

Prospective Teacher Training Program in Turkey: A Meta Synthesis Study*

Türkiye’de Aday Öğretmen Yetiştirme Programı: Bir Meta Sentez Çalışması

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Abstract. The aim of this meta-synthesis is to determine the findings of qualitative research on prospective teacher training in Turkey, the aspects of future prospective teacher training programs, and the deep knowledge and insights in them. Fourteen studies dealing with new prospective teacher training program using qualitative methods introduced in Turkey in 2016 were included in this meta-synthesis. As a result of the analyses, four themes were revealed; mentoring, contribution of prospective teacher training to teacher education, activities, evaluation, and problems encountered in the execution of the program. Then, a second level abstraction was performed, and syntheses were made as follows; 1) mentor selection and workload, 2) professional development, 3) program content and planning, 4) school context, and 5) program accountability. These syntheses point out the aspects that need to be focused on in the in the process of prospective teacher training program development.

Keywords: Prospective teacher training program, teacher education, professional development, meta-synthesis

Öz. Bu meta-sentez çalışmasının amacı, Türkiye’de aday öğretmen yetiştirme sürecini konu edinen nitel araştırmalardaki bulguları bir araya getirerek aday öğretmen yetiştirme programının geliştirilmesi gereken yönlerini belirlemek ve programa ilişkin araştırmalardaki derin bilgi ve anlayışları ortaya çıkarmaktır. Çalışmaya, 2016 yılında Türkiye’de uygulanmaya başlanan yeni aday öğretmen yetiştirme programını nitel yöntemlerle ele alan 14 çalışma dahil edilmiştir. Analizler sonucunda ilk olarak dört tema ortaya çıkarılmıştır. Bunlar; mentörlük uygulaması, adaylık eğitiminin öğretmen eğitimine katkısı, faaliyetler ve değerlendirme, programın yürütülmesinde karşılaşılan problemlerdir. Sonraki aşamada ikinci düzey soyutlama yapılarak sentezler ortaya konmuştur. Bunlar; 1) mentör seçimi ve görev yükü, 2) mesleki gelişim, 3) program içeriği ve planlama, 4) okul bağlamı ve 5) program hesap verebilirliğidir. Bu sentezler aday öğretmen yetiştirme programının geliştirilmesinde odaklanılması gereken yönleri vurgulamaktadır.

Anahtar Kelimeler: Aday öğretmen yetiştirme programı, öğretmen eğitimi, mesleki gelişim, meta-sentez

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Introduction

As in many other countries, education is the focus in meeting economic and social expectations in Turkey. Thus, in order to produce the expected outputs from the training, improvement studies for inputs continue cyclically. Although today's technological developments have started to question the role of teachers, in reality, this has increased the need for more qualified teachers. The key factor in achieving the goals expected from education is the teacher and teacher qualifications. Therefore, teacher training is of vital importance when all the components of education are considered (İlyas, Coşkun & Toklucu, 2017). In this context, in order to increase teacher qualifications, new practices are being developed and implemented in Turkey prior to the service, the candidacy, and the duty process.

Teacher training is divided into different educational processes. These are pre-service induction and in-service training. Although pre-service teacher training programs can offer basic experiences and opportunities for practice, being a teacher requires important knowledge and experience that can only be gained in the classroom (Feiman-Nemser, 2001). In many ways, the most powerful learning begins when teachers perform their first-class tasks. Many societies have begun to provide more organized support to other professionals as they enter and continue their careers for teachers (Hammond, 2017). As a result of research conducted especially in the early 1990s and 2000s, there was an increasing focus on how beginning teachers performed when they started teaching, which led to a significant increase in the number of induction programs to train prospective teachers internationally (Kearney, 2015).

In the teaching profession, induction is essential for the adaptation of new teachers to their professional roles. There are some difficulties that every beginning teacher faces in the first place. Whether they graduated from school with high grades and had a very successful internship period, the first few years of the profession are particularly challenging for all teachers (Bakioğlu, Gögüş, Ülker, Bayhan & Özgen, 2015). This period is considered a defenseless time (McCann & Johannesen, 2004). Experiences within this period, problems encountered, and ways to deal with these problems can affect the professional lives of beginning teachers (Fantilli & Mcdougall, 2009; Feiman-Nemser, 2001; Kane & Francis, 2013; Wanzare, 2007).

In some countries, although teacher turnover rate in the first five years of the profession is high, this rate is low in Turkey. This low rate does not mean that beginning teachers are fully engaged in teacher identity and profession. This situation may be related to job opportunities and other conditions in Turkey. According to an annual report of the Ministry of National Education (Ministry of National Education [MoNE], 2017a), the number of those who left their teaching positions was 0.5% due to reasons such as resignation or death. Within this number, the rate of those who quit their job due to adaptation problems is quite low. In the report, it was also indicated that 14.548 teachers retired in 2017, and in the same year, 30127 beginning teachers started to work (Hacettepe Education Faculty Report, 2017). According to Helms-Lorenz, Grift and Maulana (2016) and Van de Grift (2010), replacing experienced teachers with prospective teachers cause a decrease in the level of professional skills in the general teacher population. This change? may lead to a decrease in the national achievement levels of students. In this context, prospective teacher training programs gain more importance in Turkey in terms of highly inexperienced teachers entering into the system every year. As a matter of fact, about 34.5% of teachers have a length of service (seniority) of less than five years. 13.1% of teachers

have a length of service of 5-9 years, 16.2% between 10 and 14 years, 16.4% between 15 and 19 years, and 19.7% over 20 years (İlyas et al., 2017).

Countries have begun to develop initial training programs as the reasons for anxiety and attrition of young prospective teachers are known. These programs' objectives and content are not the same for all professions. Employees should gain professional knowledge and skills at the beginning of their careers, and they should be expected to continue their professional development throughout their careers. Just as in other professions, the development of teaching skills should be considered a gradual process (Helms-Lorenz et al., 2016). In 2016, for the first time in the country, a comprehensive induction training called Prospective Teacher Training for prospective teachers was put into practice. The program consists of three basic categories: in-class and in-school activities, out-of-school activities, and in-service training activities. In-class and in-school activities include education and administrative processes, out-of-school activities and in-service training activities aim to raise the prospective teacher by training him about a wide range of topics (TEDMEM, 2018). The research findings show that comprehensive induction training programs reduce the attrition rate of beginning teachers, accelerate their professional development, provide a positive return on investment, and improve student learning (Goldrick, Osta, Barlin, & Burn, 2012).

It is not possible to talk about an ideal teacher training program for all countries. Due to country-specific conditions and contextual differences of the schools, the program contents may vary. However, it would be useful to combine the effective aspects of different practices and to create models by adding appropriate contents to the context. Ingersoll and Strong (2011) draw attention to research on the content, duration and intensity of programs, the cost, and benefits of such programs. In many studies (Alhija, Fresko, 2010; Blomeke et al., 2015; Hammond, 2017, Ulubey, 2018) conducted in different countries, prospective teacher training programs were examined and their contents were evaluated. Numerous research has been conducted to evaluate the prospective teacher training program implemented in 2016 in Turkey. In this research, first, it is aimed to examine the research about prospective teacher training program implemented in Turkey, and then, to make a comprehensive evaluation and synthesis. It is thought that the findings will contribute to the policies and models developed by the practitioners.

Conceptual Framework

In the literature, the process of teacher training is conceptualized in different names and figures. The training processes of prospective teachers in the first years of the profession can be called "induction", "prospective teacher training process", "adaptation training", or "initial training". In some cases, the concept "mentoring", which is a part of the process, is used instead (Long, Robblee, Schaefer, Steeves, Wnuk, Pinnegar, & Clandinin, 2012). This process, in which teachers are subject to a specific program in the first years of the profession, is called "prospective teacher training process" and the teachers included in the program are called prospective teachers (Gökulu, 2017; Kana & Yaşar, 2017; Kozikoğlu & Çökük, 2017).

Initial training is considered a bridge for the teachers, who are students themselves to become the teacher of students (Ingersoll & Strong, 2011). Prospective teacher training involves the transformation of a student into a teacher (Irwin & Hramiak, 2010). The initial training process of the beginning teachers helps to overcome the many didactic, methodological, organizational, educational, and other challenges associated with teaching practices (Valeeva, Baklashova &

Latypova, 2018). This process is conceptualized by researchers in different ways. Feiman-Nemser, Schwille, Carver and Yusko (1999) conceptualized their initial training in three different perspectives as a program, which is a step-in learning teaching, a part of teacher socialization and for induction teachers. The first point of view considers teacher training as a process and considers induction as a process of teacher education after pre-service training. The second perspective considers the induction as a socialization process, in which professional identity and occupational cohesion are formed. This formation includes the experiences of teachers in the first years when they start their profession. In the third point of view, initial training is considered to be a program in which professional knowledge and skills are gained through experiences and in which adaptation and socialization processes take place. Different conceptualization efforts are reflected in the definitions of induction. Kearney (2015) describes induction as a compulsory process to help teachers overcome their difficulties in the process of teaching and accreditation by taking part in their careers, and as a new socialization process, while Bickmore & Bickmore (2010) describes this as a systematic process embedded in a healthy school climate that meets the personal and professional needs of new teachers. Greenlee and Dedeugd (2002) and Huling-Austin (1990) regarded the formal aid process for prospective teachers at Ohio Education Department (2011) as a systematic process specifically designed to guide beginners and support them through continuous professional development. Based on these definitions, it can be said that the process is planned and scheduled, and aims at professional development, socialization, and harmony.

The theory behind induction signifies that the teaching profession is complex; indicates that pre-service training is rarely enough to provide the necessary knowledge and skills for successful teaching and that a significant part of this knowledge and skills is acquired only in active working life (Feiman-Nemser, 2001). This framework is based on the assumption that induction is the primary step in the continuity of professional development, which leads teachers to fully integrate into professional practice and continue their professional learning throughout their career (Kearney, 2014). Induction is a comprehensive process of education and support within the system, which lasts from two years to three years and becomes part of a lifelong professional development program that will continue to advance the training and efficiency of new teachers (Wong, 2004). These supportive programs aim to keep the new teachers at work and improve their performance. In other words, they aim to prevent the loss of teachers who are important human resources for ensuring the learning and development of students and to increase their qualifications (Ingersoll & Strong, 2011).

It is also possible to conceptualize induction in terms of teaching career stages. Pre-service training is the first stage of the teaching career phase. In this phase, teachers gain basic knowledge and skills about teaching profession. The second phase of the career phase is considered by many researchers (Aydın, 2018; Fessler & Christensen, 1992; Huberman, 1989) to be survival and getting used to the profession. One of the most important features of this universe is the reality shock the teachers experience when they finally understand that the pre-service theoretical training they receive and the practice in the school and classroom environment do not match. The inconsistencies, inadequacies, and not feeling ready among the prospective teachers' aspiration to achieve their ideals and the reality of a class require the intense struggle of prospective teachers (Aydın, 2018). In this context, this period requires induction programs that include the transfer of knowledge and skills, and the process of supporting the prospective teachers. The content, duration, how and by whom these effective

induction programs should be prepared in this period, and where the prospective teachers will need professional help provide an outline for these programs.

Cultural and regional differences create differences in the content and objectives of prospective teacher training programs in countries (Hangül, 2017). For example, in Japan, Israel, and many US states and Canadian states, incentives for beginning teachers are run on a one-year mandatory, systematic and central basis; in Finland, it is the responsibility of local schools and municipalities to develop and support new teachers in the induction and the support methods and scope may vary (Hammond, 2017). A candidacy/ trial process is not applied for newly elected teachers in Korea; however, an in-school induction program is implemented which lasts for 2 weeks and includes training such as theory courses, guidance and classroom management. However, all induction programs share a common goal and provide new teachers with a gradual understanding of the teaching profession (Howe, 2006). Socio-cultural, geographical, regional, different (school, class etc.) contexts of different contexts should be taken into consideration in the induction program (Hammerness & Matsko, 2012). In this context, effective aspects of different induction programs can be added to the models to be developed. In addition, the development of program content that will turn contextual factors into advantages will increase the effectiveness of the programs.

Prospective Teacher Training in Turkey

Following the emergence of the need for education in the historical process, the opening of schools, and the production of thoughts on the subjects of education and training; the necessity of educating the teachers in the schools with the desired qualifications emerged and teacher training efforts started (Okçabol, 2005). Teacher training in Turkey has a history of 170 years. Initially, on March 16, 1848, pre-service teacher training steps were taken with the teacher school, which was opened in Istanbul under the name of "Darülmualimin". With the proclamation of the republic, different examples of practice emerged, and finally, this task was given to the faculties of education that provided four-year education.

Prospective teachers who have completed pre-service training in Turkey, if they are successful in the Public Personnel Selection Examination and following the oral examination, are appointed as prospective teachers according to their scores working (Ulubey, 2018). The teachers who are successful in the examination after the prospective teacher training begin to work permanently. Particularly in the years 1990-2000, a worldwide interest in the training of prospective teachers emerged. In this period, a regulation was issued by the Ministry of National Education in order to train prospective teachers in Turkey and training was given to prospective teachers, such as basic education, preparatory training, and practical training. Basic education is an education that covers the common qualifications of civil servants given to all prospective civil servants and related legislation; pre-service training is an education that covers the knowledge and skills related to the duty and enables the prospective individuals to adapt to the duty. Last but not least, hands-on training includes practice-oriented pieces of training under the guidance of a supervisor teacher (Balkar & Şahin, 2015; Gökulu, 2017). However, it was reported that this program, which was implemented from 1995 to 2016, provided limited support to teachers, did not meet the requirements, and that the training program was insufficient in terms of content and methods.

Along with the regulations issued in 2015 and directives issued in 2016 by the Ministry of National Education, new subjects have been introduced to the prospective teacher training and this program has been implemented. It is stated that the new program can be a model that can solve the problems encountered by many prospective teachers in the past as a significant deficiency in the process of teacher training in Turkey (Altıntaş & Görden, 2017; İlyas et al., 2017). In addition, it is stated in the 2017-2023 Teacher Strategy Paper (MoNE, 2017b) that the prospective teacher training program will be updated and continued in line with the needs of the program.

The prospective teacher training program consists of 3 main activities: 384 hours of in-class and in-school activities, 90 hours of out-of-school activities, and 180 hours of in-service training activities. In-class activities include activities focusing on professional practice such as course follow-up, practice, course preparation, and planning. Prospective teachers follow this process with the guidance of their supervisor teacher and they perform a joint evaluation about the process. In-school activities include activities to recognize the school culture, occupational socialization, and the formal processes in the school. Out-of-school activities include activities such as the recognition of the city identity, visits to different types of schools from the type of school where they are trained?, visits to bureaucratic institutions, and participation in cultural and art activities. Besides, a sample book and a film list have been presented to the prospective teachers and they are required to fill out the forms related to the books they have read and films they have watched (İlyas et al., 2017). The last field of activity is in-service training. In this field of activity, there are seminars to develop knowledge and skills related to teaching practices, to learn general policies related to education, to adopt national, spiritual, moral, and cultural values, to know the mission of profession, and to develop a sense of belonging. An important component of the program is the mentoring practice. In the relevant legislation (MoNE, 2015; 2016), the concept of mentoring is used frequently. To meet the needs of the personal development and teaching skills of the prospective teachers who are prepared gradually in the profession and to allow them to gain experience and maturity in their profession more experienced teachers mentor prospective teachers. Prospective teachers undergo a three-time performance evaluation process within the period of one year under the guidance of their supervisor teacher. The first two evaluations are made by the school principal and the supervisor teacher. In the last evaluation, the education inspector takes part in the process as well. Prospective teachers who are not successful in performance evaluation are dismissed from civil service; prospective teachers who are successful are taken to the written exam and once they have passed the exam, the process is completed, and they earn the right to serve as permanent teachers.

In the prospective teacher training model, it is important to identify the problems encountered in practice, to evaluate the components of the program, and to develop solutions for the planning and implementation of the practice more effectively in line with the suggestions obtained. In this context, qualitative research has been conducted in Turkey, which includes the opinions of many stakeholders regarding the process of teacher training. These researches provide rich data as they reflect the views of the prospective teachers, supervisor teachers and school administrators who experience the process. The reinterpretation and evaluation of these research results is important in creating a prospective teacher training model capable of responding to needs. In this study, it is aimed to conduct a meta-synthesis study in which the qualitative studies on the prospective teacher training process in Turkey are systematically reviewed and recommendations for decision makers, practitioners, and new models are put forward.

Method

This research, which aims to systematically re-examine qualitative studies on the prospective teacher training process in Turkey, is a meta-synthesis study. Meta-synthesis is a qualitative research method that tries to produce new insights and information that uses the essence of the existing principles, findings and interpretations in the qualitative research as the research data and to produce new insights and information (Finfgeld, 2003). The aim of the meta-synthesis is to provide a more comprehensive view of theory development, higher level of abstraction, and generalizability, which will make qualitative findings more accessible for implementation (Zimmer, 2006).

Meta-analysis involves the reinterpretation of quantitative data by statistical methods; while Meta-synthesis is expressed as a meta-analysis of the qualitative but is different from the meta-analysis (Noah, 2017). The data source of the meta-synthesis consists of the findings, raw data, results, and interpretations in qualitative research. Also, meta-synthesis does not attempt to convert qualitative research into quantitative data, (Weed, 2005), it provides an in-depth synthesis and a holistic review.

Certain stages were followed in conducting the meta-synthesis study. In the first stage, the study area was determined and the conceptual framework of the subject was drawn. In the second stage, a literature review was performed using the keywords. In the next stage, inclusion and exclusion criteria were determined and studies to be included in the research were determined. In the last stage, data were analyzed and findings were reported.

Collection of Data

As the subject of this research is the prospective teacher training process in Turkey, the focus is on domestic literature. The keywords "prospective teacher, induction training, preparatory training, basic education, mentoring, supervisor teacher, coaching, prospective teacher training, teacher training, professional development in education" are used for review. These keywords were searched in the following databases: TUBITAK ULAKBİM (National Academic Network and Information Center) Social and human sciences Database, Academic Search Premier (EBSCO), YOK National Research Center, Google Scholar, Web of Science, Ebrary, ERIC (Proquest), Springer Link. The review of the literature was performed separately by the researchers between March 2018 and September 2018. A total of 542 studies were reached.

Selection of Studies

There is no consensus on the number of studies to be included in the meta-synthesis in the literature. Sandelowski, Docherty and Emden (1997) stated that working with large samples would prevent analysis. Noah (2017) stated that more sampling may be needed to provide a broader understanding of the research area. Bondas and Hall (2007) stated that approximately 10-12 studies would be sufficient for meta-synthesis. Within this scope, inclusion and exclusion criteria were determined by the researchers. Within the framework of these criteria, the researchers evaluated the studies separately.

The first criterion was that the study was conducted in Turkish sample. Since the subject of the study is the process of raising prospective teachers in Turkey, studies on prospective teachers in different countries are not included in the meta-synthesis. A second criterion was that the studies examined the new practice under the Directive on Prospective Teacher Training issued by the MEB in 2016. With this directive, a new and comprehensive prospective teacher training model has been put into practice and is still being used to date. A third criterion was that the studies were conducted with qualitative research methods accepted in the literature and the research supported by raw data because the data source of the meta-synthesis consists of the findings in the qualitative research, the raw data, the results and the interpretations. The final criterion is that the studies should be accessible as full text.

As a result of the evaluation of the research conducted within the framework of the determined criteria, 25 studies remained after eliminating repetitive and unsuitable studies. Considering the validity and reliability in the number of study groups and qualitative research, an elimination process was carried out again by the researchers; and 14 studies were chosen to be included in the meta-synthesis.

Studies Included in Meta Synthesis

As a result of the evaluation of the studies obtained through the review of the literature within the framework of the criteria determined by the researchers, it was decided to include 14 studies in the meta-synthesis. Information on these studies is presented in Table 1.

Table 1

Studies Included from Meta Synthesis

Writer(s)	Release Date	Purpose of Research	Study Group
Gül, Türkmen & Aksel	2017	To reveal the views of the prospective teachers on the prospective teaching process.	37 teachers participating in the prospective teaching process
Nayır & Çetin	2017	The aim of this study is to reveal the contribution of the activities that the newly appointed prospective teacher by the Ministry of Education will perform with the supervisor teachers for 24 weeks in a class to their professional skills and the views of the prospective teachers with regards to this practice.	52 prospective teachers
Topsakal & Duysak	2017	Revealing the opinions of the stakeholders (school head, supervisor teacher, prospective teacher, and district coordinator) about the process of prospective teacher training.	20 prospective teachers
Ulubey	2018	Evaluation of prospective teacher training program	20 prospective teachers
Sarıkaya, Osmancı & Yıllar	2017	Evaluation of current prospective teacher training process by using qualitative and quantitative data together with the opinions of candidate and supervisor teachers.	For the qualitative part, 30 classroom teachers who went through the candidacy process; 200 class teachers for the quantitative part
Köse & Atalrıış	2017	Examining the opinions of the prospective teachers about the contribution of the following activities to the teaching practices: the sixteen-week in-class monitoring activities and teaching practices training and eight-week in-service training for prospective teachers	Ten prospective teachers who went through the candidacy process
Kana & Yaşar	2017	To determine the opinions of the prospective teachers about the prospective teacher training process	Ten prospective teachers
Çakmak, Kaçar & Arıkan	2018	To determine the views of the social studies prospective teachers on the prospective teacher training process	Ten prospective teachers

Kozikoglu & Çokuk	2017	To determine the prospective teachers' views and experiences about them completing their training in another province that they have been normally appointed to.	25 prospective teachers
Kılıç, Babayigit & Erkuş	2016	To determine the opinions of the prospective teachers about the prospective teacher training	20 prospective teachers
Kose	2016	To evaluate the process of prospective teacher training according to the opinions of school administrators	Ten school principals
Şayir & Yardibi	2017	To determine the opinions of the supervisor teachers about the evaluation of the prospective teacher training process	20 supervisor teachers
Önder	2018	To evaluate the prospective teacher training program according to the opinions of the prospective teachers	13 prospective teachers
Pala	2017	To evaluate the mentoring process applied to prospective teachers assigned to primary and secondary education institutions	48 prospective teachers, 35 supervisors teachers for qualitative sampling; 669 prospective teachers, 154 supervisor teachers for quantitative sampling

When the studies are examined, it can be seen that the research started with the publication of the Prospective Teacher Training Directive in 2016 by MoNE. While in three of the studies, qualitative and quantitative methods were used together, other studies were conducted only qualitatively. Besides, the study group of the research usually consists of prospective teachers. There are also studies that include different stakeholders (school principal and supervisor teacher).

Data Analysis Process

There is no common opinion for the data analysis method in meta-synthesis studies. As a matter of fact, the following steps were followed for the analysis of the data considering the suggestions in the literature (Creswell, 1998; Finfgeld, 2003; Noblit & Hare, 1988; Sandelowski & Barroso, 2007).

- 1- Reading and editing qualitative data.
- 2- Coding.
- 3- Creating the categories by bringing together the codes.
- 4- Synthesis (revealing analytical themes)
- 5- Presenting and interpreting analytical themes, syntheses

In the first stage, the studies included in the meta-synthesis were read superficially. The general aim of the research, its themes, findings and interpretations, results and suggestions were transferred to the computer, edited, and saved. In the second stage, in-depth readings and codings were performed. The coding step was performed as open coding, axial coding and selective coding (Neuman, 2011). In open coding, ideas, interpretations, findings, and suggestions in each research were coded with one or a few words. In the axial coding phase, the research was read again in-depth and similar codes in the next readings were added to the first coding. The themes were created by combining similar codes. Further in-depth readings were performed for selective coding by the researchers. New codes were written under the appropriate themes. Themes and codes were re-examined by researchers and repeating codes were deleted, different categories were created with some of the codes, and the themes were reorganized. The most important step of the meta synthesis is the synthesis. The themes obtained at this stage are examined one more time and the second level abstraction structures and syntheses are revealed.

The themes obtained in the final stage were presented with reference to the original works. The syntheses obtained were reported as headings.

Findings

Themes

In this section, themes and sub-themes obtained from the studies included in the meta-synthesis are included. These themes include “Mentoring practice, the contribution of prospective education to teacher education, activities and evaluation, problems encountered in the execution of the program”. Themes and related sub-themes are presented in tables and supported by direct quotations from relevant sources.

Mentoring application

This theme focuses on the contribution of the mentoring application to the prospective teacher, the characteristics that the mentors should have and the problems encountered in the practice of mentoring. Information on this theme and related sub-themes is presented in Table 2.

Table 2.

Sub Themes, Key Phrases, Codes, and Concepts for Mentoring Application Theme

Sub Themes	Key Phrases, Codes and Concepts	
Qualifications that a Mentor should possess	Being open-minded	Empathy
	Pedagogical knowledge	Experience
	Goodwill	Communication Skills
	Understanding	Patience
	Smiling face	Devoted
The Contribution of Mentoring Application to the Prospective teacher	Being open to criticism	Successful at work
	Use of experiences	Learning new information
	Aware of good practices	Mentor support
	Guide	Professional sharing
	Source of Motivation	Self-Confidence
Problems encountered in Mentoring Application	Negative mentor attitudes towards prospective teachers	Reluctance of mentors
	Increased workload of mentors	Mentors using the prospective teachers for their personal tasks
	Competence of the Mentor	

These cooperation and developmental mentoring practices, which are carried out with the understanding of a kind of mutual professional assistance in the development of pre-service teaching skills of prospective teachers, are useful in reducing the probable problems to be encountered by the prospective teachers. In the studies included in the meta-synthesis, it was determined that the mentoring application contributed to the candidate in the context of psychological support, guidance, and sample applications. However, it is another point highlighted that the mentors should have in order to obtain the desired results from the mentoring practice. In particular, professional experience, skills, and professional knowledge are important as mentor qualifications. In another sub-theme, the problems encountered in the

application of mentoring are discussed. In this sub-theme, negative mentor attitudes, lack of mentors' competence, and excessive workloads were evaluated as problems encountered in practice. Direct quotations from related studies on this theme are given below:

Prospective teacher: *"They must be competent at transmitting their experiences. They must be enthusiastic, remember that the candidate is their colleague and approach accordingly."* (Nayır and Çetin, 2017, p.150)

Supervisor Teacher: *"The supervisor teacher appointment was carried out as it should be in our school. But I heard that in many schools that this is not the case. At first, we thought that there would be some useful outcomes at the end of this process, and we all rushed to become supervisor teachers. This situation has caused people who should not be supervisors in the first place to become supervisor teachers in some schools. These supervisor teachers, who learned that this job provided them no income, fulfilled their duties just on paper."* (Şayir and Yardibi, 2017, p. 145)

Prospective Teacher: *"We went there knowing nothing and we improved ourselves with the help of the supervisor teacher. One of the biggest benefits of mentoring activities is that it helps the personal and professional development of the prospective teacher and creates a sense of self-development and satisfaction in the prospective teacher."* (Pala, 2017)

Contribution of prospective teacher training to teacher training

This theme focuses on the contribution of the prospective teacher training program to teacher training. In this context, three sub-themes were identified: professional knowledge, professional skills, professional attitudes, and values. Information on this theme and related sub-themes is presented in Table 3.

Table 3.

Sub-Themes, Key Phrases, Codes, and Concepts About the Contribution of Prospective Teacher Training to Teacher Education

Sub Themes	Key Phrases, Codes, and Concepts	
Professional Information	Learning the administrative functions of the school	Recognition of relevant institutions
	Learning official correspondence	Learning to file and prepare documents
	Learning e-okul process	Knowing social rights and responsibilities
	Learning the structure and functioning of MEB	Learning managerial functioning
Professional Skills	Recognition of the school	Being informed about occupational health and safety
	Awareness of educational problems	Learning curriculum
	Preparing exam questions	Having practical information
	Compliance with technology	Gaining experience and self-confidence
Professional Attitudes and Values	Course planning	Classroom management
	Drawing attention	Planning
	Providing Motivation	Teaching the course
	Activity application	Creating a learning environment
	Behavior management	Use of course materials
	Assessment and Evaluation	Time management
Professional Attitudes and Values	In-class and out-of-class communication skills	
	Professional sharing	Recognizing the school environment
	Dealing with nervousness	Compliance with the teaching profession
	Self-confidence	Adaptation to the school environment
	Professional socialization	Adaptation to class
Professional Attitudes and Values	Knowing the student	Adaptation to different colleagues
	Knowing the parents	Effective communication with students

Preventing the possible mistakes in the teaching process

The three core areas that were evaluated within the scope of teacher competencies in the literature are professional knowledge, professional skills, professional attitudes, and values. In the studies in the meta-synthesis, it was determined that the prospective teacher training in these three main areas contributed to the prospective teachers. In the research, it was determined that the pre-service teachers had learned about the institutional functioning during the candidacy process. It was pointed out that they turned the theoretical knowledge they had learned in this process into skill by practicing them. In addition, the studies included in the meta-synthesis reported that prospective teacher training contributes to beginning teachers in the context of professional socialization, adaptation to school, and school environment. Direct quotations from related studies on this theme are given below.

Candidate teacher: *"It was nice to learn how to see relationships with students and how they should be in relationship with teachers."* (Ulubey, 2018, p. 6)

Prospective teacher: *"I learned to adapt to the school environment, and overcame my nervousness. I think I can adapt to the school that I will be appointed to. Books and films have been very useful."* (Gül, Türkmen & Aksel, 2017, p. 7)

Prospective teacher: *"Since I was not a graduate of the faculty of education, I had no theoretical or practical experience in teaching. If it hadn't been for such a monitoring / observation process, it would have been a very hard transition period for me. I was probably going to stumble, and be affected adversely. Thanks to this observation and practice process as well as after the participation/practice, I think that I had a more smooth and healthy transition period."* (Köse & Atalmis, 2017, p. 499)

Activities and evaluation

This theme focuses on activities and evaluation within the scope of the prospective teacher training program. Five sub-themes were identified within this theme. These are in-service trainings, in-class and in-school activities, out-of-school activities, reading books and watching films, evaluation, and forms. Information on this theme and related sub-themes is presented in Table 4.

Table 4.

Sub-themes, Key Phrases, Codes, and Concepts for Activities and Evaluation Theme

Sub Themes	Key Phrases, Codes, and Concepts	
In-Service Trainings	Long duration	Unplanned timing
	Boring method of teaching	Providing by experts
	Being inefficient	Enriched content
	Being life-related	
In-Class and In-School Activities	Course preparation	Evaluation Process
	Drawing attention	Professional sharing
	Management processes	Organizational socialization
Out-of-school Activities	Chance to familiarize with the school environment	Unplanned
	Recognition of official institutions	Does not care
	Transferring experiences	Informing candidates
Reading books and Watching Films	Gaining thinking skills	
	A pedagogical approach	
	Contribution to personal development	

Evaluation and Forms	Inadequate evaluation criteria	There are way more forms than needed
	Evaluations are not just	Time-consuming forms
	Stress of evaluation	

Under this theme, findings, interpretations, and conclusions from the studies included in the meta-synthesis of the main components of the prospective teacher training program were brought together. When sub-themes were reviewed, it was found that especially in-service training activities were inefficient. It was found that in-class and in-school activities contribute to the socialization of prospective teachers and them gaining experience in preparation and introduction to the course. It was determined that activities such as reading books and watching films contributed to the improvement of the prospective teachers, that evaluations towards prospective teachers are not of the desired quality, and that the prospective teachers spent more time on paperwork than needed. Direct quotations from related studies on this theme are given below.

Prospective teacher: *"How to start and end the course, how to draw the attention of the students, how to get to the level of the children, teaching the course according to the groups, allowing the students to interact during the course, letting the students speak, preparing a measurement and evaluation tool for a course... In short, I got the chance to observe and implement what should be done in the classroom."* (Önder, 2018, p. 174)

Prospective teacher: *"The process is defined as prospective teacher training, but it was more of a process to do paperwork. I mean, in reality, everything is now as perfect as it seems."* (Topsakal & Duysak, 2017, p. 630)

Prospective teacher: *"Trips to institutions and watching films contribute to my professional and personal development."* (Kana & Yaşar, 2017, p. 171)

Problems encountered during the execution of the program

This theme focuses on the source of the problems faced by prospective teachers in the training process. In this context, two sub-themes were determined: program-based and school-based problems. Information on this theme and related sub-themes is presented in Table 5.

Table 5.

Sub Themes, Key Phrases, Codes, and Concepts for the Execution of the Program Theme

Sub Themes	Key Phrases, Codes, and Concepts	
Program-based Problems	Giving no information about the program to the candidates	Lack of training for school administrators regarding the program
	Unplanned activities	Long application time
	Long seminars	Different applications in different provinces
	Frequent change of system	
School-based Problems	Lack of necessary guidance by school administrators	Treating the prospective teachers like they are undergraduates
	Giving off duty tasks	Exclusion of prospective teachers
	Appointing the prospective teachers as substitute teachers	Not allowing prospective teachers to attend school board and parent's meetings
	Candidate teachers having respect issues	Having problems with other teachers
	Not assigning classes to prospective teachers	

In these studies, the fact that the stakeholders were not sufficiently informed about the program and that there were problems with the duration of the program and activities were determined to

be common problems. Moreover, it was found that the prospective teachers experienced problems when it comes to getting support from the teachers and administrators in schools they were appointed to, and these problems led to identity confusion. Direct quotations from related studies on this theme are given below.

School Principal: Our biggest disadvantage is that the prospective teachers face teachers and administrators who are irresponsible, who do not do their job properly, whose main concern is not training the people, and who are not willing to follow the new regulations. This possibility already existed in the past order. I think that this system should be developed and continued. Teachers should be trained very well since their job is to raise the children as effective as their parents because teachers are the building stones of societies." (Köse, 2016, p. 934)

Prospective teacher: "This training process has a major disadvantage for the prospective teachers such as administrative staff and supervisor teachers forcing us to do their work, threatening us with grades, and forcing us to work overtime. It has also been observed that the candidates feel like they are still students being graded due to the treatment towards them. Other disadvantages include: seminars that are held every day for six hours the whole summer, the prospective teachers being unable to get a day-off, and starting the new school year without even getting a chance to rest." (Kılıç, Babayiğit & Erkuş, 2016, p. 87)

Syntheses

In this part, syntheses determined within the scope of the syntheses determined earlier by second level abstraction are included. These are mentor selection and workload, professional development, program content and planning, school context, program accountability. These dimensions express the deep layers of the common points in the research included in the meta-synthesis and the themes identified above. They also shed light on the aspect needed to be focused in the prospective teacher training program. The explanations of the syntheses and the multifaceted evaluations are given below.

Mentor selection and workload

Mentoring is considered an important component of prospective teacher training programs (Gujarati, 201; Ingersoll & Strong, 2011; Whisnant, Elliott & Pynchon, 2005). In related research, it was determined that mentoring practice had a positive effect on teaching skills (Darling-Hammond, 1999; Helms-Lorenz at al., 2016). In this study, it was determined that mentoring practice contributes to prospective teachers in the acquisition of professional skills and adaptation to the profession. However, it has been synthesized that the choice of mentors and the workload may be a determining factor in obtaining the desired results from the mentoring practice.

In addition to communication skills, advisor skills, being competent practitioners, and having collective working habits are important qualities of mentors. The selection and training of the mentors with these qualifications will contribute to the practice for mentoring, which requires expertise. Also, reducing the workload of the mentors, paying them for their duty can facilitate the process of the mentors. Ingersoll & Strong (2011), on the other hand, recommend that mentors be held accountable for their coaching and support and that they should be paid for their duties.

Professional development

Another finding is that the prospective teacher training program in Turkey supports the professional development of new teachers. The prospective teaching process is the primary stage for the continuity of professional development, allowing teachers to fully integrate into professional practice and continue their professional learning throughout their careers (Kearney, 2014). Gold (1996) suggests that in order for the new teacher to be supported effectively, induction training programs should meet both the professional needs of the beginning teachers and their personal needs. It can be said that the program implemented in Turkey directly contributed to the professional development of teachers who are new to the profession in the fields of professional knowledge, professional skills and professional attitude, and that the program indirectly influenced the socialization of the prospective teachers and their adaptation to the school culture.

Employees should learn professional knowledge and skills at the beginning of their careers and they should be expected to continue their professional development throughout their careers. Just as in other professions, the development of teaching skills should be seen as a gradual process (Helms-Lorenz, Grift & Maulana, 2016). In this context, the second stage of the teaching career stages, the candidacy process, should be considered as an important opportunity for professional development.

Program content and planning

The program content and planning are synthesized on the basis of the problems encountered in the execution of the program. The quality, quantity, and form of the program have a significant effect on the successful delivery of such programs (Bartlett & Johnson, 2009). In the related studies, it was reported that the seminar activities in the program content were not found qualified by the candidates and that the tour activities were unnecessary. Also, the time of the activities is another issue criticized.

In determining the content of the program, the basic needs of the prospective teachers should be taken into account and the duration of the activities, and the duration of the program should be well adjusted. Although there is no consensus on the duration of such programs in the literature, some researchers (Gujarati, 2012) stated that it should last at least two years. An important issue is informing stakeholders about program content and planning. However, in the scope of the studies included in the meta-synthesis, it was reported that the stakeholders (prospective teacher, supervisor teacher, school principals) were not included in the planning and were not informed about the program.

School context

It was synthesized that another important factor that may play a role in the success of the prospective teacher training program is the school context. In the studies in the meta-synthesis, it was reported that the prospective teachers had problems with their colleagues, mentors, and school principals in terms of support, and that some teachers had disdainful behaviors and that the prospective teachers experienced identity complexity and reputation problems because of these. These problems are related to the school context. In addition to these, the school

environment and the physical conditions of the school can be considered as factors that may affect the prospective teaching process within the school context. The school has a role in providing an environment where new teachers can be successful, survive and develop skills (Ingersoll & Strong, 2011).

The nature of teacher experience is significantly influenced by school resource levels, working conditions, and culture (Bartlett & Johnson, 2009). Teachers who perceive a strong sense of confidence and school environment gain higher content knowledge, pedagogical content knowledge, and dynamic beliefs. In addition, these teachers perform better with their skills (Williams & Gillham, 2016). Ingersoll (2012) points out the quality of support in the induction program. Teachers rely on their connections with other teachers in their early years. In this case, support approaches that go beyond mentoring and induction seem to facilitate and improve these connections (Long et al., 2012). As a matter of fact, Nielsen, Barry and Addison (2007) found in their study that colleague cooperation was an important component of the induction process. Hence, school principals have a great responsibility for creating a collaborative and supportive school culture and preparing the environment to meet the individual needs of prospective teachers.

Program accountability

Another important point that was synthesized was about the program accountability. Within the scope of the prospective teacher training program in Turkey, if the prospective teachers are successful in the performance evaluation, they take the candidacy exam at the end of one year. The teachers who are successful in this exam start to work as a permanent teacher. Once this process is done, no accurate evaluations are made about the success of the program. Also, in the studies included in the meta-synthesis, it was reported that evaluations in the process do not go beyond unnecessary forms and are not objective. Some of the programs aim to contribute to the development of new individuals and some are designed to evaluate and eliminate those who are not suitable for work (Ingersoll & Strong, 2011). It can be said that a mixed method has been adopted in Turkey. While the program contributes to the professional development of the prospective teachers, it also includes evaluation and elimination at the end of the process.

Program accountability is an important component of effective programs (Goldrick et al., 2012). For program accountability, primarily, standards regarding the outputs should be set. Gujarati (2012) recommends that the assessments be carried out in accordance with these standards. In addition to these, teacher competencies can be used as a criterion in determining the success of the programs.

In such programs, making evaluations at the start, during the process, and conclusion stages will facilitate program accountability. Within this scope, the introduction evaluation will enable the determination of the needs of the prospective teachers and the formation of the program content. In-process evaluations will provide feedback to prospective teachers and program executives, and the outcome evaluation will evaluate the success of the candidates and the program. Moreover, such programs can be evaluated by the prospective teachers after the candidacy process.

Discussion, Conclusion, and Suggestions

There are some basic tactics that will help the newly recruited employees with knowledge, skills, and behaviours in the most appropriate way. Foremost among these are the training programs (Memduhoğlu, 2008). In Turkey, a comprehensive program had not been implemented to train teachers who were newly recruited for many years; however, in 2016, a new and comprehensive prospective teacher training program was introduced. In this research, a meta-synthesis study was conducted by combining qualitative studies for this program and its strengths and weaknesses were revealed by describing the program. In the study, five syntheses were obtained: mentor selection and workload, professional development, program content and planning, school context and program accountability. These syntheses also refer to aspects that need to be focused to make the program stronger.

In Turkey, an important component of the candidate teacher training program is the mentoring practice. In the meta synthesis it was determined that mentoring contributes to candidates in terms of seeing good implementations, sharing experiences, learning new knowledge, ensuring motivation, and making candidate teachers trust in themselves. Schleicher (2016) reported that the consultancy practice would minimize the possibility of teachers leaving their professions when they face difficulties in their first years (cited by Cengiz, 2019). In many studies that dealt with teacher training programs (Nayır & Çetin, 2017; Ocakcı & Samancı, 2018; Ulubey, 2018), the focus was on the selection and workload of the appropriate mentors in the effectiveness of the mentoring practice. It is already known that teachers prepare for their classes outside working hours, and are interested in student issues. In other words, it is an occupation that has a high workload. Mentoring requires allocating time, effective communication, and cooperation by candidate teachers. For this reason, mentoring can be perceived as an additional burden by teachers. As a matter of fact, it was determined in relevant studies that consultant teachers did not have sufficient knowledge regarding the training processes, they showed reluctance towards candidate teachers from time to time, and had problems in the awareness and motivation of their duties (Ocakcı & Samancı, 2018; Özen, Kılıçoğlu & Yılmaz-Kılıçoğlu, 2019; Sarıca & Özpolat; 2018). In the study that was conducted by Yirci, Özalp & Kocabaş (2018), it was determined that the mentoring functions of consultant teacher were a significant predictor of the subjective happiness levels of candidate teachers. When all these results are evaluated together, it is possible to speculate that selecting mentor teachers from among volunteering teachers who are qualified to perform this duty, reducing the workloads of counselor teachers, or making additional payments will contribute to mentoring practice.

It is possible to divide the professional development periods of teachers under three headings as pre-service, candidacy, and in-service training periods. Candidacy period is an important stage in which the application is integrated with the theoretical information that was received in the pre-service period. At the same time, candidate teachers acquire a professional identity in this period. In the studies included in the meta-synthesis, it was determined that candidate teachers acquired new information and developed their attitudes and values in the scope of professional skills and identity through the candidacy training program. It is necessary for the candidate teachers to develop themselves in terms of adaptation to their profession in the first years of the profession and their socialization (Özen at al., 2019). In the study that was conducted by Ekinçi, Bozan and Sakız (2019), it was demonstrated that the candidate education contributed to candidate teachers in classroom management, communication (student, parent, school management, etc.), adaptation to school culture, learning administrative jobs, and teaching methods applications.

Turan-Özpolat and Gürsoy (2019) reported that the training programs of candidate teachers had an important contribution to their professional development in general. The first years of the profession constitute a challenging period for teacher candidates. Entering the actual profession quickly causes the teachers to experience reality shock. At the same time, teachers who have not yet internalized the professional attitudes and values experience problems in adapting to the profession and their environments. In this context, the training programs that include orientation in the first years of the profession contribute to the professional development of candidate teachers.

Another main factor that determines the effectiveness of candidate teacher training programs is the activities and their planning. The current program in Turkey has in-service training, classroom and in-school activities, extra-curricular activities, reading books and watching films activities, evaluation, and forms. It was reported in the studies included in the meta-synthesis that in general in-service training was boring, was not given by experts, and was not suitable for the needs (Çakmak et al., 2017; Köse & Atal, 2017). Furthermore, although the contents of the program are well-qualified, the failure in managing the process with good planning can lead to the failure of the program. Özen et al. (2019) reported that in-school meetings and events were not effective because of the planning problems. Similarly, in a study that was conducted by Ocakcı & Samancı (2018), the candidate teachers stated that in-service training activities during the training process were organized during summer period? and that their duration was long, and this decreased their motivation. Candidate teachers take theoretical classes in their undergraduate studies. In the first years of their professions, they face difficulties in establishing the integrity of theory and practice. In-service training is performed based on theoretical presentation rather than implementation, and for this reason, they cannot cover the needs of teacher candidates. In this context, increasing practice-based and interactive activities may be more effective. In the study that was conducted by Turan-Özpolat & Gürsoy (2019) it was reported that candidate teachers proposed that the subjects would be presented in a practical and active manner during in-service training. As a result, the inclusion of practice-based activities in candidate teacher training programs, the determination of the duration and times of such activities based on effectiveness, and determining these according to scientific criteria will contribute to the development of the program.

Another synthesis of the present study was the school context. The school context refers to the school culture, the support of administrators and colleagues, and the regional and environmental conditions in which the school is located. Many candidate teachers who start their professions have not yet established their professional identities. Candidate teachers who start their professions become involved in the acculturation process with the candidacy process. In this period, the manager and colleague support in a collaborative school culture will facilitate the configuration of the professional identities of candidate teachers. However, it was emphasized in studies that are included in the meta-synthesis and related researches that candidate teachers experience reputational problems, are treated as undergraduate students, and do not receive the necessary support from administrators and other teachers (Akyıldız, Altun & Kasım, 2020; Kılıç et al., 2016; Ulubey, 2018). Hammerness and Matsko (2012) context recommended that socio-cultural, geographical, and regional differences must also be considered in candidate teacher training programs. Kearney (2015) reported that it would be appropriate to prepare the framework programs to meet the individual needs of teachers. Turkey is a country where socio-cultural diversity, regional conditions, and needs are various. In this context, the fact that candidate teacher training programs have the quality of being mere frameworks and that practice

opportunities can be reorganized by cities or counties may contribute to the effectiveness of these programs. In addition, school administrators play important roles in creating a collaborative culture at schools and providing colleague support to candidate teachers. In this context, applications, which will enable school principals to develop an understanding for the professional development and adaptation of teachers who start their work newly, will contribute to the process. Finally, it is important to evaluate the program outcomes for the steps that will be taken to improve the training of candidate teachers and in terms of accountability. However, it was determined at the end of the process that the evaluation forms that were filled by the candidate teachers were considered to be a workload, and the evaluations were not objective (Önder, 2018; Sarıkaya et al., 2017). For now, there are no criteria regarding which standards must be acquired as a result of the process in the current candidate teacher training program. The central examination after the candidacy period is no more than a measurement of what the candidate teachers know. In this context, the process-based program and teacher evaluations can contribute to the transformation of the candidate teacher training program into a more efficient model.

A number of improvements are needed for the success of the program and for mentor teachers. In this context, it is important to identify criteria for selecting mentors and to adjust workload. Besides, setting the standards within the scope of program accountability will facilitate the evaluation of both the candidates and programs. These evaluations will also contribute to the reorganization of the program content. An important synthesis is the relationship between the school context and program success. The school's climate, culture, and the support of the school staff play an important role in the problems experienced by the prospective teachers and in their adaptation to the profession. Such contextual conditions should also be taken into account in the programs. One can say that the program contributes to the professional development of prospective teachers. However, there is a need for research to determine which program content makes what contribution and to what extent.

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Summary

Purpose and Significance. Inspection can be defined as the process of understanding whether organizational actions are in line with accepted purposes, principles and rules (Aydın, 2000: 11). The inspection emphasizes the management's heart as it provides feedback. In other words, it can be said that the quality of the public service offered depends on the quality of the inspection (Uluğ, 2004: 98). There are investigations that the inspection is important and necessary but there are some problems in operation. In 2011, the title of ministry inspectors was changed to national education supervisor. In the same year, the title of primary education inspectors was changed to provincial education supervisor. In 2014, all of these positions were combined in provincial national education directorates. The new position is called the education inspector. In 2016, some of those who served in these positions were appointed ministerial education inspector. Those who have not been appointed to the ministry have continued to serve as education inspectors. Nobody will be appointed to these positions if the remaining cadre is vacated due to death or retirement. In time, the Ministry of National Education's province supervision structure will be eliminated. In this study, it was aimed to determine the effects of the education inspectors working on the provincial after the change of the Ministry of National Education in the supervision system.

Method. The research was designed as a phenomenological research. Phenomenology has developed as a trend seeking reality from individual perspectives and experiences (Saban ve Ersoy, 2017: 82). The study group of the study was determined according to the criteria sample. Participants in this study were determined to serve in the provinces and fail the examination by the ministry. Participants are working in seven different provinces in the Aegean region. The study group consists of seven education inspectors. In this study, an unstructured interview form was used for data collection. Educational inspectors were asked to describe their experiences after the amendment made in 2016 and the feelings that these events created. The data related to the survey were collected in January and February 2018. Data were collected in electronically and writing form. For the validity and reliability of the study, different methods were used, such as consulting experts, peer review and direct citation. The findings were supported by direct quote. The research is designed as qualitative research. Content analysis was used to analyze the data. Firstly, related responses were combined. These responses are coded. Then the relevant group was identified. The findings are interpreted.

Results and Discussion. The themes created from collected data; the joining and separation process, election and appointment process, and assignment process. The sub-themes of joining and separation process themes is composed as "Structure regulations" and "using the informal communication process". The sub-themes of election and appointment process themes is composed as "The validity and reliability of the interview is low" and "no appointment for all staff". The sub-themes of assignment process themes is composed as "authority limitation", "assignment outside duty area" and "excess workload".

When the opinions on the structure regulations are examined; inspectors have emphasized that there is constant change in the structure of supervision. Participants expressed their discomfort in this situation. When the opinions on the informal communication process are examined; inspectors emphasize that the rumors in the process are unfounded and that they are disappointed because of this situation. When the opinions on the selection and assignment are examined; some education inspectors were appointed to the ministry and those who lived in this process were emphasized. When the opinions on the validity and reliability of the interview are low are

examined; inspectors emphasize that the validity and reliability of the interview was low, the question was asked by the person, the approach was unfair. When the opinions on no appointment for all staff are examined; inspectors emphasize that in the process, they have a chance to be appointed but their appointment were not made. Despite the presence of 500 cadres, 24 of them were left empty.

When the opinions on assignment process are examined; inspectors emphasize that Education inspectors working in the provinces aren't responsible that supervision and investigation with legal arrangements, despite the absence of these duties, be tasked with duty that supervision and investigation, With the 500-person ministry staff, these jobs cannot be done. When the opinions on authority limitation are examined; inspectors emphasize that they have expressed their discomfort about not being able to conduct inspections and investigations. When the opinions on assignment outside duty area are examined; inspectors emphasize that they should no longer be able to perform their duties of inspection and investigation. When the opinions on excess workload are examined; inspectors emphasize that they could not understand what the ministry had done, even though the cadre was inadequate.

Looking at themes and sub-themes, the legal changes can be summarized as follows. Firstly, the Ministry has combined the supervisory staff working in the province and ministry. Later, the ministry chose to separate. In this process, informal information flows. As a result of this information flow, inspectors are hopeful and frustrated. It is stated that the interviews conducted during the selection and appointment process have low validity and reliability. Although they were among the first 500 people, there were inspectors who could not be assigned. Despite the absence of supervisory and investigative duties, these duties are also given to them. According to the participants, it is not possible for the ministry to do these jobs with a staff of 500 people. This situation has caused astonishment, insecurity, injustice, frustration, annoyance and anger in the inspectors who work in the province. Supervision and investigation must be done by the persons who are assigned in legal regulations. This duty can be given to ministry inspectors, school directors, district national education directors, departmental manager, national education director assistants. The Ministry should act in accordance with the legal regulation that it has made. It would be fairer to behave this way.