

# A Comparison of In-Service Training Programs in Turkey and South Korea

## Research Article

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### ABSTRACT

In this study, the top three in the ranking of PISA and TIMS with success in examinations such as in-service training programs in education, which is located in South Korea failed in this test was to evaluate the comparative in-service training program in Turkey's education. With this study, it is aimed to reveal if there are differences in the in-service trainings which are part of the teacher training which is one of the factors that are thought to be successful or fail in education in the two countries showing success and failure in PISA and TIMS results. A descriptive research model was used as an appropriate type of research for presenting the situation in the research and for making cross-country comparisons. This research is a comparative education research because the comparison of the in-service training systems of the selected countries is made in this study. While collecting data on the subject in the research, South Korea and Turkey's in-service training programs, implementation and assessment related were utilized by the books, dissertations, articles, institutions and institutions responsible for ministry education of countries, legal documents, public records, as benefited from individuals and institutions supply. The update of the obtained resources has been taken into consideration. Documents that are accepted as data for research are descriptively examined and classified according to sub-objectives. Then, similarities and differences between the in-service trainings of the two countries were determined. The results are interpreted and developed in line with the findings of the comparison.

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#### Keywords:

Teacher Education, In-Service Training, PISA, TIMS.

## Introduction

Change in every field and development in parallel with this is inevitable in the world. Philosophical development and changes in economics, art and science also apply to education. For example; in the nineteenth century education was a theory of practice in the words of Emile Durkheim. According to Türkoğlu (1998), in the 20<sup>th</sup> century, there was a Copernican type of revolution in the field of education as a result of the fact that every woman and man felt the need for a continuous education from birth to death. The 21<sup>st</sup> century

is a period of rapidly advancing technology and digitization. The pioneers of this change are schools and teachers, who are the foundations of schools.

Teachers are an indispensable part of the education process. The fact that teachers have missions to use and teach science in their fields increases the importance of teachers. In particular, in the 21st century, teaching has special importance to be a follower and pioneer of information and communication technologies. For this reason, teachers should be aware of the scientific developments and have the qualification to be able to use the information. The success of the educated generation, that is to say the students and the happiness of the societies after that depend on the teachers' having this qualification. In the literature, there are different studies indicating that the success of students and the community welfare are in the hands of teachers (Boyd, Lankford, Loeb, Rockoff and Wyckoff, 2008; Çelik, Toraman and Çelik, 2018; Heck, 2009; Hill, Rowan and Ball, 2005; OECD, 2005; Sürücü and Ünal, 2018).

Since 2000, countries have been participating in international tests to compare the success of their education systems. Two of these exams are PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study). These examinations provide a wide range of opportunities to researchers in assessing the performances of students coming from similar and different education systems in a common measurement framework (Bilican, Demirtaşlı and Kilmen, 2011). Considering the success of countries in such international tests, South Korea, Hong Kong and Singapore appear to rank among the top and even in the top three. Turkey has not been able to attain the desired success in these international tests (Kabaran and Görgeç, 2016). For this reason, this study aims to examine the teacher education system of South Korea, which is one of the reasons why it is so successful today, although it came out of the war in the 1960s. The research problem of the study consists of how in-service training (IST) programs included in the teacher education systems of Turkey, which fails in international exams, and South Korea, which is among the highest-ranked are.

In the teacher education systems in the world, two main factors play a role in the qualification of teachers. One of these is pre-service training programs provided to individuals, or rather teacher candidates, who aim to become teachers and are educated for this purpose. The second factor is (IST) programs or professional development activities that teachers, who have completed the pre-service training programs and who perform their duties as teachers in the school, attend during the course of performing their duties (Özer, 2008). Therefore, IST is important as well as pre-service training in teacher education. Hence, this study aims to examine the IST programs included in the education systems of especially South Korea and Turkey.

### **The Purpose and Importance of the Research**

This study's aims to comparatively evaluate the IST programs of South Korea, which ranks in the top three countries in exams PISA and TIMSS, and the IST programs of Turkey, which fails in these exams. In accordance with the purpose of the research, the sub-problems are as follows: in Turkey and South Korea;

1. What are the main characteristics of the in-service teacher training programs?
2. What are the aims and contents of the in-service teacher training programs?
3. How are the in-service teacher training programs evaluated?

As a result of the comparison made in the study, it is believed that the study will be useful in searching for solutions to problems in IST programs in Turkey and improving teacher training programs. The study is considered important to determine the steps that can be taken by making recommendations to teachers and education directors in this search. This is because As Kabaran and Görgeç (2016) stated, comparative education studies are seen as an important field of study for countries to be aware of the strengths and weaknesses in their education systems and to be able to make changes in their education systems.

## Method

In this study, comparative education research was used in line to compare the IST programs in South Korea, which ranks among the top countries in international tests and Turkey, which ranks among the lowest successful countries in these tests. Comparative education is the comparative examination and interpretation of the practices and policies of different countries and cultures in the field of education (Meuris, 1997). Comparative education tries to explain the existing educational structures by examining them through scientific methods (Meuris 1997, cited in Lauwerijs). There are different approaches used in comparative research. These are horizontal, vertical, problem solving, case studies, descriptive, explanatory and evaluative approaches.

In this study, the descriptive approach was used. In the descriptive approach, the literature is examined and the similarities and differences between education systems are compared (Ültanır, 2000). In this regard, the study compared the similarities and differences of the IST programs in South Korea and Turkey.

Resources were categorized based on the sub-problems of the study. The study was carried out by taking into account the similarities and differences between the two countries by categorizing the resources as the aims and contents of the IST programs, and their application and evaluation. The official resources of the countries that were compared were used for the study. Also, scientific literature on the subject was also made use of.

First of all, the education visions of Turkey and South Korea, and the structure of teacher education were examined in the study. Then, the two countries were compared by addressing the IST programs of both countries.

### Data Collection

The survey method was used to collect research data. In the survey method, the researcher has the task of interpreting the research subject directly by applying the various records (written documents and statistics, pictures, audio and video recordings etc.) and the source persons in the field and integrating the data to be obtained in a system with his own observations (Karasar, 2012).

Research data collected, the South Korean Ministry of Education and Ministry of National Education of Turkey from the official web site, thesis, article, written in written sources were utilized by people and institutions. Attention was paid to the fact that the resources reached were up to date.

### Data Analysis

Document analysis was used in the research. Document analysis includes the analysis of written materials containing information about the subjects to be investigated (Yıldırım and Şimşek, 2016). The documents accepted as data for the research were analyzed descriptively and compared in accordance with the sub-problems. Similarities and differences were analyzed by the comparative education method. Based on the research questions, the data was selected, edited, similarities and differences were combined, compared and interpreted.

## Findings

This section presents the findings obtained as a result of the comparison of the IST programs in Turkey and South Korea. The similarities and differences between the two counties were revealed by categorizing the resources as the aims and contents of the IST programs, and their application and evaluation.

### The Structure of the Teacher Education System in South Korea:

From the second half of the 20<sup>th</sup> century, South Korea has been one of the countries that have increasing educational opportunities with economic development. Rapid developments in the education system have

brought along problems such as the increase in the number of students, teacher shortage and intense competition in the transition to universities. Due to all these developments, there was a need for the renewal of teacher education programs, the transitions between the levels were abolished, and colleges and open schools were opened (WENR, 2013). The reason for this rapid development in South Korea is the efforts to create 'a pool of educated brains' that is part of the development plans of the government, which is the driving force behind the educational policies in particular. In this respect, approximately 20% of the total public expenditure was allocated to education expenditures in the 1960s, which were expressed as the beginning of development for South Korea (Gönel, 2000: 138).

In South Korea, students are required to take the College Scholastic Ability Test for university education. This central examination is conducted by the Korea Institute for Curriculum and Evaluation (KICE) in November every year in one of the three areas of talent, which are divided into social studies, science or vocational education, which students choose. The exam covers five subject areas as Korean, mathematics, foreign language, social studies/science/vocational education, and second foreign language (Saracaloğlu, Gündoğdu, Baydilek- Başara& Uca, 2014). The Korea Institute for Curriculum and Evaluation (KICE) is responsible for the development of learning-teaching methods and textbooks in addition to the evaluation of the curriculum and the educational system (KICE, 2012).

Teachers are classified into different grades: According to Article 21 in the second section of South Korea's elementary and secondary education act; teachers are classified as primary school teachers, secondary school teacher, assistant teachers, specialized counsellor, and nutrition teachers (MOHERD, 2012).

Elementary school teachers are trained in 13 institutions; ten of them are at the National Education University, and others include the teacher college at Jeju National University, Korea National University of Education and Ewha Woman's University (Ee-gyeong & You-kyung, 2002). Secondary school teachers are trained in a variety of channels like teacher colleges, department of education, education institutes and teacher education courses in comprehensive universities. Students can be eligible for these schools by means of central examinations conducted after high school. However, elimination is performed among the students who are among the top 5% in the central examination again. In addition, students can be admitted to these universities by taking into account the opinions of the class teacher at high school, the school success in the last year of high school, the interview conducted in the department to be enrolled and the attitudes towards teaching (Policy Information Report, 2003). While pre-service teachers who want to work in state institutions should take the central placement examination, there is no examination requirement for those who want to teach in private institutions. The scores obtained in the central examination held for the pre-service teachers who want to work in state institutions are ranked from the highest to the lowest. While 30% of the exam is prepared to measure the first stage general education courses, the second stage consists of open-ended questions about the field and professional knowledge, and interviews (Kwon, 2004).

Teacher Training Programs are organized by the Korean Ministry of Education and Human Resources Development. Graduation from the Department of Classroom Teaching in South Korea requires an average of 130-150 credits (Kim, 2007). The most preferred one is elementary school teaching. After four years of education, secondary level teaching certificate is granted. To be awarded a first degree certificate, candidates have to complete a 3-year teaching experience and take a 15-credit IST (NCEE, 2015a).

The curriculums of the institutions that train elementary school teachers consist of field knowledge and pedagogy. General courses constitute 30% of the education program. The basic courses constitute 70% of the education program. Also, each teacher in South Korea must have acquired expertise in a course listed on the diploma. The basic courses comprise general pedagogy and field courses consisting of 11 courses in total (Ingersoll, 2007; NCEE, 2015a). As in the elementary school teacher education program, candidates who are trained in the programs that are necessary to become a secondary school teacher are required to complete 30%

of their credits from general courses and 70% of them from the courses related to basic courses and educational sciences. After this stage, they are required to write a thesis. In order to become a secondary school teacher, students who graduate from general colleges and faculties of fields are required to be successful in 20-credit courses related to teacher education as well as the courses required by the field (NCEE, 2015a). Besides, teacher candidates participate in two-year practical training. This process consists of four stages, three of which are practice schools affiliated with faculties of education, and one of which is a public school (Aras and Sözen, 2012).

Teachers must take a test conducted by the state and provincial education office in order to be employed at a state school (NCEE, 2015b). This test consists of two parts; pre-service teachers' tendency test and personality tests. The exams are held separately for elementary and secondary school teachers and consist of two stages. In the first stage for elementary school teaching, the examination consists of a multiple choice test for educational sciences and short-answer questions aimed at the elementary education curriculum. The second stage includes article writing, interview and practice. In the first stage for secondary school teaching, a multiple choice test for educational sciences and a short-answer test for main subjects are administered, while the second stage comprises article writing, interview, classroom instruction, and computer knowledge (Metek, 2013).

The teaching profession in South Korea is a profession desired by students because it is respected by the society, the certificates received have a lifelong validity and it has a high status in society (Kwon, 2004; Kim, 2007).

### **Objectives, Contents and Application Dimensions of South Korea IST Programs.**

Since the beginning of 1996, teacher education has entered into a serious process and gained a stronger structure focusing on technological integration in South Korea. ISTs are conducted as specific courses for teachers for classroom activities. In addition, they have included technology in teacher training and thus have achieved the integration of education and technology (Son, 2009). In fact, since 2000, each teacher has a computer laboratory and teachers have also been successful users of computer technology (Uygun, Ergen and Öztürk, 2011).

Since 2000, regional education offices have been established by the ministry. In these offices, each teacher is obliged to take certain training credits. In addition to compulsory training, training on a voluntary basis is also provided. Compulsory training has a 33% annual content for teacher education. Voluntary trainings are organized in schools for at least 15 hours per year according to teachers' personal interest depending on the educational credits they received before. Each school has a coordinating teacher (CEO) who coordinates teacher training. Thanks to the CEOs, a common learning program is organized in the school (Keris, 2009, 2010).

Teachers in South Korea are obliged to take at least 30 days of IST. In addition, teachers' participation rates in IST programs are above OECD countries.

Trainee teachers entering the teaching system first receive two-week training within the school. During these two weeks, orientation programs involve theory and practice studies, student counselling, and classroom management. Moreover, trainee teachers participate in 6-month training. During this period, they are engaged in teaching practices, assessment, classroom management, counseling, and school management (NCEE, 2015).

The government implements professional development programs for teachers. This program consists of field expertise, program development, special education, and IST activities. These IST programs last at least

180 hours for 30 days. At the end of the program, teachers are evaluated on a 100-point scale. Teachers who complete this program receive their certificates. These certificates are important for teachers, because they provide teachers with additional points for their promotion and wage increase. IST programs can be organized by the headmaster as well as the government (Kim, 2007). IST program includes topics such as educational technologies, program development, general and special teaching methods (MOE, 2015a).

### **Evaluation of the IST Programs in South Korea**

The importance of monitoring and evaluation of national projects is further emphasized in Korea. The Korean Government's monitoring and evaluation system is carried out very effectively. First of all, it carries out effective monitoring and analyzes the processes in which current problems are experienced and results are within "various dimensional control, projects" (Kim et al., 2010b.)

For example; evaluations in Korea means:

1. Determining the application rate of computer technologies in schools.
2. Determining the computer literacy of students and teachers.
3. Using international evaluation measures, indicating that the national project has evaluation content. According to this view, as in Korea, there is a necessary evaluation system in the workplace (Başak and Ayvaci, 2017).

In South Korea, teachers are assessed on a 100-point scale. Teachers who complete the program and achieve the desired score have 1<sup>st</sup> level certificates. These certificates provide teachers with wage increase and additional points for their promotion (Kim, 2007).

In South Korea, managerial positions such as principal and deputy principal are important among teachers in terms of achieving status in society, because school principals are responsible for the evaluation and supervision of teachers. The deputy principals also assist principals in these duties. Therefore, there is a competition among teachers for principal and deputy principal positions. The promotion of teachers depends on years of service, results of the evaluation and their success in projects. Teachers can increase their scores in each of these areas in order to get promotions, and gain extra points for their promotion by working in schools in remote areas or special education schools (OECD, 2011; NCEE, 2015).

South Korea is preparing for the headteacher system. Those who are successful as teachers or administrators are given the title of headteacher in this system. The job descriptions of the headteachers are as follows; sharing experiences with teachers who have less experience, and also helping these teachers with program development, implementation, and evaluation systems. In each state, monitoring committees evaluate teachers in 3 steps. These include document review, observation of teaching practices, peer assessment and interview with the relevant teacher. In addition, the headteachers are paid an extra 150 dollars monthly (NCEE, 2015).

### **The Structure of the Teacher Education System in Turkey**

In general, teacher training programs comprise stages including the selection of candidates, their training (pre-service training), the selection of prospective teachers (appointment as civil servants) and the training of the teachers in charge (IST) (Baskan, Aydın and Madden, 2006). In this study, the historical process of teacher education programs in Turkey will be addressed since the republican period.

With the law on Unification of Education enacted on 3 March 1924, Turkish education system gained a centralized structure by force of being a unitary state (Büyükdüvenci, 1994; Uygun, Ergen and Öztürk 2011). From this date on, the teaching profession has been recognized as a special expertise in Turkey.

The teaching profession was defined in accordance with the Law No. 789 enacted on March 22, 1926. Accordingly, teaching is a profession that undertakes education and training, which is a public duty of the state; and it has a priority and superiority among teaching and educational services (Akyüz, 2001). Since then, the teaching profession and teacher education have gained a special importance. Teacher education schools were opened especially in the Republican period by paying attention to the issue of teacher training.

In 1926, primary schools were divided into two parts as “Primary Teaching Schools” and “Village Teaching Schools”. In 1927-1928, village teaching schools were opened. The study period of teaching schools was increased to six years in the 1932-1933 school year, the first three years when secondary school programs were applied was accepted as the first term, and the last three years were considered the professional term (Üstüner, 2004). Between 1940 and 1948, village institutes were implemented to train teachers for village schools.

Since 1974, two-year educational institutes were opened to train primary school teachers in higher education. These schools were transformed into educational colleges as of 1982 and were involved in the university structure. Since 1989, the study period of education colleges was increased to four years and they were turned into education faculties (TTKB, 1992).

Different practices have been reported to for teacher training in Turkey from time to time. Although some of these practices have changed in terms of application and content, they have been continuing. These include reserve officer teacher (1960), a substitute teacher (1961), teacher formation (1970), teacher training through letters (1974), and teacher training in the accelerated program (1975-1980) (Akyüz, 2001). Teacher training is carried out within the universities since the 1980s. The duration of teacher education for all areas of pre-school and primary education (continuous 8-year basic education) is 4 years. The duration of teacher training for secondary education (4-year general and vocational secondary education institutions) has been rearranged as five years. In general, the simultaneous teacher education model is applied especially in institutions which train teachers for primary education. In other words, teacher candidates take general knowledge, field knowledge and vocational courses at the same time during their education (Uygun et al., 2011).

Between 1994 and 1998, a project called “Pre-service Teacher Training Project” was carried out with the cooperation of the Higher Education Institute (HEI) and the World Bank to renew and organize teacher training programs within universities and the programs of the faculties of education were revised. At the end of the project, the course syllabi in parallel with the national education are prepared and implemented in national education schools.

In Turkey, the selection of students for these teacher training programs is carried out through student selection examination. Students are placed in programs based on the scores they have received on this test which includes questions in the fields of science, social sciences, mathematics, Turkish and foreign languages, and based on whether their scores are enough for their choices. In calculating their scores, the graduation averages in the secondary education institution they graduated from being to their scores by multiplying them with a certain coefficient (Baskan, Atanur, Aydın and Madden, 2006).

In the regulation of the Turkish education system, the National Education Basic Law No. 1739 was taken as a basis. The general structure, objectives and principles of the education system, the teaching profession, school buildings and facilities, educational tools and equipment, and the basic provisions related to the duty and responsibility of the state in the field of education are discussed in this law (Erden, 2009).

Teacher candidates in Turkey take the Public Personnel Selection Examination (KPSS) after graduation to start working in a public school. In KPSS, which is a multiple-choice exam in the fields of general knowledge, general ability and educational sciences, there are no questions regarding the subject matter

knowledge of prospective teachers. Candidates are appointed as teachers within a quota on the basis of the scores they have taken from this examination and at the end of an interview conducted (Baskan, Atanur, Aydın and Madden, 2006).

### **Objectives, Contents and Application Dimensions of Turkey IST Programs**

The fact that pre-service trainings fall short in the application of constantly evolving and changing technology in life necessitates a planned and continuous IST practice in occupational groups. ISTs are of great importance to renew teachers' knowledge, not to blunt their proficiency in the teaching profession and to increase their motivation (Karagöz, 2006: 2).

Today IST practices in Turkey are carried out as central trainings directly planned by the Ministry of National Education Directorate of Teacher Training and Development and as local trainings which are planned and implemented locally by Provincial Education Directorates. While IST for teachers has been a debated subject in Turkey since 1960, there is still not a certain IST model applied. In the restructuring process in education since 2010, The Ministry of Education has decided to carry out IST studies to provide continuous support to teachers on professional development to have qualified teachers and qualified teaching with the authority of the Presidency of Professional Development Support Group established within the General Directorate of Teacher Training and Development (Şahin, 2017).

The annual IST plans are prepared and implemented centrally and locally by the provincial directorates of national education. The applications made by the personnel on the internet for IST activities by using their identification numbers are evaluated electronically in the same system. All document flow of the activities is done through this system. The planned IST activities are carried out primarily in the IST institutes of the Department (<http://oygm.meb.gov.tr/> 16.04.2019).

IST activities in Turkey are planned and carried out in line with the vocational and personal development needs determined by the needs to be analysis applied to teachers, action plans, cooperation protocols made with the national and international institutions and organizations, the needs of professional organizations and the policies of the Ministry and the Organization. These include;

- Candidacy Training (training of teachers appointed for the first time)
- Training for higher-level positions
- Training by Expert Trainers
- Personal and Professional Development Training
- Orientation Training for Teachers who have changed their field
- Training through conference, panel, forum, symposium etc. to inform
- Training organized for teachers who are in cooperation with higher education institutions (<http://oygm.meb.gov.tr/www/mesleki-gelisim-tanitim/icerik/7>, 17.04.2019).

Participation in IST is optional or compulsory depending on the purpose and nature of the training activities. However, after the list of participants has been approved, those who are called must participate in respective training activities. In the implementation of the IST activities, there is cooperation with the central and provincial organizations of the ministry, universities, and other public and private institutions (MEB, 2006: 7-8).

It can be put forward that the project called "Restructuring of the Faculty of Education in Turkey" is a factor in achieving noticeable progress in the issue of IST. In addition, the establishment of school-centred IST practices at the Curriculum Laboratory Schools (CLS) established within the scope of the National Education



Development Project (NEDP) is considered as a very important initiative aimed at training teachers on the job (Çetinkaya, 1999).

### **Evaluation of in-Service Training Program in Turkey**

Teachers who participate in the IST are given evaluation scores according to the legislation by the central and provincial administrators in Turkey. In some cases, the fact that teachers have participated in the IST has an advantage over other colleagues in transfer and assignment works (MEB, 2006: 7-8). There is no comprehensive evaluation system.

### **Discussion and Conclusion**

This study aimed to investigate the IST practices in South Korea and Turkey comparatively. In the literature there is a large number of studies that compare the education systems and teacher training systems of Turkey and OECD countries (Aras and Sözen, 2012; Kabaran-Göçen and Görgeç, 2016; Sözen and Çabuk, 2013). This study discussed the IST processes that are essential factors in teacher education in South Korea, which is among the top countries in PISA and TIMSS exams and in Turkey, which is among the least successful countries in these exams.

Even if countries have changed something about education in order to reach a level better than their current level, it is more important to change how these changes can be envisaged and performed by teachers in the schools where these changes are actually applied (Başak, M.H., Ayvacı, H.Ş., 2017). Therefore, especially ISTs are of great importance in teacher education. The role of teachers in education is not only to convey information, but also to act as the pioneers of change in reforms that have been successfully carried out in their countries. South Korea has realized that the pioneers of change are the teachers and started its development policies with teacher training at first. Looking at the republic period of Turkey, it can be stated that it started its development process with teacher education. However, in the post-republic period, teacher education reforms remained inadequate. This situation has prevented development in Turkey to reach South Korea can say.

South Korea has had many difficulties in its history. Korea, as a country completely collapsed from the Korean War, has made significant moves by implementing rapid industrialization and development policies with the help of foreign aid as well. South Korea's economic growth and development programs have also had a positive impact on the country's education system (Çevik, 2015). Thanks to effective development programs and disciplined, stable educational policies, they now achieve success in international exams. Turkey has ever produced is consistent policies.

Overall, although South Korea and Turkey have different structures, they have an exam-oriented education system. In a study by Saracaloğlu et al.(2014), the researchers have concluded that although the structure of the education system in Turkey is different from the one in South Korea, both countries are not very different in terms of their perspective on education considering that the national exams in Turkey are success-oriented and have a competitive nature.

Despite the brief history of South Korea, its stable education policies in the general education system and teacher education have enabled it to achieve its current success. The HIE programs that teachers have created for the development of lifelong skills by not ending their undergraduate education are compulsory programs that should be taken as an example. On the other hand, teacher education is completed with undergraduate education in Turkey. It can be put forward that the absence of compulsory IST practices other than the training of candidate teachers has caused teachers not to renew themselves. In South Korea, teachers who receive an IST are rewarded with a promotion or additional wage payment, which makes it attractive to undergo ISTs. In Turkey, there is not a reward system available for teachers based on whether they have

undergone an IST or not. The fact that ISTs are completely on voluntary basis decreases the participation rates of ISTs. This situation is an obstacle for teachers to develop themselves professionally.

When compared in terms of the admission requirements for education faculties, national examinations are held in Turkey and South Korea, and the ones who get adequate scores in these exams are considered successful. In South Korea, however, students have to be in the 5<sup>th</sup> percentile band in the national exam to be admitted to the teacher training institutes. This situation shows that the students who have high cognitive success in university entrance can study at teacher training schools. In Turkey, there is no obligation as a percentile in South Korea.

The teacher training process in South Korea and Turkey lasts for 4 years. In South Korea, teacher education can be provided by five different institutions (Educational University, Teacher Colleges, Teacher Training Classes at General Universities, Educational Departments, and Educational Institutes). However, teacher education in Turkey is given by the faculties of education at universities. In addition, pedagogical formation education programs are implemented for field faculties and colleges in Turkey. However, the studies conducted indicate that pedagogical formation education is insufficient to achieve the designated teacher qualifications and such a practice is not found in many OECD countries including South Korea (Azar, 2011; İzci and Koç, 2012; Köse, 2017; Yıldırım and Vural, 2014). Pedagogical training teacher education practices in Turkey lowers quality and value.

South Korea and Turkey implement a two-stage examination in the transition to teaching. However, the examination systems implemented by both countries are different. Students who graduate from the faculty of education or complete pedagogical formation education in Turkey take a national exam. Students who obtain a certain score in this exam according to their branch are also interviewed by the Ministry of National Education. The candidates who are successful in the interview are appointed. In South Korea, to recruit teachers exams are held separately for elementary and secondary school teachers. National tests administered by the state and provincial education office consist of two stages. This test includes pre-service teachers' tendency test and personality tests. In the first stage for elementary school teaching, the examination consists of a multiple choice test for educational sciences and a short-answer test aimed at elementary education curriculum. The second stage includes article writing, interview and practice. In the first stage for secondary school teaching, there is a multiple choice test for educational sciences and a short-answer test for main subjects, while the second stage comprises article writing, interview, classroom instruction, and computer knowledge (Mete, 2013). It can be maintained that the sensitivity of South Korea in the selection and appointment of teacher candidates is a factor that enables it to achieve success in education.

It can be suggested that one of the reasons for South Korea's success in education is the effective IST policies they implement. IST periods are quite long and compulsory compared to Turkey. Qualitative development of teachers and their acquisition of lifelong learning skills can be provided not only through pre-service trainings but also through efficient ISTs (Altınışık, 1996; Erdem and Şimşek, 2013; Garuba, 2004; Jamil, Atta, Baloach and Azar, 2011; Şahin and Türkoğlu, 2017). In South Korea, teachers and administrators working in elementary and secondary education have to receive in-service training for at least 30 days (180 hours in total). The IST program includes subjects such as educational technologies, curriculum development, general and special teaching methods. Teachers' performances in these programs are considered for their promotion and wage increases (MOE, 2015a). In a study, Yıldız-Durak and Seferoğlu (2016) emphasized that the IST practices implemented for teachers' professional development in South Korea were unique and different. IST services for teachers in Turkey are conducted by the "General Directorate for Teacher Training", which is an independent department, and it is mandatory for teachers to attend the IST program given at the beginning of their teaching career (Yazıcı and Gündüz, 2011). Subsequent ISTs are optional, and there is not a rewarding system available to motivate teachers to participate in them.

### **Recommendations**

The process of student selection for the education faculties and the teacher training system in Turkey can be revised, and the systems in the countries that have achieved success in international exams such as PISA and TIMSS in particular can be examined, and curriculum development studies can be carried out.

ISTs that will contribute to teachers' professional development should be given the necessary importance in Turkey. Participation can be made obligatory to a certain extent, as is the case in South Korea. In addition, reward systems that will encourage teachers to participate in ISTs can be added.

Practical training in the faculties of education pedagogical training program to an end must be added education practices in Turkey.

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