

Evaluation of the teaching profession on the basis of practitioners within the framework of modern education and training needs: Erzurum Province example

Mustafa Çağrı ENGİN¹, Ali Osman ENGİN^{2*}, Başaran GENÇDOĞAN² and Eda Alemdar ÇANKAYA³

¹Education Sciences Department PDR Scien, Institute of Educational Sciences, Atatürk University, Erzurum, Turkey.

²Department of Education Sciences, Kazım Karabekir Faculty of Education, Atatürk University, Erzurum, Turkey.

³Mümtaz Turhan Anadolu Lisesi Erzurum, Turkey.

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ABSTRACT

The teaching profession is a profession that must be practiced at a professional level as predicted by new education and training technologies and human psychology. It is necessary to look at the competency areas that make the teaching profession different from other professional fields. These competence areas are: 1- It must be top-level and updatable field information. As it is known, humanity has not yet reached the knowledge of the immutable absolute truth of yesterday, today and tomorrow in the name of positive sciences. Knowledge is relative and constantly changing. 2- Teaching profession knowledge: Pedagogical formation knowledge is meant here. 3- Knowledge of general and local culture: The teacher must be a communication expert at a professional level. For this purpose, healthy communication with the student is expected. The tool to be used here is knowledge of general and local culture. Guidance to students depends on this. 4- Teachers must devote themselves to their work and develop a sense of belonging, and they must enjoy and be satisfied with this professional process. Here is this dimension; It is essentially the spirit of amateurism, aspiring to burn in order to enlighten. In this study, teachers' opinions on the current situation regarding the teaching profession were evaluated within the framework of these competencies. For this purpose, this study was designed descriptively; the "Teacher Self-Evaluation Survey" was used as a data collection tool. This survey; in the annex of the MEB Teacher Performance Evaluation and Candidate Teacher Work and Procedures Regulation (Draft) is a "Teacher Self-Evaluation Survey" and was used because it is available for public use. The survey consists of 50 items and options such as 1- Very little, 2- Little, 3- Medium, 4- Good and 5- Very good. The same survey was also used by teachers to evaluate teachers by adapting the expressions and comparisons were made. The data obtained through the survey was evaluated with arithmetic mean, standard deviation and "t" test for independent samples, and generalizations and appropriate comments were made.

Keywords: Teacher training, teaching profession, dedication to the profession, self-evaluation.

*Corresponding author. E-mail: aliosman.engin@atauni.edu.tr.

INTRODUCTION

It is well known that we cannot fully explain how people and living things learn completely in all details. The creature called human also tries to have the necessary

human features. In order to reach that high value that comes before their essence and that is assigned to them, they strive to be virtuous, ideal and perfect. Educators step

in to provide professional help and support to human beings who strive to reach this essence. Because this critical process is very important and vital to be left to chance. It is the human being's effort to reach the essence of being human in order to realize themselves after their existence. The main parameter of this developmental process is the use of mind by thinking to ground the assets' values and knowledge with the help of open-ended questions. As soon as one of the open-ended questions is answered by science using the scientific method, one reconstructs one's previous philosophical thought in a large frame. Human beings to be biological, social and cultural creatures must know that their minds are the only extension and representative of absolute authority and absolute mind on the scale of body technology that is unique to each human being. Therefore, our most important educational issue will be the development of the use of the mind and thus basing the existence, knowledge and values primarily on mental processes.

One of the most basic inputs of education is the feature of being an open system. The teacher is the manager of all education and training processes that are tried to be expressed in terms of time, knowledge and learning. In order to take place the learning the teachers must have all teaching competencies and must be flexible and updatable. One of the most valuable achievements of the education and training processes for students should be the dream world, which is the design of the future by reshaping and evaluating the experiences of the moment with new projections, perspectives and lessons derived from the past.

Another name of this process is the production of new scientific realities that are closer to the truth by using the acquired knowledge and that the majority will agree on. Of course, these new understandings will be about existence, knowledge and values. In other words, it can be said that the acquired learnings can be transformed into products and technology. Nowadays, very advanced studies are being carried out on artificial intelligence and results are being achieved that are truly beyond our time. However, the event cannot humanize artificial intelligence on a more realistic scale the dream world of artificial intelligence may not be fully structured yet.

Human and Universe

Considering that the learning of a human being, that is, every human being, is as unique as his fingerprint, it will be understood that the learning acquired from these individual dimensions also includes personal features. It is understood that the features that make people different from each other are their body technologies having mental, emotional, and spiritual dimensions. It is known that everybody comes to the world with them. The universe was created with a certain order and system dimension, and all beings, including human beings. It is an accepted

reality that it is original, unique and in short, without photocopies. That is why it can be said that there are as many different philosophies (thinking, evaluating and perceiving) as there are people in the past, present and future.

Recent research carried out in the field of human psychology found out the data that the constructivist learning process is the philosophy of learning. Much research done in this area informed that the individual can learn according to himself/herself within the framework of the technologies he/she owns. So everybody must learn by himself/herself using his or her body technologies derived from birth and the ability to learn. So the universe is the real laboratory for people to learn and have experiences. According to some psychological studies, it was found that if an individual learns by himself/herself it may be possible for him/her to create his/her world and produce some more true knowledge than he/she learned before. It means producing new products and technologies. Therefore, it should be accepted that a teaching strategy, method and technique in which teachers give ready-packaged information to their students will not produce the results that are tried to be expressed. Within the framework of these details, it is a desirable dimension to reach the teacher who guides the students who manage to learn by accessing all kinds of information sources, instead of the teacher who gives packaged ready-made information to his/her students. Otherwise, everything you do will be no more than memorization. If what is memorized is the knowledge of the immutable and absolute truth of yesterday, today and the future, it may be acceptable. However, as it is known, humanity has not yet reached the knowledge of the immutable and absolute truth of yesterday, today and tomorrow, especially in the name of positive sciences. What is pursued is only the information that the majority agrees on and is thought to be closer to the truth at that moment. In this case, learning would be explained as being able to produce new and updated information that is closer to the truth by using the information acquired and thought to be close to the truth at that moment. Knowledge is relative in this context and may be closer to the truth today but maybe farther away tomorrow.

System understanding and learning

Education systems are considered open systems. Open systems have process-based dimensions expressed as basic inputs, computing dimensions, feedback and product. Everything that affects these processes, from the smallest to the largest, constitutes the inputs of this open system. These inputs have an information processing dimension that affects each other and ultimately results in a product. At the same time, continuous feedback is received here. Finally, the targeted product is obtained. On the other hand, there are closed and semi-opened

systems. In semi-opened systems, there is no feedback. But in the closed systems, there are no inputs and feedback or outputs and feedback.

There is a need for a product-oriented system that can produce systematic and up-to-date information that is new and one step further by using the learning it constantly acquires with an open system approach, that can transform the acquired learnings into technology as a product. Teacher candidates who learn to learn and who can access new sources of information through arbitrary means accessing information by reading, researching, revealing and making new analyses and syntheses can constantly update themselves within this framework by catching change. Because it is the only unchanging reality of the World to be trained. With this logic and reason, teacher candidates who have successfully received postgraduate education after receiving undergraduate education with their limited means and opportunities should be allowed to raise children who are the future of this nation, without being subject to any other conditions or selection. At the end of the teacher candidates' 4-year undergraduate education, they updated themselves professionally and scientifically within the framework of relativity in knowledge. The most basic basis for increasing teacher quality is to successfully obtain a diploma in postgraduate education.

Solution to education problems

It is not the right approach to reward an employee who has completely solved his/her problems and gained experience focusing on ideal practices, with relative variables. The main basis for solving educational problems is to start from scientific realities. In many developed countries there are state exams to become teachers and the alternative is postgraduate education. If this is the way to learn humanely and access new information technologies, this should be the primary determining criterion. It should be known that these suggestions were made especially to the top political authority, the Ministry of National Education and general education administrators. Undoubtedly, the expectation here is that these evaluations and suggestions will be taken into consideration. If the desired legal regulations are made and the necessary measures are taken in this regard, young people can be made to value the teaching profession and gravitate towards that field. When more teachers start to be trained than needed, most of the problems in teacher training will be ignored and ranking exams will inevitably be needed (Eşme, 2014). As can be seen, teachers have been appointed through KPSS exams since 2002 (YÖK, 2007). However, here too, inextricable problems began to arise. For example, since the applications are more than the need and demand, KPSS exams are used instead of determining and evaluating the suitability of candidate teachers for their professional skills.

It is possible to say that it aims not at success but at elimination, regardless of the level of success, through ranking exams and multiple-choice tests (Sağıroğlu, 2013). It is also necessary to mention the handicaps of multiple choice exams here. Within the framework of the new decisions taken by the Ministry of National Education, the thought and expectation that evaluation exams should be conducted not only with multiple choice exams but also with open-ended questions is correct and meaningful. There is undoubtedly a need for assessments that will enable students to express their ideas and thoughts. Because in multiple-choice exams, there is only one correct answer among the options, and as a result, students grow up with only one option. For students to grow up capable of generating alternatives and having multiple options, all of the options must be correct from different perspectives. That is when students can actively come up with different solutions while solving problems.

To achieve the desired quality in teacher training, implementing the tried and tested practice, which has examples in developed societies, by harmonizing it with cultural codes, as in the idea of nationalizing science in line with national needs and expectations, will meet the expectations. As can be seen, the teaching profession is a professional profession that requires being a role model for society in raising qualified human resources (Çelikte, Şanal and Yeni, 2005). However, unfortunately, even a very small difference in the wages paid as "Expert Teachers" to our teachers who work within the Ministry of National Education and receive master's degree education with great difficulty, to at least be a reward for this effort and effort, has been removed from the practice, and from a different perspective (certain Teachers who have been working for a while are subjected to an exam and are made specialist teachers. Teachers with a master's degree are only considered specialist teachers after 10 years of service. As a result of the training they receive, these teachers legally receive the title of science expert. This also eliminates some non-educational and non-scientific considerations. However, the idea of granting such a title based only on an application and exam based on years of work, without a diploma, document or education, will definitely not solve the problem and will even create bigger problems. In Turkey, the mismatch between teacher needs and employment causes surplus teacher candidates to turn to very different fields. It is observed that the majority constitute a large army of unemployed people. In such a situation, the teaching profession, which is a professional career, is harmed. Because only 34.9% of teachers teach in their branch (Çınkır, 2013a). The teaching profession is one of the most important professions in terms of being a role model for society and raising qualified human resources at the social level (Çelikte, Şanal and Yeni, 2005). Teachers who practice the teaching profession, which is so important in social and individual life. Because they build 21st-century skills such as "creativity, critical thinking that eliminates imbalances between the

dimensions of thought, problem-solving and decision making, communication skills, collaboration, new information, education and training technologies, social responsibility, life and career, active citizenship" It is a basic requirement for them to be adequate, qualified and equipped in their fields (Schleicher, 2012).

It is understood that there is a need for serious studies at a very important and professional level on social problems in general and especially on domestic violence and even sexual violence. Especially in rural areas and hamlets, they cannot even see their children as their future, let alone the future of our country and nation, and they cannot show protective and protective care within that framework. In other words, it can be thought that two and a half out of every three people in society are problematic. Families in those settlements also need guidance and psychological counseling. It should not be considered strange to provide guidance and psychological counseling to our teachers during various processes. From this perspective, students graduating from Psychological Counseling and Guidance Departments should be assigned more than once to each school, including all villages and hamlets. Generally speaking, teachers who cannot be appointed not only have problems with their inability to be employed but also have deep psychological problems. One of these problems is the inability to achieve professional satisfaction (Şahin, 2011). It should not be forgotten that among the teachers who always face such problems, there are also those who commit suicide (Erten, 2017). To meet the expectations of the entire field within the framework of modern and contemporary understanding, teacher resources must be trained with scientific methods. Nowadays, in America, as in many places, important studies and practices are being carried out to train teachers who are more equipped with digital technologies. To do this, it is important to have good planning (Adem, 1987). It would be difficult to achieve standards and create balances accordingly in teacher training practices, which is a dynamic process without planning (Karakütük, 2012, 406). The planning process expressed, by preventing the unplanned and unbalanced growth that will occur in the educational institution and system determined as social development, significant progress will be made in achieving the goals, even if the resources are limited (Çağlar and Reis, 2007, 82-83).

Ministry of National Education of the Republic of Türkiye subjects teachers to a KPSS exam to be appointed as teachers after graduation. This exam is a ranking exam rather than a success exam. Elimination is possible regardless of the success level (Kiraz, 2014). National Education Councils are held where the highest level decisions regarding education and training are taken, such as improving the quality of teachers and determining strategies that will provide solutions to education and training problems. It is mentioned that the Ministry of National Education is the highest decision-making authority. An evaluation was made in the context of self-

criticism regarding the latest council decisions.

Problems of teacher education

It is known that teacher training problems may be explained as follows (Chand, 2015):

Short duration of the training programs: These programs are also short-term programs. It may not be possible to develop their capacities in a short time. Of course, there must be enough time to develop teacher candidates.

Better selection method: There is a need to put into practice better selection methods to lead to improvement in the quality of training and take more advantage of opportunities (Mallica, 2005).

Lack of developing creativity: Creativity is the most important variable for all of the teachers to direct and control the students and help them to learn well. Unfortunately, teacher education institutions have not paid much attention to the promotion of creativity (Sharma, 2018). The lack of developing creativity is regarded as one of the crucial problems that not only impede the functioning of the educational institutions but also the impartment of adequate knowledge by the teachers to the students.

Lack of dedication towards the profession: The individuals have many different jobs. If it is wanted to be successful in any job, it is necessary to dedicate to the profession and love it very much.

Lock of occupational perception: In teacher training, when instruction is imparted, then it does not primarily prepare the students for occupational purposes and there is a lack of occupational perception.

Incompetency of candidates and teachers: All teachers must have enough information, abilities and skills to teach continuously and well.

Lock of skills: Lock of skills is the most important problem for teachers to be unsuccessful while teaching.

Lock of subject knowledge: Teachers are professional specialists. If not it is not possible for anyone to be a teacher.

Inconsistency in teaching: Teachers must be consistent and believable.

Seclusion of teacher education department: The Teacher Education must be very active and social. Because the main responsibility of this department is socializing and captivating the students.

Inadequate empirical research: It is always necessary for teachers to carry out empirical research.

Unsatisfactory academic background of student teachers: Academic background is one of the most important variables for teachers and student teachers.

Working of Teacher Education Institutions: Teacher Education Institutions and their applications are important for all of the teachers (Jamwal, 2012).

Globalisation and erosion of values: Globalization and erosion of values are important. Because they affect the students and also people negatively. So it is very necessary to keep the students from these harms.

Social issues and cultural interaction: Social issues and cultural interaction are necessary for the teachers to guide and be successful during the teaching and learning process.

Evaluations regarding the council decisions taken by the Ministry of National Education

1. With the epidemic, the schooling rate dropped to the lowest level in the last 10 years (29%).
2. Quality standards regarding early childhood education are not clear.
3. The level of expenditure on early childhood education is quite low.
4. Currently, 676 thousand children in Turkey are out of school despite being of educational age.
5. In Turkey, each student's basic proficiency level and individual differences require a structure that could meet expectations that could not be established.
6. It cannot be said that there has been much success regarding inclusive education.
7. The socio-economic status of families affects the education of children and young people.
8. Within the scope of equality of opportunity and opportunity in education, there is a difference between regional success levels. The gap continues to widen.
9. Approximately 4 million students still receive education in crowded classes.
10. The multiple-choice central exam system should also be evaluated from the modern education perspective.
11. The necessity of improving vocational education has created new employment opportunities recently and has emerged on the scale of the needs in the fields. The employment level in this field remained below 10%.
12. General success levels between science high schools and vocational high schools differ considerably.
13. More functional relationships between science high schools, vocational high schools and related engineering schools.
14. Establishing coordination and improving both pricing

and areas. Various practices and programs are needed to support and employ people.

15. Our teachers have problems and they need to be solved urgently.

16. Those who choose education faculties and receive their education to become teachers in the first place. The problem of teachers who have graduated but have not been appointed must be resolved through appropriate renewal efforts and by starting to pay wages immediately.

17. The Turkish Education System is once again subjected to retrospective, objective and rational analysis with its philosophical dimension. It should be evaluated and shaped more clearly and should be based on a national philosophy that does not ignore contemporary and universal values and for a healthier continuation of the social structure.

18. Private educational institutions are under the supervision and control of the Turkish National Education System. It should make significant contributions to the structure and it is thought to do so. Unfortunately, teachers working in these institutions are exploited. They are employed almost for a living and in exchange for insurance. Moreover, during the summer period, wages are not paid and their insurance is cut off. This is called cruelty. It would be a very remedial measure for the Ministry of National Education to provide teacher candidates who work in these institutions under very difficult conditions and who are also doing their postgraduate education regardless of their KPSS scores.

METHOD

In this descriptively designed study, the "Teacher Self-Evaluation Survey" was used as a data collection tool. This survey is the annex of the MEB Teacher Performance Evaluation and Candidate Teacher Work and Procedures Regulation (Draft); It is a "Teacher Self-Evaluation Survey" and was used because it is available for public use. In this study, which had a qualitative research structure, teachers' opinions were sought regarding the practice of the teaching profession. In this situation:

1. Findings regarding the demographic characteristics of the teachers included in the research.
2. Findings regarding teachers' responses to their own survey.
3. Findings regarding teachers' responses to the survey about other teachers.
4. Findings regarding the comparison of teachers' answers to the survey about themselves and other teachers were evaluated statistically with arithmetic mean, standard deviation and "t" test for independent samples.

"Teacher Self-Evaluation Survey" was used as a data collection tool. The surveys, the annex of the MEB Teacher Performance Evaluation and Candidate Teacher Work and

Procedures Regulation (Draft), and the "Teacher Self-Evaluation Survey," were used because it is available for public use. The survey consists of 50 items and options such as **1- Very little, 2- Little, 3- Medium, 4- Good and 5- Very good**. The same survey was also used by teachers to evaluate teachers by adapting the expressions and comparisons were made. The SPSS20 program was used for statistical analysis. The data obtained from the survey was evaluated with a percentage rate, and generalizations and appropriate comments were made.

Research problem/question

What are the opinions of teachers, who are practitioners and administrators of the teaching profession, about themselves and other practicing teachers within the framework of modern education and training needs?

Sub-problems/questions

*What are the opinions of teachers, who are practitioners of the teaching profession, about themselves on the basis of the practice of the teaching profession?

*What are the opinions of teachers, who are practitioners of the teaching profession, about other teachers on the basis of the practice of the teaching profession?

*Is there a significant difference between the two views?

Assumptions

It is assumed that the teachers who participated in this research made evaluations based on their own experiences.

Limitations

This research is also limited to the evaluations and opinions of participating teachers.

Analysis and evaluation of data

The data obtained with the data collection tool was analyzed on the computer with the "SPSS for Windows 22.00" program. The data obtained:

1. Arithmetic mean
2. Standard deviation
3. It was evaluated by making "t" test calculations for independent samples.

The surveys administered to teachers were prepared in the form of a five-point Likert-type evaluation and the

calculation of the range limits is given below:

Calculation of range limits of surveys:

Number of options = 5

Number of intervals = $5-1 = 4$

Range coefficient = $4/5 = 0.80$

Range limits and their meanings are given in Table 1 as a basis for average comparisons.

Table 1. Arithmetic mean ranges and their meanings.

Range limit	Meaning
1.0 - 1.80	Very little
1.81 - 2.60	Less
2.61 - 3.40	Medium
3.41 - 4.20	Good
4.21 - 5.00	Very good

RESULTS

To understand the internal structure consistency validity of the survey used in the research, Cronbach's Alpha coefficient was calculated and was found to be as high as 0.982.

In this section, the findings obtained from the statistical analysis of the data were given under four subheadings:

1. Findings regarding the demographic characteristics of the teachers included in the research.
2. Findings regarding teachers' responses to the survey about themselves.
3. Findings regarding teachers' responses to the survey about the other teachers.
4. Findings regarding the comparison of teachers' answers to the surveys about themselves and other teachers.

Findings regarding the demographic characteristics of the teachers included in the research

Findings regarding the demographic characteristics of the teachers included in the research are given in Table 2.

When the table was examined, 50% of the teachers included in the study were male, 50% were female, 12% of the participants' field was science, 10% was social, 2% were in Turkish, 20% were in foreign language, 56% were from other branches. 76% were Atatürk University graduates, 6% were KTU graduates, 4% were Gazi University graduates and the remaining were Afyon Kocatepe University, Anadolu University, Balıkesir University, Hacettepe University, Istanbul University, Mustafa Kemal University and Yeditepe University.

Table 2. Distribution of teachers' demographic characteristics.

Features		f	%
Sex	Male	25	50.0
	Female	25	50.0
	Science	6	12.0
Branch	Social	5	10.0
	Turkish	1	2.0
	Foreign Language	10	20.0
	Other	28	56.0
University of Graduation	Afyon Kocatepe University	1	2.0
	Anadolu University	1	2.0
	Atatürk University	38	76.0
	Balıkesir University	1	2.0
	Gazi University	2	4.0
	Hacettepe University	1	2.0
	İstanbul University	1	2.0
	Karadeniz Technical University	3	6.0
	Mustafa Kemal University	1	2.0
	Yeditepe University	1	2.0

Findings regarding the distribution of the responses of the participating teachers to the survey

The arithmetic mean and standard deviation of the answers given by the teachers participating in the research to the "Teacher Self-Evaluation Survey" were calculated and given in Table 3.

Teachers stated about themselves according to the survey items of: "1- I have a good command of the subjects and concepts related to my field," "7- I create learning environments suitable for students' individual differences," "8- I take precautions regarding security in learning environments," "9- I organize learning environments according to the characteristics of the achievements," "10- I organize learning environments in a way that appeals to different senses," "12- I carry out learning and teaching processes in a participatory manner," "13- I ensure classroom discipline," "14- I constructively prevent unwanted behavior of students in the classroom," "15- I teach all my students I encourage them to be successful," "16- I speak Turkish fluently and understandably in accordance with its rules," "17- I use body language and tone of voice correctly," "18- I communicate effectively with the administrator and my colleagues," "20- I communicate effectively with the students," "21- I share my knowledge and experiences regarding education with my colleagues," "25- I fulfill my duties and responsibilities on time," "26- I comply with course entry and exit times," "27- I use time effectively and efficiently during the education and training process," "28- I use teaching methods and techniques appropriate to the achievements," "29- I pay attention to the students' levels," "30- I make connections with the

students' previous knowledge during the learning process," "31- I relate the education-training process to daily life," "32- I ensure that students learn by doing and experiencing," "34- I inform my students about the achievements," "35- I help my students discover their talents," "37- I carry out the measurement and evaluation process in a fair and objective manner," "38- I work to alleviate students' concerns regarding the measurement process," "40- I provide regular feedback to stakeholders regarding measurement and evaluation results," "41- I am sensitive about the protection of the natural environment and historical and cultural heritage," "43- I am sensitive to children and human rights," "44- I contribute to their upbringing as individuals who are open to universal values," "45- I take care of my personal care and health," "46- I become a role model for my students with my attitude and behavior," "47- I respect individual and cultural differences," "48- Empathy in human relations" and tolerance," "49- I value each student as a human being and individual," "50- I act in accordance with professional ethical principles" by preferring **"Very Good."** In other words, the survey's total score for these items was **"Very Good."**

On the other hand the participant teachers' ideas about the survey items of; "2- I know the curriculum of my field with all its elements," "3- I have knowledge of the legislation that concerns the teaching profession," "4- My plans are compatible with the curriculum of my field in all its dimensions," "5- I prepare the plans by taking the environmental possibilities and costs into account," "6- I prepare the plans according to the individual differences and needs of the students," "11- I enrich learning

environments with appropriate teaching materials that support learning," "19- I communicate effectively with parents," "22- I use environmental opportunities effectively in achieving the achievements in the curriculum," "23- Collaboration with individuals, institutions and organizations in the education-training process I do," "24- I cooperate with families in the education process," "33- I make effective use of information technologies in the education process," "36- I choose measurement and evaluation methods and tools in accordance with the learning processes," "39- I use Process-oriented,

complementary measurement and evaluation methods and techniques" and "42- I participate in activities related to professional and personal development" were answered by preferring "Good."

It was understood that the participating teachers who manage the teaching process in the study had very positive opinions about themselves regarding process management. It seemed that the choices made were between "Very Good" and "Good" options. When considered on the basis of the educational problems experienced, it could be said that a rather exaggerated optimism was observed.

Table 3. Distribution of Teachers' Opinions on "Teacher Self-Evaluation Survey".

Survey items	\bar{X}	S.s	Meaning
1 I have a good command of the subjects and concepts related to my field.	4.42	0.64	Very good
2 I know all the elements of the curriculum of my field.	4.00	0.86	Good
3 I have knowledge of the legislation regarding the teaching profession.	3.90	0.93	Good
4 My plans are compatible with the curriculum of my field in all aspects.	4.02	0.74	Good
5 I prepare plans taking environmental possibilities and costs into account.	4.16	0.71	Good
6 I prepare plans according to students' individual differences and needs.	4.12	0.77	Good
7 I create learning environments suitable for students' individual differences	4.36	0.60	Very good
8 I take precautions regarding security in learning environments	4.52	0.61	Very good
9 I organize learning environments according to the characteristics of the achievements	4.46	0.50	Very good
10 I organize learning environments to appeal to different senses.	4.42	0.86	Very good
11 I enrich learning environments with appropriate teaching materials that support learning.	4.12	0.87	Good
12 I carry out learning and teaching processes in a participatory manner.	4.30	0.76	Very good
13 I ensure classroom discipline	4.52	0.51	Very good
14 I constructively prevent students' undesirable behavior in the classroom.	4.34	0.59	Very good
15 I encourage all my students to be successful	4.46	0.61	Very good
16 I speak Turkish fluently and understandably in accordance with its rules.	4.62	0.49	Very good
17 I use body language and tone of voice correctly	4.46	0.61	Very good
18 I communicate effectively with my manager and colleagues	4.52	0.51	Very good
19 I communicate effectively with parents	4.08	0.60	Good
20 I communicate effectively with students	4.40	0.73	Very good
21 I share my knowledge and experiences regarding education with my colleagues.	4.32	0.47	Very good
22 I use environmental opportunities effectively to achieve the achievements in the curriculum.	4.06	0.77	Good
23 I cooperate with individuals, institutions and organizations during the education and training process.	3.96	0.73	Good
24 I cooperate with families in the educational process	4.16	0.65	Good
25 I fulfill my duties and responsibilities on time.	4.56	0.71	Very good
26 I am notified of course entry and exit times	4.74	0.44	Very good
27 I use time effectively and efficiently during the education process.	4.56	0.50	Very good
28 I use teaching methods and techniques appropriate to the achievements	4.64	0.49	Very good
29 I pay attention to the students' levels	4.66	0.59	Very good
30 I make connections with students' previous knowledge during the learning process	4.68	0.47	Very good
31 I relate the education-training process to daily life	4.46	0.50	Very good
32 I ensure that students learn by doing and experiencing.	4.26	0.57	Very good
33 I make effective use of information technologies in the education and training process.	4.18	0.77	Good
34 I inform my students about their achievements	4.38	0.64	Very good
35 I help my students discover their talents	4.22	0.65	Very good
36 I choose measurement and evaluation methods and tools in accordance with the learning processes.	4.12	0.59	Good
37 I carry out the assessment and evaluation process fairly and objectively.	4.66	0.48	Very good

Table 3. Continued

38	I work to alleviate students' concerns regarding the measurement process.	4.32	0.59	Very good
39	I use process-oriented, complementary measurement and evaluation methods and techniques.	4.10	0.97	Good
40	I provide regular feedback to stakeholders regarding measurement and evaluation results.	4.40	0.61	Very good
41	I am sensitive about the protection of the natural environment and historical and cultural heritage.	4.44	0.61	Very good
42	I participate in activities related to professional and personal development.	4.10	0.91	Good
43	I am sensitive to child and human rights	4.74	0.44	Very good
44	I contribute to the education of students as individuals who respect national and spiritual values and are open to universal values.	4.74	0.44	Very good
45	I take care of my personal care and health	4.50	0.51	Very good
46	I become a role model for my students with my attitude and behavior.	4.60	0.50	Very good
47	I respect individual and cultural differences	4.62	0.49	Very good
48	I base my human relations on empathy and tolerance.	4.76	0.43	Very good
49	I value each student as a human being and an individual.	4.68	0.47	Very good
50	I act in accordance with professional ethical principles	4.78	0.42	Very good
	Total	4.39	0.39	Very good

Findings regarding the distribution of the responses of the teachers participating in the research to the survey regarding other teachers

The arithmetic mean and standard deviation of the answers given by the teachers participating in the research to the Teacher Self-Evaluation Survey regarding other teachers were calculated and given in Table 4.

According to the table values the participant teachers' only one survey items' preference is **"Very Good."** All of the other items' preference are the same such as **"Good."** The item is "43- I am sensitive to children's and human rights." The other items are: "1- I have a good command of the subjects and concepts related to my field," "2- I know the curriculum of my field with all its elements," "3- I have knowledge of the legislation concerning the teaching profession," "4- My plans are compatible with the curriculum of my field in all its dimensions," "5- I prepare the plans by taking the environmental possibilities and costs into account," "6- I prepare the plans according to the individual differences and needs of the students," "7- I create learning environments suitable for the individual differences of the students," "8- I take precautions regarding security in learning environments," "9- I organize learning environments according to the characteristics of the achievements," "10- I organize learning environments to appeal to different senses," "11- I enrich learning environments with appropriate teaching materials that support learning," "12- I carry out the learning and teaching processes in a participatory manner," "13- I ensure classroom discipline," "14- I constructively prevent students' undesirable behavior in the classroom," "15- I encourage all my students to be successful," "16- I speak Turkish in accordance with the rules." "I speak fluently and clearly," "17- I use body language and tone of voice

correctly," "18- I communicate effectively with administrators and colleagues," "19- I communicate effectively with parents," "20- I communicate effectively with students," "21- I share my knowledge and experiences regarding education and training with my colleagues," "22- I use environmental opportunities effectively in achieving the achievements in the education programs," "23- I cooperate with individuals, institutions and organizations in the education-training process," "24- In the education-process I cooperate with families," "25- I fulfill my duties and responsibilities on time," "26- I comply with course entry and exit times," "27- I use time effectively and efficiently during the education process," "28- Teaching methods and techniques appropriate to the achievements," "29- I pay attention to the students' levels," "30- I make connections with the students' previous knowledge during the learning process," "31- I relate the education-training process to daily life," "32- I ensure that students learn by doing and experiencing," "33- I make effective use of information technologies in the education process," "34- I inform my students about the achievements," "35- I help my students discover their talents," "36- I choose measurement and evaluation methods and tools in accordance with their learning processes," "37- Measurement and evaluation "I carry out the process in a fair and objective manner," "38- I work to alleviate students' concerns regarding the measurement process," "39- I use process-oriented, complementary measurement and evaluation methods and techniques," "40- I give regular feedback to stakeholders regarding the measurement and evaluation results," "41- I am sensitive about the protection of the natural environment and historical and cultural heritage," "42- I participate in studies related to professional and personal development," "44- I contribute to the development of students as individuals

who are respectful of national and spiritual values and open to universal values," "45- I take care of my personal care and health," "46- I become a role model for my students with my attitude and behavior," "47- I respect individual and cultural differences," "48- I base empathy and tolerance in human relations," "49- I treat every

student as a human being and an individual."

It was observed that they evaluated other teachers as **"Good."** The participant teachers said that they acted to evaluate the other teachers in accordance with professional ethical principles at the end of the survey. However, focusing on only one option reduces the reliability of the evaluation.

Table 4. Distribution of teachers' opinions on other teachers in the "teacher self-evaluation survey".

Survey items	\bar{X}	S.s	Meaning
1 They have a good command of the subjects and concepts related to their field.	3.82	0.60	Good
2 They know all the elements of the curriculum of their field	3.74	0.80	Good
3 They have knowledge of the legislation regarding the teaching profession	3.74	0.78	Good
4 Their plans are compatible with the curriculum of their fields in all aspects/dimensions.	3.80	0.81	Good
5 They prepare plans taking environmental possibilities and costs into account	3.82	0.85	Good
6 They prepare plans according to students' individual differences and needs	3.70	0.84	Good
7 They create learning environments suitable for students' individual differences	3.84	0.91	Good
8 They take safety precautions in learning environments	3.98	0.80	Good
9 They organize learning environments according to the characteristics of the achievements	3.96	0.76	Good
10 They organize learning environments to appeal to different senses	3.84	0.74	Good
11 They enrich learning environments with appropriate teaching materials that support learning.	3.84	0.68	Good
12 They carry out learning and teaching processes in a participatory manner	3.88	0.72	Good
13 They ensure classroom discipline	3.72	0.67	Good
14 They constructively prevent students' undesirable behavior in the classroom	3.68	0.91	Good
15 They encourage all students to be successful	3.68	0.87	Good
16 They speak Turkish fluently and understandably in accordance with its rules.	3.94	0.98	Good
17 They use body language and tone of voice correctly	3.98	0.87	Good
18 They communicate effectively with managers and colleagues	3.92	0.78	Good
19 They communicate effectively with parents	3.78	0.68	Good
20 They communicate effectively with students	3.90	0.74	Good
21 They share their knowledge and experiences regarding education and training with their colleagues	3.86	0.64	Good
22 They use environmental opportunities effectively to achieve the objectives included in the curriculum.	3.98	0.59	Good
23 They cooperate with individuals, institutions and organizations in the education and training process.	3.72	0.78	Good
24 They collaborate with families in the educational process	3.72	0.88	Good
25 They fulfill their duties and responsibilities on time	3.90	0.76	Good
26 Complies with course entry and exit times	3.98	0.74	Good
27 They use time effectively and efficiently in the education process	4,04	0.83	Good
28 They use teaching methods and techniques appropriate to the achievements	3.80	0.78	Good
29 They pay attention to students' levels	4.04	1.03	Good
30 They make connections with students' previous knowledge during the learning process	3.80	0.83	Good
31 They relate the education-training process to daily life	3.72	0.97	Good
32 They enable students to learn by doing and experiencing	3.71	0.89	Good
33 They make effective use of information technologies in the education and training process	3.84	0.87	Good
34 They inform their students about their achievements	3.88	0.75	Good
35 They help their students discover their talents	3.84	0.91	Good
36 They choose measurement and evaluation methods and tools in accordance with their learning processes.	3.96	0.70	Good
37 They carry out the assessment and evaluation process fairly and objectively.	4.14	0.76	Good
38 They work to alleviate students' concerns regarding the measurement process.	3.96	0.81	Good
39 They use process-oriented, complementary measurement and evaluation methods and techniques	3.82	1.00	Good
40 They provide regular feedback to stakeholders regarding measurement and evaluation results.	3.82	0.92	Good
41 They are sensitive about the protection of the natural environment and historical and cultural heritage.	4.08	0.63	Good

Table 4. Continued.

42	They participate in activities related to professional and personal development	4.14	0.67	Good
43	They are sensitive to children and human rights	4.26	0.72	Very Good
44	They contribute to the development of students as individuals who respect national and spiritual values and are open to universal values.	4.18	0.56	Good
45	They take care of their personal care and health	4.10	0.51	Good
46	They become role models for their students with their attitudes and behaviors	3.96	0.67	Good
47	They respect individual and cultural differences	3.98	0.65	Good
48	They base their human relations on empathy and tolerance.	3.92	0.60	Good
49	They value each student as a human being and an individual	4.08	0.63	Good
50	They act in accordance with professional ethical principles	3.98	0.65	Good
	Total	3.89	0.60	Good

Findings regarding the comparison of teachers' responses to the survey about themselves and other teachers

In order to understand whether there was a difference between the teachers' answers to the survey about

themselves and other teachers, t-test was applied and the findings were given in Table 5.

This table is about the comparison between the participant teachers' points of view about themselves and the other teachers on directing the teaching and learning process well or not.

Table 5. Comparison of teachers' responses to the questionnaire about themselves and other teachers.

Survey items	Himself/	Other	t	p	
	herself	teachers			
	\bar{X}	\bar{X}			
1	Mastery of topics and concepts related to their field	4.42	3.82	4.846	0.000
2	Knowing the curriculum of the fields in all its elements	4.00	3.74	1.565	0.121
3	Having knowledge of the legislation concerning the teaching profession	3.90	3.74	0.933	0.353
4	The plans must be compatible with the curriculum of their field in all aspects.	4.02	3.80	1.418	0.159
5	Preparing plans taking environmental possibilities and costs into account	4.16	3.82	2.171	0.032
6	Preparing plans according to students' individual differences and needs	4.12	3.70	2.603	0.011
7	Creating learning environments suitable for students' individual differences	4.36	3.84	3.373	0.001
8	Taking security measures in learning environments	4.52	3.98	3.801	.000
9	Organizing learning environments according to the characteristics of the achievements	4.46	3.96	3.897	0.000
10	Arranging learning environments to appeal to different senses	4.42	3.84	3.620	0.000
11	Enriching learning environments with appropriate teaching materials that support learning	4.12	3.84	1.789	0.077
12	Carrying out learning and teaching processes in a participatory manner	4.30	3.88	2.835	.006
13	Ensuring classroom discipline	4.52	3.72	6.736	0.000
14	Constructively preventing students' undesirable behavior in the classroom	4.34	3.68	4.286	0.000
15	Encouraging all students to be successful	4.46	3.68	5.192	0.000
16	Speaking Turkish fluently and understandably in accordance with its rules.	4.62	3.94	4.397	0.000
17	Using body language and tone of voice correctly	4.46	3.98	3.192	0.002
18	Communicating effectively with managers and colleagues	4.52	3.92	4.574	0.000
19	Communicating effectively with parents	4.08	3.78	2.340	0.021
20	Communicating effectively with students	4.40	3.90	3.416	0.001
21	Sharing knowledge and experiences regarding education and training with the colleagues	4.32	3.86	4.096	0.000
22	Using environmental opportunities effectively to achieve the objectives included in the curriculum	4.06	3.98	0.585	0.560
23	Cooperating with individuals, institutions and organizations in the education and training process	3.96	3.72	1.587	0.116

Table 5. Continued.

24	Collaborating with families in the educational process	4.16	3.72	2.840	0.005
25	Fulfilling the duties and responsibilities on time	4.56	3.90	4.495	0.000
26	Complying with course entry and exit times	4.74	3.98	6.218	0.000
27	Using time effectively and efficiently in the education process	4.56	4.04	3.785	0.000
28	Using teaching methods and techniques appropriate to the achievements	4.64	3.80	6.453	0.000
29	Paying attention to students' levels	4.66	4.04	3.691	0.000
30	Making connections with students' previous knowledge during the learning process	4.68	3.80	6.502	0.000
31	Relating the education-training process to daily life	4.46	3.72	4.789	0.000
32	Enabling students to learn by doing and experiencing	4.26	3.71	3.651	0.000
33	Making effective use of information technologies in the education and training process	4.18	3.84	2.070	0.041
34	Informing their students about the achievements	4.38	3.88	3.608	0.000
35	Helping the students discover their talents	4.22	3.84	2.402	0.018
36	Choosing measurement and evaluation methods and tools in accordance with the learning processes	4.12	3.96	1.234	0.220
37	Carrying out the assessment and evaluation process fairly and objectively	4.66	4.14	4.109	0.000
38	Working to alleviate students' concerns regarding the measurement process.	4.32	3.96	2.551	0.012
39	Using process-oriented, complementary measurement and evaluation methods and techniques	4.10	3.82	1.415	0.160
40	Providing regular feedback to stakeholders regarding measurement and evaluation results	4.40	3.82	3.726	0.000
41	To be sensitive about the protection of the natural environment and historical and cultural heritage	4.44	4.08	2.891	0.005
42	Participating in activities related to professional and personal development	4.10	4.14	-250	0.803
43	To be sensitive to children and human rights	4.74	4.26	4.002	0.000
44	Contributing to the development of students as individuals who respect national and spiritual values and are open to universal values.	4.74	4.18	5.544	0.000
45	Taking care of their personal care and health	4.50	4.10	3.960	0.000
46	Becoming role models for their students with their attitudes and behaviors.	4.60	3.96	5.439	0.000
47	Respecting individual and cultural differences	4.62	3.98	5.535	0.000
48	Basing their human relations on empathy and tolerance	4.76	3.92	8.031	0.000
49	Considering each student as a human being and an individual	4.68	4.08	5.372	0.000
50	Acting in accordance with professional ethical principles	4.78	3.98	7.283	0.000
	Total	4.39	3.89	4.945	0.000

"1- Mastery of the subjects and concepts related to their field," "5- Preparing plans by taking environmental possibilities and costs into account," "6- Preparing plans according to the individual differences and needs of the students," "7- Creating learning environments suitable for students' individual differences," "8- Taking precautions regarding security in learning environments," "9- Organizing learning environments according to the characteristics of the achievements," "10- Organizing learning environments to appeal to different senses." "12- Conducting learning and teaching processes in a participatory manner," "13- Ensuring classroom discipline," "14- Preventing students' undesirable behavior in the classroom in a constructive manner," "15- Encouraging all students to be successful," "16- Speaking Turkish fluently and understandably in accordance with the rules," "17- Using body language and tone of voice correctly," "18- Communicating with administrators and colleagues effectively," "19- Communicating with parents effectively,"

"20- Communicating with students effectively," "21- Sharing their knowledge and experience regarding education and training," "Sharing the knowledge with the colleagues", "24- Cooperating with families during the education process," "25- Fulfilling the duties and responsibilities on time," "26- Complying with class entry and exit times," "27- Using time effectively and efficiently in the education process," "28- Using teaching methods and techniques appropriate to the achievements," "29- Paying attention to the students' levels," "30- Making connections with the students' previous knowledge during the learning process," "31- Associating the teaching process with daily life," "32- Enabling students to learn by doing and experiencing," "33- Making effective use of information technologies in the education-training process," "34- Informing the students about the achievements," "35- Helping their students discover their talents," "37- Carrying out the measurement and evaluation process in a fair and objective manner,"

"38- Working to resolve the concerns of students regarding the measurement process," "40- Giving regular feedback to stakeholders regarding the measurement and evaluation results," "41- Being sensitive about the protection of the natural environment and historical and cultural heritage," "43- To be sensitive to children and human rights." "44- Contributing to students' upbringing as individuals who are respectful to national and spiritual values and open to universal values," "45-Taking care of the students' personal care and health," "46- Becoming role models for their students with their behaviors," "47- Respecting individual and cultural differences," "48- Basing empathy and tolerance in human relations," "49- Valuing each student as a human being and individual," "50- Acting in accordance with professional ethical principles," The t values of the difference between their answers to the "items" were found to be significant at the $p < 0.05$ significance level. It is understood that there were differences between the answers given by the teachers about themselves and other teachers. This difference was understood in that the participating teachers generally expressed more positive opinions about themselves.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Looking at the results of this study, there were generally significant differences between the information and evaluations the participating teachers gave about themselves and the information and evaluations they gave about other teachers. In this case, it can be thought that the participating teachers in the research were biased in their evaluations of themselves, but they were a little more objective in their evaluations of other teachers. Participating teachers were not appointed selectively and based on their success in the teaching profession. Therefore, this difference must be analyzed and evaluated very well in terms of the affective domain values that the teaching profession should bring to the teacher.

It can be thought that in the evaluation studies, depending on one or fewer variables does not reveal the situation objectively, and some other variables may probably be effective in this process. Then, when evaluating this and similar situations, it can be claimed that involving more and, if possible, all stakeholders including open or covert cross-examinations will enable the process to obtain more realistic results. As a suggestion to researchers, they may be asked to provide information and make evaluations about teachers who evaluate them in a similar way to the information and evaluations given by other teachers or with the same data collection tool. Probably much more interesting results will emerge then. It is noticed that studies conducted on this subject (as stated in the text) rely on only one or a few independent variables. Therefore, it can be thought that the data obtained may have been away from objectivity. It should

not be forgotten that the dependent variables obtained based on limited independent variables will also be limited.

The different points of view of the participant teachers between the other teachers and themselves about the teaching profession must be studied. It may be thought that the participant teachers' points of view must not have many differences. Because all of the teachers had the same profession having the same opportunities to teach and guide the students. This difference is very meaningful and important. There must be some similarities in the participant teachers' points of view about themselves and the other teachers in return for the teaching profession in general. Participating teachers should primarily be able to criticize themselves in good faith. It does not seem very objective to criticize other teachers more negatively than the ideas claimed for themselves. This situation should be examined at length. According to this evaluation, it may be said that the participant teachers showed egocentrism. This position indicates that the participating teachers showed egoistic behavior by focusing on themselves.

Ethics statement

Scientific rules, ethics and citation rules were followed during the writing process of the study titled "Evaluation of the Teaching Profession based on Practitioners within the Framework of Modern Education and Training Needs (Erzurum Province Sample)"; There was no tampering with the data collected and this study was not sent to any other academic publication environment for evaluation. The necessary ethics committee permissions were obtained with the letter of the Social and Human Sciences Scientific Research and Publication Ethics Committee of the Atatürk University Institute of Educational Sciences dated 06.02.2024 and numbered E- 56785782-050.02.04-2400047543.

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