



## EXAMINATION OF TEACHER TRAINING PROGRAMS OF COUNTRIES WITHIN THE SCOPE OF COMPARATIVE EDUCATION STUDIES: A SCOPING REVIEW STUDY

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### Abstract

The aim of this research is to examine the various aspects of the article studies of countries on teacher training from past to present. For this purpose, articles on this subject were accessed via Google Scholar, Web of Science and ERIC. Comparative articles made by countries on teacher training between 2017-2021; The year they were published, the language they were published in, the number of authors, the distribution of authors by gender, the method, the countries that made the most research on the subject examined. While obtaining the data, articles related to the subject other than the subjects that compare the teacher training programs of the countries scanned as "Teacher Training", "Teacher Education", "Teacher Training Systems", "Teacher Training Programs", "Comparative Education" was not included in the study. In the study, the document analysis method was used within the scope of qualitative research design. In the data analysis part, the content analysis was included and the results were obtained were presented in tables.

**Keywords:** teacher training, comparative education, teacher training programs, scoping review.

### Introduction

With the increasing developments in the field of science and technology, it is becoming very difficult to keep track of the pace of changes in the century we are in. These changes have led to differences in human and inter-communal relations and based on the idea that there is a race between science, technology, industry and economics among the countries of today's world, countries have sought to reach a higher level in the field of science, technology, industry and economics in order not to distance themselves from this situation. Education is also at the heart of this quest (Roehrig, Wang, Moore and Park, 2012; Danju et al., 2020). Education is an effort to develop one's own thoughts, social skills and behaviors as desired or to acquire different objectives and knowledge (Akyüz, 2015; Demir, Yucesoy and Serttas, 2020). In other words, it describes it as a lifelong process of behavioral change (Senemoglu, 2015). Training involves creating behavioral changes only for formal and widespread education. All movements of renewal and development in education affect all segments of society. Education must adapt to changes before other systems. Because education is responsible for the changes and developments in society (Ereş, 2005; Demir, 2020).

Within the scope of planning educational activities, states have moved to establish and implement education policies with their relevant institutions in line with the needs of the

age and the country. As a result of these policies, many factors can be mentioned in achieving the desired qualifications of the education given to individuals but considering that teachers are the practitioners of the policies created and the decisions taken, it can be easily accepted that one of the most important factors in achieving the desired goals is the teacher element (Duman, 2017). For this reason, it is seen that in countries preparing for the twenty-first century age, great importance is attached to teacher training, selection and training of people who will become teachers.

The reason why teacher training studies are so important is because the teaching profession has its own methods and techniques. These methods and techniques were developed over a long period of time with application and later scientific research (Gelislı, 2018). From here, it can be said that teacher education and the teaching profession have been a subject that has been studied with great importance for many years (Abide, 2020). Teacher training requires continuous, operational and renewable studies, both quantitatively and qualitatively. For this reason, there is always a concern about looking for the better in teacher training and raising the more qualified. Continuous innovations, constant changes, following the age and other countries are the most crucial points of the planning of the teacher training process (Köse, 2018). In order not to fall behind the process of change and transformation, which has a dynamic structure in the society in which teachers are constantly in development, existing policies that increase teacher qualifications should be examined and new policies should be proposed based on the findings to be obtained. In this context, it is thought that teacher training activities for all levels within the education system and targeted policies for teacher training and development are of great importance. Developing Social systems, state policies and competition between countries, as well as comparison of education programs and teacher training systems, have allowed comparative education studies to come to the forefront (Tekgöz, 2017). Comparative education is a science applied in various societies, countries, regions, and historical periods, sometimes by comparing education systems as a whole and sometimes in several ways, and from this it is a science that is used in educational theory and practice, education policy, education planning and reforms, in the softening of international relations and in providing a peace environment (Ergun, 1985; Tekgöz, 2017; Dertli, 2021). Comparative education is an area that examines national education systems considering political, social and cultural factors and discusses the meaning of primary and secondary education (UNESCO, 2012). Based on these definitions, comparative education can be said to be an area that shows that although the educational problems in the world are similar, these problems occur differently in different countries and solutions may be different.

With comparative education research, a broader approach to educational practices in a country can be introduced. Indeed, it is important to investigate where an application in the field of education is mainly inspired in order to fit the application into a more robust framework. In this context, the main purpose of this research is to examine the researches comparing the teacher training systems of the countries based on this general purpose;

1. What is the distribution by publication years?
2. At what level is the distribution according to the languages in which they are published?
3. What is the distribution according to the methods they use?
4. What are the distributions according to the number of authors?
5. What is the distribution of authors by gender?
6. What is their distribution by bibliography ranges?

7. What is the distribution of the countries involved in the most studies? Your questions will be answered.

## **Method**

### **Model of Research**

Qualitative research method was used in this research, which examined the teacher training programs of countries within the scope of comparative education studies. Qualitative research is defined as the investigation and evaluation of any event, phenomenon, situation within the existing conditions (Yıldırım, 2010). What is done in qualitative research is the discovery and identification of the existing situation without a general theory or explanations (Büyüköztürk et al., 2009). One of the qualitative research methods, document review, is to examine and analyze written materials for existing facts and events (Yıldırım and Simsek, 2006). Document review is a systematic process for the examination and evaluation of printed and electronic data sources. The purpose of the research is prioritized when determining a study design (Creswell, 2016). This study includes the process of researching documents based on research purposes and questions, determining and categorizing the boundaries of the obtained documents, evaluating and interpreting them by analyzing them. Therefore, one of the qualitative research methods, document review method was used in this study. In this study, the data collected through documents were analyzed by content analysis method, which is one of the data analysis methods. Content analysis is a method by which qualitative or quantitative data can be used to address an inductionist or deductive approach, but it is a technique that allows the summarization of words in text with smaller categories in light of certain rules (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2018).

### **Screening Criteria**

In this study, which examined the researches comparing the teacher training systems of the country's in terms of various variables, accessing the data in Google Scholar, Eric, Tylor And Francis and Ulakbilim databases as "Teacher Training", "Teacher Training" "Teacher Training Systems" "Teacher training programs" were not included in the research.

### **Analysis of Data**

The data obtained as a result of the scans performed in the analysis of the data were analyzed using percentage and frequency from the descriptive statistical methods. Yıldırım and Simsek (2018) stated that frequencies and percentages can be used to increase the objectivity and reliability of textual data, as well as to give a repeatable working quality and to enable comparisons between categories. In light of this, the percentages of the data were calculated depending on the frequencies as the answer to each sub-problem and the results obtained were interpreted by supporting them with graphs and tables.

## **Findings and Comments**

### **Distribution of Researches by Year of Publication**

In this section, the distribution of the research comparing the teacher training systems of the countries according to the years in which they are published will be included.

**Table 1**

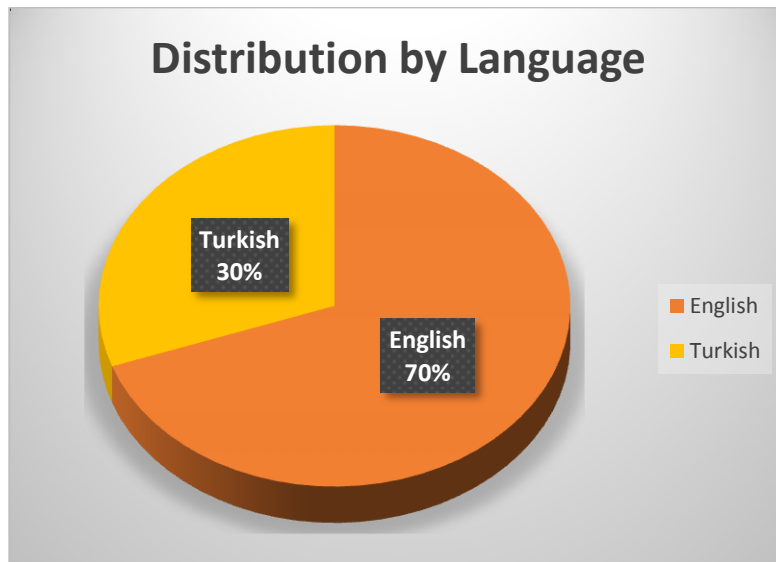
*Distribution by the Years of Publication of Articles*

Release Years	Number of Researches	Percentage %
2017	13	%28,3
2018	9	%19,5
2019	15	%32,6
2020	6	%13,1
2021	3	%6,5
Total	46	%100

When we looked at the distribution of the researches according to the published years, it was determined that the year with the most publications was 2019 with 15 researches and 32.6%.2019 was followed by 2017 with 13 researches, while 2018 was the third year with 9 researches.In 2020, 6 researches were published and took the fourth place. The least published year was 2021 with only three studies and a rate of 6.5%.

### Distribution of Researches by Published Languages

The results of the scan of the languages in which the researches comparing the teacher training systems of the countries were published are given in Figure 1.



**Figure 1.** *Distribution of articles by Published Languages*

When the distribution of the 46 articles obtained in the study according to the languages published was examined, it was concluded that 32 articles were published in English and had a rate of 70%, while 14 articles were published in Turkish and received 30%.

### Distribution of Methods Used in Research

Distribution of scientific research methods used in researches comparing teacher training systems of countries is given in Table 2.

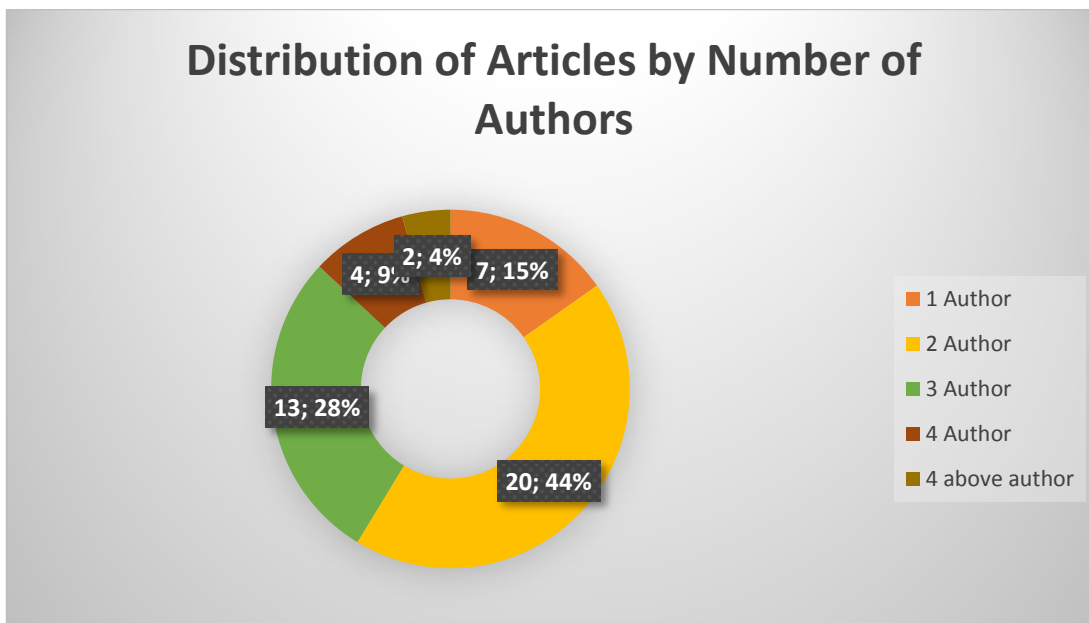
**Table 2.**  
*Distributions according to the methods used in research*

Method of Research	Number of Researches	Percentage %
Qualitative	43	93%,5%
Quantitative	2	4.4%
Mixed	1	2.1%
Total	46	%100

When table 2 was examined, it was determined that qualitative research methods were the most used research method in 43 studies and with a rate of 93.5%, qualitative research was concluded that there was only one article using mixed research method while quantitative research was followed by 2 studies and Quantitative studies with 4.4%.

### Distribution by Number of Authors in Research

According to the number of authors included in the articles, their distribution is given in Figure 2.



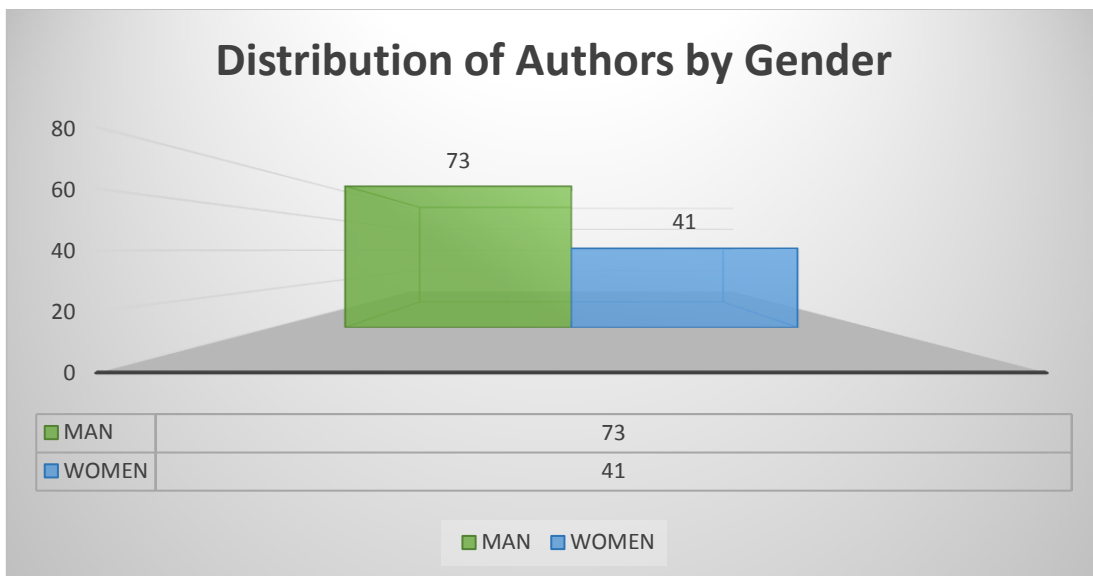
**Figure 2.** *Distribution of Articles by Author Numbers*

When figure 2 was examined, it was determined that there were no more than 20 studies and 44% of the articles with two authors, followed by 13 studies and 28% of the articles with three authors, while single-author articles took third place with 7 studies and 15% rate.

The four-author articles ranked fourth with 4 studies and 9% rate, while there were 2 studies above 4 authors.

### Distributions of Authors In Researches By Gender

The percentage distribution of the researchers in the articles by gender is shown in Figure 3.



**Figure 3.** *Distributions of authors by Gender*

When we looked at the distribution of the authors who published the articles comparing the teacher training programs of the countries according to their gender, it was concluded that 64% of the 114 researchers and 73 people were male and 41 were female with 36%.

### Distributions of Research by Bibliography Ranges

The distribution of the resources in the studies according to the intervals determined by the manuscripts is given in Table 3.

**Table 3.**

*Comparison of Researches by Bibliography Ranges*

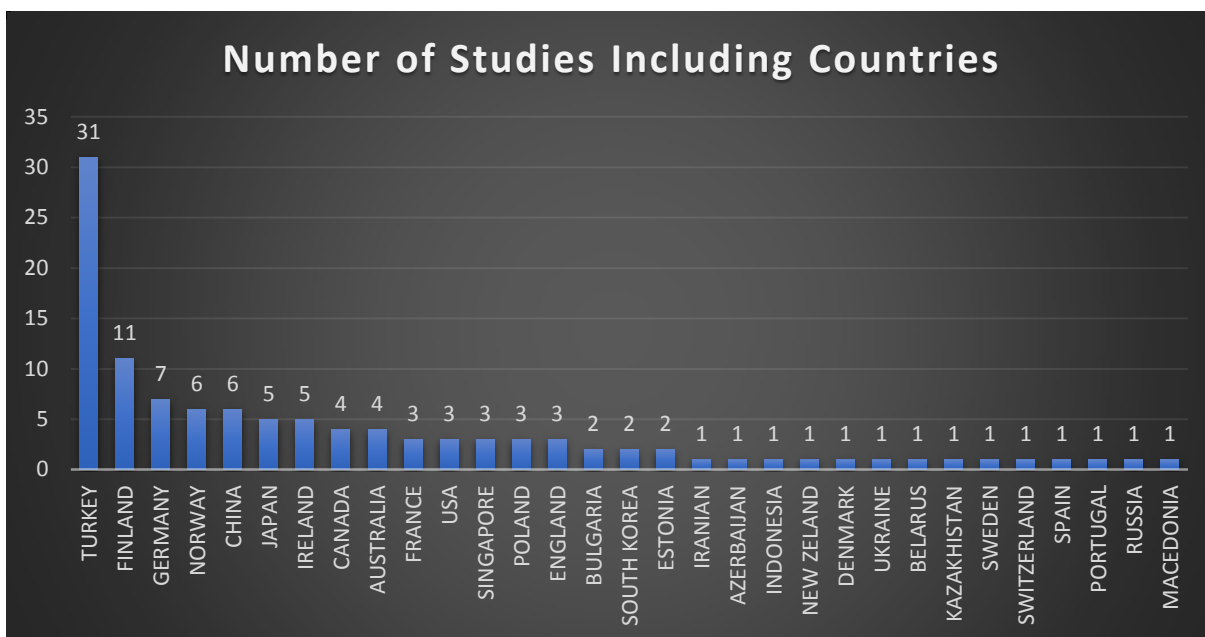
Bibliography Ranges	Number of Researches	Percentage %
0-10	13	%28,3
11-20	28	60%,8%
21-30	4	8%,8%
31-40	1	2%,1%
<b>Total</b>	<b>46</b>	<b>%100</b>

When we looked at the bibliography ranges in the articles comparing the teacher training systems of the countries, it was determined that there were no more than 28 articles and 60.8% and 11-20 bibliography ranges, with 13 articles and 28.3% 0-3% While following

the studies in 10 bibliography ranges, it was concluded that there were 4 articles with a rate of 8.8% in the 21-30 bibliography range and only 1 study with a rate of 2.1% in the 31-40 bibliography range.

### Distributions of Countries Included in the Researches

In Figure 4, it is seen how many studies countries are involved in and how many countries are involved in studies comparing the teacher training systems of the countries.



**Figure 4.** Comparison of Countries involved in research

When we look at the researches comparing teacher training programs of the countries, it is seen that Turkey is the first one in the most 31 studies, followed by Finland with 11 studies and Germany with 7 studies, Norway and China took the fourth place with 6 studies, followed by Japan and Ireland with 5 studies. Canada and Australia ranked sixth among the countries with the most studies, while France, USA, Singapore, Poland and the UK were the most compared countries with 3 different articles. Bulgaria, South Korea and Estonia are the eighth countries in the most studies, taking part in 2 different studies. The countries examined only once between 2017 and 2021 are Iran, Azerbaijan, Indonesia, New Zealand, Denmark, Ukraine, Belarus, Kazakhstan, Sweden, Switzerland, Spain, Portugal, Russia and Macedonia.

### Conclusion Discussion and Recommendations

When we looked at the results obtained for the distribution of the teacher training systems of the countries with the first sub-objective of the study by year, it was concluded that the year with the most publications was 2019 and the least published year was 2021 from the 46 studies obtained between 2017 and 2021. Karakoç (2018) examined the postgraduate thesis in the field of teacher training in Turkey and determined that the year with the most publications was 2012, contrary to the result obtained in this research. Based

on this result, it can be said that the distribution of the thesis on teacher training and the researches comparing the teacher training systems of the countries can be different according to the years. Especially in recent years, educational programs and teacher training systems of the movements aimed at keeping up with the age of countries are affected, and it is recommended to pay attention to the studies comparing the teacher training systems of the countries in thesis and article studies.

When we looked at the distribution of the studies with the second sub-dimension of the study according to the languages in which they were published, it was concluded that Turkish articles published in English received 70% and Turkish articles received 30% and English articles were published more intensively. Selçuk, Palancı, Kandemir and Dundar, (2014) The trends of the researches published in the journal Education and Science have examined the distribution of the researches according to the languages in which they are published and the results are that English articles are published more intensively in support of the result in this research. Based on this result, it can be said that the languages used in the publication phase in the researches in the journal Education and Science are in the same proportion as the researches comparing teacher training systems.

When the third sub-dimension of the study was looked at the distribution according to the methods used, it was determined that qualitative research methods were the most used research method. Qualitative researches were followed by quantitative research and articles using the mixed research method, respectively. Kozikoglu and Senemoglu (2016) when they analyzed the content of doctoral thesis in the field of Education programs and teaching, they concluded that mixed research methods are used more frequently, contrary to the results obtained in this research. In the light of this result, it can be said that studies based on educational programs are more focused on studies supported by mixed research methods than studies comparing teacher training programs of countries. Danju et al. (2020) When they looked at the distribution of researches according to their methods in their content analysis studies for new orientations in education, they concluded that qualitative studies in research on social learning theory were at the forefront of support for the results obtained in this research. Based on these results, it can be said that the researches for the teacher training system and the studies in social knitting theory match the methods used and emphasize qualitatively supported studies.

In the light of the data obtained according to the fourth sub-objective of the study, it was determined that there were no more than two authors and at least 4 authors. From this result, it can be said that multi-author studies will be important and will be extremely important in terms of increasing collaborative studies. Zorlu (2020) stated that it is the process that allows them to work in cooperation in heterogeneous groups for a common purpose and thus increase the capacities of both themselves and other individuals by taking responsibility. When we looked at the distributions according to the bibliography range, which is the sixth sub-objective of the study, it was concluded that there were only 2 articles in the 31-40 bibliography range while there were no more than 11-20 bibliography. In his work in the field of basic design education, Felek (2020) examined the distribution of bibliography of articles and thesis and concluded that on average, 11 bibliography were used to support the result in this research. From here, it can be said that the bibliography ranges used in other fields can be the same as the researches comparing teacher training systems and that the use of a large number and variety of bibliography in the researches will increase validity and reliability.



Compared to the countries involved in the studies, which were the seventh and final sub-objectives of the study, it is seen that Turkey was involved in up to 31 studies. Turkey was followed by Finland, Finland, Germany, Norway and China Japan, Ireland, France, USA, Singapore, Poland and The United Kingdom Bulgaria, South Korea, Estonia, Iran, Azerbaijan, Indonesia, New Zealand, Denmark, Ukraine, Belarus, Kazakhstan, Sweden, Switzerland, Spain, Portugal, Russia and Macedonia. Çubukçu, Yılmaz, Ince (2016) Comparative Education Programs have examined the distribution of countries involved in comparative education studies in their content analysis study for determining research trends. Contrary to the conclusion obtained in this study, the country involved in the most comparative education studies is the United States and Germany. Based on this result, it can be said that comparative education studies may differ in the variables of the studies compared only by teacher training studies in general. In addition to these results, research is limited only to the variables specified. In addition to variables, studies in different variables and different indexes can be examined and compared with the results obtained in this study. In this study, studies between 2017 and 2021 were examined and it is recommended to examine the research in different years and compare them with the results included in this research. In addition, when the studies in literature in the last 5 years were scanned, it was determined that there were only 1 thesis comparing the last countries related to teacher training systems. When choosing thesis subjects, it is recommended that researchers choose topics that can compare teacher training systems.

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