number of open positions (n=44, %75,8) Positive contribution to the field (n=26, 44.8%) Lack of communication between the faculty candidates and the home university (n=31, 53.4%)	Good intended project Source of the problem is the insufficient number of open positions for the academic staff Issues originated by HEC Issues originated by faculty

Table 8. (Continued)

THEMES (Input phase)	**Sub themes**	**Faculty members in PTE**	**Faculty members in EDS and program developers in MNE**
Curriculum	Curriculum development	Opposing to the standard curriculum (n=31, 53.4%) Each faculty can develop its own curriculum (n=31, 53.4%) A revision is needed with a different commission (n=29, 50%) Overlapping course content (n=23, 39.6%)	Flexibility is needed Intended outcomes should be the focus
	Theoretical/ practicum	Insufficient practice hours (n= 44, 75.8%) Freshman years observation course is needed (n=37, 65.7%) 1 year plus practicum is needed or 3+1 (n=19, 32.7%)	Program is good in theory but the problem is in implementation 3+1 or 2+2 theory/practicum
	Faculty initiative	Faculty initiative is needed to have more flexibility (n=31, 53.4%)	Faculty initiative promotes compete for better
Instruction	Student / staff ratio and course load	High student/ staff ratio (n=40, 68.9%) Over course load (n=46, 79.3%) Unfair implementations regarding the course share among the staff (n=36, 62%)	
	Practicum courses	Lack of qualified practice course teachers (n=48, %82,7) Ignoring the importance of the practicum courses (n=35, 60.3%)	Practicum opportunities in a more efficient schedule

Table 8. (Continued)

THEMES (product phase)	**Sub themes**	**Faculty members in PTE**	**Faculty members in EDS and program developers in MNE**
Graduates' competences		Negative effects of the selection examination (n=25, 43.1%) Candidates background quality affects product quality (n=36, 62%) Insufficient quality and quantity of academic staff (n=39, 67.2%)	
Suggestions for alternative strategies		Faculty initiative should be improved Negative effects dissemination policy Accreditation of the programs Theory and Practice Issues	

CHAPTER 5

DISCUSSION

This chapter summarizes the main results of the study and offers some interpretation and analyses by relating them to the relevant literature and offering context related suggestions and solutions for the emerging issues in the results presented in the previous chapter.

5.1. Context Phase of the Evaluation

The overview of the results related to the context phase evaluation of the study indicated that data collected from all the participants including faculty members in PTE program, in EDS program and program developers in MNE can be analyzed under three main themes; student selection policy, decision-making policy and the recruitment policy of the teachers. In context phase, the main aim is to evaluate the planning decisions and the context information.

5.1.2. Student Selection Policy

Entrance examination to higher education is conducted centrally by Student Selection and Placement Center once a year. Candidates are placed according to their faculty members in PTE secondary education success degree and grades obtained from the examinations named as (YGS) and (LYS) and their choices in

the higher education institutions. In order to enter preschool teacher education programs, it is enough to pass the first phase of this selection examination (YGS-5).

In this context, student selection policy of the candidates was another main issue that emerged from the data analysis. Both faculty members in PTE and faculty members in EDS mentioned this theme to be the most important issue that affects the whole function of the system. They stated that, it not only affects the preschool education quality provided by the teachers but also the faculty members in PTE who are educating the prospective teacher, since they are also selected by the same process at the beginning of their undergraduate education. The most repeated problem mentioned by the participants is the inadequacy of selecting the candidates only by the first phase of the central selection examination (YGS5). For the reason that it lowered the educational background expected and the scientific understanding and the background of the candidates are neglected and not enough to get qualified teachers as it should be. In the previous years, the students were selected by the second phase and the candidates entering the program were more equipped than the ones entering with little knowledge now. The same issue was emphasized in the MNE workshop in the following quotation, 'Even though it is evident by the several scientific studies that the teaching performance is directly related by the teacher qualifications and background, it is hard to understand why the knowledge and quality expected from the teacher candidate is getting lower" (Workshop for the Quality of Preschool Education, 2011).

Results indicated that the participants do not believe the selection system is sufficient enough to reach the most appropriate candidates for the profession. They mention the need for the additional test to determine their skills and attitudes to the profession before accepting the candidates to the programs to train them. On the other hand, they believe that whatever the characteristics or the selection system is

the responsibility of the faculty members in PTE is to help them reach their potential and be qualified teachers. There are also other faculty members in PTE and in EDS stating the impracticality of doing such personality tests or additional interview because of the high number of students applying to the programs. Faculty members in EDS and program developers in MNE who advocated this system stated that it has the maximum selection strength in these circumstances and admit that it would be better if the system provide flexibility of deciding which program to choose after spending first year as a general teacher education student in the faculty. This view also reported both in the National Strategy Document (2011) and also in the summary report of Workshop for the Quality of Preschool Education (2011) that there should be alternative paths for the students who want to change the teacher education branch after the freshman year after having introduction courses, interacting with the content and observing the profession requirements.

The transferability between the programs was proposed in these reports consistent with the emerged result in the analysis of the interview responses in this research. Other than the proposals in these two reports, the participants including both the faculty members in PTE and the faculty members in EDS mentioned their concerns about the objectivity of this additional interviews or tests if they would be held by each faculty or the locational commissions. It should be noted that results indicated that almost all the participants emphasized the need for these personality and attitude tests; they gave examples from their experiences of the physically and psychologically unqualified teacher candidates entering the programs by the centralized test exams and being problem to the system. In order to make a comparison with another student selection policy for teacher education program, below is a quotation taken from an OECD report. It is regulation related to student selection process for a teacher education program in Finland:

> Applicants for class teacher education are required to have completed the upper secondary school matriculation examination or a three-year vocational qualification or equivalent studies abroad. The selection procedure for class teacher education includes two phases. The first selection phase is nationwide and is based on scores awarded for the matriculation examination, the upper secondary school certificate, previous study record and work experience relevant in the field. The second selection phase is university-specific and comprises sections as decided by the university. Such sections may be literature- and material-based assignments, essays, individual and group interviews, observed teaching and other group situations and different types of demonstrations (Country Background report for Finland, 2003).

As it is widely known, the success of the education in Finland was reported in many international tests such as PISA and TIMMS. From the quotation above, the difference between the student selection processes indicates the given importance to the profession in two different countries. There are numerous studies investigating the reasons of success in these international tests. In one of these articles there is an interesting statement about the subject: "Finland's continuous success at PISA 2000, 2003 and 2006 has aroused so much curiosity, leading many countries particularly the ones that have failed at PISA like Turkey to investigate reasons behind its success" (Çobanoğlu and Kasapoğlu, 2010). In the same article, student selection policy was indicated as a factor that might cause that success.

Another subtheme analyzed in this phase is the factors that attract the candidates to prefer the profession. There is not much research carried aiming to understand the reasons for the high demand for the profession. As it stated in the previous paragraph student selection policy is related with many other themes, factors affecting the demand is one of them. Understanding the reasons for this demand will help to understand the effects of the decision-making policy about the subject. More importantly, the result of the high demand forced the decision makers to do

quick solutions, which yields new and worse problems stated by participants. This can be seen in the documents showing the temporary solutions provided by the authorities (HEC and MNE) such as increasing the number of the quotations of the programs, opening new programs or assigning off-field teachers to overcome the quantity problems. In doing so as the faculty members in PTE highlighted in their responses the quality issue is ignored. This quality issue is emphasized in related workshop documents and meetings such as the last meeting of the education faculty deans in Trabzon, (2012). In the brief report, they announced the quality problems of the education faculties due to the high quotations put by HEC is emphasized and one of the programs that experience this quality issue is the preschool education programs. There are additional reasons for this issue but the most important reason mentioned both in the reports and the data of this study is the ignorance of the quality of the program.

In order to understand the source of this demand that force the authorities to ignore the quality, the perceptions of the faculty members in PTE were asked and the guarantee of finding a permanent job in the government positions was the top reason stated. In addition, it is also mentioned that the dissemination policy which increases the need for preschool graduates in the system lowers the qualifications expected from the teacher candidates, for example having low scores in the entrance exam when entering the programs and getting low scores in the selection exam (e.g.; KPSS score 39) after the graduation for the recruitment. Suggestions given for these issues are shared in the following parts.

5.1.3. Decision Making Policy

In the context phase, decision-making policy is another theme emerged during the data analysis. Issues related to the HEC, MNE and faculty administration board are

discussed. Among them, the lack of collaboration between the institutions was one of the major reasons for the problems according to the faculty members in PTE. The increase in the number of the students of the PTE program was found related to the MNE decisions about the dissemination policy manipulated by the government in order to reach the EU members' ratios. These attempts were found unrealistic and inappropriate to the infrastructure of Turkey. Faculty members had serious concerns about the unplanned and short term plans of authorities that aim to increase the quantity. Program developers in MNE were neutral on the dissemination of the preschool education. They advocated that although the increase in number of the preschool centers is not the only indicator of quality education, it should be considered as an important improvement for the education. This issue should be considered with the increase in the number of PTE program quotations in the education faculties and opening new PTE programs. On other hand, as the faculty members in PTE suggested, alternative models can be developed to provide early childhood education to the children other than opening new classes under the elementary school roof. Parent education is another way of providing early childhood education to the children.

Results of the study indicated that without making-long term plans and completing the infrastructure of the programs many programs are opened and began to accept students. Since HEC is responsible for opening new programs and their faculty assignments, decision makers both in HEC and in MNE should work on these issues together. As an additional note of the researcher, it can be noted that, almost all the faculty members' attitude towards HEC and MNE decisions were very negative. They were against the top-down implementations of those institutions. Although some of the participants reflected that they knew that these institutions were not free to act as they wished, most of the participants found these institutions highly political and far from the academic world and expertise.

5.1.4. Recruitment Policy

As mentioned in the previous chapters, preschool teachers are recruited in accordance with the general conditions as determined in Article 48 of the Civil Servants Law No 657, which are: 1) to be suitable for the position to be recruited in accordance with resolutions of the Turkish Education Board in respect of higher education program graduated from. 2) to have successfully completed one the teacher training programs approved by HEC, 3) to have equivalent education and pedagogic formation certificate with the higher education institutions and programs at home for those having graduated from higher education institutions in abroad, 3) not to have any health problem to be capable of serving (health report), 4) not to have reached the 40th age for those who shall be recruited as teacher for the first time) to have obtained base point or above for the area where s/he will be recruited in the Examination of Civil Servant Selection (KPSS).

The last condition regarding the selection exam is the main issue about the recruitment policy of the preschool teachers for both the faculty members in PTE and in EDS and program developers in MNE found insufficient to choose the qualified teachers for the government positions. The nature of the examination is found to be inappropriate they stated. The main reasons mentioned repeatedly are the lack of the field related content, the type of the questions and incompetency in measuring any teaching skills. Especially listing the education faculties according to the selection exam success of the graduates is found injustice by the participants, however there were not a consensus on ignoring the scores, because except the faculty members in PTE in the big universities which accept the top students in the entrance exam, academics mentioned that their students are obliged to enter public positions to have a job, so they understand their students attitude about taking this examination seriously and spending extra time for the preparation

courses. On the other hand, there are also faculty members in PTE that support the first responsibility of the program is to educate qualified teachers who will give quality education to the children, not to pass a multiple-choice exam.

In their educational policy analysis report (Gür, Çelik and Özoğlu, 2012) they summarize situation of the recruitment policy in Turkey. They relate the failure in the teacher qualifications to the elimination exam stating that there has been inconsistency in the qualif cations of teacher candidates over the past decades. For instance, in the late 1990s, the graduates of vet science, animal science, engineering, and economics were able to become elementary school teachers without being obliged to obtain teaching certif cates. Because of teacher shortages in rural areas and the eastern provinces, MNE still continues to recruit uncertif ed university graduates in primary and elementary schools (Gür, Çelik and Özoğlu, 2012). In addition, currently, the selection exam for public teachers in Turkey tests general aptitude and educational science knowledge of candidates but not their subject expertise (MNE is working on some revision studies to improve the content of KPSS during the reporting process of the results of this dissertation). Another problem about the recruitment policy mentioned by the participants including the faculty members in EDS and program developers in MNE in the study is the inconsistency or injustice between the base scores of different programs. The reason for this difference is that the MNE recruits teachers based on the perceived needs of the MNE. All these attempts show that there is a lack of established standards about the qualities and qualif cations of teachers in Turkey (Özgan, 2009).

The recruitment policy of the teachers also include the off-field assignment theme emerged during the data analysis, faculty members in PTE mostly gave negative

reflection to the issue especially to the 60 hours certificate program prepared for the primary school teachers to assign them as preschool teachers. They propose that other than assigning off-field teachers to permanent positions, temporary models for the dissemination of the preschool education can be performed. On the other hand, education policy experts supported it is appropriate to assign the primary school teachers since they are the closest branch to the preschool education.

5.2. Input Phase of the Evaluation

The overview of the results related to the input phase evaluation of the study indicated that all the participants, faculty members in PTE and in EDS and program developers in MNE share the belief that teacher candidates' profiles, faculty development and assignment policy are the two main themes of the preschool teacher education by effecting the program outcomes and quality.

5.2.1. Teacher Candidates' Profiles

The majority of the participants agreed that the characteristics or in other words the background profiles of the teacher candidates are thought to be effective in determining the quality in education. It is generally agreed as a result of many research carried on the field that because so much basic early learning occurs through interactive experiences when children are very young, the quality of teacher-child interactions contributes substantially to effects that early group care and pre-school education have on children (Bowman, Donovan, & Burns, 2001). Hence, the quality of this interaction is mostly related to the teacher characteristics both personal, cultural and educational (Fukkink and Lont, 2007). Among these characteristics, the low educational background was the most mentioned profile characteristics one by the faculty members in PTE program as they have a close

relationship with them in the instruction process. In the Development and Dissemination of Preschool Education Report (2010), announced in the closing session of the "Workshop for the dissemination and increasing the quality of the preschool education", organized by MNE and civil public organizations like TODER that support the improvement of preschool education in Turkey, same issues were indicated as the urgent problems to be solved. MNE inspectors and the public and private preschool managers have mentioned that the qualities of the preschool teachers were not as good as it needed to be.

The characteristics of the preschool teachers they indicated in the report are consistent with the teacher candidates profile described by the faculty members in PTE in this research study. In the report, they emphasized that the preschool teachers are from middle or low socio economic background families living in cities and mostly females graduated from public schools (TODER, 2010). Although the faculty members in EDS and program developers in MNE did not specifically mentioned about the low educational background or the socio economic status of the preschool teacher candidates, faculty members in PTE in the program specifically indicated this as an issue and related it to the low socio economic status of the preschool teacher profession.

Recent studies (Arslan, 2007, Erkan et al., 2002) conducted to investigate the teacher candidates' attitudes and the background profiles support the fore mentioned ideas of the faculty members in PTE emerged from the data analysis. The faculty members in PTE mentioned their concern on the general conception about the profession that it is seen as 'easy to deal with' and mostly suitable for females which attracts the candidates with lower educational background, lower scores and lower expectations from their carrier. This issue was also analyzed in one of the national strategy document prepared by MNE (National Strategy for

Teachers, 2011). In the report, it is stated that there are problems in selecting the appropriate teacher candidates to the teacher education programs. The importance of how to reach the most successful candidates to have more qualified teachers was also questioned in the same report. "The personal characteristics of the teacher candidates affect their teaching performance very much, for that reason it is vital to guide the most brilliant and suitable candidates to the teacher education programs" (MNE, 2009, p.13). In this study data about the teacher candidates' characteristics and background, many of the participants also mentioned that the attitudes of the candidates are related to the factors attract them to prefer the program.

The theme that emerged as "factors affecting the demand" also show that the increase in the quantity of the programs and the quotations of these programs bring the problem of losing professional quality among the teacher candidates. This result is also consistent with the study conducted by Aksu and her colleagues (2010), to examine the background characteristics of the future teachers of Turkey. In this large scale study that included 18,226 teacher candidates, it was found that 'the resulting high demand for teachers makes the characteristics of teacher candidates an issue of major concern' (Aksu et al., 2010). They have found similar conclusions with this research with regard to the socio economic status and educational background of parents. Findings related to the mentioned theme is also consistent with another study (Coultas and Lewin, 2002), conducted to investigate the characteristics of the teacher candidates in four South America countries which stated that it needs to recognize and build on the characteristics and motivations that teacher candidates bring with them when they enter the teacher education programs.

On the other hand, it should be noted that, the status of the preschool teachers could differ from country to country, since the socio economic status of the profession is not same in every part of the world.

5.2.2. Faculty Development and Assignment Policy

Since the data is mainly based on the perceptions of the faculty members in PTE, this component of the study took an extra place in their responses so that very rich and in- depth data provided by them.

As it is described in the context given in the beginning of the result chapter, because of the need for the academics to be assigned in the newly opened preschool education programs in the faculties, several alternative solutions were put into progress by HEC (HEC, 2007). However as in the 'quick solutions' mentioned in the previous section about the decision making policy, the unplanned process of opening four year programs bring the problem of the need for faculty members in PTE (Haktanır, 2008; Kavak and Baskan, 2012; Kılıç, Baskan and Sağlam, 2010).

As faculty members in PTE, mentioned one of the most important issues they faced was the lack of the positions in the programs. Both the faculty members in PTE and the faculty members in EDS and program developers in MNE stated that the process was not handled properly by HEC, but most spectacular examples and life experiences were described by the faculty members in PTE who had their graduate education abroad by government support after having their undergraduate degree from other programs. Most mentioned problems were about their adaptation and assignment delays to the positions promised to them.

On the other hand, most of the faculty members in PTE participated in this study were from child development background. These participants defined the ones who were sent by the government to have graduate education in PTE programs abroad as 'off-field' even though they had doctoral degree in early childhood education. There have not been studies conducted on this issue to compare with the results of this study, but in the reports of the workshops conducted by MNE and TODER in 2010 in Istanbul and in 2011 in Ankara; this issue was discussed in the quality improvement framework of the PTE programs.

The fact that the number of qualified faculty members in PTE who will educate preschool teachers is so inadequate, decision makers' insistence on opening these programs and increasing their quota without planning and preparation, shows the real attitude of the authorities that they do not give priority to the quality (HEC,2007).

5.3. Process Phase of the Evaluation

The process phase of the system includes curriculum and instruction major themes that focuses on the both the development process of the curriculum and the implementation component of the curriculum.

5.3.1. Curriculum and Instruction

One of the major issues reflected in the data analysis of the study was the curriculum development process of HEC. They mentioned their concerns about not having more flexibility and freedom to decide the content and making the schedule of the program. Most of the participants wanted initiative on the curriculum content and structure, they wanted to have the flexibility to make

changes when needed. They wanted to decide when and where to put the content according to the needs of their students. In that case, they stated that there would be completion among the programs to train the most qualified teachers. Some of the professors mentioned that they already do these kinds of changes in the programs according to the staff and the students. However, in the rest of the programs they said they have problems to shape themselves according to the standard program schedule.

The results show that the faculty members in PTE do not have a consensus on whether the curriculum content is appropriate or not to reach the program outcomes. Consistent with results of an evaluation study (Dereobalı and Ünver, 2009) conducted after the revision of HEC in 2006, the preschool teacher education curriculum was evaluated by the instructors in the 26 preschool teacher education program in Turkey, stated that "Most of the instructors consider all courses in the curriculum as appropriate. However, they also suggested adding 70 courses into the curriculum and changing the titles of 30 courses." (p. 162). In the same study, the instructors stressed the fact that practicum course hours amounted to 60 in the 1998 curriculum and were later decreased to 48 in the 2006, which contradicts with the alleged importance attached to application. The same issue was argued in several studies (Çakıroğlu and Çakıroğlu, 2003; Kavcar, 2002) as obtained in this study. Not the faculty members in EDS and program developers in MNE but the faculty members in PTE stressed this practicum hours issue in their responses repeatedly. They said that there is not only the insufficient hours for practice but the implementation of the practicum time is not as functional as it should be because of several reasons which were given in the result part in detail. Some of the reasons are, the lack of collaboration between the faculty and the practice schools, faculty administration board's not giving enough attention to the practicum process, professor' considering these courses as burden and not taking

part in the process, and finally not paying attention and effort to reach the best examples of the profession in the field. In similar studies abroad linking the success of the teacher candidates to their future carriers, it is seen that they attach great importance to field applications in the pre-service education of preschool teachers (Gilbert, 1999; Jones, 1997).

Consistent with the results of the study carried out to investigate the problems of beginning preschool teachers (Akdağ and Haser, 2010), the practice hours and the schedule is found ineffective by the participants. Faculty members in PTE stated in their responses that the scarce number of practice courses is an important issue for the qualification of the teachers. There used to be four practice courses in the program, but this is reduced to three in 2006, they said. Rather than decreasing the number of practice courses its semester could be changed so that prospective teachers do not miss the opportunity of knowing children closely, getting used to a class climate, or of improving their teaching practice.

When it comes to the faculty members in EDS and program developers in MNE, they approached to the subject with a different view; they support the idea of the flexibility of the curriculum so that every faculty can have a different mission than the other, but in that case each faculty administration board should have the responsibility to develop and reschedule the curriculum or a use a different model.

Pre-service teacher education is criticized as being too theoretical, having little connection to practice, and offering unrelated or ineffective courses for further processes, even in developed countries (Akdağ and Haser, 2010). According to the faculty members in PTE programs, there is a discrepancy between the teacher training and the actual teaching experience. There is an urgent need for a real collaboration with the MNE and the teacher education programs to provide

facilities for professional development and life-long learning; to help the candidates to gain a teacher identity by introducing the real aspects of the teaching profession before they graduate.

About the learning and teaching methods, the faculty members in PTE stated that in general they feel free to choose and implement the needed learning and teaching methods, however the most encountered issue is the high staff/student ratios in the classrooms and for that reason some of them stated that they could not find the time and appropriate physical facilities to use more effective methods. This concern was mentioned in the closing reports of the workshop series in Ankara and Istanbul. 'The development and dissemination of the preschool education". In the report prepared by the faculty members in PTE, MNE authorities and MNE inspectors, the concerns about the crowded classrooms in the preschool teacher education programs that affect the quality of the instruction in the programs, inexperienced (about practice) academic personal, not having collaboration between the faculties and the practice schools were emphasized.

About the curriculum and instruction theme resulted in the study, one theme is also included by the faculty members in EDS and program developers in MNE which is 'the accreditation of the education faculties". Accreditation of the teacher education programs is presented as a key point to solve many issues mentioned up to now for the process component of the evaluation study. There have not been a serious accreditation policy for the education faculties; however some faculties have other quality assurance systems working as IS09001 but it functions in structural quality. In the draft report of EFDEK, 2012 meeting held in Trabzon, the accreditation efforts were discussed by the education faculty deans. They stated positive opinion on the subject and supported it in principle but in practice it should be studied to develop an effective framework, because they mentioned if

one faculty invites the accreditation commission and not pass the process, the consequences might be unappealing to the faculty and the students. On the other hand, as the faculty members in EDS and program developers in MNE in the study stressed this is an inevitable process, which should come to life eventually in order to compete with the world.

Consequently, the improvement of quality of teacher education is a long- term attempt; a good monitoring and evaluation system should be established, and it is required to take a series of measures.

5.4. Product Phase of the Evaluation

Product phase is the last component of the evaluation study to be discussed. This section includes the graduates' competences and the suggestions of the participants to improve the overall quality of the program.

5.4.1. Graduates' Competences

There is a great deal of research associating the education of the teachers with the positive developmental outcomes for children given in the literature review chapter. Research from within the "structure→process→outcomes" paradigm suggests that the effects of education and training transfer from teacher practice to children's outcomes in several developmental domains (Fukkink and Lont, 2007). Children who attend centers that have more educated and trained teachers have higher levels of language skills (Burchinal et al., 2002; Clarke-Stewart et al., 2002), social competence and school readiness than children at other centers. They also have fewer behavioral problems at 3 years of age and they have been rated as more cooperative (Clarke-Stewart et al., 2002).

There is no need to say that qualified education influences the professional competencies of teachers, which underlie their professional performance, or, more specifically, their interaction with children. Subsequently, this interaction influences the behavior of children and their development. Although skills are the most "visible" part of teacher competencies, and, hence, are most directly related to process quality of preschool education. Skills, attitude and knowledge of the preschool teachers as separate and complementary learning domains can be distinguished. This fits in with current educational theories, which emphasize that skills and their application in practice are connected to professional knowledge and attitudes (Weinert, 2001); for example, a caregiver's beliefs and knowledge, or a lack thereof, may promote or hinder the transfer of a trained skill to practice (Fukkink and Lont, 2007). In this framework, MNE has published the teacher competency documents for each program in seven competency domain. Those competencies that are defined as outcomes of programs refer primarily to the teaching subject as an area of teacher expertise.

Faculty members reflected different perceptions regarding the competences of their graduates. As the results indicated, faculty members either find them competent or not, related this issue with previous themes in the other phases, such as the lack of qualified academic staff, the imbalance between the theory and the practice and their educational background. Since it is a systematical approach, it is expected to come up with such interrelatedness. As it can be seen in the Figure 3.1. The Evaluation Model and the Themes' in the third chapter of this thesis, every theme or phase directly or indirectly affects the other. In this theme, this effect is more obvious. In general, most of the faculty members found their graduates competent at certain level, but even the ones who stated that their graduates' are well-educated, added suggestions to improve the teacher qualifications of their

graduates. They indicated they are not hundred percent satisfied or sure about every graduate' competence but their responses indicated that they believe they do their best to educate the teacher candidates with the exceptions that they would do better if the fore mentioned issues were solved.

Second theme of the product phase includes the suggestions of the participants to improve the program in order to reach a higher quality in education. These suggestions are summarized and listed in broader themes in the final part of the results chapter. Faculty initiative, accreditation of the program, dissemination policy of the preschool education and its affects to the PTE program and finally the theory-practice issues were the themes emerged during the analysis of the suggestions of the participants.

5.5. Implications for Practice

Within the light of the findings, the following implications were drawn for the improvement of the preschool teacher education:

- In order to regain the importance and high status in the society, policy makers and the faculty members in PTE need to develop strategies to raise the socio economic status of the teaching profession and to increase the quality of the education provided to them. By this way, preschool teachers education program will attract more qualified candidates whose intention are not just to have a permanent job in the civil servant positions.

- There is a need for a more comprehensive student selection policy. Policy makers should develop a more sufficient selection system by including additional personality or skill based evaluations regarding the requirements

of the profession and the specialty of the target audience. Each faculty or program can conduct interview with the candidates before the entrance exam and they could give approval for the candidates to write this profession in their preference list before the replacement to a higher education institution. Each program in every university can have the authority for this approval. The nature of the selection policy affect the qualification level of the teachers in the field, by this way the profession will have more occupied, skilled and motivated members. The quality of the members of a profession directly affects the status of it in the society.

- Each faculty can develop or choose its own curriculum and instruction models to reach the same goal that is to train competent and qualified teachers. Faculty initiative should be increased to reach better and unique solution to the obstacles of the system. A core curriculum would be enough to define the competency standards of the profession. In that case, the following suggestion would be appropriate to preserve the quality of the program.

- Accreditation of the education faculties is needed to overcome many of the issues mentioned up to here. In this case, each faculty will be evaluated and accredited and this accreditation results will provide a ranking system of the programs for the teacher candidates in choosing which faculty or program they wish to attend.

- HEC and MNE should work cooperatively and include the faculty administrative boards in the decision making process. New strategies should be developed to increase the effectiveness of the practicum courses. One-year long practice courses would be more efficient to gain teaching

skills in the field. Last year of the program can be reserved for practice in a selected school with a good example teacher. An experienced teacher from the field can be assigned as a practice course coordinator of the faculty or the program and be responsible to observe and follow the practicum students in schools they practice. By this way, interaction and cooperation with the schools and the universities can be accomplished in real.

- Problems mentioned in the results regarding to the faculty development and assignment policy are mostly related to not having enough open positions. Faculty staff positions should be arranged according to the staff/ student ratio.

- Faculty members in PTE who were sent abroad for graduate education should not lose contact with their home universities, some obligations can be put to prepare them to their future working environment such as writing a research paper in the field together with one of the faculty members in PTE in the home university.

- Just like the entrance exam, the selection exam to recruit the teachers in public schools should be improved or totally changed in a way that teaching skills and field education can be evaluated. New arrangements are being studied in MNE recently about this recommendation such as performance exams for teachers and adding field related questions in the content which will help to evaluate the teaching skills

- As it is seen in this study, although there is a high consensus on many themes of this study, education policy experts have a macro approach to the trends and issues of the preschool teacher education system where the

faculty members in PTE in the program have a more field specified approach. In this respect, they should work together cooperatively and develop strategies to improve the quality of the education system.

5.6. Implications for Further Research

- The study implemented used the interviews, open-ended questionnaires and the documents as data collection tools. It would be a more comprehensive evaluation study if observations of the courses are included, and faculty and administrative board documents are analyzed.

- This study reflected the perceptions of the faculty members in PTE to evaluate the system for the future researchers who are interested in exploring further the issues related to the system from an in-depth perspective of the preschool teacher education system, it is recommended to carry out research with additional human resources such as the administrators, inspectors, teachers and teacher candidates.
- The program evaluation model used in exploring the current situation of preschool teacher education can be an incentive to conduct additional research on the different teacher education programs so that a communal needs can be addressed and essential implications can be provided for the development of teacher education at all levels.

- Novice teachers' practices and their needs can also be investigated within the light of this research study results, since they are the products of this program and experienced many issues in this program recently. Their perceptions on the PTE program and their experiences in their profession can be compared to reach more comprehensive results about the program.

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APPENDICES

Appendix 1

Profile Summary of the Participants

Table a. Participants Profile Summary for Faculty Members in PTE program

Participants	Gender	Initial	Years of experience in teaching	Years spent abroad for academic purposes
Academician 1	F	Prof	25	2
Academician 2	F	Prof	27	3
Academician 3	F	Prof	19	3
Academician 4	F	Prof	29	7
Academician 5	F	Prof	25	1
Academician 6	F	Prof	26	2
Academician 7	F	Prof	28	4
Academician 8	F	Prof	21	2
Academician 9	F	Prof	23	-
Academician 10	F	Prof	24	3
Academician 11	F	Prof	23	2
Academician 12	F	Prof	25	1
Academician 13	F	Prof	21	2
Academician 14	F	Prof	25	-
Academician 15	F	Prof	29	3
Academician 16	F	Prof	24	--
Academician 17	F	Assoc .prof.	18	2
Academician 18	F	Assoc.prof.	23	2
Academician 19	F	Assoc .prof.	28	1
Academician 20	F	Assoc.prof.	15	5
Academician 21	F	Assoc .prof.	19	1
Academician 22	F	Assoc.prof.	16	3
Academician 23	F	Assoc .prof.	18	1
Academician 24	F	Assoc.prof.	16	1

Table a. *(Continued)*

Academician 25	F	Assist.prof.	18	-
Academician 26	F	Assist.prof.	11	5
Academician 27	F	Assist.prof.	4	7
Academician 28	F	Assist.prof.	9	5
Academician 29	F	Assist.prof.	7	5
Academician 30	F	Assist.prof.	9	4
Academician 31	F	Assist.prof.	11	5
Academician 32	F	Assist.prof.	9	4
Academician 33	M	Assist.prof.	8	6
Academician 34	F	Assist.prof.	7	4
Academician 35	F	Assist.prof.	8	5
Academician 36	F	Assist.prof.	3	6
Academician 37	F	Assist.prof.	7	4
Academician 38	M	Assist.prof.	12	6
Academician 39	F	Assist.prof.	9	5
Academician 40	F	Assist.prof	8	5
Academician 41	F	Assist.prof	9	7
Academician 42	M	Assist.prof	6	7
Academician 43	F	Professor	22	1
Academician 44	F	Professor	24	4
Academician 45	F	Assoc. prof.	24	1
Academician 46	F	Assoc. prof.	20	3
Academician 47	F	Assist. Prof.	5	7
Academician 48	M	Assist. Prof.	3	7
Academician 49	M	Assist. Prof.	4	6
Academician 50	F	Assist. Prof.	7	7
Academician 51	F	Instructor	15	-
Academician 52	F	Instructor	3	7

Table b. Participants Profile Summary for Faculty Members in EDS Program and Program Developers in MNE

	Gender	Initial	Years of experience in teaching	Years spent abroad for academic purposes	Experience in educational policy field
Expert1	M	Professor	25	3	15
Expert 2	M	Professor	18	5	18
Expert 3	F	Professor	20	2	6
Expert 4	F	Assoc. professor	14	6	6
Expert5	F	-	5	-	5
Expert 6	F	-	3	-	6

Appendix 2

First Draft for the Interview Questions

1. What do you think that the goals and policy of the preschool teacher education should be?
2. What do you think that the environmental factors affecting the career choices of the preschool teacher candidates are?
3. How do you evaluate the selection method of the preschool teacher candidates in terms of meeting the needs of human resources for the profession?
4. What qualifications should the instructors in the education faculties responsible for the education of the preschool teachers have?
5. What do you think about the financial resources of the education faculties during the teacher education process?
6. Which teaching methods should be implemented in the education faculties according to you?
7. What is your opinion about the preschool teacher education program in terms of the distribution of the courses and their content?
8. What is your opinion about the practicum opportunities of the preschool teacher candidates?
9. What is your opinion about the cooperation between the employers and the education faculties in the preschool teacher education system?
10. What is your opinion about the qualifications of the graduates of the education faculties?
11. What do you think about the recruitment policy of the preschool teachers?

Appendix 3

Informed Consent Form

Ben Belkıs Tekmen. Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Eğitim Programları ve Öğretimi doktora öğrencisiyim. Doktora tezim kapsamında Türkiye'deki okul öncesi öğretmeni yetiştirme sisteminin analizine yönelik bir çalışma yürütüyorum. Görüşmeye katılımınız gönüllülük esasına dayanmaktadır. Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır.

Görüşmemiz sırasında edinilen ve kayıt altına alınan bütün bu bilgilerin güvenliği araştırmacının sorumluluğundadır. Elde ettiğimiz ses kayıtları ve görüşme notlarına sadece araştırmacının erişimi vardır. Bu kayıtların kimliğinizi açığa çıkaracak şekilde çalıştığınız kuruma ya da bir başka kuruma verilmesi kesinlikle söz konusu değildir.

Araştırmaya yönelik sorularınız olması durumunda benimle ve/veya tez danışmanımla iletişime geçebileceğiniz bilgiler aşağıdaki gibidir:

Araş. Gör. Belkıs Tekmen,
Adres: Başkent Üniversitesi, Eğitim Fakültesi, İlköğretim Bölümü, Oda No:B-118, 06530 Ankara; Tel: +90 312 2341010/ 1067,
E-posta: tekmen@baskent.edu.tr
Tez danışmanım: Yrd.Doç. Dr. Hanife Akar, Adres: ODTÜ, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Oda No: EF- -Ankara 06531; Tel: +90 312 210 4097, E-posta: hanif@metu.edu.tr

Eğer bu çalışma için ayrıntıları yukarıda açıklanmış olan birebir görüşmeler için gönüllü olmak istiyorsanız, lütfen aşağıda belirtilen yere isminizi ve tarihi yazarak imzalayınız.

Teşekkür ederim.

İsim: İmza:
Tarih:

Appendix 4

Semi-Structured Interview Schedule

Introduction

I'm doing a research on the analysis of preschool teacher education program in our country. My purpose is to analyze preschool teacher education program from its context, input, process and product phases all together as a whole system, I am conducting interviews with academic personnel whom are playing/or have played an important role in the policy making process. All the interview questions are prepared to define all the phases in the system as much as possible to explore available practices, its strengths and needs for improvement.

All the data will be collected during these interviews will be used only for the purpose of this study and personnel data will not be disclosed. I assume the interview will take around an hour. I want to record our conversation with your permission to save time and get more detailed recording. Do you have any questions before starting our interview?

Thanks in advance to you for accepting our request to participate this study.

Participant Information:

Education:
Title (academic, administrative) :
Foreign Experience (duration, level, support):
Field Related Work Experience:
Educational strategy determination related work experience:

Q.1. As you may know, after the changes put in action related to teacher education system in our country, pre-school teacher education mission transferred to faculty of education with the same name with a 4 year educational program.

(Considering the acceptance of variable high school graduates with different score types entrance to this program)
What do you think about the acceptance of candidate teachers to this system?

- How do you evaluate the selection system for the preschool teacher education programs? To what extent do candidates match the requirements of the profession?

- How do pre-school teacher characteristics compare to other teaching programs candidates' characteristics? Are there any differences? Please, explain.
- What could be another alternative model be for the selection of preschool teacher candidates in the teacher education programs?

Q.2. As with all systems, what is the direct or indirect environmental factors that may affect pre-school teacher training dynamics?
Which factors are effective in attracting students to seek a career through attending pre-school teacher education programs?

- Guarantee of finding work
- Base scoring in university entrance exam
- Score type
- Graduated high school
- Enthusiasm to work with children

The necessary number and qualified academic personnel is another issue. With the changes of becoming a 4 year teacher education program, masters and doctoral students have been started to be sent to foreign countries to educate and reach the necessary academic personnel level,. On the other side, OYP, with Farabi program type of activities are being held as well.

Q.3. What do you think about the outcomes of the above faculty development approaches?
How do you evaluate the quality of the academic personnel and the commission criteria in terms of…

- Academic Competence
- Work experience
- Cultural adaptation to the faculty environment

Q.4. After the restructuring in 1982, most of the programs being held in faculty of education is prepared by HEC, and a limited freedom is granted with elective courses only (25%) In this context, What do you think about the preschool teacher education program?

- in terms of competence of programs how do you evaluate the …. Of the program. (what are the strengths/weaknesses, treats, opportunities?)

content

methods
materials
evaluation

Q.5. If we assume that the graduates are an important factor to determine the quality of the system, what do you think about the professional qualifications of graduates of the preschool teacher education program?

- Common abilities, common knowledge
- Professional qualifications

Q.6. How do you evaluate the preschool teacher education system in terms of the recruitment policies?

- in terms of commissions of necessary qualified teachers.
- in terms of the validity of selection exam (KPSS).
- in terms of teacher assignment systems effect on teacher training programs.

Q.7. What do you think about the alternative strategies for fulfilling the need for pre-school teachers in the education system??

- out of field assignments, teacher recruitment with other credentials
- open university graduates, distance education
- completing formation, certification programs

Q.8. (this question concerns only educational policy experts) Considering the pre-school teacher education program as a whole system, what are the factors effecting the system directly or indirectly? How these factors are changing the way the system works?

- Political Factors (in terms of global politics, government policies)
- Cultural Factors (national factors, teacher education history)
- Personal Factors (expectations and specifications of employers specifications and expectations)
- Structural Factors (Bureaucracy, adaptation to national and international accordance)

Q.9. (this question concerns only academics) As an academic, what do you think about the overall pre-school teacher education program?

- What type of problems occur with this system
- What is your needs
- What is your proposed solution ideas

This interview has been very informative. Thank you for your time and devotion. Please let me know, if you have any other additional opinions or suggestions come to your mind and you would like to share them with me Can you please give me your email address, so after documenting the interview I will request for your approval of the interview.

Res. Assist. Belkıs Tekmen
E-mail: tekmen@baskent.edu.tr

Appendix 4 (Continued)

Görüşme Formu

Giriş

Ülkemizde okul öncesi öğretmen yetiştirme programının analizine yönelik bir araştırma yapıyorum. Okul öncesi eğitime öğretmen yetiştirme sistemimizin girdi, süreç ve çıktı boyutları bir bütün olarak analiz edebilmek amacıyla sürecin önemli bir parçası olan üniversite öğretim elemanlarının konuyla ilgili görüşlerini almayı planlıyorum. Bu görüşmedeki sorular okulöncesi öğretmen yetiştirme sistemini mümkün olduğunca tüm boyutlarıyla ele alarak sistemin tanımlanması ve çözüm önerileri getirilmesine yönelik hazırlanmıştır

Yaptığım tüm görüşmelerde verilen bilgiler, sadece bu araştırmada kullanılacak ve kişisel bilgiler kesinlikle saklı tutulacaktır. Görüşmenin yaklaşık bir saat süreceğini tahmin ediyorum. Zaman kazanmak ve daha ayrıntılı kayıt tutabilmek için izin verirseniz görüşmeyi kaydetmek istiyorum. Görüşmeye başlamadan önce sormak istediğiniz sorular var mı?

Bu araştırmaya katılmayı kabul ettiğiniz için şimdiden teşekkür ederim.

Katılımcı bilgileri

Öğrenim durumunuz:
Göreviniz (akademik, idari):
Yurt dışı deneyiminiz (süre, düzey, destek kaynağı):
Alandaki akademik deneyiminiz:
Eğitim politikası belirleme çalışmaları deneyiminiz:

S.1. Bildiğiniz gibi 1998 yılında ülkemizdeki öğretmen yetiştirme sisteminin yeniden yapılanmasıyla okul öncesine öğretmen yetiştirme görevi eğitim fakültelerinin dört yıllık aynı adlı bölümlerine verilmiş oldu.

(Bu kapsamda okul öncesi öğretmenliği programlarına farklı lise mezunları üniversite seçme sınavı sonuçlarına göre alındığını göz önüne alırsak) öğretmen adaylarımızın programlara yerleştirme sistemini nasıl değerlendiriyorsunuz?

- Programlara yerleştirme sistemi mesleğin gerekliliklerine uygun adayları seçmek ne kadar yeterlidir? Mevcut yöntemin uygun olmadığını düşünüyorsanız önerileriz nelerdir?
- Okulöncesi öğretmeninin diğer öğretmenlik programlarından farklı ne tür özellikler taşıması gerektiğini düşünüyorsunuz?
- Sizce hangi alternatif yöntemler ile bu özellikleri taşıyan öğretmenleri seçmek mümkün olabilir?

S.2. Tüm sistemlerde olduğu gibi okul öncesi öğretmen yetiştirme sistemindeki dinamikleri doğrudan ya da dolaylı etkileyen çevresel faktörler sizce nelerdir? (Sizce öğrencilerin okul öncesi öğretmenliğini tercih etmelerinde hangi faktörler etkili olmaktadır?)

İş bulma garantisi
Üniversite seçme sistemindeki program taban puanları
Puan türü
Mezun olunan lise
Çocuklarla çalışma isteği

Finansal kaynakların etkili olduğu diğer bir boyut da okul öncesi öğretmenliği programlarına gerekli nitelikte ve nicelikte öğretim elemanı sağlama konusudur. Okul öncesi öğretmenliği programlarının dört yıla çıkmasıyla beraber gereksinim duyulan öğretim elemanını karşılamak için yurt dışına yüksek lisans ve doktora yapmak üzere öğrenciler gönderilerek bu ihtiyaç karşılanmaya çalışılmıştır. Bunun dışında OYP, 35.madde, farabi programı gibi çalışmalar da devam etmektedir.

S.3. Bu kapsamda okul öncesi öğretmenliği programı öğretim elemanlarının niteliklerini ve görevlendirilme kriterlerini nasıl değerlendiriyorsunuz?

Akademik yetkinlikleri
Yurt dışı ya da yurt içi deneyimleri
Aldıkları eğitimin etkin kullanımı
Kültürel adaptasyonları
Sayısal yeterlik açısından

S.4. 1982 deki yeniden yapılanma sonrası eğitim fakültelerinde uygulanan programlar büyük ölçüde YÖK tarafından hazırlanmakta ve fakültelere seçmeli dersler yoluyla kısmi serbestlik sağlanmaktadır. (%20-%25 oranında) Bu kapsamda okul öncesi öğretmenliği programlarını nasıl değerlendiriyorsunuz?

- Bu esneklik fakülteler arasında nasıl bir farklılık yaratıyor? (öğretim elemanları için bu soru; Sahip olduğunuz bu farklılık size nasıl bir farklılık katıyor?
- Programların yeterliği açısından
  İçerik
  Yöntem
  Materyaller

Değerlendirme

S.5.Eğitim fakültelerinin işverenleri konumunda olan resmi ve özel okullar ile iş birliği ve mezunların istihdamı konusu sistemin hem sürecini özellikle de çıktı boyutunu etkilemektedir.
Bu bağlamda, mezunların istihdamına yönelik uygulanan sistemi nasıl değerlendiriyorsunuz?

- Gereksinim duyulan nitelikte öğretmenleri görevlendirme açısından
- Seçme sisteminde uygulanan eleme sınavının geçerliği, yeterliği açısından
- Öğretmen atama sisteminin öğretmen yetiştirme programlarının sürecini etkilemesi açısından

S.6. Okul öncesi öğretmeni gereksiniminin farklı kaynaklardan karşılanması konusunda görüşleriniz nelerdir?

- Alan dışı atamalar
- Açık öğretim mezunları
- Formasyon tamamlama

S.7. Mezunları sistemin önemli ve niteliğini belirleyici bir boyutu olduğunu düşünerek, okul öncesi öğretmenliği programı mezunlarının mesleki yeterliğini nasıl değerlendiriyorsunuz?

- Genel kültür ve genel yetenek açısından
- Mesleki yeterlik açısından

S.8. (Bu soru sadece öğretim elemanlarını kapsamaktadır) Öğretim elemanı olarak okul öncesi öğretmen yetiştirme sistemimizin genel bir değerlendirmesini yaparsanız,

Bu sitem dolayısıyla yaşadığınız sorunlar nelerdir?
İhtiyaçlarınız nelerdir?
Çözüm önerileriniz nelerdir?

S.9. (Bu soru sadece eğitim politikası uzmanlarını kapsamaktadır) Son olarak okul öncesi öğretmen yetiştirme sistemini tüm boyutlarıyla ele alırsak, sistemi doğrudan ya da dolaylı olarak etkilediğini düşündüğünüz faktörler nelerdir? Sistemin işleyişini nasıl etkilemektedirler?

- Politik faktörler
  (Küresel politikalar, hükümet kararları)
- Kültürel faktörler
  (öğretmen yetiştirme geçmişimiz, ulusal hedefler)
- Kişisel faktörler

(adayların beklentileri, özellikleri, işverenlerin beklentileri, özellikleri)

- Yapısal faktörler
  (bürokratik yapı, ulusal ve uluslararası gelişmelere uyum)

Bana zaman ayırdığınız için çok teşekkür ederim. Bu görüşme çalışmam için çok yardımcı oldu. Bu konuda eklemek istediğiniz başka görüş ve önerileriniz olursa lütfen belirtiniz. Görüşmenin dökümünü yaptıktan sonra sizin onayınızı almak ve aklıma takılan yerleri sormak için e- postanızı alabilir miyim? Teşekkürler.

Araş. Gör. Belkıs Tekmen
tekmen@baskent.edu.tr

Appendix 5

Open-Ended Questionnaire Form

Giriş

Ülkemizde okul öncesi öğretmen yetiştirme sisteminin analizine yönelik bir araştırma yapıyorum. Okul öncesi eğitime öğretmen yetiştirme sistemimizin girdi, süreç ve çıktı boyutları bir bütün olarak analiz edebilmek amacıyla sürecin önemli bir parçası olan üniversite öğretim elemanlarının konuyla ilgili görüşlerini almayı planlıyorum. Bu formdaki sorular okulöncesi öğretmen yetiştirme sistemini mümkün olduğunca tüm boyutlarıyla ele alarak sistemin tanımlanması ve çözüm önerileri getirilmesine yönelik hazırlanmıştır

Yaptığım tüm görüşmelerde verilen bilgiler, sadece bu araştırmada kullanılacak ve kişisel bilgiler kesinlikle saklı tutulacaktır.

Aşağıdaki soruları cevap numarası vererek ya da her sorunun altındaki alana cevaplayabilirsiniz. Vereceğiniz ayrıntılı cevaplar çalışmamın önemli bir veri kaynağını oluşturacaktır.

Bu araştırmaya katılmayı kabul ettiğiniz için şimdiden teşekkür ederim.

Katılımcı bilgileri

En son öğrenim durumunuz:
Göreviniz (akademik, idari, ünvan):
Yurt dışı eğitim alma/eğitim verme deneyiminiz (süre, düzey, destek kaynağı):
Alandaki akademik deneyiminiz: ..... yıl
Eğitim politikası belirleme çalışmaları deneyiminiz: (lütfen ayrıntılarıyla açıklayınız.)

S.1. Bildiğiniz gibi 1998 yılında ülkemizdeki öğretmen yetiştirme sisteminin yeniden yapılanmasıyla okul öncesine öğretmen yetiştirme görevi eğitim fakültelerinin dört yıllık aynı adlı bölümlerine verilmiş oldu.

a) Programlara yerleştirme sistemi mesleğin gerekliliklerine uygun adayları seçmek ne kadar yeterlidir? Mevcut yöntemin uygun olmadığını düşünüyorsanız önerileriz nelerdir?

b) Okulöncesi öğretmeninin diğer öğretmenlik programlarından farklı ne tür özellikler taşıması gerektiğini düşünüyorsunuz?

c) Sizce hangi alternatif yöntemler ile bu özellikleri taşıyan öğretmenleri seçmek mümkün olabilir?

S.2. Tüm sistemlerde olduğu gibi okul öncesi öğretmen yetiştirme sistemindeki dinamikleri doğrudan ya da dolaylı etkileyen çevresel faktörler sizce nelerdir? LÜTFEN AÇIKLAYINIZ

Finansal kaynakların etkili olduğu diğer bir boyut da okul öncesi öğretmenliği programlarına gerekli nitelikte ve nicelikte öğretim elemanı sağlama konusudur. Okul öncesi öğretmenliği programlarının dört yıla çıkmasıyla beraber gereksinim duyulan öğretim elemanını karşılamak için yurt dışına yüksek lisans ve doktora yapmak üzere öğrenciler gönderilerek bu ihtiyaç karşılanmaya çalışılmıştır. Bunun dışında OYP, 35.madde, farabi programı gibi çalışmalar da devam etmektedir.

S.3. Bu kapsamda okul öncesi öğretmenliği programı öğretim elemanlarının niteliklerini ve görevlendirilme kriterlerini nasıl değerlendiriyorsunuz? LÜTFEN AÇIKLAYINIZ

S.4. 1982 deki yeniden yapılanma sonrası eğitim fakültelerinde uygulanan programlar büyük ölçüde YÖK tarafından hazırlanmakta ve fakültelere seçmeli dersler yoluyla kısmi serbestlik sağlanmaktadır. (%20-%25 oranında) Bu kapsamda okul öncesi öğretmenliği programlarını nasıl değerlendiriyorsunuz?

a) Sahip olduğunuz bu farklılıklar açısından değerlendiriniz.

b) Programların yeterliği açısından değerlendiriniz

S.5.Eğitim fakültelerinin işverenleri konumunda olan resmi ve özel okullar ile iş birliği ve mezunların istihdamına yönelik uygulanan politikaları nasıl değerlendiriyorsunuz? LÜTFEN AÇIKLAYINIZ

a) Gereksinim duyulan nitelikte öğretmenleri görevlendirme açısından

b) Seçme sisteminde uygulanan eleme sınavının geçerliği, yeterliği açısından

c) Öğretmen atama sisteminin öğretmen yetiştirme programlarının sürecini etkilemesi açısından

S.6. Okul öncesi öğretmeni gereksiniminin farklı kaynaklardan karşılanması konusunda görüşleriniz nelerdir? LÜTFEN AYRINTILARIYLA AÇIKLAYINIZ.

S.7. Mezunları sistemin önemli ve niteliğini belirleyici bir boyutu olduğunu düşünerek, okul öncesi öğretmenliği programı mezunlarının mesleki yeterliğini nasıl değerlendiriyorsunuz? LÜTFEN AÇIKLAYINIZ

S.8. Öğretim elemanı olarak okul öncesi öğretmen yetiştirme sistemimizin genel bir değerlendirmesini yaparsanız,

a) Bu sistem dolayısıyla yaşadığınız sorunlar nelerdir? Lütfen ayrıntılarıyla açıklayınız

b) İhtiyaçlarınız mevcut durum açısından nelerdir?

c) Çözüm önerileriniz nelerdir?

S.9. Önemli gördüğünüz ve paylaşmak istediğiniz ek durumlar varsa lütfen belirtiniz.

Bana zaman ayırdığınız için çok teşekkür ederim. Bu konuda eklemek istediğiniz başka soru, görüş ve önerileriniz olursa lütfen aşağıdaki e-posta adresime gönderiniz. Saygılarımla,

Araş. Gör. Belkıs Tekmen
tekmen@baskent.edu.tr

Appendix 6

METU Ethical Committee Approval

1956

Orta Doğu Teknik Üniversitesi
Middle East Technical University
Fen Bilimleri Enstitüsü
Graduate School of
Natural and Applied Sciences
06531 Ankara, Türkiye
Phone: +90 (312) 2102292
Fax: +90 (312) 2107959
www.fbe.metu.edu.tr

Sayı: B.30.2.ODT.0.AH.00.00/126/100-938

14 Temmuz 2011

Gönderilen: Yrd. Doç. Dr. Hanife Akar
Eğitim Bilimleri Bölümü
Gönderen : Prof. Dr. Canan Özgen
IAK Başkan Yardımcısı
İlgi : Etik Onayı

" A System's Analysis on Trends and Issues in Preschool Teacher Education Policy in Turkey " isimli araştırmanız ''İnsan Araştırmaları Komitesi'' tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

14/07/2011

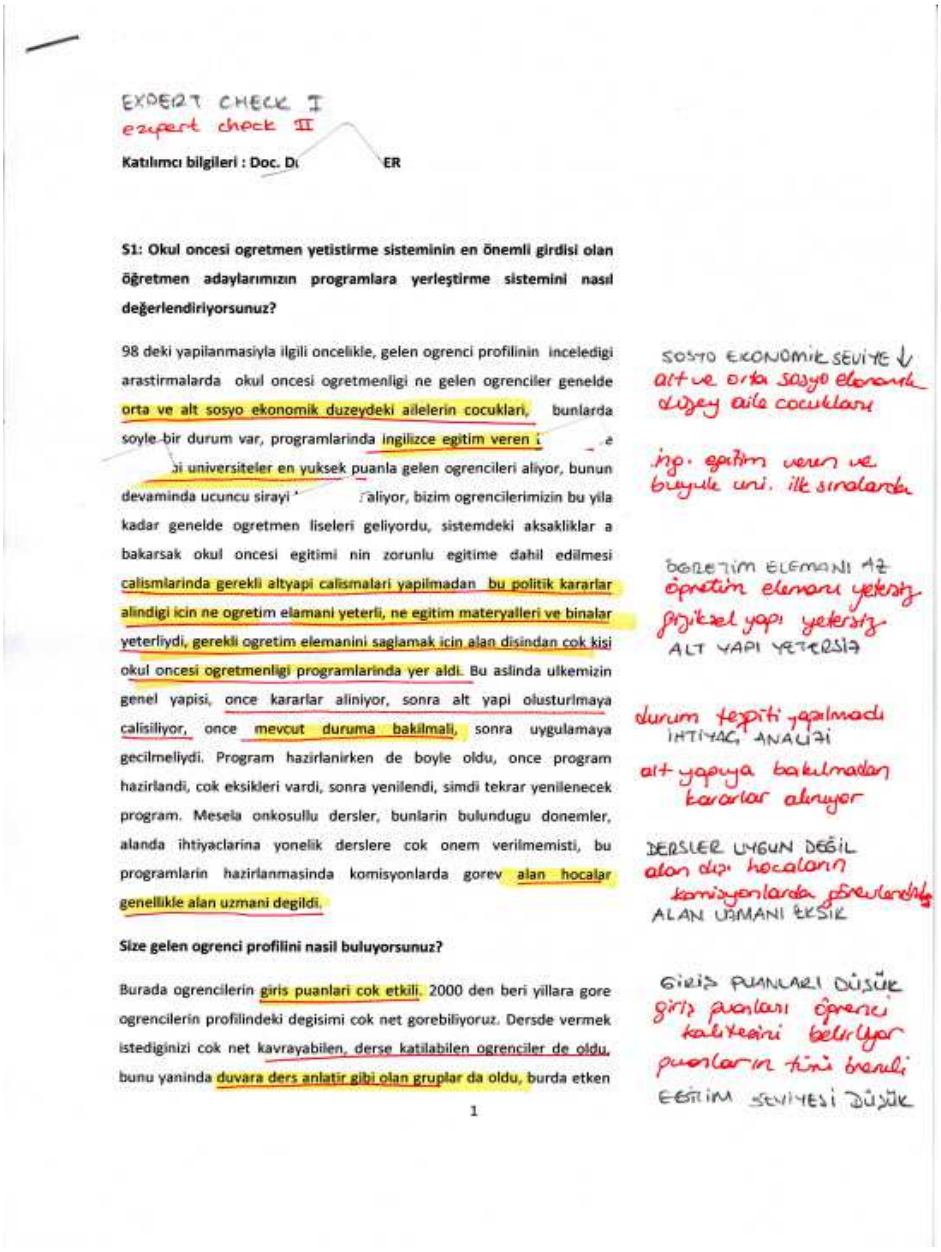
Prof.Dr. Canan ÖZGEN
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

Appendix 7. Timeline for the Study

	April May,	June July	August Sept.	October	November	December	January 2012	February March	April May	June July
Approval of the proposal										
Literature review										
Preparation of the data collection tools										
Sample selection										
Expert opinion										
Piloting										
Document analysis										
Ethical contract										
Data collection										
Data analysis										
Inter-rater reliability										
Reporting the results										

Appendix 8

Transcribed and Coded Data for Expert Check



EXPERT CHECK I
ezpert check II

Katılımcı bilgileri : Doc. D[illegible] ER

S1: Okul oncesi ogretmen yetistirme sisteminin en önemli girdisi olan öğretmen adaylarımızın programlara yerleştirme sistemini nasıl değerlendiriyorsunuz?

98 deki yapilanmasiyla ilgili oncelikle, gelen ogrenci profilinin incelediği arastirmalarda okul oncesi ogretmenligi ne gelen ogrenciler genelde orta ve alt sosyo ekonomik duzeydeki ailelerin cocukları, bunlarda soyle bir durum var, programlarinda ingilizce egitim veren [illegible]i universiteler en yuksek puanla gelen ogrencileri aliyor, bunun devaminda ucuncu sirayi [illegible]aliyor, bizim ogrencilerimizin bu yila kadar genelde ogretmen liseleri geliyordu, sistemdeki aksakliklar a bakarsak okul oncesi egitimi nin zorunlu egitime dahil edilmesi calismlarinda gerekli altyapi calismalari yapilmadan bu politik kararlar alindigi icin ne ogretim elamani yeterli, ne egitim materyalleri ve binalar yeterliydi, gerekli ogretim elemanini saglamak icin alan disindan cok kisi okul oncesi ogretmenligi programlarinda yer aldi. Bu aslinda ulkemizin genel yapisi, once kararlar aliniyor, sonra alt yapi olusturlmaya calisiliyor, once mevcut duruma bakilmali, sonra uygulamaya gecilmeliydi. Program hazirlanirken de boyle oldu, once program hazirlandi, cok eksikleri vardi, sonra yenilendi, simdi tekrar yenilenecek program. Mesela onkosullu dersler, bunlarin bulundugu donemler, alanda ihtiyaclarina yonelik derslere cok onem verilmemisti, bu programlarin hazirlanmasinda komisyonlarda gorev alan hocalar genellikle alan uzmani degildi.

SOSYO EKONOMİK SEVİYE ↓
alt ve orta sosyo ekonomik düzey aile cocukları

ing. eğitim veren ve büyük uni. ilk sıralarda

ÖĞRETİM ELEMANI AZ
öğretim elemanı yetersiz
fiziksel yapı yetersiz
ALT YAPI YETERSİZ

durum tespiti yapılmadı
İHTİYAÇ ANALİZİ
alt yapıya bakılmadan kararlar alınıyor

DERSLER UYGUN DEĞİL
alan dışı hocaların komisyonlarda görevlendirilmesi
ALAN UZMANI EKSİK

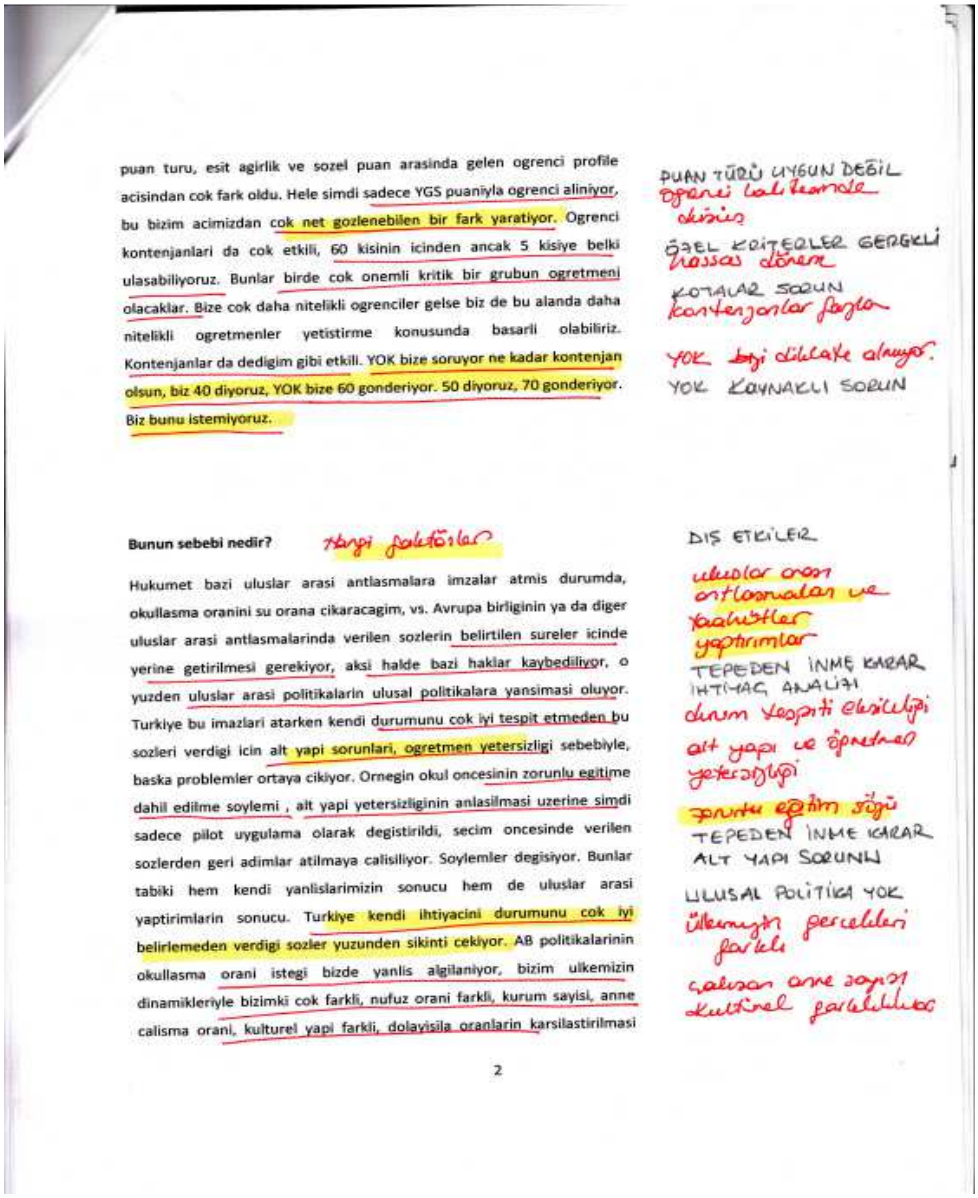
Size gelen ogrenci profilini nasil buluyorsunuz?

Burada ogrencilerin giris puanlari cok etkili. 2000 den beri yillara gore ogrencilerin profilindeki degisimi cok net gorebiliyoruz. Dersde vermek istediginizi cok net kavrayabilen, derse katilabilen ogrenciler de oldu, bunu yaninda duvara ders anlatir gibi olan gruplar da oldu, burda etken

GİRİŞ PUANLARI DÜŞÜK
giriş puanları öğrenci kalitesini belirliyor
puanların tüm branşlı
EĞİTİM SEVİYESİ DÜŞÜK

1

Appendix 8. (Continued)



puan turu, esit agirlik ve sozel puan arasinda gelen ogrenci profile acisindan cok fark oldu. Hele simdi sadece YGS puaniyla ogrenci aliniyor, bu bizim acimizdan cok net gozlenebilen bir fark yaratiyor. Ogrenci kontenjanlari da cok etkili, 60 kisinin icinden ancak 5 kisiye belki ulasabiliyoruz. Bunlar birde cok onemli kritik bir grubun ogretmeni olacaklar. Bize cok daha nitelikli ogrenciler gelse biz de bu alanda daha nitelikli ogretmenler yetistirme konusunda basarili olabiliriz. Kontenjanlar da dedigim gibi etkili. YOK bize soruyor ne kadar kontenjan olsun, biz 40 diyoruz, YOK bize 60 gonderiyor. 50 diyoruz, 70 gonderiyor. Biz bunu istemiyoruz.

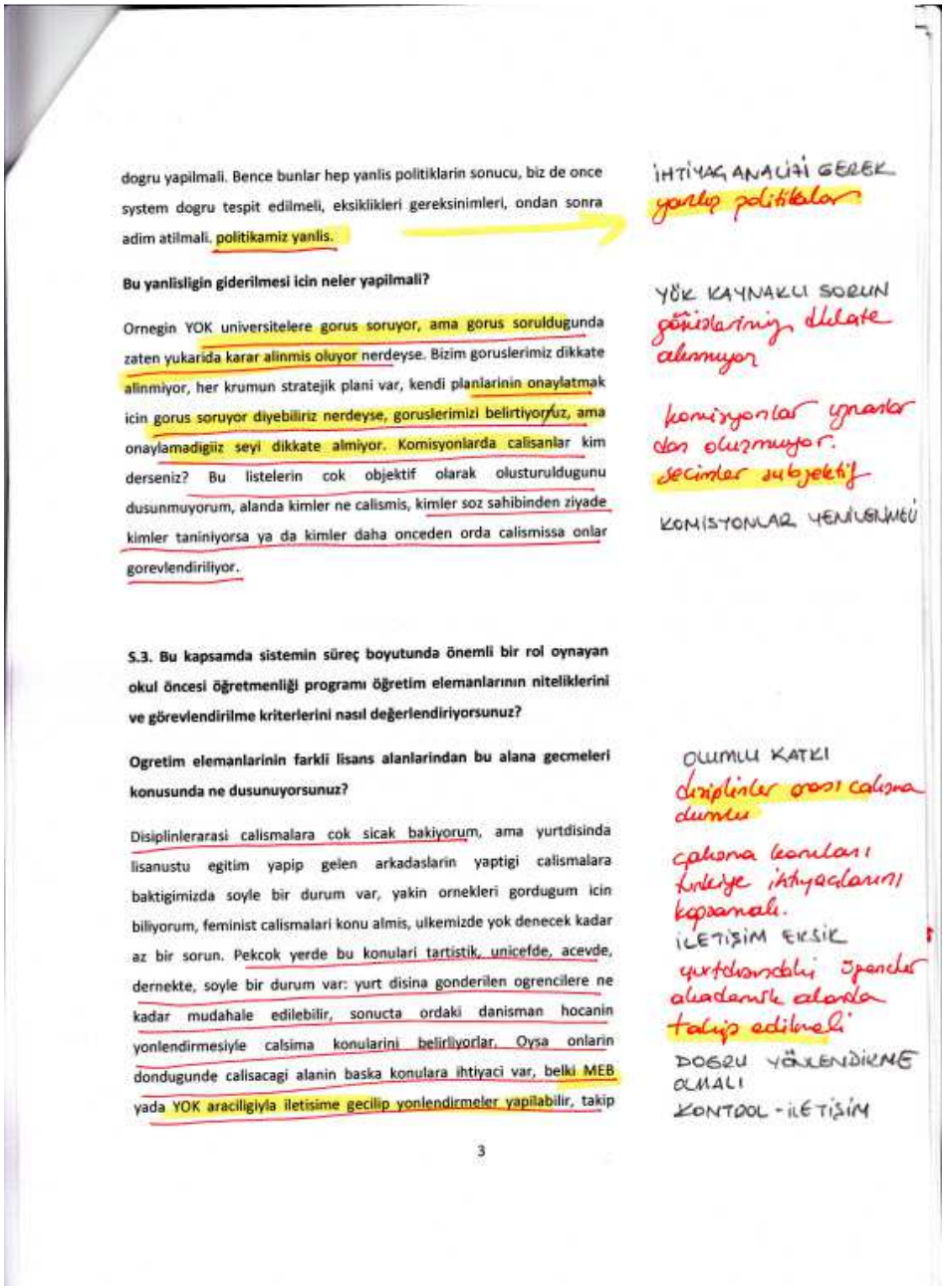
PUAN TÜRÜ UYGUN DEĞİL
Ögrenci kalitesinde düşüş
ÖZEL KRİTERLER GEREKLİ
hassas dönem
KOTALAR SORUN
kontenjanlar fazla
YOK bazi dillerde olmuyor.
YOK KAYNAKLI SORUN

Bunun sebebi nedir? Hangi faktörler?

Hukumet bazi uluslar arasi antlasmalara imzalar atmis durumda, okullasma oranini su orana cikaracagim, vs. Avrupa birliginin ya da diger uluslar arasi antlasmalarinda verilen sozlerin belirtilen sureler icinde yerine getirilmesi gerekiyor, aksi halde bazi haklar kaybediliyor, o yuzden uluslar arasi politikalarin ulusal politikalara yansimasi oluyor. Turkiye bu imazlari atarken kendi durumunu cok iyi tespit etmeden bu sozleri verdigi icin alt yapi sorunlari, ogretmen yetersizligi sebebiyle, baska problemler ortaya cikiyor. Ornegin okul oncesinin zorunlu egitime dahil edilme soylemi , alt yapi yetersizliginin anlasilmasi uzerine simdi sadece pilot uygulama olarak degistirildi, secim oncesinde verilen sozlerden geri adimlar atilmaya calisiliyor. Soylemler degisiyor. Bunlar tabiki hem kendi yanlislarimizin sonucu hem de uluslar arasi yaptirimlarin sonucu. Turkiye kendi ihtiyacini durumunu cok iyi belirlemeden verdigi sozler yuzunden sikinti cekiyor. AB politikalarinin okullasma orani istegi bizde yanlis algilaniyor, bizim ulkemizin dinamikleriyle bizimki cok farkli, nufuz orani farkli, kurum sayisi, anne calisma orani, kulturel yapi farkli, dolayisiyla oranlarin karsilastirilmasi

DIŞ ETKİLER
uluslar arası antlaşmalar ve kabuller yaptırımlar
TEPEDEN İNME KARAR
İHTİYAÇ ANALİZİ
durum tespiti eksikliği
alt yapı ve öğretmen yetersizliği
zorunlu eğitim sözü
TEPEDEN İNME KARAR
ALT YAPI SORUNU
ULUSAL POLİTİKA YOK
ülkemizin gerçekleri farklı
çalışan anne sayısı kültürel farklılıklar

Appendix 8. (Continued)



dogru yapilmali. Bence bunlar hep yanlis politiklarin sonucu, biz de once system dogru tespit edilmeli, eksiklikleri gereksinimleri, ondan sonra adim atilmali. politikamiz yanlis.

İHTİYAÇ ANALİZİ GEREK
yanlış politikalar

Bu yanlisligin giderilmesi icin neler yapilmali?

Ornegin YOK universitelere gorus soruyor, ama gorus soruldugunda zaten yukarida karar alinmis oluyor nerdeyse. Bizim goruslerimiz dikkate alinmiyor, her krumun stratejik plani var, kendi planlarinin onaylatmak icin gorus soruyor diyebiliriz nerdeyse, goruslerimizi belirtiyoruz, ama onaylamadigiiz seyi dikkate almiyor. Komisyonlarda calisanlar kim derseniz? Bu listelerin cok objektif olarak olusturuldugunu dusunmuyorum, alanda kimler ne calismis, kimler soz sahibinden ziyade kimler taniniyorsa ya da kimler daha onceden orda calismissa onlar gorevlendiriliyor.

YÖK KAYNAKLI SORUN
görüşlerimiz dikkate alınmıyor

komisyonlar uzmanlar dan oluşmuyor.
seçimler subjektif

KOMİSYONLAR YENİLENMELİ

S.3. Bu kapsamda sistemin süreç boyutunda önemli bir rol oynayan okul öncesi öğretmenliği programı öğretim elemanlarının niteliklerini ve görevlendirilme kriterlerini nasıl değerlendiriyorsunuz?

Ogretim elemanlarinin farkli lisans alanlarindan bu alana gecmeleri konusunda ne dusunuyorsunuz?

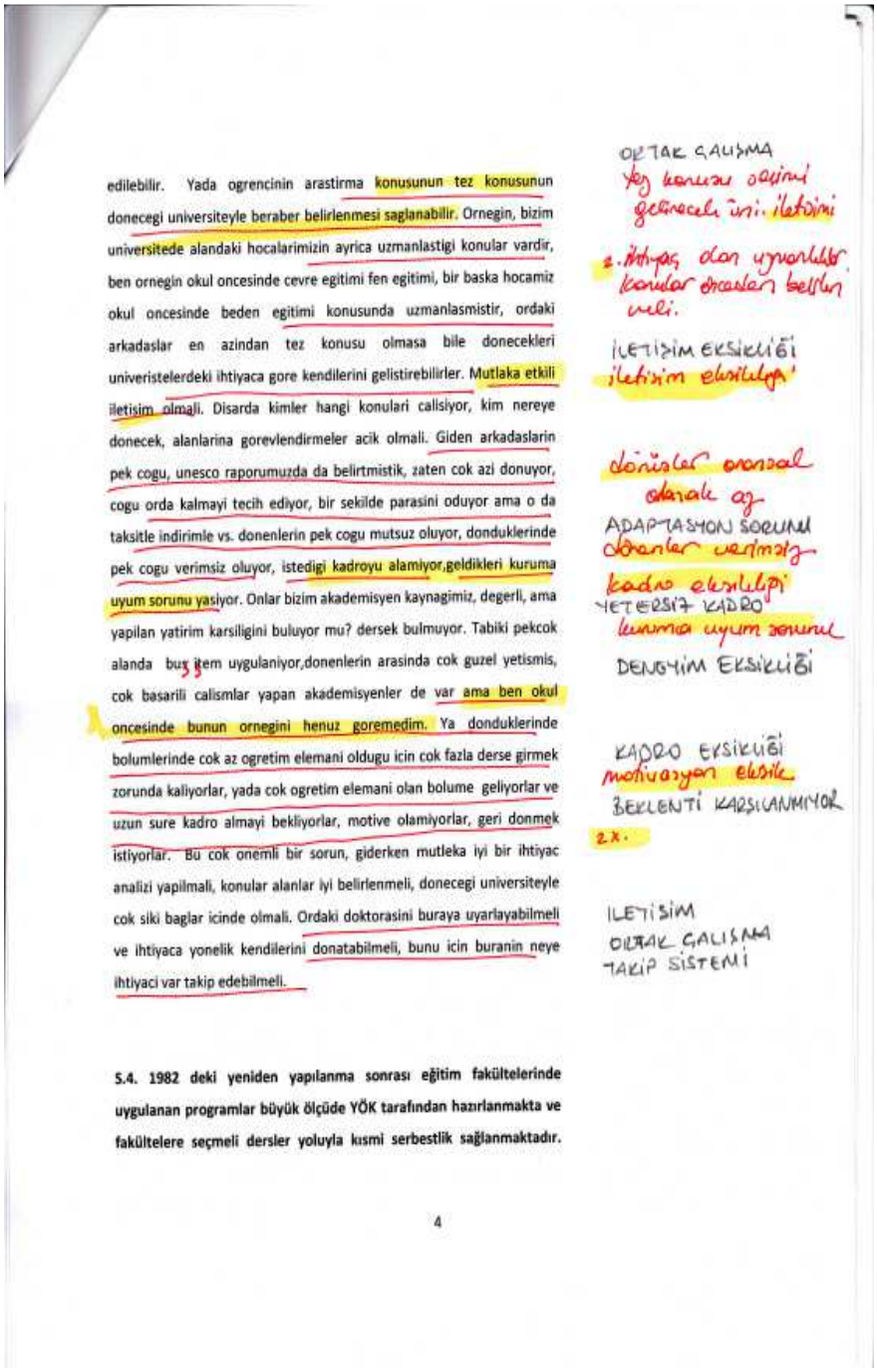
OLUMLU KATKI
disiplinler arası çalışma dumlu

Disiplinlerarasi calismalara cok sicak bakiyorum, ama yurtdisinda lisanustu egitim yapip gelen arkadaslarin yaptigi calismalara baktigimizda soyle bir durum var, yakin ornekleri gordugum icin biliyorum, feminist calismalari konu almis, ulkemizde yok denecek kadar az bir sorun. Pekcok yerde bu konulari tartistik, unicefde, acevde, dernekte, soyle bir durum var: yurt disina gonderilen ogrencilere ne kadar mudahale edilebilir, sonucta ordaki danisman hocanin yonlendirmesiyle calsima konularini belirliyorlar. Oysa onlarin dondugunde calisacagi alanin baska konulara ihtiyaci var, belki MEB yada YOK araciligiyla iletisime gecilip yonlendirmeler yapilabilir, takip

çalışma konuları türkiye ihtiyaçlarını kapsamalı.
İLETİŞİM EKSİK
yurtdışındaki öğrenciler alandaşık olarak takip edilmeli
DOĞRU YÖNLENDİRME OLMALI
KONTROL - İLETİŞİM

3

Appendix 8. (Continued)

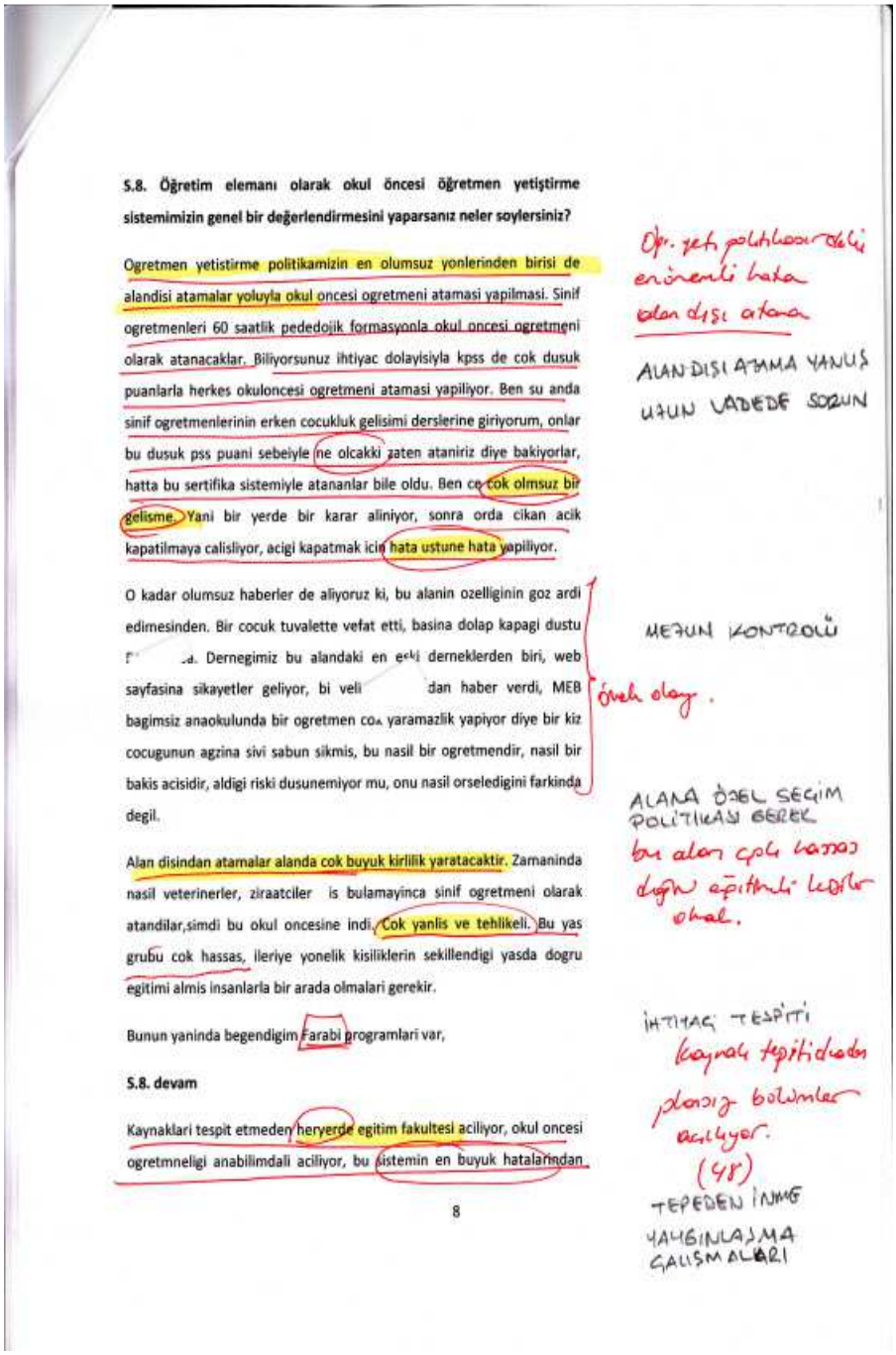


edilebilir. Yada ogrencinin arastirma konusunun tez konusunun donecegi universiteyle beraber belirlenmesi saglanabilir. Ornegin, bizim universitede alandaki hocalarimizin ayrica uzmanlastigi konular vardir, ben ornegin okul oncesinde cevre egitimi fen egitimi, bir baska hocamiz okul oncesinde beden egitimi konusunda uzmanlasmistir, ordaki arkadaslar en azindan tez konusu olmasa bile donecekleri univeristelerdeki ihtiyaca gore kendilerini gelistirebilirler. Mutlaka etkili iletisim olmali. Disarda kimler hangi konulari calisiyor, kim nereye donecek, alanlarina gorevlendirmeler acik olmali. Giden arkadaslarin pek cogu, unesco raporumuzda da belirtmistik, zaten cok azi donuyor, cogu orda kalmayi tecih ediyor, bir sekilde parasini oduyor ama o da taksitle indirimle vs. donenlerin pek cogu mutsuz oluyor, donduklerinde pek cogu verimsiz oluyor, istedigi kadroyu alamiyor,geldikleri kuruma uyum sorunu yasiyor. Onlar bizim akademisyen kaynagimiz, degerli, ama yapilan yatirim karsiligini buluyor mu? dersek bulmuyor. Tabiki pekcok alanda bu sistem uygulaniyor,donenlerin arasinda cok guzel yetismis, cok basarili calismlar yapan akademisyenler de var ama ben okul oncesinde bunun ornegini henuz goremedim. Ya donduklerinde bolumlerinde cok az ogretim elemani oldugu icin cok fazla derse girmek zorunda kaliyorlar, yada cok ogretim elemani olan bolume geliyorlar ve uzun sure kadro almayi bekliyorlar, motive olamiyorlar, geri donmek istiyorlar. Bu cok onemli bir sorun, giderken mutleka iyi bir ihtiyac analizi yapilmali, konular alanlar iyi belirlenmeli, donecegi universiteyle cok siki baglar icinde olmali. Ordaki doktorasini buraya uyarlayabilmeli ve ihtiyaca yonelik kendilerini donatabilmeli, bunu icin buranin neye ihtiyaci var takip edebilmeli.

S.4. 1982 deki yeniden yapılanma sonrası eğitim fakültelerinde uygulanan programlar büyük ölçüde YÖK tarafından hazırlanmakta ve fakültelere seçmeli dersler yoluyla kısmi serbestlik sağlanmaktadır.

4

Appendix 8. (Continued)



S.8. Öğretim elemanı olarak okul öncesi öğretmen yetiştirme sistemimizin genel bir değerlendirmesini yaparsanız neler soylersiniz?

Ogretmen yetistirme politikamizin en olumsuz yonlerinden birisi de alandisi atamalar yoluyla okul oncesi ogretmeni atamasi yapilmasi. Sinif ogretmenleri 60 saatlik pededojik formasyonla okul oncesi ogretmeni olarak atanacaklar. Biliyorsunuz ihtiyac dolayisiyla kpss de cok dusuk puanlarla herkes okuloncesi ogretmeni atamasi yapiliyor. Ben su anda sinif ogretmenlerinin erken cocukluk gelisimi derslerine giriyorum, onlar bu dusuk pss puani sebeiyle ne olcakki zaten ataniriz diye bakiyorlar, hatta bu sertifika sistemiyle atananlar bile oldu. Ben ce cok olmsuz bir gelisme. Yani bir yerde bir karar aliniyor, sonra orda cikan acik kapatilmaya calisliyor, acigi kapatmak icin hata ustune hata yapiliyor.

O kadar olumsuz haberler de aliyoruz ki, bu alanin ozelliginin goz ardi edilmesinden. Bir cocuk tuvalette vefat etti, basina dolap kapagi dustu [illegible]. Dernegimiz bu alandaki en eski derneklerden biri, web sayfasina sikayetler geliyor, bi veli dan haber verdi, MEB bagimsiz anaokulunda bir ogretmen coa yaramazlik yapiyor diye bir kiz cocugunun agzina sivi sabun sikmis, bu nasil bir ogretmendir, nasil bir bakis acisidir, aldigi riski dusunemiyor mu, onu nasil orseledigini farkinda degil.

Alan disindan atamalar alanda cok buyuk kirlilik yaratacaktir. Zamaninda nasil veterinerler, ziraatciler is bulamayinca sinif ogretmeni olarak atandilar,simdi bu okul oncesine indi. Cok yanlis ve tehlikeli. Bu yas grubu cok hassas, ileriye yonelik kisiliklerin sekillendigi yasda dogru egitimi almis insanlarla bir arada olmalari gerekir.

Bunun yaninda begendigim Farabi programlari var,

S.8. devam

Kaynaklari tespit etmeden heryerde egitim fakultesi aciliyor, okul oncesi ogretmneligi anabilimdali aciliyor, bu sistemin en buyuk hatalarindan

8

Öğr. yet. politikasındaki en önemli hata alan dışı atama

ALAN DIŞI ATAMA YANLIŞ UZUN VADEDE SORUN

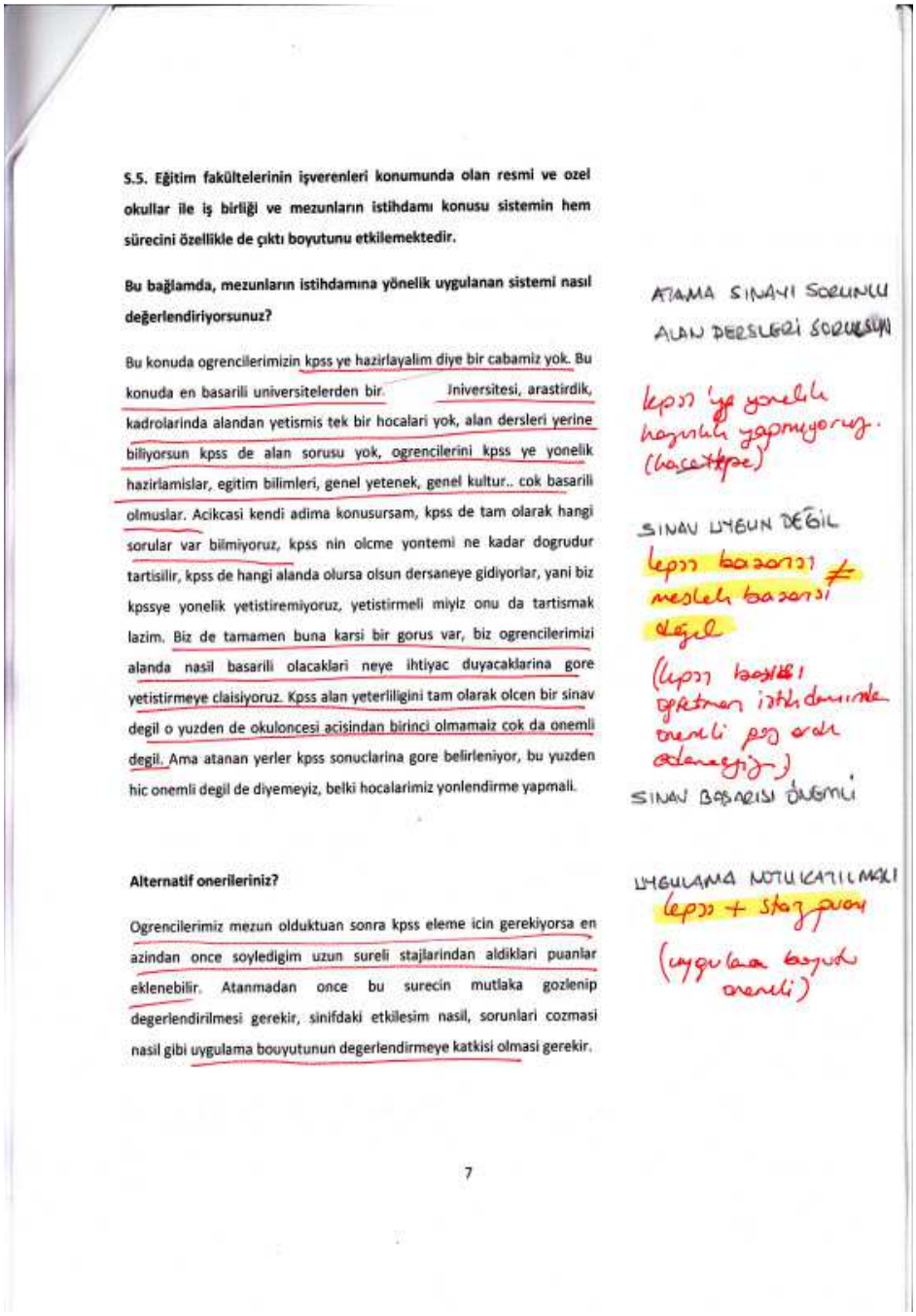
MEZUN KONTROLÜ

Üzücü olay.

ALANA ÖZEL SEÇİM POLİTİKASI GEREK bu alan çok kaynak değil eğitimli kadrolar olsa.

İHTİYAÇ TESPİTİ kaynak tespitinden plansız bölümler açılıyor. (48) TEPEDEN İNME YANLIŞLAŞMA ÇALIŞMALARI

Appendix 8. (Continued)



S.5. Eğitim fakültelerinin işverenleri konumunda olan resmi ve ozel okullar ile iş birliği ve mezunların istihdamı konusu sistemin hem sürecini özellikle de çıktı boyutunu etkilemektedir.

Bu bağlamda, mezunların istihdamına yönelik uygulanan sistemi nasıl değerlendiriyorsunuz?

Bu konuda ogrencilerimizin kpss ye hazirlayalim diye bir cabamiz yok. Bu konuda en basarili universitelerden bir Iniversitesi, arastirdik, kadrolarinda alandan yetismis tek bir hocalari yok, alan dersleri yerine biliyorsun kpss de alan sorusu yok, ogrencilerini kpss ye yonelik hazirlamislar, egitim bilimleri, genel yetenek, genel kultur.. cok basarili olmuslar. Acikcasi kendi adima konusursam, kpss de tam olarak hangi sorular var bilmiyoruz, kpss nin olcme yontemi ne kadar dogrudur tartisilir, kpss de hangi alanda olursa olsun dersaneye gidiyorlar, yani biz kpssye yonelik yetistiremiyoruz, yetistirmeli miyiz onu da tartismak lazim. Biz de tamamen buna karsi bir gorus var, biz ogrencilerimizi alanda nasil basarili olacaklari neye ihtiyac duyacaklarina gore yetistirmeye claisiyoruz. Kpss alan yeterliligini tam olarak olcen bir sinav degil o yuzden de okuloncesi acisindan birinci olmamaiz cok da onemli degil. Ama atanan yerler kpss sonuclarina gore belirleniyor, bu yuzden hic onemli degil de diyemeyiz, belki hocalarimiz yonlendirme yapmali.

ATAMA SINAVI SORUNLU
ALAN DERSLERİ SORUNSUZ
kpss 'ye yonelik hazırlık yapmıyoruz. (basettepe)
SINAV UYGUN DEĞİL
kpss başarısı ≠ meslek başarısı değil
(kpss başarılı öğretmen istihdamında önemli puan olmamalı)
SINAV BAŞARISI ÖLÇMELİ

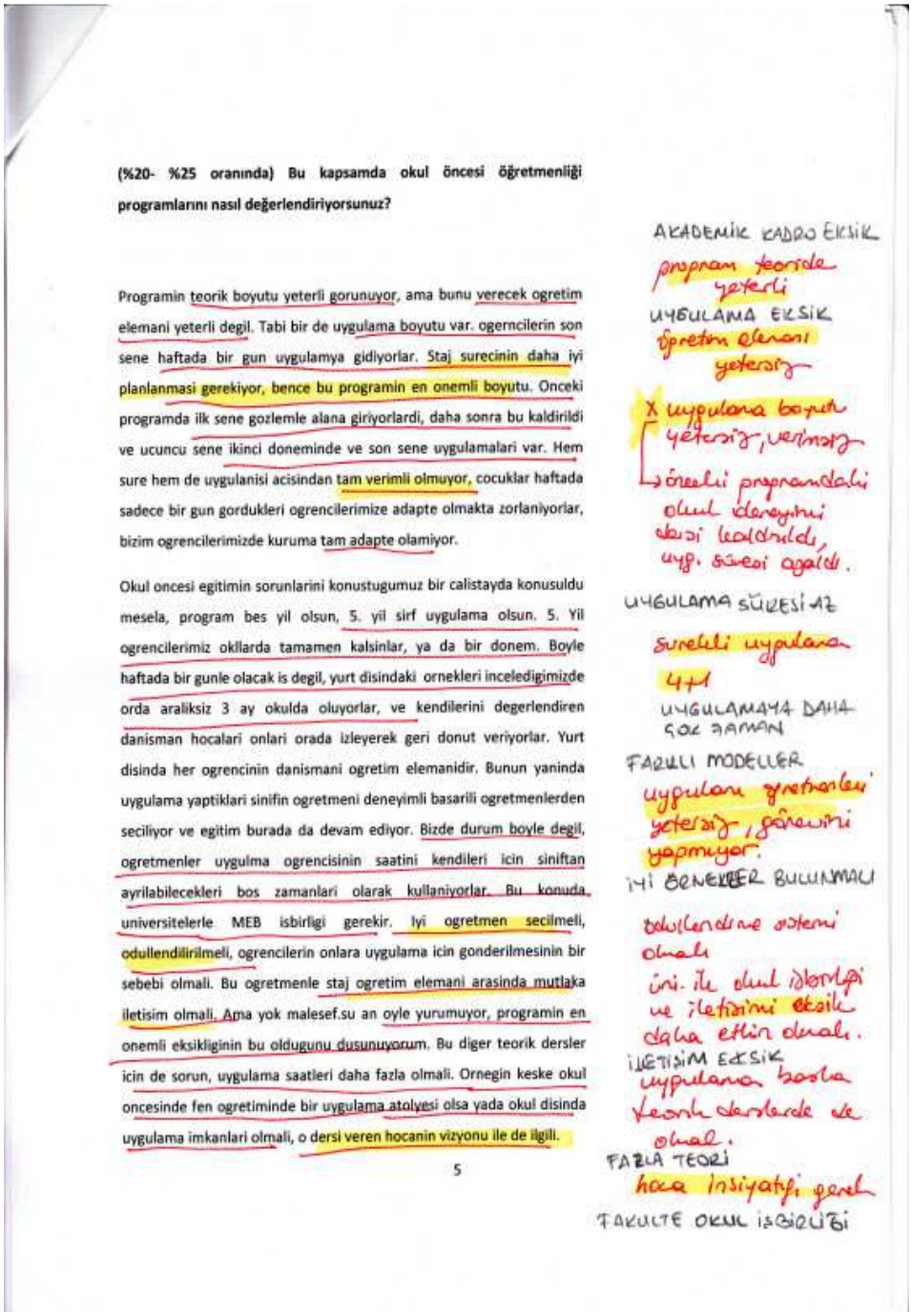
Alternatif onerileriniz?

Ogrencilerimiz mezun olduktuan sonra kpss eleme icin gerekiyorsa en azindan once soyledigim uzun sureli stajlarindan aldiklari puanlar eklenebilir. Atanmadan once bu surecin mutlaka gozlenip degerlendirilmesi gerekir, sinifdaki etkilesim nasil, sorunlari cozmasi nasil gibi uygulama bouyutunun degerlendirmeye katkisi olmasi gerekir.

UYGULAMA NOTU KATILMALI
kpss + staj puanı
(uygulama boyutu önemli)

7

Appendix 8. (Continued)



(%20- %25 oranında) Bu kapsamda okul öncesi öğretmenliği programlarını nasıl değerlendiriyorsunuz?

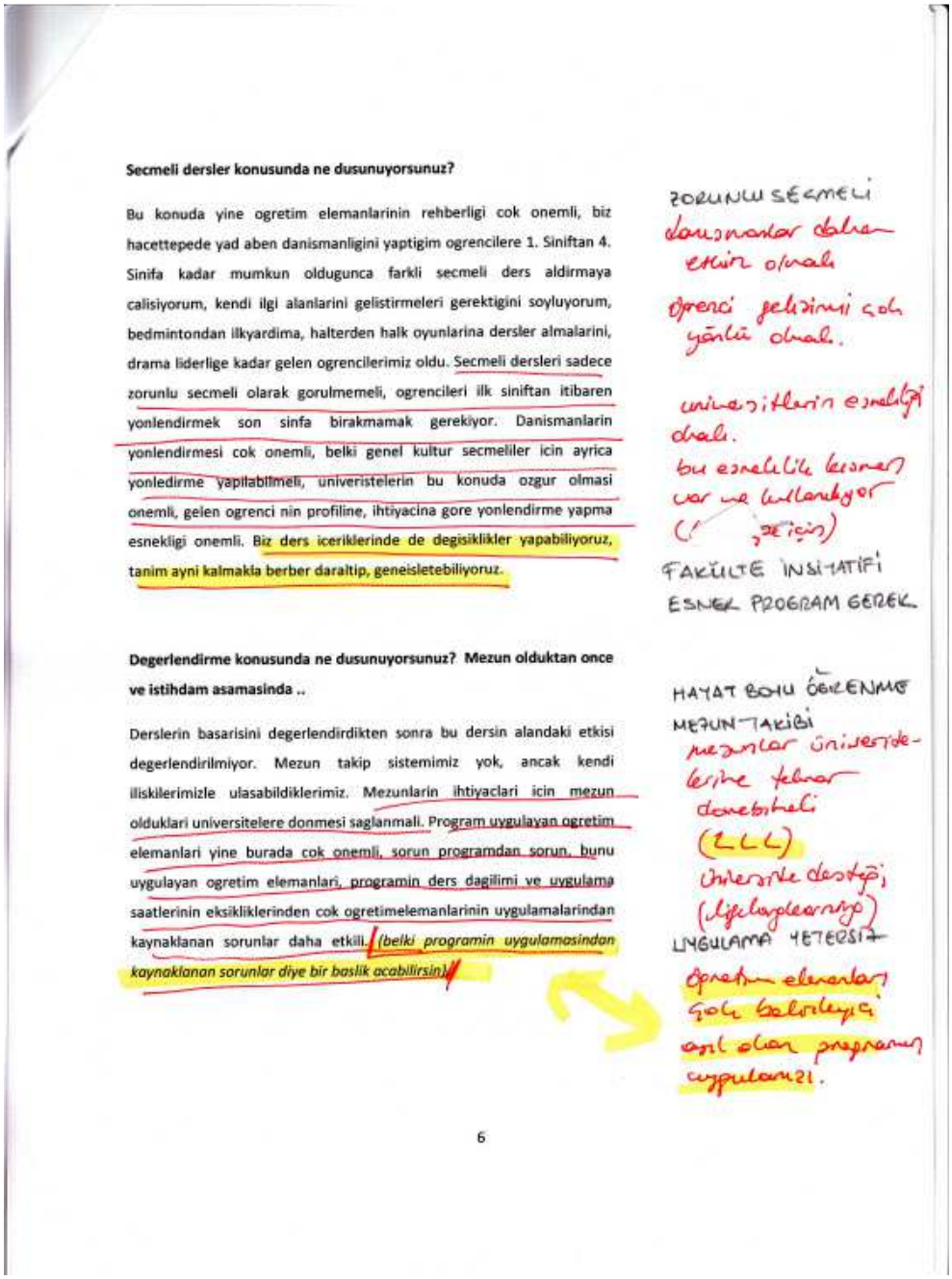
Programin teorik boyutu yeterli gorunuyor, ama bunu verecek ogretim elemani yeterli degil. Tabi bir de uygulama boyutu var. ogerncilerin son sene haftada bir gun uygulamya gidiyorlar. Staj surecinin daha iyi planlanmasi gerekiyor, bence bu programin en onemli boyutu. Onceki programda ilk sene gozlemle alana giriyorlardi, daha sonra bu kaldirildi ve ucuncu sene ikinci doneminde ve son sene uygulamalari var. Hem sure hem de uygulanisi acisindan tam verimli olmuyor, cocuklar haftada sadece bir gun gordukleri ogrencilerimize adapte olmakta zorlaniyorlar, bizim ogrencilerimizde kuruma tam adapte olamiyor.

Okul oncesi egitimin sorunlarini konustugumuz bir calistayda konusuldu mesela, program bes yil olsun, 5. yil sirf uygulama olsun. 5. Yil ogrencilerimiz okllarda tamamen kalsinlar, ya da bir donem. Boyle haftada bir gunle olacak is degil, yurt disindaki ornekleri incelediğimizde orda araliksiz 3 ay okulda oluyorlar, ve kendilerini degerlendiren danisman hocalari onlari orada izleyerek geri donut veriyorlar. Yurt disinda her ogrencinin danismani ogretim elemanidir. Bunun yaninda uygulama yaptiklari sinifin ogretmeni deneyimli basarili ogretmenlerden seciliyor ve egitim burada da devam ediyor. Bizde durum boyle degil, ogretmenler uygulma ogrencisinin saatini kendileri icin siniftan ayrilabilecekleri bos zamanlari olarak kullaniyorlar. Bu konuda universitelerle MEB isbirligi gerekir. Iyi ogretmen secilmeli, odullendirilmeli, ogrencilerin onlara uygulama icin gonderilmesinin bir sebebi olmali. Bu ogretmenle staj ogretim elemani arasinda mutlaka iletisim olmali. Ama yok malesef.su an oyle yurumuyor, programin en onemli eksikliginin bu oldugunu dusunuyorum. Bu diger teorik dersler icin de sorun, uygulama saatleri daha fazla olmali. Ornegin keske okul oncesinde fen ogretiminde bir uygulama atolyesi olsa yada okul disinda uygulama imkanlari olmali, o dersi veren hocanin vizyonu ile de ilgili.

5

AKADEMİK KADRO EKSİK
program teoride yeterli
UYGULAMA EKSİK
öğretim elemanı yetersiz
X uygulama boyutu yetersiz, verimsiz
↳örnekli programdaki okul deneyimi dersi kaldırıldı, uyg. süresi azaldı.
UYGULAMA SÜRESİ AZ
süreli uygulama 4+1
UYGULAMAYA DAHA ÇOK ZAMAN
FARKLI MODELLER
uygulama öğretmenleri yetersiz, görevini yapmıyor.
İYİ ÖRNEKLER BULUNMALI
ödüllendirme sistemi olmalı
üni. ile okul işbirliği ve iletişimi eksik daha etkin olmalı.
İLETİŞİM EKSİK
uygulama başka teorik derslerde de olmalı.
FAZLA TEORİ
hoca insiyatifi, genel
FAKÜLTE OKUL İŞBİRLİĞİ

Appendix 8. (Continued)



Secmeli dersler konusunda ne dusunuyorsunuz?

Bu konuda yine ogretim elemanlarinin rehberligi cok onemli, biz hacettepede yad aben danismanligini yaptigim ogrencilere 1. Siniftan 4. Sinifa kadar mumkun oldugunca farkli secmeli ders aldirmaya calisiyorum, kendi ilgi alanlarini gelistirmeleri gerektigini soyluyorum, bedmintondan ilkyardima, halterden halk oyunlarina dersler almalarini, drama liderlige kadar gelen ogrencilerimiz oldu. Secmeli dersleri sadece zorunlu secmeli olarak gorulmemeli, ogrencileri ilk siniftan itibaren yonlendirmek son sinfa birakmamak gerekiyor. Danismanlarin yonlendirmesi cok onemli, belki genel kultur secmeliler icin ayrica yonledirme yapilabilmeli, univeristelerin bu konuda ozgur olmasi onemli, gelen ogrenci nin profiline, ihtiyacina gore yonlendirme yapma esnekligi onemli. Biz ders iceriklerinde de degisiklikler yapabiliyoruz, tanim ayni kalmakla berber daraltip, geneisletebiliyoruz.

ZORUNLU SEÇMELİ
danışmanlar daha etkin olmalı
öğrenci gelişimi çok yönlü olmalı.

üniversitelerin esnekliği olmalı.
bu esneklik kısmen var ve kullanılıyor
(... için)
FAKÜLTE İNSİYATİFİ
ESNEK PROGRAM GEREK

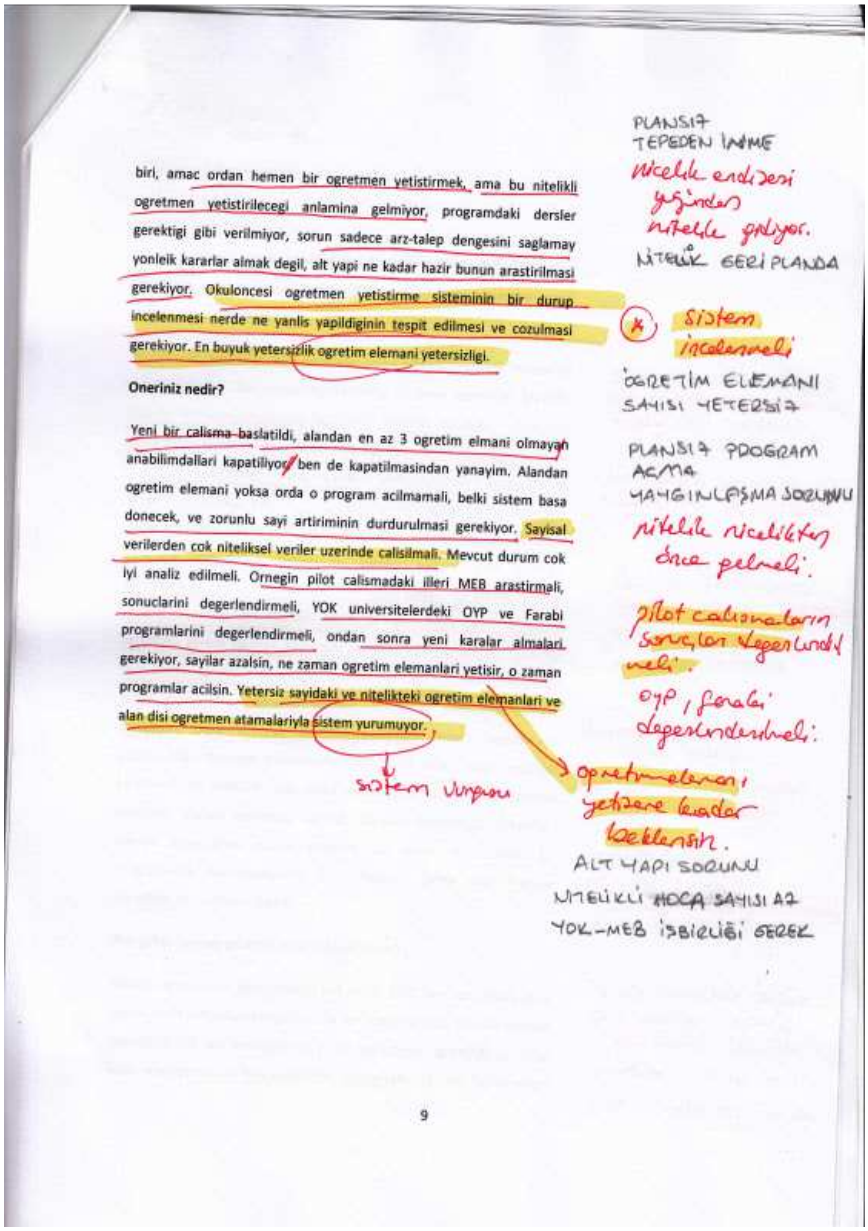
Degerlendirme konusunda ne dusunuyorsunuz? Mezun olduktan once ve istihdam asamasinda ..

Derslerin basarisini degerlendirdikten sonra bu dersin alandaki etkisi degerlendirilmiyor. Mezun takip sistemimiz yok, ancak kendi iliskilerimizle ulasabildiklerimiz. Mezunlarin ihtiyaclari icin mezun olduklari universitelere donmesi saglanmali. Program uygulayan ogretim elemanlari yine burada cok onemli, sorun programdan sorun, bunu uygulayan ogretim elemanlari, programin ders dagilimi ve uygulama saatlerinin eksikliklerinden cok ogretimelemanlarinin uygulamalarindan kaynaklanan sorunlar daha etkili. *(belki programin uygulamasindan kaynaklanan sorunlar diye bir baslik acabilirsin)*

HAYAT BOYU ÖĞRENME
MEZUN TAKİBİ
mezunlar üniversitelerine tekrar dönebilmeli
(LLL)
Üniversite destöğü
(lifelongleorning)
UYGULAMA YETERSİZ
öğretim elemanları çok belirleyici asıl olan programın uygulamazı.

6

Appendix 8. (Continued)



biri, amac ordan hemen bir ogretmen yetistirmek, ama bu nitelikli ogretmen yetistirilecegi anlamina gelmiyor, programdaki dersler gerektigi gibi verilmiyor, sorun sadece arz-talep dengesini saglamay yonleik kararlar almak degil, alt yapi ne kadar hazir bunun arastirilmasi gerekiyor. Okuloncesi ogretmen yetistirme sisteminin bir durup incelenmesi nerde ne yanlis yapildiginin tespit edilmesi ve cozulmasi gerekiyor. En buyuk yetersizlik ogretim elemani yetersizligi.

Oneriniz nedir?

Yeni bir calisma baslatildi, alandan en az 3 ogretim elmani olmayan anabilimdallari kapatiliyor, ben de kapatilmasindan yanayim. Alandan ogretim elemani yoksa orda o program acilmamali, belki sistem basa donecek, ve zorunlu sayi artiriminin durdurulmasi gerekiyor. Sayisal verilerden cok niteliksel veriler uzerinde calisilmali. Mevcut durum cok iyi analiz edilmeli. Ornegin pilot calismadaki illeri MEB arastirmali, sonuclarini degerlendirmeli, YOK universitelerdeki OYP ve Farabi programlarini degerlendirmeli, ondan sonra yeni karalar almalari gerekiyor, sayilar azalsin, ne zaman ogretim elemanlari yetisir, o zaman programlar acilsin. Yetersiz sayidaki ve nitelikteki ogretim elemanlari ve alan disi ogretmen atamalariyla sistem yurumuyor.

sistem vurgusu

PLANSIZ TEPEDEN INME
Nicelik endisesi yüzünden nitelik gidiyor.
NİTELİK GERİ PLANDA

* sistem incelenmeli

ÖĞRETİM ELEMANI SAYISI YETERSİZ

PLANSIZ PROGRAM AÇMA YAYGINLAŞMA SORUNU
nitelik niceliğin önce gelmeli.

pilot calismalarin sonuçlari degerlendirmeli.

OYP, farabi degerlendirmeli.

ogretim elemani yetişene kadar beklensin.

ALT YAPI SORUNU
NİTELİKLİ HOCA SAYISI AZ
YÖK-MEB İŞBİRLİĞİ GEREK

9

Appendix 9

Final Coding List and the Themes

	Raters Agreement Chart		
Context Phase			
Student selection policy			
a. Centralized exam and score types			
Not appropriate for the requirements of the profession Using only the first phase scores lowers quality Score type is not suitable			
b. Need for additional test			
Face to face interviews Ability and personality test by MNE Faculty authorized exams			
c. Factors affecting the demand			
Misconceptions about the profession Having long vacations Comfortable and sheltered working environment Guarantee of the employment High openings from MNE			
Decision making Policy			
a. HEC originated issues			
Ignoring the requests of the faculties Ignoring academic staff/ student ratio Lack of inspecting academic personnel assignments Lack of needs assessment for policy decisions Lack of infrastructure Bureaucratic concerns			

Appendix 9. (continued)

b. MNE originated issues			
Not setting the teaching force qualifications properly Off-field teacher assignments Giving priority on quantity Not developing national policies Lack of coordination between faculties and schools			
c. Faculty or university administrative board originates issues			
Lack of physical infrastructure Not giving the required priority to the program Academic personal ‘s course load excess			
Context Phase			
Recruitment policy			
a. Off-field teacher assignment			
Quick and unplanned solutions Giving PTE certificate in 60 hours In favor of open university graduates Authorities /decision makers do not respect the field Priority given to quantity			
b. Central Selection Exam			
Insufficient to assign the qualified teachers Negative affect on the students’ attitude to the courses Need for ad ditional selection methods			

Appendix 9. (continued)

c. Suggestions			
Alternative strategies for recruitment policy Dissemination should be planned properly GPA must be considered			
Input Phase			
Teacher candidates' background profiles			
a. Educational Background			
Important variable for the teacher qualifications Process quality is more important than the input quality Variety is a necessity Low educational background Vocational school advantage Vocational school disadvantage No difference between high school			
b. Socio-Economic Status			
Low and middle socio economic status			
c. Gender			
Tendency of the female candidates Perceived as a female profession			

Appendix 9. (continued)

Input Phase			
Faculty development and assignment policy			
Un-well coming from the home university faculty Negative attitude to the off-field academic assignment Adaptation problems In sufficient number of open positions Positive contribution to the field Lack of communication between the faculty candidates and the home university			
Process Phase			
Curriculum			
a. Curriculum development			
Appropriate in theoretical content Opposing to the standard curriculum Each faculty can develop its own curriculum Revison is needed with a different commission Overlapping course content Unnecessary courses			
b. Practicum			
Insufficient practice hours Freshman years observation course Long term practicum alternatives			
c. Faculty initiative is needed to have more flexibility			

Appendix 9. (continued)

Instruction			
a. Student / staff ratio and course load			
High student/ staff ratio Over course load Unfair implementations regarding the course share among the staff			
b. Practice courses			
Lack of qualified practice teachers Ignoring the importance of the practicum courses			
Product Phase			
Graduates' competences			
Effects of the selection examination on the process Candidates' background quality affects product quality Insufficient quality of academic staff Insufficient quantity ogf academic staff			
Suggestions for alternative strategies			
Faculty initiative should be improved Negative effects of dissemination policy Accreditation of the program			

Appendix 10

Turkish Summary

TÜRKÇE ÖZET

GİRİŞ

Günümüzde önemi giderek artan okul öncesi eğitimin yaygınlaşması tüm dünyada olduğu gibi Türkiye'de de bu alanda yapılan araştırmaların yönünü ve içeriğini etkilemektedir. Erken çocukluk döneminde sağlanan kaliteli eğitimin çocuklar üzerinde kalıcı ve etkili faydaları olduğunu ortaya çıkaran araştırmalar, alan-yazında oldukça önemli bir yer tutmaktadır.

Türkiye'de okul öncesi eğitim ve bunun bir sonucu olarak okul öncesi öğretmen eğitimi üzerindeki tartışmalar, 1997–1998 eğitim-öğretim yılında zorunlu eğitimin sekiz yıla çıkarılmasıyla daha da hız kazanmıştır. Son yıllarda yapılan bilimsel araştırmalar, öğretmen kalitesinin okul öncesi eğitim programlarının kalitesine ve dolayısıyla çocukların sosyal, bilişsel, duygusal, psiko-motor gelişimlerine önemli katkılar sağladığına vurgu yapar (Barnett, 2003; Bekman, 2005; Darling-Hammond, 2000; Whitebook, 2003). Bu durum özellikle, Türkiye gibi hızlı sosyal, kültürel ve ekonomik değişimlerin yaşandığı ülkelerde öğretmen eğitimini daha da önemli hale getirmektedir (Ural ve Ramazan, 2007). Öğretmen eğitimi, yalnızca girdiler ve çıktılar açısından değerlendirilmemeli; alanda, arz-talep dengesinin de dikkate alındığı, sistemin tüm yönleriyle ve kapsamlı olarak değerlendirildiği çalışmalara da yer verilmelidir (Kayhan ve Kılıç, 2011). Konuyla ilgili alan-yazın tarandığında çalışmaların genellikle erken çocukluk dönemindeki deneyimler ve öğretmenlerin çocukların gelişimlerine katkılarını ortaya çıkaran çalışmalar (EPPE, 2004; Magnuson, Ruhm, ve Waldfogel (2004); Reynolds ve diğerleri 2001; Shonkoff ve Phillips, 2000;) olduğu görülmektedir. Bu konuda oluşan

sağlam altyapı erken çocukluk dönemindeki eğitimin yaygınlaştırılması çalışmalarına temel oluşturmaktadır. Dünyada ve Türkiye'deki bu gelişmeler, söz konusu eğitimi sağlayacak anne-babalar kadar özellikle kurum temelli eğitim modellerinde görev alacak öğretmen gereksinimini artırmıştır. Bu sebeple, son yıllarda hızla ve çok sayıda açılan okul öncesi öğretmen yetiştirme programlarının altyapı sorunları, akademik personel eksikliği, bu alanda yetişmiş öğretmenin özellikleri, öğretmen adaylarının programlara seçilme süreci, programda verilen eğitimin kalitesi, politika oluşturma süreçleri ve istihdam sorunları gibi konular gündeme gelmeye başlamıştır (Baskan, Aydın ve Madden, 2006). Buna benzer konuları araştırmaya yönelik nitel çalışmalar, en az nicel çalışmalar kadar önem taşımaktadır. Bunun yanında programın mümkün olduğunca bütüncül bir açıdan değerlendirmesini yapabilmek ve aynı zamanda programın eğitim sürecinde gözlem ve deneyim sahibi olan öğretim elamanlarının bakış açısına dair bilgi sahibi olmak, programın kalitesinin artırılması açısından büyük önem taşımaktadır. Programın akademisyenlerin bakış açısıyla değerlendirilebilmesi için oluşturulan çalışma deseni, nitel ve fenomenolojik (olgu-bilimsel) özellikler taşımaktadır. Alan-yazında benzeri amaçlarla yapılan program değerlendirmeleri incelendiğinde, Stufflebeam (1985) tarafından oluşturulan CIPP (bağlam-girdi-süreç-çıktı) program değerlendirme modelinin çalışmanın amacına uygun veri sağlayacağına karar verilmiştir.

Çalışmanın Amacı

Bu çalışmanın amacı, okul öncesi öğretmenliği programının durumunu; öğrenci seçme politikası, karar alma süreçleri, öğretmen istihdam politikası, aday öğretmen profili, öğretim elemanı yetiştirme politikaları, program geliştirme uygulama süreçleri, mezunların yeterlikleri gibi konular açısından değerlendirmektir. Araştırma soruları hazırlanırken, ilgili alan-yazın, okul öncesi öğretmeni yetiştirme politikaları dokümanları, ve CIPP modelinin kullanıldığı araştırmalar dikkate

alınmıştır. Programda görev alan öğretim üyelerinin bakış açısıyla program CIPP modelinin aşamalarına uygun olarak bağlam, girdi, süreç ve ürün başlıklarına göre değerlendirilmiştir. Okul öncesi öğretmen yetiştirme programı, karar yönelimli program değerlendirme yaklaşımlarından biri olan CIPP kullanılarak, bu programda görev alan akademisyenler tarafından değerlendirilmiştir.

Araştırma Soruları

1. Okul öncesi öğretmenliği programlarında görev alan öğretim üyelerinin, bağlam değerlendirmesine yönelik olarak programla ilgili görüşleri nelerdir?
    a. Okul öncesi öğretmenliği programı öğretim üyelerinin, programa öğrenci seçme politikası ile ilgili görüşleri nelerdir?
    b. Okul öncesi öğretmenliği programı öğretim üyelerinin, Yüksek Öğretim Kurulu'nun ve Milli Eğitim Bakanlığı'nın programla ilgili karar alma politikaları ile ilgili görüşleri nelerdir?
    c. Okul öncesi öğretmenliği programı öğretim üyelerinin, öğretmen istihdam politikası ile ilgili görüşleri nelerdir?

2. Okul öncesi öğretmenliği programlarında görev alan öğretim üyelerinin, girdi değerlendirmesine yönelik olarak programla ilgili görüşleri nelerdir?
    a. Okul öncesi öğretmenliği programı öğretim üyelerinin, öğretmen adaylarının profil özellikleri ile ilgili görüşleri nelerdir?
    b. Okul öncesi öğretmenliği programı öğretim üyelerinin, öğretim elemanı yetiştirme ve atama politikası ile ilgili görüşleri nelerdir?

3. Okul öncesi öğretmenliği programlarında görev alan öğretim üyelerinin, süreç değerlendirmesine yönelik olarak programla ilgili görüşleri nelerdir?
    a. Okul öncesi öğretmenliği programı öğretim üyelerinin, müfredat ile ilgili görüşleri nelerdir?

b. Okul öncesi öğretmenliği programı öğretim üyelerinin, öğretim süreciyle ile ilgili görüşleri nelerdir?

4. Okul öncesi öğretmenliği programlarında görev alan öğretim üyelerinin, ürün değerlendirmesine yönelik olarak programla ilgili görüşleri nelerdir?
    a. Okul öncesi öğretmenliği programı öğretim üyelerinin, mezunların mesleki yeterliliklerine dair görüşleri nelerdir?
    b. Okul öncesi öğretmenliği programı öğretim üyelerinin, programın kalitesini artırmaya yönelik önerileri nelerdir?

YÖNTEM

Nitel araştırma desenlerinden olan olgu-bilim (fenomenoloji) kullanılarak gerçekleştirilen bu çalışmada, Türkiye genelindeki 55 okul öncesi öğretmenliği programında görev alan 150 öğretim elemanına ulaşım hedeflenmiş; amaç örneklem yöntemlerinden olan ölçüt örneklem ve kartopu örneklem yöntemleriyle katılımcılardan veri toplanmıştır. Katılımcıların okul öncesi öğretmenliği, çocuk gelişimi ve eğitim bilimleri alanlarından doktora dercesine sahip olmaları kriteri konulmuş, bu sayede daha zengin ve detaylı bilgiye ulaşmak hedeflenmiştir. Popülasyonu oluşturan okul öncesi öğretim elemanlarından 98'inin bu kriteri sağladığı görülmüştür. Bunun yanında alan-yazındaki çalışmaları dolayısıyla görüşmeye başlanılan ilk katılımcılardan itibaren çalışmaya katkı sağlayabilecek katılımcı önerileri istenmiştir. Kriteri sağlayan katılımcılar da kartopu tekniği ile sürece dahil edilmişlerdir. Eğitim bilimleri programlarındaki öğretim üyeleri ve Milli Eğitim Bakanlığı'nda çalışan program geliştirme uzmanları için de benzeri yöntem izlenmiştir.

Araştırmaya katılan 58 katılımcıdan 48'i (42 okul öncesi öğretmenliği programı öğretim üyesi, 4 eğitim bilimleri öğretim üyesi ve 2 program geliştirme uzmanı)

ile yarı yapılandırılmış yüz-yüze görüşme, 10 öğretim elemanı ile de açık uçlu sorulu anket yoluyla veri toplanmıştır. Toplanan veriler, içerik analizi yöntemiyle analiz edilmiştir. Analiz sonucunda ortaya çıkan temalar araştırma sorularına cevap verecek şekilde tartışılmıştır. Buna göre programın değiştirilmesi ya da geliştirilmesi gereken yönleri, akademisyenlerin bakış açısıyla ortaya konulmuştur.

Çalışmadan elde edilen sonuçlar, Patton (2002) ve Koch (2006)'un önerileri doğrultusunda sistematik veri analizine tabi tutulmuş; öncelikle çözümlenmiş veriler bir bütün halinde okunarak tekrar edilen temalar ve konular bulunmuştur. Daha sonra ise veriler, "açık kodlama" denilen işleme tabi tutularak redakte edilen verilerin üzerinden önce alt-temalar daha sonra ise temalardan elde edilmiştir. En son olarak da veriler, araştırma soruları ön planda tutularak, araştırma sorularını cevaplamaya yönelik konular üzerinde yoğunlaşılarak analiz edilmiştir. Analizler tamamlandıktan sonra oluşturulan temaların ve alt-temaların sağlamasını yapmak üzere uzman görüşü alınmıştır. Katılımcılardan elde edilen veriler araştırma sorularına uygun olarak düzenlenmiş, alıntılar ve kodların frekans yüzdeleri ile verilmiştir.

SONUÇLAR VE TARTIŞMA

Araştırma sonuçları, araştırma soruları ve program değerlendirme modelindeki aşamalar dikkate alınarak sunulmuştur.

Bağlam Değerlendirme

Katılımcılardan elde edilen verilerin analizi sonucu, bağlam değerlendirme boyutunda öğrenci seçme politikası, karar alma politikaları ve öğretmen istihdam politikası ana temaları ortaya çıkmıştır. Öğrenci seçiminde uygulanan merkezi sınavın (ÖSYS) gereken nitelikte öğretmen adaylarını seçmekte yetersiz kaldığı görüşünün çoğunlukta olduğu (n=51, %87.9) ve mesleğin gerekliliklerine uygun

nitelikte adaylar seçebilmek için merkezi olarak ya da fakülte inisiyatifiyle sınavlar hazırlanması gerektiği vurgulanmıştır. Bu sınavların mesleğe özgü kişilik ya da eğilim testleri olabileceği gibi mülakat yöntemiyle adayları tanımaya yönelik uygulamalardan oluşabileceği belirtilmiştir. Merkezi sınav sisteminin beraberinde getirdiği ek puan uygulamalarının ve puan türü olarak sadece ilk basamak sınav ile öğrenci alımının programın kalitesinin düşmesine sebep olduğu belirtilmiştir. Sistemin insan kaynağı olarak öğretmen adaylarının eğitim kalitelerinin, programın kalitesini de doğrudan etkileyen bir faktör olduğu vurgulanmıştır. Önceki yıllarda ikinci basamakla öğrenci alan okul öncesi öğretmenliği programlarının şu andaki duruma nazaran daha başarılı öğrenciler kabul etmesinin süreçteki başarıyı da olumlu yönde etkileyen bir faktör olduğu ve bu durumun değiştirilmesinin yanlış bir uygulama olduğu dile getirilmiştir. Programdaki öğretim elemanları, öğrencilerle yaşadıkları deneyimler sonucu öğretmen adaylarının sahip oldukları altyapılarının mezunların kalitesini doğrudan etkileyen bir durum olduğunu vurgulamışlardır. Uluslararası sınav (PISA, TIMMS) sonuçlarına göre en başarılı eğitim sistemlerinden biri olarak gösterilen Norveç'in öğretmenlik programlarına öğrenci kabulündeki aşamalar ve uyguladığı sistem incelendiğinde (Çobanoğlu ve Kasapoğlu, 20109), bu programlara öğrenci seçiminin ne kadar dikkatli ve çoklu testler ve kriterlerle yapılması gerektiği ortaya çıkmaktadır. Katılımcıların görüşleri analiz edildiğinde % 77,5 oranında yüz yüze görüşme yöntemi gerekli görülmüştür (yetenek ve kişilik testleri % 34,4). Eğitim Bilimleri öğretim elemanlarının görüşleri incelendiğinde benzer noktaları vurgulamalarına rağmen aday yoğunluğunun bu kadar yüksek olduğu düşünülürse bu tür ek sınavların pratikte uygulanmasının mümkün olmadığı vurgulanmıştır. Talebin fazlalığı teması altında da özellikle meslek ile ilgili bazı algıların programlara ilgiyi artırdığı belirtilmiştir. Bunlardan en fazla tekrarlanan kodlar, mesleğin kolay olarak bilinmesi (% 56,8), uzun tatil döneminin olması (% 60,3), iş

garantisinin olması (% 86,2) ve devlet kadrolarına atanmanın diğer programlara göre daha kolay olması (% 60,3) olarak karşımıza çıkmaktadır.

Bağlam değerlendirilmesinde karşımıza çıkan diğer bir tema da karar alma süreçlerinin işleyişi ile ilgili sorunlardır. YÖK ve MEB kaynaklı sorunların yanında üniversite ya da fakülte yönetimiyle ilgili de sorunlar olduğu görüşme sonuçlarında ortaya çıkmıştır. YÖK kaynaklı sorunlar, genellikle programların öğrenci yükünü; alt yapı durumunu ve öğretim elemanı sayılarını dikkate almadan artırmak olarak yansıtılmıştır. Okul öncesi eğitimin yaygınlaştırılma çalışmalarının bir sonucu ve devamı olarak gereken öğretmen ihtiyacını karşılamak üzere programlar açılmış ve kotalar artırılmıştır. Katılımcılar bu uygulamayı kısa vadeli ve tepeden inme politikalar olarak nitelendirmişlerdir. Bunun yanında MEB'in alan dışı öğretmen atama uygulamaları özellikle eleştirilmiş ve bu tür geçici çözümlerin kalıcı sonuçlar ortaya çıkaracağı vurgulanmıştır. Fakülte yönetimleriyle ilgili vurgulanan sorunların başında da öğretim elemanı başına düşen ders saatinin fazlalığı (% 46) gelmektedir.

Bu aşamadaki son tema, öğretmenlerin istihdam politikası olarak karşımıza çıkmaktadır. Programa öğrenci alımında belirtilen durumlar, benzeri şekilde mezunların istihdam edilme sürecinde de kaliteyi düşüren sebepler olarak belirtilmiştir. Merkezi sınavla yapılan atamaların gereken nitelikte öğretmeni seçmekte yetersiz olduğu vurgulanmıştır. Çoktan seçmeli sınavın yapısının ve alana ait değerlendirmenin yapılmadığı merkezi sınavın, programların işleyişine de olumsuz etkilerde bulunduğu vurgulanmıştır. Özellikle son sınıf öğrencilerinin devlet kadrolarına atanabilmek için merkezi sınavda yüksek puan almak zorunda olmalarının, öğrencilerinin son sene programda önemli bir yer tutan uygulama derslerine yeterli özeni göstermelerine engel olduğu görüşmelerde belirtilmiştir. Ayrıca sınavın nitelikli öğretmeni seçmede belirleyici olmadığı kesin bir dille

vurgulanarak, programda dört yıl boyunca verilen alan derslerinin ve öğretim elemanlarının değerlendirmelerinin etkisiz olduğu atama sistemi, olumsuz olarak nitelendirilmiştir. Eğitim Bilimleri öğretim elemanları program geliştirme uzmanı katılımcılar da benzeri tespitler de bulunmuşlardır (% 91,3 tüm katılımcıların görüşlerine göre). Bu durumun iyileştirilmesine yönelik önerilerin ilk sırasında, okul öncesini yaygınlaştırma çalışmalarının niceliği değil niteliği öne çıkaran planlamalarla yürütülmesi gerektiği yer almaktadır.

Girdi Değerlendirme

Programın girdi değerlendirme amacına yönelik olarak ortaya çıkan temaları, öğretmen adaylarının profil özellikleri, akademik personel yetiştirme ve atama politikaları olarak ortaya çıkmıştır.

Öğretim elemanları ile yapılan görüşmelerde, öğretmen adaylarının eğitim alt yapılarının önemli bir yer tutması (% 87,9), bu konunun programın kalitesini etkileyen önemli bir etken olduğunu göstermektedir. Öğretmen adaylarının eğitim geçmişi pek çok yerli (Arslan, 2007; Erkan ve diğerleri., 2002) ve yabancı araştırmada (Coultas ve Lewin, 2002) da program kalitesini etkileyen faktörlerden biri olarak belirtilmiştir. Bunun yanında orta ve düşük sosyo-ekonomik statü de programdaki öğretmen adaylarının ortak özelliği olarak belirtilmiştir. Ancak tüm katılımcılardan alınan veriler incelendiğinde bu durumun diğer öğretmenlik programları için de ortak bir özellik olduğu vurgulanmıştır (Aksu ve diğerleri, 2010).

Girdi aşamasında ortaya çıkan diğer bir tema da öğretim elemanı yetiştirme politikasıdır. Görüşmelerde, programa uygun öğrencilerin seçilmesi konusu kadar bu programlarda görev alacak öğretim elemanlarının yetiştirilmesinde de geliştirilmesi gereken bazı noktaların olduğu vurgulanmıştır. Yeni bir program

olması dolayısıyla ortaya çıkan öğretim elemanı açığı, yurtdışında bu alanda doktora yapmak amacıyla farklı bölüm mezunlarının gönderilmesi ile giderilmeye çalışılmıştır (Eşme, 2009; HEC,2007). Katılımcıların görüşleri incelendiğinde bu konuda farklı değerlendirmeler olduğu görülmektedir. Doktorasını tamamlayıp dönen öğretim elemanlarının adaptasyon sorunu, döndükleri üniversitede hoş karşılanmamaları, kadro yetersizliği sebebiyle yaşanılan sorunlar, öğretmenlik deneyimlerinin olmaması, aşırı ders yükü gibi konularda yaşanılan sorunlar, eğitimini yurt dışında tamamlamış öğretim elemanları tarafından dile getirilen sorunlardan bazılarıdır. Bunun yanında döndükleri programlarda daha önceden görevli olan öğretim elemanları da benzer sorunları teyit etmiş, yaşanılan sorunları kendi bakış açılarıyla ortaya koymuşlardır. Yurt dışındaki öğretim elemanı adaylarının dönecekleri üniversiteyle iletişim kurmamaları ve döndüklerinde beklentilerinin yüksek olması belirtilen sebeplerden bazılarıdır.

Süreç Değerlendirme

Süreç değerlendirmeyle ilgili olarak daha çok eğitim-öğretim uygulamalarındaki işleyişe dair durumların değerlendirilmesi hedeflenmektedir. Eğitim programı ve uygulanması ile ilgili olarak katılımcıların görüşleri incelendiğinde, YÖK tarafından hazırlanan standart programın uygulanması konusunda farklı görüşler olduğu görülmüştür. Bazı katılımcılar standart programı kaliteyi koruyan bir özellik olarak görürken bazı katılımcılar da fakültelerin farklı programlar uygulamasının günün niteliklerine ve beklentilerine uygun öğretmen yetiştirmekte daha etkili olacağını belirtmişlerdir. Fakültelerin kendi programlarını hazırlayabileceğini savunan öğretim elemanları, farklı öğretmen yetiştirme modellerinin kullanılmasının aynı zamanda farklı uygulamaların denenerek rekabet ortamı yaratacağını ve en iyiyi bulmaya zemin hazırlayacağını da belirtmişlerdir. Yürürlükte olan programın ders içeriğinde bazı çakışmalar ve tekrarlar olduğu ve durumun düzeltilmesi gerektiğini söyleyen öğretim elemanları

ayrıca programı hazırlayan komisyonların güncellenmesi gerektiğini savunmuşlardır. Uygulanmakta olan programla ilgili yapılan araştırmalarda benzeri tespitler belirtilmiştir (Çakıroğlu ve Çakıroğlu, 2003; Kavcar, 2002). Bunun yanında, özellikle son yılın tamamen uygulama derslerine ayrılması gerektiğini söyleyen öğretim elemanları, bu şekilde uygulama dersinin öğrenciler tarafından daha çok benimseneceğini belirtmişlerdir. Programın öğretim süreci ile ilgili olarak aynı zamanda daha önceki temalarda da belirtilen öğretim elemanı başına düşen öğrenci sayısının fazlalığı burada da karşımıza çıkmaktadır. Kalabalık sınıflarda öğrenme-öğretme sürecinin olumsuz etkilendiği belirtilerek bu durumun doğrudan doğruya programın kalitesini etkilediği vurgulanmıştır.

Programın öğretmenlik uygulaması dersleri de bu aşamada katılımcıların dile getirdiği başka bir konudur. Katılımcıların görüşlerine göre meslek becerilerinin ediniminde önemli bir yer tutan uygulama derslerinin özellikle okul öncesi öğretmenliği alanındaki özel önemi vurgulanmış, adayların bu konuda gerektiği gibi yetiştirilemediği dile getirilmiştir. Bunu sebebi olarak öncelikle programın yapısının buna uygun hazırlanmadığı söylenmiştir. Haftada 6 saatlik bir uygulamanın öğretmenlik mesleğine hazırlanmada yeterli olmadığı, hali hazırdaki uygulama derslerinin de yeterli nitelikte verilemediği belirtilmiştir. Ayrıca bu konuda, okulların fakültelerle işbirliği yeterli bulunmamıştır. Öğretmen adaylarının rehberliğini yapacak, uygulamalarıyla örnek teşkil edecek öğretmenlerin de yeterli sayıda olmadığı (% 82,7) ve fakültenin de bu örneklere ulaşmada gereken gayreti sarf etmediği belirtilmiştir. Buna ek olarak öğretim elemanlarının uygulama derslerine yeterli önemi vermedikleri vurgulanmıştır.

Ürün Değerlendirme

Program değerlendirmenin bu son aşamasında mezunların yeterlikleriyle ilgili değerlendirmeler aynı zamanda programım ürün boyutunda değerlendirmesi

olarak algılanabilir (Worthen, Sanders ve Fitzpatrick, 2004). Bu bağlamda mezunların yeterlikleri konusunda katılımcılar arasında ortak bir görüş oluşmamıştır. Mezunların yeterliliğini etkileyen konular incelendiğinde katılımcıların çoğunlukla öğrenci seçme sistemini ve öğretmenlerin istihdam edilme sisteminin doğurduğu sonuçları dile getirdikleri görülmektedir. Bunların başında öğrencilerin merkezi seçme sınavı ile atanmaları gelmektedir. Adayların girdi değerlendirmesinde dile getirilen düşük eğitim seviyesi faktörü mezunların kalitesini de etkileyen bir faktör olarak katılımcılar tarafından dile getirilmiştir (% 36). Buna bağlı olarak programın kalite seviyesinin yükseltilmesi ile ilgili yapılan önerilerde, gerek öğrenci kabulünde gerekse mezunların istihdamında alternatif stratejiler geliştirilmesi gerektiği vurgulanmıştır.

Genel olarak, öğretmenlerin profesyonel gelişiminin niteliği, eğitimlerini aldıkları programın pek çok bileşeniyle doğrudan ya da dolaylı olarak belirlenmektedir. Programa öğrenci alımında ek sınavlar uygulanarak mesleğe uygun nitelikte aday seçilmesi, sadece birinci basamakla alımın getirdiği nitelik sorunlarının giderilmesi için puan türünün değiştirilmesi, öğretim elemanı yetiştirilmesi ile ilgili daha seçici ve planlı adımların atılması, programların akreditasyon çalışmalarının başlatılması, uygulanan programın içeriği ve derslerin dağılımı konusunda fakültelere inisiyatif tanınması, yurt dışında eğitim alan öğretim elemanlarının görev yaptıkları üniversitelerle adaptasyonun sağlanması, uygulama derslerinin yapı ve işlev açısından iyileştirilmesi, uygulama için gerekirse farklı modeller geliştirilebileceği ve mezunların istihdamı konusunda yerel otoritelerin ve fakültelerin yardımıyla ek yöntemler geliştirilmesi gerektiği vurgulanmıştır.

Öneriler

Araştırma bulguları ışığında araştırmacılara, uygulayıcılara ve karar alıcılara yönelik aşağıdaki öneriler getirilmiştir.

1. Öğretmenliğin şu anda içinde bulunduğu statüyü iyileştirmek için öğrenci kalitesini ve dolayısıyla programın kalitesini yükseltmek çok önem taşımaktadır. Mesleğin toplumdaki statüsünün yükseltilmesi, dolaylı olarak, programı tercih edecek adayların da kalitesinin yükselmesini sağlayacaktır.
2. Programa öğrenci seçme politikasında yeni düzenlemeler ve iyileştirmelere ihtiyaç vardır. Merkezi sınavla öğrenci seçiminin alana özgü nitelikte adayların mesleğe kazandırılmasında yetersiz olduğu dikkate alınarak ek değerlendirme yöntemleri geliştirilmelidir.
3. Fakültelere kendi programlarını oluşturma inisiyatifi verilmelidir. Temel dersler ve öğretmen nitelikleri korunarak farklı modellerin geliştirilmesi ve denenmesine fırsat verilmelidir.
4. Akreditasyon çalışmaları, araştırmada ortaya çıkan pek çok sorunun çözümüne katkı sağlayacaktır. Objektif ve bağımsız kurumlarca yapılması gerçekleştirilecek akreditasyon çalışmaları programların kalite seviyesini yükseltici etki yapacaktır.
5. YÖK ve MEB arasında daha etkin bir işbirliği sağlanmalı, programın öğrenci kotaları MEB'in kadro ihtiyacı gözetilerek hazırlanmalıdır. İhtiyaçtan fazla program açma ve kota artırma, araştırmada sözü edilen sorunların nedenlerinin başında gelmektedir. Buna bağlı olarak akademik personel yetiştirmede kadro ihtiyacı göz önünde bulundurulmalı ve öğretim elemanlarına ihtiyaç duyulan programlarda ihtiyaç duyulan kadrolar zamanında sağlanmalıdır. Bu aynı zamanda öğretim elemanı yetiştirmeye yönelik lisansüstü programların desteklenmesini de gündeme getirmektedir.
6. Bu nitel çalışmanın, program değerlendirme çalışmaları için sayısal verilerin yanında katılımcıların görüşlerinin de yansıtıldığı bir örnek oluşturması amaçlanmıştır. Eğitim programlarının diğer alanlarında da

benzer araştırmalar, program kalitelerinin yükseltilmesine katkı sağlayacaktır.

7. Program sadece öğretim elemanlarının bakış açısı ile değerlendirilmiştir, ancak bunun yanında programın diğer paydaşlarının da bakış açılarının yansıtılması, daha kapsamlı bir program değerlendirme çalışması yapılmasını sağlayacaktır. Yüz yüze görüşme yönteminin nitel çalışmalarda en etkin yöntemlerden biri olmasının yanında gözlem ve görüşmelerin çoklu kez tekrarlanması daha kapsamlı veri toplanmasını sağlayacaktır.

Appendix 11

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Tekmen, Belkıs
Nationality: Turkish (TC)
Date and Place of Birth: 6 May 1976, Kütahya
Marital Status: Single
Phone: +90 312 246 66 66
E-mail: belkistekmen@yahoo.com
tekmen@baskent.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
MSc	METU, Early Childhood and Education	2005
BA	GAZI U, Preschool Teacher Education	2003
High School	Ataturk Anatolian High School, Ankara	1993

WORK EXPERIENCE

Year	Place	Enrollment
2003- Present	Başkent University, Faculty of Education	Research Assistant

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

Kalelioğlu, F. & **Tekmen, B**. (2012). Perceptions of the pre-Service teachers about video based classroom discussions, *Procedia Social and Behavioral Sciences*, *46*, 2015–2019.

Güneysu, S. & **Tekmen, B**. (2010). Implementation of an alternative cooperative learning method. *Procedia Social and Behavioral Sciences 2,* 5670–5674.

Güneysu, S. & **Tekmen, B**. (2009). The effect of drama on the development of emotional intelligence, *Creative Drama Journal, 4* (7), 35-50.

Tekmen, B. (2008). Perceptions of education faculty students on learning a foreign language, *Proceedings in 6th International JTET (Journal of teacher education and training) Conference.*

Appendix 12

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	[ ]
Sosyal Bilimler Enstitüsü	[X]
Uygulamalı Matematik Enstitüsü	[ ]
Enformatik Enstitüsü	[ ]
Deniz Bilimleri Enstitüsü	[ ]

YAZARIN

Soyadı : TEKMEN
Adı : BELKIS
Bölümü : EDS

TEZİN ADI (İngilizce) :
EVALUATION OF PRESCHOOL TEACHER EDUCATION PROGRAM IN TURKEY: ACADEMICIANS' PERSPECTIVE

TEZİN TÜRÜ : Yüksek Lisans [ ] Doktora [X]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. [X]

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: