Evaluation of The Policy of Area Information and Professional Competence in Administrative Capacity Development in The First Appointments and Upgrades to Public Schools

Mehmet ÖZNACAR[1]

Abstract

Recent research shows that quantity has been put at the forefront of teacher training institutions rather than qualifications, which raises many problems in terms of professional competence for teachers. The teaching profession, like all other professions, is rapidly changing and evolving. For this reason, teachers are entering an ongoing development process with in-service training. Teaching is a profession that requires pre-service education and should be continuously education. As a result of the different practices called over time in the Turkish education system, standardization in teacher training is prevented and the creation of a relevant standardization becomes mandatory. In addition, capacity development in teacher assignment and upgrades gains importance in field proficiency and professional competence. In this context, it is aimed to evaluate the education policies for the employment of teachers being implemented in the study. This study, which uses observation interview and document analysis techniques from the qualitative research model, included evaluation of the positions of public service commission staff for the analysis of the status of senior managers, school administrators and teachers' union managers of the TRNC Ministry of National Education regarding assignments and upgrades.

Keywords: Professional competence, Assignment and Upgrade, Teacher, Education System, Policy

1. Introduction

The teacher training system all over the world has been the subject of constant debate in the historical process. In addition to questions about where, how teachers should be trained and teacher qualification, it is also an important discussion area of discussion about how and through what processes the necessary qualifications to be found in teachers (Puustinen, Säntti, Koski, & Tammi, 2018).

Teacher training programs and processes in the world have been developed within the framework of each country's own national values. As well as the system, objectives, asset objectives and philosophical foundations in the range of teacher training, policy and politics should be strengthened with scientific grounds (Liou et al., 2020).

Education; as one of the most important issues of our country with every aspect of it, it is a phenomenon where a lot of research is carried out on it. There are students studying at preschool, elementary and high

---

1. Near East University, North Cyprus, Mersin 10 Turkey
  Email: mehmetoznacar@hotmail.com

school level and teachers who educate the students who are studying at this level. In this interactive process, many studies have revealed problems, but a framework where all paspers meet on the common roof has not been revealed (du Plessis et al., 2020).

At this point, where holistic systematic approach is adopted in management, teacher training policies and strategies are of great importance in improving and improving the environmental cycle. In this context, training and development of managerial capacities has been inevitable in vocational training and teacher training. The development of the managerial skills of individuals who learn on the basis of all lifelong learning philosophy in technology and skills, knowledge, and professional and academic relations contributes to the development of the organization (Hordvik, MacPhail, & Ronglan, 2020). For this reason, it demonstrates the importance of intifying field and professional competences in the development of managerial capacity, integrating with management and technology, agile management approach and inthe implementation of information management. It is imperative that the research on education and management be carried out on all stakeholders of education. Students, teaching programs, education managers and teachers in particular are at the center of these studies and especially for the future of our education system to take more concrete steps in teacher training and improving teacher quality (Paul-Binyamin & Haj-Yehia, 2019).

Education is defined as a process of making changes in the behavior of the biryer through its own life and deliberately. This process has some goals in general. These are the best development, upgrade and best shape of the individual. The success of the education system is influenced by the nature of the teachers who will operate the system. In fact, the fact that it's not just a teaching profession but an art is undeniable. Qualified teacher is an integrated version of these two (Ellis & Childs, 2019). The issue of quality in the teaching profession and teachers is a topic that has been raised very often in many countries around the world. Regulations on the teaching profession and the fulfillment of the requirements of the profession of professionals who carry out this profession, and the arrangements that have been carried out and tried to be carried out are also markers of studies

that can take many years. The different applications, which are frequently raised in teacher training in the Turkish education system, have brought with it the challenges of standardization in this field (Bush & Grotjohann, 2020).

The role of the teaching profession in the development of the country is now known to all societies and various arrangements are made in relation to this. Research espousing the teaching profession shows that professional development is a necessity in order to carry out this profession accordingly and to improve the quality of education in schools. Because "if the teacher is learning in the profession, the quality of the education service that that teacher will offer is also high." Therefore, teachers should be given the ability to develop themselves professionally in order to improve the quality of education given in schools (Altinay, Dagli, & Altınay, 2017).

The teaching profession, like all other professions, is rapidly changing and evolving. For this reason, teachers are entering an ongoing development process with in-service training. Teaching is a profession that requires pre-service education and should be continuously in education.

Education is a basic service tool in increasing productivity and quality in all areas, thus ensuring the desired development and change towards modernization in society. Education and management are the area where the most important discussions and research is held all over the world. In recent years, the selection and employment of teacher's education has been discussed extensively in the public eye. In this context, it is aimed to evaluate the education policies for teacher employment being implemented in this study. The concept that should be emphasized first when examining education policies for teacher recruitment is the development of managerial capacity. In this context, education planning is the implementation of rational and regular analysis technique to the training process in order to increase efficiency in education and to respond to the needs of society at the highest level. In this context, it is aimed to evaluate the education policies for teacher employment being implemented in this study. The concept that should be emphasized first when examining education policies for teacher recruitment is the

development of managerial capacity. In this context, education planning is the implementation of rational and regular analysis technique to the training process in order to increase efficiency in education and to respond to the needs of society at the highest level. Education planning is ideologically neutral and flexible and compliant enough to be applied to different situations. Education planning is not only quantitative but also qualitative phenomenon (Altayli & Dagli, 2018). The aim of the planning and management of education is to cut the results of solutions to eliminate the bottlenecks in the education sector, to prepare the overall framework of a long-term plan, to set out objectives based on that framework and to prepare a detailed strategy for achieving these objectives (Puustinen et al., 2018).

Today, the task of teacher training has been given to the faculty of education within higher education institutions and the task of appointing teachers to the Ministry of National Education. For this reason, these two institutions are expected to cooperate. However, it is understood that the education policies pursued on teacher employment are mostly driven by numerical concerns and the nature is not questioned. Furthermore, the current changes to the teacher training system have not solved the teacher's qualification and quantity problem. If the number of institutions that train teachers is rapidly increasing and faculty graduates outside the faculty of education meet the necessary conditions, the appointment as a teacher has raised the employment problem.

The purpose of this study is to create a study that is not the One of the most important structures established by the Ministry of National Education and Culture in the Turkish Republic of Northern Cyprus to ensure the healthy functioning of educational processes is actively involved in assignments and upgrades as well as the teacher training system. Teachers are institutions that need to be kept alive in terms of their goals. However, it is aimed to examine the views of public service commission staff for the analysis of the status of senior administrators, school administrators and teachers' union managers of the TRNC MEB based on policy for thepr professional development. The following questions are searched for to achieve the specified overall purpose:

2. Research Questions:

1. According to the opinion of public personnel, how do teachers perceive themselves in terms of the qualifications that teachers should have?

2. According to the opinions of public personnel, how are the field knowledge and professional development situations of the senior managers in the Ministry of National Education and Culture in TRNC?

3. According to the opinions of the public personnel, how are the field knowledge and professional development status of school administrators working in public schools under the Ministry of National Education and Culture in TRNC?

4. According to the opinions of the public personnel, how are the field knowledge and professional development status of the managers of the Turkish Cypriot Teachers' Union of Northern Cyprus?

3. Method

3.1 Model of Research

Qualitative research methods were used in this study. "Qualitative data collection methods such as qualitative research, observation interview and document analysis can be defined as research, where perceptions and events are followed by a qualitative process for realistic and holistic occurresin in the natural environment." (Yıldırım, 2013). According to (Karasar & Yöntemi, 2006); "The main feature of qualitative research is to show the perspectives of the study participants, the world of meaning, to see the eyes of those who study the world."

3.2 Data Collection Tool:

As a data collection tool in the study, a semi-structured interview form was prepared and questions were asked. In order to collect data in the qualitative research approach, in-depth interview (face-to-face interview), direct observation and document analysis techniques are used(Legard, 2003). The data of this study was obtained through the "face-to-face interview technique", which is often preferred in the qualitative research approach, which cannot be directly observed with other data collection tools, allows participants to understand their perspectives on the subject in depth. This method is the basis of the participants' answers, such as the causes, emotions, thoughts and beliefs that are the basis of many dimensions to be revealed (Legard, 2003). The semi-structured interview form created within the scope of this

study contains four open-ended interview questions. In the last part of the investigation, interviews with the audio recorder were recorded on a voluntary basis in order not to lose any data in the negotiations.

In order to ensure the internal validity of the interview form, it has been submitted to the examination of the faculty members from Near East University, Faculty of Education, Department of Educational Sciences in order to obtain expert opinion. In accordance with these views, the form has been revised. After that, a pilot interview was made by selecting a working group equivalent to the working group. This ensures that questions are open and clear, and whether the answers given reflect the answers to the questions asked. Later, in the process of preparing re-interview questions, expert opinions, training management experts and Turkish Language linguists for software rules were consulted, whether the questions asked by examining the documents were clear and clear, whether it covered the subject covered and the possibility of providing the necessary information was obtained for control purposes. The data collection process has been started since it was assumed that the interview questions would be provided with the desired data. In this study, content analysis was used in the analysis and interpretation of the qualitative data obtained from the participants.

3.3 Workgroup

A total of 20 participants and a working group were formed to analyze the views of public service commission staff in order to examine the status of the senior administrators, school administrators and teachers' union managers in the subjects of the appointment and promotion of students who graduated from teacher training institutions.

3.4 Data Collection Process

In the process of collecting research data, a total of 20 participants were interviewed to analyze the views of public service commission staff to examine the status of senior administrators, school administrators and teachers' union managers in the subjects of the appointment and promotion of students who graduated from teacher training institutions. Participants are informed in advance that the purpose of the study and the method of interviewing as a data collection method will be used. Appointments were set before the meeting with the participants involved in the voluntary study and data for the study was collected in January 2020. Each interview lasted an average of 20 minutes in line with face-to-face interviews with the participants. The necessary permissions have been obtained from the administrators regarding the use of the audio recorder and the investigation focuses on the ethics of confidentiality. Although the audio recorder was used in the interviews, the participants' opinions were carefully and painstakingly listened to and noted in writing in order to prevent any confusion that may arise during the interview and to continue the conversation systematically.

4. Analysis of Data

According to the opinions of the participants interviewed, the answers given to each question were categorized individually and placed in the tables. After this initial categorization, the data was re-examined by the researcher and basic themes and categories were created. These themes and categories are reconsidered and similar patterns are combined and the differing ones are grouped into separate categories, taking into account the relevant field type. Whatever administrator answered these categories, it is written in numbered. The sentences that are excluded from the categories are written as examples. Individual interviews were conducted during the time periods where the administrators were available by visiting schools. Interviews with managers were conducted in an environment where one-on-one conversation. The data obtained from the answers to research interview questions was analyzed by content analysis. Data is analyzed in four stages in content analysis (Yıldırım, 2013).

4.1 Encoding Data:

In this first phase of content analysis, the data obtained from the participants after the transcripts of the interview were given to each participant and divided into meaningful sections within the framework of the research and the meaning expressed conceptually are encoded and encoded. Based on the conceptual framework of the research and interview questions, the list of previously prepared code is given the final form after the examination of all the data. This list of codes served as a key list in editing data. Data that is excluded from research questions is excluded from encoding. Later, coding keys and interview transcripts were read separately by the researchers and necessary

arrangements were made by discussing issues with "consensus" and "disagreement". The research was calculated as an average of 92% using the reliability formula proposed by Miles and Huberman (1994) for reliability calculation. More than 70% of reliability calculations are considered reliable for research (Miles & Huberman, 1994). The result here has been considered reliable for research. Code that shows numbing in coding by the researchers is based on reaching themes.

4.2 Finding Themes:

At this stage, the codes specified during the encoding phase of the data are each considered separate categories and evaluated as separate themes.

4.3 Organizing and Defining Data by Code and Themes:

At this stage, the opinions of the participants were explained in a language that the reader could understand and the views were presented first-hand to the reader. Footnotes were used to determine which participant the interview notes belonged to, and the interview notes were given in quotation marks.

4.4 Interpretation of Findings:

The interpretation of the findings, which are described and presented in detail, was made at this last stage to interpret and explain some of the results.

5. Findings and Comments

This section includes the findings and interpretations based on the analysis of the data obtained by data collection tools. The comment on each finding was included immediately after the finding.

First Dimension: According to the opinions of public personnel, teachers are thinking about how they are in terms of qualifications that teachers should be:

In the context of this dimension, the opinions of the participants are determined and given the following table 1 under the proportions and themes.

Table 1: **According to The Opinions of Public Personnel, Teachers, Teachers Should Be in Terms of Qualifications in Terms of How They Are in Terms of Thoughts**

Themes	Frequency	%
Teachers see themselves in a sufficient position in the profession	15	75%
Teachers don't find enough opportunities to improve their own abilities and achievements	14	70%
Teachers need to improve themselves so that they can provide students with a more useful and better level of education.	12	60%
Teachers do not want to go into such an effort and effort to improve themselves because they consider themselves sufficient	11	55%
Since teachers do not provide enough of their development, their contribution to students is not at the desired level	13	65%
Teachers are unable to meet the standards required to reflect their qualifications into their branches	10	50%
One of the biggest reasons why teachers' development and proficiency are not at the desired level is that the teachers' union is involved in every issue	8	40%

The purpose of this study is to examine the healthy functioning of educational processes based on the policy in teacher training system. Teachers are institutions that need to be kept alive in terms of their goals. However, it is aimed to examine the views of public service commission staff for the analysis of the status of senior administrators, school administrators and teachers' union managers of the TRNC MEB on the assignment and promotion of students who have graduated from teacher training

institutions. In order to evaluate the views of public personnel, teachers should be in terms of qualifications that teachers should have, and a participant said, "I can very clearly say that teachers need to improve themselves so that they can provide students with a more useful and better level of education." (G (4)), he expressed his opinion. Another participant said, "I think teachers do not want to engage in such an effort and effort to improve themselves because they consider themselves sufficient." (G:(14)) expressed his opinion in the form of. Another participant said, "Thanks to the course of community service practices, I would like to point out that this course is very important in providing the teaching of love, respect and cooperation to people as teacher candidates." (G:(8)) expressed his opinion in the form of. Another participant said, "One of the biggest reasons why teachers' development and proficiency are not at the desired level is that teachers cannot develop because the teachers' union is involved in every issue." (G:(18)) expressed his opinion in the form of. Another participant said, "I think teachers have failed to meet the standards required for their qualifications to reflect on their branches." (G:(20)) expressed his opinion in the form of. Depending on these findings, teachers do not find enough opportunities to improve their own abilities and achievements, teachers need to improve themselves in order to provide students with a more useful and better level of education, but some teachers do not want to engage in such an effort and effort in order to improve themselves because they consider themselves sufficient, teachers do not provide enough of their contributions to students because they do not provide sufficient support, in addition to the teachers' own qualifications in terms of their own qualifications, they do not provide the standards required to reflect their own qualifications to their branches And one of the biggest reasons for the development and proficiency of teachers is that the teachers' union is involved in every issue.

5.1 Second Dimension: According to The Opinions of The Public Personnel, The Field Knowledge and Professional Development Situations of The Senior Managers İn The Ministry of National Education and Culture İn TRNC:

In the context of this dimension, the opinions of the participants are determined and given the following table 2 under the themes and the opinions given.

Table 2: **According to The Opinions of Public Personnel, The Field Knowledge and Professional Development Situations of The Senior Managers in The Ministry of National Education and Culture in TRNC**

Themes	Frequency	%
As a result of the promotion of the appointments of the senior managers of the ministry according to the criteria scores, they receive rather than the public service exam, they do not develop both field knowledge and professional knowledge	14	70%
That senior managers strive to maintain their current staff and status, rather than improve field knowledge and professional knowledge.	12	60%
Their professional development is good because senior managers are generally managers in ministries or schools.	7	35%

According to the opinions of the public personnel, the field knowledge and professional development situations of the senior executives in the Ministry of National Education and Culture in TRNC "I would like to make it clear that the senior managers of the ministry have not developed both field knowledge and professional knowledge as a result of their promotion according to the criteria scores, they receive rather than the public service exam." (G (5)), he expressed his opinion. Another participant said, "I would like to say very easily that senior executives are making efforts to maintain their current staff and status, rather than improving field knowledge and professional knowledge." (G:(16)) expressed his opinion in the form of. Another participant said, "I find it useful to express that their professional development is good because senior managers are often managers in the ministry or in schools." (G:(18)) expressed his opinion in the form of. Depending

on the findings obtained, it is understood that the appointments of the senior managers of the ministry did not improve both field knowledge and professional knowledge as a result of their promotion according to the criteria scores, they received rather than the public service exam. It is also said that senior executives are making efforts to maintain their current staff and status, rather than improving field knowledge and professional knowledge. However, it is understood from the opinions and opinions received from the participants that their professional development is good because their senior executives are generally managers in the ministry or in schools.

Third Dimension: According to the opinions of public personnel, school administrators working in public schools under the Ministry of National Education and Culture in TRNC have field knowledge and thoughts on professional development situations: In the context of this dimension, the opinions of the participants are determined and given the following table 3 based on the themes and the opinions given.

Table 3: **According to The Opinions of Public Personnel, School Administrators Working in Public Schools Under the Ministry of National Education and Culture in TRNC are Concerned About Field Knowledge and Professional Development Situations**

Themes	Frequency	%
That school administrators have master's degree in order to improve themselves in the profession, that their field knowledge and professional knowledge are at the desired level because they are trained in the service.	14	70%
Many of the school administrators in public schools do not show the necessary efforts to improve both themselves and school culture	13	65%
In order to become a school administrator, they are subjected to the exam, so that their professional and field knowledge is sufficient	11	75%
Although the field knowledge of the school administrators in general secondary schools and lese is sufficient, the administrators in vocational high schools are more inadequate because their education levels are not good.	12	55%
The field and professional knowledge of many school administrators in public schools is not at the desired level depending on the current order and system	6	60%

According to the opinions of the public personnel, within the scope of field knowledge and professional development situations of school administrators working in public schools under the Ministry of National Education and Culture in TRNC, a participant said, "I think that the field knowledge and professional knowledge are at the desired level because the school administrators have master's education to improve themselves in the profession, and they are trained in-service. (G (12))"," he said. Another participant said, "I think many of the school administrators who work in public schools have not made the necessary efforts to improve both themselves and school culture." (G:(5)) expressed his opinion in the form of. Another participant said, "I would like to state that the field and professional knowledge of many school administrators in public schools is not at the desired level depending on the current order and system." (G:(11)) expressed his opinion in the

form of. Another participant said of this theme, "It is very clear that vocational and field knowledge is sufficient because they are subjected to the exam in order to become a school administrator. (G:(3)) expressed his opinion in the form of. Another participant said, "Although the field knowledge of the school administrators in general secondary schools and lese is sufficient, I would like to state that the administrators in vocational high schools are more inadequate because their education levels are not good." (G:(13)) expressed his opinion in the form of. Depending on these findings, it is understood that the school administrators have master's degree in order to improve themselves in the profession, and that the field knowledge and professional knowledge are at the desired level as they receive in-service training. It can also be said that many of the school administrators working in public schools do not show the necessary efforts to improve both themselves and school culture. In order to become a school administrator, they can be interpreted as trying to improve themselves so that their professional and field knowledge can be adequate because they are being taken the exam. However, although the field knowledge of the school administrators in general schools and high schools is sufficient, it is understood from the opinions and opinions received from the participants that the administrators in vocational high schools are more inadequate because their education levels are not good.

5.2 Fourth Dimension: According to The Opinions of The Public Personnel, The Managers of The Turkish Cypriot Teachers' Union of Northern Cyprus Have Field Knowledge and Thoughts on Professional Development Situations:

In the context of this dimension, the opinions of the participants are determined and given the opinions set out in table 4 below.

Table 4: **According to The Opinions of The Public Personnel, The Managers of The Turkish Cypriot Teachers' Union of Northern Cyprus Have Field Knowledge and Thoughts on Professional Development Situations**

Themes	Frequency	%
Union manager teachers are insufficient field and professional knowledge and their only issue is to observe their own interests	16	80%
Union manager teachers do not care about the country's educational development in any way	13	65%
That union managers have made no contribution to improving education,	11	55%
Union executive teachers' only goals are to prevent education because teachers are focused on financial interests.	7	35%

5.3 According to The Opinions of The Public Personnel, The Managers of The Turkish Cypriot Teachers' Union of Northern Cyprus Have Field Knowledge and Thoughts on Professional Development Situations:

"I would like to state that the field and professional knowledge of the union manager teachers are inadequate and that their only issue is to observe their own interests." (G (9)), he expressed his opinion. Another participant said of the theme, "I find it greatly helpful to say that union manager teachers do not care about the development of the country in any way in terms of education." (G:(17)) expressed his opinion in the form of. Another participant said of the theme, "I think union managers have made no contribution to improving education." (G:(6)) expressed his opinion in the form of. Another participant said, "I would like to state that union manager teachers are the only target of teachers because they are focused on the financial interests of teachers, which is an obstacle to education." (G:(17)) expressed his opinion in the form of. Depending on these findings, it is understood from the opinions that the field and professional knowledge of the union manager teachers are inadequate and that their only issue is to observe their own interests. It can also be said that union managers do not care about the country's development in terms of education and

education in any way by unionist teachers. In addition, the union manager is understood from the opinions and opinions taken from the participants, whose only goal of teachers is to protect and improve the financial interests of teachers, which they pose a serious obstacle to education.

6. Results and Suggestions

To ensure the healthy functioning of educational processes is actively involved in assignments and upgrades as well as the teacher training system, teachers are institutions that need to be kept alive in terms of their goals based on policy. Partners are important to diffuse these policies in teacher education systems. Therefore, it is aimed to examine the views of public service commission staff for the analysis of the status of senior administrators, school administrators and teachers' union managers of the TRNC MEB on the assignment and promotion of students who have graduated from teacher training institutions. The results and recommendations obtained according to the following dimensions are as follows;

6.1 First Dimension: According to The Opinions of The Public Personnel, The Results of Teachers Thinking About How They Are İn Terms of Qualifications That Teachers Should Be In:

In the context of this dimension, the following results and recommendations are presented according to the opinions of the participants. Depending on the findings of the study, teachers can not find enough opportunities to improve their own abilities and achievements, teachers need to improve themselves in order to provide students with a more useful and better level of education, but some teachers do not want to make such an effort and effort to improve themselves because they consider themselves sufficient (In addition, teachers do not provide enough of their development, so their contribution to students is not at the desired level in this context, teachers can not meet the standards required to reflect their qualifications in their branches.

In addition, one of the biggest reasons for the development and proficiency of teachers is understood from the opinions and opinions taken from the participants, which is due to the involvement of the teachers' union on every issue (McKay, 2019).

6.2 Second Dimension: According to The Opinions of The Public Personnel, The Results of The Field Knowledge and Thoughts on Professional Development Situations of The Senior Managers İn The Ministry of National Education and Culture İn TRNC:

In the context of this dimension, the following results and recommendations are presented according to the opinions of the participants.Depending on the findings, it is understood that the appointments of the senior managers of the ministry did not improve both field knowledge and professional knowledge as a result of their promotion according to the criteria scores they received rather than the public service exam. It is also said that senior executives are making efforts to maintain their current staff and status, rather than improving field knowledge and professional knowledge.

In addition, it is suggested that senior managers should improve their professional development and improve themselves in these matters, as they often manage in the ministry or schools (Ellis & Childs, 2019).

6.3 Third Dimension: According to the opinions of public personnel, the results of the field knowledge and thoughts on professional development situations of school administrators working in public schools under the Ministry of National Education and Culture in TRNC:

In the context of this dimension, the following results and recommendations are presented according to the opinions of the participants. Depending on the findings, it is understood that the school administrators have master's degree in order to improve themselves in the profession, and that the field knowledge and professional knowledge are at the desired level as they are trained in the service. It can also be said that many of the school administrators working in public schools do not show the necessary efforts to improve both themselves and school culture. In order to become a school administrator, they can be interpreted as trying to improve their professional and field knowledge because they are subjected to the exam (Altayli & Dagli, 2018). However, although the field knowledge of the school administrators in general schools and high schools is sufficient, it is understood from the opinions and opinions

received from the participants that the administrators in vocational high schools are more inadequate because their education levels are not good. Therefore, it is suggested that serious studies should be done to improve the level of education of vocational high school school administrators (Hordvik et al., 2020).

6.4 Fourth Dimension: According to the opinions of the public personnel, the results of the managers of the Turkish Cypriot Teachers' Union of Northern Cyprus regarding field knowledge and thoughts on professional development situations:

In the context of this dimension, the following results and recommendations are presented according to the opinions of the participants.

Depending on these findings, it is understood from the opinions that the field and professional knowledge of the union manager teachers are inadequate and that their only issue is to observe their own interests (Liou et al., 2020). It can also be said that union managers do not care about the country's development in terms of education and education in any way by unionist teachers. In addition, the union manager is understood from the opinions and opinions taken from the participants, whose only goal of teachers is to protect and improve the financial interests of teachers, which they pose a serious obstacle to education (Yıkıcı, Bastas, Altınay, Dagli, & Altınay, 2019).

References

Altayli, Y., & Dagli, G. (2018). Evaluating perspectives of novice primary school teachers concerning experienced peer mentoring and administrative support. Quality & Quantity, 52(1), 367-388.

Altinay, F., Dagli, G., & Altınay, Z. (2017). Role of technology and management in tolerance and reconciliation education. Quality & Quantity, 51(6), 2725-2736.

Bush, A., & Grotjohann, N. (2020). Collaboration in teacher education: A cross-sectional study on future teachers' attitudes towards collaboration, their intentions to collaborate and their performance of collaboration. Teaching and Teacher Education, 88, 102968.

du Plessis, A. E., Cullinan, M., Gramotnev, G., Gramotnev, D. K., Hoang, N. T., Mertens, L., . . . Schmidt, A. (2020). The multilayered effects of initial teacher education programs on the beginning teacher workforce and workplace: Perceptions of beginning teachers and their school leaders. International Journal of Educational Research, 99, 101488.

Ellis, V., & Childs, A. (2019). Innovation in teacher education: Collective creativity in the development of a teacher education internship. Teaching and Teacher Education, 77, 277-286.

Hordvik, M., MacPhail, A., & Ronglan, L. T. (2020). Developing a pedagogy of teacher education using self-study: A rhizomatic examination of negotiating learning and practice. Teaching and Teacher Education, 88, 102969.

Karasar, N., & Yöntemi, B. A. (2006). Nobel Yayın Dağıtım: Ankara.

Legard, R., Keegan, J. and Ward, K,. (2003). In-depth Interviews.

Liou, Y.-H., Daly, A. J., Downey, C., Bokhove, C., Civis, M., Diaz-Gibson, J., & Lopez, S. (2020). Efficacy, explore, and exchange: Studies on social side of teacher education from England, Spain, and US. International Journal of Educational Research, 99, 101518.

McKay, L. (2019). Supporting intentional reflection through collage to explore self-care in identity work during initial teacher education. Teaching and Teacher Education, 86, 102920.

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook: sage.

Paul-Binyamin, I., & Haj-Yehia, K. (2019). Multicultural education in teacher education: Shared experience and awareness of power relations as a prerequisite for conflictual identities dialogue in Israel. Teaching and Teacher Education, 85, 249-259.

Puustinen, M., Säntti, J., Koski, A., & Tammi, T. (2018). Teaching: A practical or research-based profession? Teacher candidates' approaches to research-based teacher education. Teaching and Teacher Education, 74, 170-179.

Yıkıcı, B., Bastas, M., Altınay, F., Dagli, G., & Altınay, Z. (2019). The role of technology for school management and

development. Revista Inclusiones, 6, 100-115.

Yıldırım. (2013). Qualitative research methods in the social sciences. Seçkin Yayıncılık.