

## An Attempt to Understand the Education System of England from the Perspective of a Turkish-Born Teacher and a Teacher Candidate: A Comparative Narrative Approach

Serkan Coştu<sup>1,\*</sup> & Berivan Tezcan<sup>2</sup>

### Abstract

This study aims to comparatively examine the education systems in England and Türkiye. For this purpose, a narrative research method, a specific form of qualitative research design, was utilized. Stories in prose style were created with the help of online and printed documents and online interviews with participants. This study was conducted using convenience sampling, a type of purposive sampling method. One participant is a Turkish kindergarten teacher living in England and working in a public school. The other participant is a university student studying in the early childhood education department of a public university in England. In the first section, titled "Let's Get to Know England", the current situation in terms of culture, history, geography, and politics is discussed, with reference to England's international success in education. The second section examines education policies, the guiding principles of education, the structure and organization of the education system, and higher education and teacher education under the title of the English education system. In the third section, policies and strategies of the English education system, educational financing, and management are discussed under the title of timeless innovations, lifelong learning, qualifications, citizenship, and entrepreneurship. The fourth section discusses sibling rivalry and lifelong learning teachers, teacher training, placement, and inspection mechanisms as the inner face of competition in Türkiye and England. The fifth section discusses the level of development in England and Türkiye under the title of intercontinental competition and international exams, considering the effects of socioeconomic indicators on education, and evaluates the similarities and differences of the education systems in the context of international exams. In the sixth section, titled "Conclusion and Evaluation", Türkiye and England were compared in terms of their advantageous and disadvantageous aspects in the light of the previous chapters.

**Keywords:** Comparative Education, Early Childhood Education, Education System of England, Education System of Türkiye, Kindergarten Teacher

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<sup>1</sup> **Serkan Coştu**, Assist. Prof. Dr., Department of Mathematics Education Department, Kafkas University, Kars, Türkiye. ORCID: 0000-0002-0182-0735

\* **Correspondence:** serkancostu@gmail.com

<sup>2</sup> **Berivan Tezcan**, Department of Mathematics Education, Dede Korkut Faculty of Education, Kafkas University, Kars, Türkiye.

## **INTRODUCTION**

In today's information society, individuals confront technological, economic, social, and cultural changes more than ever. To keep up with the evolving world, individuals must adapt and develop as required by the era. Consequently, individuals are expected to possess high-level skills and competencies to follow technological advancements, access necessary information, and use this information in their daily lives to create new products (Aygün et al., 2016). These sought-after skills and competencies in the information society are referred to as 21st-century skills. In line with these skills, the goal is to nurture individuals who possess critical thinking and problem-solving skills, as well as social and intercultural skills.

Furthermore, these individuals should possess leadership qualities, including responsibility and initiative. They should also be open to innovation and collaborative, creative, and productive. Education is the most effective, and influential method of nurturing these individuals in a targeted manner (Akpınar & Aydın, 2007). Education is a process that enables individuals and society to keep up with change and develop accordingly. It also contributes to the level of development and economic progress of countries. Therefore, a country's level of development and the importance of education are proportional (Güngör & Göksu, 2013).

Schools, seen as part of change and development, are among the primary elements that constitute the building block of education systems. Today, the main goals expected from schools are providing students with real-life experiences that can solve problems they may encounter and nurturing individuals who can question, research, and produce, thereby revealing their talents (Sungur, 2001). Another essential element of education systems is the teacher. Teachers ensure the implementation of the country's targeted education policies, direct education policies, make the education process meaningful, initiate and develop the education process, and implement the education system. Therefore, when a change in a country's education system is desired, the first focus is on the teacher education, that is, on the development and change of the teacher (Mete, 2013). The quality of teachers who take responsibility for the education of students is one of the critical factors determining the quality of the teaching and, thus, the success of the students (Guskey, 1994; Cheng, 1996). Therefore, it is crucial to pay attention to the development of the education that teachers receive both before and in service in a way that meets the requirements of the era and for them to practice their profession (Şişman, 2001). In this context, considering the changes in educational paradigms and the scientific and technological developments experienced, the inadequacy of our education system to meet the requirements of the era, the results of international exams, and the search for an education system reveal the need for reform (Akpınar & Aydın, 2007).

Various changes have been made in our country's teacher training programs and teaching programs. The Ministry of National Education changed the curriculum eleven times from 1926 to

2018, and by YÖK (Higher Education Council) four times from 1997 to 2018. In addition, with the changes made in school types (such as the abolition of Anatolian Teacher High Schools) and grade levels (5+3+3, 4+4+4, etc.) and central examination systems (OKS (Secondary Education Exam), SBS (Placement Test), LGS (High School Entrance Exam), etc.), reforms were carried out on the education system with the help of projects (For example, the FATİH (The Movement to Increase Opportunities and Improve Technology Project) focusing on specific subjects. In addition to the development plans, strategic plans, quality and accreditation boards and frameworks (Higher Education Qualifications, Teacher Training Field Qualifications, etc.) prepared in this direction, many new elements (Bologna Process, Erasmus Student Exchange, Comenius Program) have been included in the education system with the regulations realized in the process of harmonization with the European Union. However, despite all these changes, it is seen that there is still a need for effective education policies and comprehensive education reforms in line with the needs of the era for Türkiye's education system to become more successful throughout the world.

There has been a relative increase in international exam rankings (Güler, 2013), especially after some changes in the exam system in Türkiye (Akbaba, 2022; Baydar, 2019; Çakır, 2019). However, it has been observed that Türkiye's average achievement scores, in general, are below the average score of OECD (The Organization for Economic Cooperation and Development) countries (Sarier, 2021). In addition to this, it is understood that the changes made in our examination systems through to the international exams bring along many problems. For example, the problems with Central High School Entrance (LGS) exam applied in Türkiye, which has many similarities to TIMMS, can be classified into three sections in line with the literature (Kaya & Kara, 2022; Obay et al., 2021; Gür et al., 2021; Suna et al., 2021; Taşkın & Aksoy, 2021; Kalsen & Yiğit, 2021; Güngör, 2021; Ulusoy, 2020; Karanfil, 2020; Karakaya et al., 2020; Çetin, 2019; Kuzu et al., 2019; Demir & Yılmaz, 2019; Biber et al., 2018).

1. LGS exam questions do not adequately represent the curriculum, the questions in LGS do not show a balanced distribution in terms of the units and acquisitions they are related to, school textbooks are insufficient for preparation for LGS, the exams applied at school and LGS has many differences, and LGS is not addressing the high-level cognitive steps sufficiently and also insufficient time is given for the LGS,

2. The fact that the socioeconomic level of the school has become the most critical factor in student success in LGS, the need for teachers to renew and develop themselves, the educational expenditures of the families for their children increase too much, the success of the family increases as the education level of the family increases, the increase in the number of students taking private lessons and courses outside of school and the increase in the use of source books belonging to private publishing houses,

3. Since students and parents have stated that LGS causes many negativities, such as the emergence of mental problems arising from stress and anxiety during the preparation process and hindering socialization, the increase in the frequency of technological addiction and nomophobia in students, and sleep problems in students due to the increase in students' stress and anxiety levels with an increase in complaints of fatigue, it causes tension in the family, decreased participation in social, sportive, and cultural activities, a decrease in the importance of students to school and teachers, and a decrease in active participation and motivation in the lesson, and accordingly, the decrease in the middle and low-level students experiencing hopelessness and the development of negative attitudes towards studying and also increase in their negative perceptions about LGS.

In short, the incompatibilities with the examination quality and curriculum, the increase in inequality of opportunity in education, and increasing negativity toward students in the exam preparation process affect students, parents, teachers, and also the education system in general. In this context, the curriculum has been updated in recent years regarding each field in line with the "General Competencies of the Teaching Profession" citing the reforms made in teacher training programs in many countries (URL-1). In line with the changing needs and demands, some new courses have been added to the curriculum in three main areas "general culture and general talent knowledge, professional knowledge, and field knowledge" which are prominent in contemporary teacher education programs. Moreover, in parallel with this, changes were made gradually in KPSS (Public Personnel Selection Exam) within the scope of the exam. However, there are not enough studies on the effects of the changes made regarding the renewed Teacher Training Undergraduate Programs (Yazçayır & Yıldırım, 2021; Çetin et al., 2021; Kırmızı & Yurdakul, 2020) it is seen that some deficiencies and negative aspects have emerged.

Under the abovementioned changes, the Comparative Education course has been added to the renewed Teacher Training Undergraduate Programs (URL-1) for teacher candidates prepared in 2018. Teacher candidates will be able to compare the education systems of different countries in terms of structure, functioning, practice, internationalization, and international exams within this course's scope. Comparative education term is defined by Türkoğlu (1985, p.18) as "a discipline that explains the similarities and differences of education systems in different cultures and countries and provides useful information about different education paths." In short, comparative education can be stated as a discipline that examines differences considering different countries' political, social, and cultural factors (Erdoğan, 2003). Therefore, the education systems of developed countries that rank first in international exams (TIMSS (Test, Measurement, and Diagnostic Equipment), PISA (Programme for International Student Assessment), PIRLS (Progress in International Reading Literacy Study), etc.) are curious cases for many educators to be able to compare objectively with their countries.

In this context, from the perspective of teacher education, thanks to the comparative education course, teacher candidates were allowed to have information about different countries and the education systems of these countries. When considered in terms of Turkish education history, delegations were sent to foreign countries, or foreign experts were invited to solve the problems experienced in education. However, in these processes, teachers, the main actors of education in administrative or political terms, were excluded from this process. Therefore, with the help of the new comparative education course added to the curriculum, it will be possible to give an internal acceleration to education in terms of rethinking Türkiye's education system. In addition, it should be seen as an opportunity to examine the education systems of countries that have been successful in international exams and to reveal the reasons for this success by teachers and teacher candidates (İş, 2017).

### **Purpose and Method**

This study aims to comparatively examine the education systems of England and Türkiye. For this reason, narrative research, a specific form of qualitative research design, was chosen (Czarniawska, 2004). In this context, prose-style stories were produced using online and printed documents, and unstructured online interviews (Image 1) with the participants coded as T (Teacher) and TC (Teacher Candidate) (Table 1).

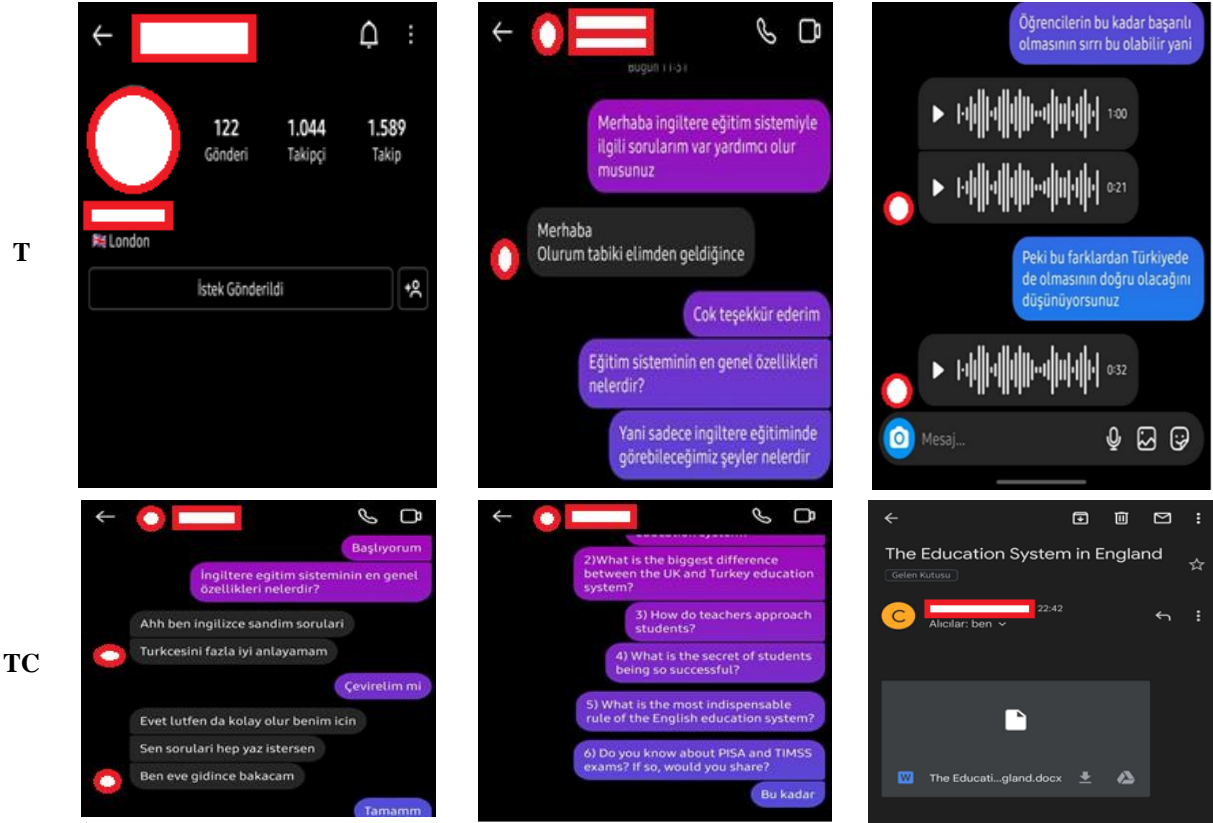
In this context, online interviews were conducted with a kindergarten teacher of Turkish origin living in England, working in a public school. Interview questions are as follows.

1. What are the most general characteristics of England's education system?
2. What is the biggest difference between England's and Türkiye's education systems?
3. How do teachers approach students?
4. What is the secret of students being so successful in England?
5. What is the most indispensable rule of the education system?
6. Do you know the level and score of England in international exams like PISA and TIMSS? If so, could you please share and compare it with Türkiye?

Moreover, interviews were conducted with a university student studying in the early childhood education department at one of the public universities, using convenience sampling, a purposeful sampling method. The researcher asked the participants about their preference for using English or Turkish and whether they felt comfortable with written or oral interviews. In this way, the interview method was decided according to the participants' preferences. This research was used to

encourage voluntary participation and to make participants feel more comfortable during the data collection process.

**Image 1. Screenshots from Online Interviews**



While writing the stories, descriptive data analysis was utilized. Descriptive analysis is a type of analysis aimed at explaining the problem on the basis of research questions using data collection tools such as observation, interviews, and documents used in the research (Mücevher, 2020). Since the interviews were conducted both verbally and in writing, they were recorded and stored in raw form. The data and findings obtained were evaluated and written with a narrative approach.

Table 1.

Information about Participants

Participant		Location		Profession	Interview Method
Code	Nationality	Country/City	Duration of Stay		
T	Turkiye	England/London	8+ years	Teacher	Written/Oral
TC	Turkiye	England/London	21+ years	Teacher Candidate	Written

This research was carried out within the "Comparative Education" course. Literature about the countries and their education systems to be compared was read and examined. Moreover, after that, research was conducted for the story-writing process, which lasted approximately eight weeks. In this process, research (URL-2; URL-3; URL-4; URL-5; URL-6) was conducted on the selected country, "England" through written, audio, and visual sources on the internet.

In addition, articles and sections of books about England within the scope of comparative education (Şemşek, 2018; Özer & Alkan, 2017; Bakioğlu, 2017; Sağlam & Aydoğmuş, 2016; Aykaç et al., 2014; Bakioğlu, 2013; Balyer & Gündüz, 2011; Pehlivan, 2007; Korkmaz, 2005; Karacaoğlu & Çabuk, 2002; Ulusavaş, 1988) were read. Then, the storytellers (T, TC) residing in this country were contacted via social media. The interview questions prepared by the researchers were directed to the participants online more than once. In this direction, by making use of the information we have obtained and the previous research, the England education system and the Turkish education system are compared and presented to the reader in prose style from the eyes of the researchers.

### **Storyline**

1. In the first section, under the title of "Let's Get to Know England", the current situation in terms of culture, history, geography, and politics is discussed by referring to the international success of England in education.

2. In the second section, education policies, the guiding principles of education, the structure and organization of the education system, and higher education and teacher education are examined under the title of the England education system.

3. In the third section, policies and strategies of the England education system, educational financing, and management are discussed under the title of timeless innovations, lifelong learning, qualifications, citizenship, and entrepreneurship.

4. In the fourth section, under sibling rivalry and lifelong learning teachers, teacher training, placement, and inspection mechanisms are discussed as the inner face of competition in Türkiye and England.

5. In the fifth section, under the title of intercontinental competition and international exams, the level of development in England and Türkiye, considering the effects of socioeconomic indicators on education, and evaluates the similarities and differences of the education systems in the context of international exams.

6. In the sixth section, named under the title of conclusion and evaluation, Türkiye and England were compared in line with their current situation in terms of their advantageous and disadvantageous aspects in the light of the previous chapters.

### **A PEARL OF THE UNITED KINGDOM: THE EDUCATION SYSTEM IN ENGLAND**

England, situated in the heart of the British Isles, is renowned for its red telephone booths and double-decker buses. It offers numerous opportunities for tourists and those who wish to live and study abroad. England ranks first among the British Isles in international education-related

examinations. Consequently, 86% of students selected to represent the UK are from England. Its education system, which has set it apart from other countries, is needed a "pearl".

This country, known as "the country where the sun never sets", fascinates those who explore its historical artifacts from many civilizations and its diverse cultural structure. England has healed its wounds from great wars through education, continuing on its path and achieving success. This success story in education is what we will discuss.

### **SECTION 1: Let's Get to Know England**

England, home to many nations, was inhabited by the Celts when the Romans invaded Britain. The Anglo-Saxons, who formed the core of today's British nation, arrived from Germany in 449 and began to settle in the British Isles. The Normans settled in Britain in 1066, re-establishing the English nation and state.

The UK is governed by a parliamentary democracy, and the Queen has always maintained her place in the administration. The elected president and members of parliament assist the Queen in running the country. The Kingdom of Great Britain emerged on May 1, 1707, due to the political union of the Kingdom of Scotland and the Kingdom of England. The Kingdom of Great Britain merged with the Kingdom of Ireland on January 1, 1801, with in 1922, most of Ireland left the union, the country was renamed the United Kingdom of Great Britain and Northern Ireland.

England, the pearl of the United Kingdom, contains 84% of the population. It is a diverse country, with many people belonging to Christianity, but some belong to Muslim, Hindu, and many other religions. This diversity reveals that the country is a liberal country and benefits from this diversity.

How all this reflects on education and international exam results is an essential issue for us. As a metaphor, education can be considered as the "brain of the person" if countries are expressed metaphorically as human beings. Since an uneducated person needs other people around him in every field, an educated person needs his environment only in the social field. In this regard, England has done its best to prove its success and continues to do so. This issue has been focused on in detail in other chapters.

### **SECTION 2: Education System of England**

In this section, we will discuss the education system in England. The policy of localization is evident in England's education system. Localization of education refers to the planning of a national curriculum by delegating it to regions and schools, allowing schools to determine course materials, and letting school administrators decide the sequence and method of subjects in the curriculum.



However, in recent years, central sanctions have slightly damaged the understanding of localization. England has revised its education system more than once in the last 20 years. As these are legal changes, the public has been somewhat compelled to accept these laws to be enacted between 1944-1988. This system demands significant effort from the teachers, students, and administrators who are part of it. It is result-oriented, prioritizes performance, is exam-oriented, and requires attention at all stages of education. In summary, this system aims to achieve success by promoting competition between schools and has diversified schools through localization.

**2.1. Vision of the Education System in England:** According to data published by the International Development Unit, England's education vision is to provide quality education for all. Three main areas are crucial in light of this vision. These are:

1. Access to primary education,
2. The quality of teaching and learning, especially in literacy and numeracy,
3. Skills to connect young people with jobs, development, and opportunities.

In a globalizing world, competition has evolved and become a part of our lives. This change necessitates the acquisition of new knowledge and skills. Consequently, factors such as developing creativity and other skills for new professions, utilizing new types of financing, and more careful spending on education have become important.

Although increasing primary education enrollments mask some problems (failure in the classroom, dropping out of school, restarting, etc.), more needs to be done to build on this success. Another area to consider is the need to open a sufficient number of secondary schools. However, the central government needs to be in a position to provide financial support. Therefore, there are temporary solutions for expanding school capacities. This situation shows that students' preferences as citizens and consumers are not being met, and more opportunities should be offered.

1. Establishing and protecting cognitive functions in early childhood education,
2. Treating teachers and teaching as a priority,
3. Educating students who are "learning to learn",
4. Emphasizing health, care, and cognitive development in early childhood education covering the first five years,
5. Recognizing that it is essential to measure learning outcomes in the first five stages of schooling; using simple, reasonable, precise, and low-cost tools for measurement; collecting information at the individual, school, and system levels,
6. Measuring the quality of expenditures while assessing the educational adequacy provided by combining developed school leadership with a robust accountability system.

**2.2. General Characteristics of the England Education System:** The education system in England is compulsory for 11 years, starting at the age of 5 and lasting until 16. It consists of 4 stages; Level I: 5-7 years, Level II: 7-11 years, Level III: 11-14 years, Level IV: 14-16 years old. The academic year is 38 weeks, with a six week summer vacation. There are two weeks of Christmas holiday, two weeks of spring break, and one week of holidays in October, February, and May.

The national curriculum is a government-run program that aims to provide students with a clear, comprehensive, legally mandated education. It seeks to ensure students' spiritual, moral, cultural, mental, and physical development at school to foster social development and prepare them for the necessities, experiences, and opportunities of adult life. The main objectives of the national curriculum are: freedom of right, freedom of standard, ensuring continuity and conformity, and fostering social perception. It prepares the student for personality, relationships, society, and the environment.

In addition, according to data from 1995, around 1% of students in primary and secondary schools have special needs. Some principles were adopted for these students with the practice guide prepared in England in 1994. These are:

1. Individuals with special needs should be identified at any stage of the education process.
2. Individuals with special needs should benefit from the broadest education system.
3. The needs of as many individuals with special needs should be met with inclusive education.
4. The family's knowledge, experience, and perspective on their children's education are fundamental.
5. Students with special needs should be educated in regular schools.

Some features in primary and secondary education are as follows:

1. The upper limit for class size is 30.
2. As a requirement of local education systems, school entry requirements differ in each state.
3. The number of schools in secondary education is 4.438, and the number of students is 3.709.400.
4. The number of teachers in secondary education is 240,000.
5. There are four types of secondary schools: Comprehensive Schools, Beacon Schools, Specialists Schools, Action Zones.
6. There are 3000 schools with special programs, which constitute 88% of all schools.

GCSE (The General Certificate of Secondary Education) institutions are organized in three ways. These are:

**1. Academic Option:** Foundation Courses, also known as transition courses, are organized to allow students who need the necessary qualifications to continue their university education.

**2. Vocational Option:** This path is chosen by students who want to improve their knowledge and skills in a specific business field and are considering entering a job when they finish the course with a qualification.

**3. Middle Path Option:** The program here usually lasts two years and allows the student to enter either a university, a college, or a job to earn a diploma.

Within the scope of higher education, there are approximately 150 universities in England, and higher education consists of 3 stages. These are:

- 1. A-Level: At the end of the A-Level education period, which covers two academic years, students are placed in universities according to their success.*
- 2. Undergraduate: Covers 3 academic years. (Except for medicine, dentistry, and architecture.)*
- 3. Master's: The essential requirement is to have a bachelor's degree. Academic success must be above 70%.*

### **SECTION 3: Timeless Innovations**

In this section, we will discuss the policies and strategies of the England education system, education financing, and management. Policies currently ongoing at the national level include:

1. Bridging the gap by auditing unsuccessful institutions rather than successful ones,
2. By examining the quality charts of schools and each student's progress report, better education methods should be sought. The solutions found should be shared with other institutions, and success should be centralized,
3. Teachers and school administrators should be given more authority to encourage positive actions in the classroom against bullying,
4. The creation of apprenticeships and traineeships should be supported to improve employment,
5. Private higher education institutions should be transformed into public institutions.

In the England education system, four dimensions stand out in the strategic framework.

These are:

## **1. Making Lifelong Learning and Mobility a reality**

- 1.1. Lifelong learning strategies,
- 1.2. European qualifications framework,
- 1.3. Developing mobility in learning.

## **2. Increasing the quality and efficiency of education**

- 2.1. Language learning,
- 2.2. Professional development of teachers and trainers,
- 2.3. Management and financing,
- 2.4. Basic skills in reading, math, and science.

## **3. Promote equality, social cohesion, and active citizenship**

- 3.1. Those who do not continue their education,
- 3.2. Preschool education,
- 3.3. Special needs students.

## **4. Fostering creativity, innovation, and entrepreneurship at all levels of education**

- 4.1. Partnerships,
- 4.2. Innovation-friendly institutions.

**Education Finance:** Although England has local education, it is financed by the central government. In other words, public schools receive financial resources from the central government via local governments. Educational institutions, excluding higher education, are financed through the “Learning and Skills Council”. A significant portion of school income comes from payments from the central government to local governments. Furthermore, income from school activities and parents' contributions are directly included in the school budget. However, while higher education institutions receive finance from various sources, the central government remains the most crucial source. The “Ministry of Commerce, Innovation and Skills” supports higher education institutions through the “Financing Council”. Nevertheless, the "England Higher Education Capital Council" is the body that provides capital and finance to higher education institutions at the national level. With changing governments, the budget allocated to education fluctuates. To qualify for higher allowances, public schools must demonstrate good educational performance.

Within the system, primary schools have an average cost of 1000 pounds, and secondary schools 4000 pounds. As a result of periodic evaluations, it has been determined that exams are the

most costly event in the education system, costing 40 million pounds per year and exceeding 2 pounds per student.

**Education Management:** Education in England is managed by two ministries: the “Education and Trade Ministry” and the “Innovation and Skills Ministry”. Generally, these two ministries cooperate to provide education services, determine education policy, and ensure the smooth functioning of the system. While the Ministry of Education is responsible for school administration at the international level, some ministries assist, such as the "Child, Family and School" ministry, which was merged into the "Ministry of Education" in 2010. The responsibilities of this ministry include:

1. Planning and monitoring educational services in schools in England,
2. Providing children with additional services alongside school,
3. Creating policies regarding children and young people.

In light of these responsibilities, six strategies have been determined:

1. Protecting the health of children and young people,
2. Safeguarding the young and vulnerable,
3. Achieving world standards in education,
4. Closing the gap to bring disadvantaged children to success,
5. Guaranteeing young people’s participation in education,
6. Keeping children and youth focused on success.

According to the EURYDICE 2010 report, there have been developments and changes in the field of education management since 2004 with the adoption of the "Every Child is Important" and the "Children's Movement" adopted by England. These changes aim to improve children's and young people's social life and health. Nowadays, local government influences students aged 0-19 who live in its region.

#### **SECTION 4: Sibling Rivalry and Lifelong Learning Teachers**

As is known, England is divided into provinces and is governed by this distinction. In this way, the provinces were encouraged to compete with each other. This competition has also affected the education system; each province has focused on developing its own schools and raising qualified students. Since educational unity could not be achieved among students, universities have prepared their exams to select their students. The situation of these provinces and teachers will be discussed now.

**4.1. Sibling Rivalry:** The education system of England is distinguished from others by decentralization. For example, while the curriculum is standard, the way it is taught, the methods and techniques used, the materials, and the proficiency of the students may vary from region to region.

This situation causes inter-province rivalry, which has turned into a sibling rivalry. It is possible to find traces of this localization in all parts of education. Even when training teachers, one of the essentials for education, we encounter this localization. How so? If anyone wants to be a teacher in this country, it is not enough to complete undergraduate education. Afterward, they must apply to teacher training institutions and receive pedagogical training for one or two years for the chosen program. Afterward, a qualified teacher certificate must be obtained as teaching cannot be done by the teachers without this certificate. There are various programs to get this certificate; participation in these programs is mandatory. After becoming a teacher, it is a must to go through the three-stage adaptation process at the school, as local education requires. Here, too, we encounter localization, in which the teacher gets paid by the school budget in this adaptation process.

Higher education exams, on the other hand, have been victims of localization. Each higher education institution prepares and implements its own exam. In other words, local methods also measure and evaluate the quality of the education provided. This situation has become an education race between the provinces. This race brings both good and bad features. Apart from education, the economic and political elements of the country are also localized. It is as if there is a different province in each city of England with this aspect, and they are only dependent on the central government in foreign affairs. For this reason, these small states compete in the field of trade and economy, and the education system.

However, the increasing level of addiction in the country and the falling age of addiction show that this race may also have adverse effects. Even a child who receives preschool education may be using cigarettes, drugs, etc., substances. It is a bleeding wound of the education system of England.

**4.2. Lifelong Learning Teachers:** In this section, we will examine the elements of teacher training and school management in the English education system.

**4.2.1. Pre-Service Education:** In England, teacher training institutions fully collaborate with other training institutions, emphasizing practically. This feature distinguishes it from many countries. A particular emphasis is placed on training teachers in the country. While the "Teacher Training Agency" previously financed teacher training institutions, now the "Education and Development Agency for Schools" has undertaken this task. The central government determines the curriculum of teacher training institutions. Since the education of teacher training institutions is generally practical and centralized, the country's policy is to train standard teachers. If a teacher candidate graduated with a local curriculum and needs more in the central curriculum, he can only teach in that region. The supervision of teacher training institutions is carried out by OFSTED (Office for Standards in

Education, Children's Services and Skills) at widespread intervals. There is a need for institutions that can train qualified teachers for institutions that provide qualified education.

In England, teachers cannot be civil servants. They work in local government and are employed by the public. Teachers perform their profession by making agreements at a particular hour annually. One can become a teacher in 4 different ways. After these programs, one can become a teacher by obtaining a qualified teacher certificate. For the “Qualified Teacher Certificate”, there is a program that takes several years; individuals who have completed higher education can obtain it by applying.

These programs are; “School-Oriented Teacher Training”, “Teaching First”, “Registered Teacher Program” and “Bachelor of Education Degree”.

1. The “School-Oriented Teacher Training Program” includes more applications instead of theory. In this program, experienced teachers provide education, and it is essential to train teachers in line with the needs of the local government. The program lasts for one year, but the first condition to be included is a university-approved graduation certificate.

2. The “Teaching First Program” consists of teaching at sister schools in distress and lasts for two years.

3. The “Registered Teacher Program” consists of those who have completed their higher education in any field but want to transition into teaching as they cannot do a job in that field. It is also possible to earn money in this program, and it takes two years. In this program, the candidate works at a school, receives a salary, and gets a qualified teacher certification when he completes his degree.

4. The “Bachelor of Education Degree Program” is given by higher education institutions on teaching. Part-time takes 4-6 years, while full-time takes three years. The candidate earns the right to be a teacher and the qualified teacher certificate simultaneously.

**4.2.2. In-Service Education:** There is an perpetual studentship in England today, particularly in the teaching profession. Continuing and postgraduate professional development programs are prevalent, and participation is mandatory. Due to this obligation, outside of self-development education periods, teachers must be in school full-time for five days, excluding the 190 days specified in the minimum agreement.

As you engage in teaching, you are often expected to demonstrate that you meet the established standards. The "Qualifications and Curriculum Authority," a central government institution, sets and supervises these standards. Moreover, teachers are categorized into five groups based on their career stages: qualified teacher status, basic salary teachers, top salary teachers, excellent teachers, and advanced skills teachers.

Individuals aspiring to become qualified teachers must complete postgraduate programs determined by the "Training and Development Agency", such as the "Graduate Teacher Program", "Overseas Teacher Training Program" or "Teaching First". The first step towards this certification is to pass the literacy skills exam. However, achieving this status alone is not sufficient.

To teach in public schools or private institutions, there must also complete a three-term adaptation process. The school budget covers the teachers' salary during these processes. Upon completion, they can begin their career based on the school administration and head teacher's report. Newly qualified teachers must register with the "General Education Council". Moreover, teacher salaries are determined based on the difficulty of their work, required professional competencies, and other factors, and re categorized into five levels. The lowest teacher salary is £2,300, while the highest, the head teacher, earns £98,000.

## **SECTION 5: Intercontinental Competition and International Exams**

In this section, we will compare the education systems of Turkiye and England at both the general and international level.

**4.1. General Comparison of England and Turkiye Education Systems:** Education systems are essential for understanding a nation and its character. England and Turkiye, each unique in character, have distinct educational structures influenced by their history and cultural contexts. This will not be an in-depth examination of the educational structures in England and Turkiye. However, it will highlight key variables such as organizational structures and educational issues like assessment processes and teaching methods from a cultural perspective.

**Organizational Structure:** Comparing the education systems in England and Turkiye based on their organizational structures, compulsory education in England spans 11 years and four stages (primary, secondary, further, and higher education), while in Turkiye, it lasts 12 years and includes three stages (primary, secondary, and higher education). Pre-primary education is not mandatory in both countries but is strongly recommended. The age for education is 5-16 in England and 6-18 in Turkiye. Moreover, Turkiye has specialized secondary schools, such as Science and Social Sciences High Schools and İmam Hatip High Schools, which focus on specific subjects. Apart from these, Turkiye has vocational/technical high schools and distant/open education, which perform poorly in university entrance exams. For England, they have a stage called further education, which provides a route for academic A-levels and vocational qualifications.

**Curriculum Content:** The curriculum in England and Turkiye reflects their educational goals and priorities. In England, it includes core subjects such as English, mathematics, science, and subjects like history, geography, and art. Moreover, schools can offer additional subjects and adapt the curriculum to meet local needs. Although Turkiye covers similar subjects, the curriculum in



Turkiye is more centralized as it can not be adapted by the local regions, since the MoNE is responsible for designing the curriculum for all schools.

One of the significant differences between the two countries is that while education is localized in England, it is centralized in Turkiye. However, a common curriculum is implemented in both countries. Despite this, while every school in England can plan this curriculum as they wish, this is not possible in Turkiye.

**Assessment Methods:** The assessment methods employed in England and Turkiye show different characteristics. In England, students are assessed through teacher assessments and standardized tests at crucial stages of their education, such as the end of primary school (age 11), to measure students' performance in core subjects. At the secondary level, students take General Certificate of Secondary Education (GCSE) exams (age 16), which assess their knowledge and skills in various subjects. Moreover, students have an option to take subject-specific A-level examinations (age 18), which play a crucial role in university admissions.

However, in Turkiye, the examination system is much more centralized. After completing primary education, students take LGS, which is applied nationwide for secondary school placement and primarily focuses on academic achievement as it examines their knowledge and skills in a standardized manner. After high school, a series of central exams on several subjects is conducted for entrance into universities. Students can be placed in undergraduate programmes and two-year vocational associate degree programs by this university entrance exam. The presence of fierce competition both in the transition from primary to secondary and from secondary to higher education also created an alternative education system, known as “dersane” (private tutoring institution) in Turkiye, because of these standardized exams. Many students attend these courses after school, on the weekends, or during semester breaks.

Comparatively it can be said that England's assessment system is administered mostly by local authorities. For instance, each institution providing higher education in England prepares, applies, and evaluates the entrance exam itself. In Turkiye, as usual, there is a centralized examination system. In addition, while success in secondary education opens the door to higher education in England, the only criterion for this in Turkiye is success in central exams. Considering the result of the highly competitive examination system for the transition to high schools and university, segregation between schools increases. Therefore, huge amounts of money are spent on private schools and tutoring, which makes it easier to have a better education.

**Teaching Approaches:** The teaching approaches employed in England and Turkiye demonstrate notable distinctions. Although both England and Turkiye emphasize student-centered learning, Turkish education system does not perform well. Despite both countries having a curriculum that encourages active student participation, problem-solving, and collaborative learning, it remains a

challenge for Turkiye to shift teachers towards constructivist perspective. Although Turkiye makes efforts to promote student engagement, critical thinking, and problem-solving skills through educational reforms, traditional teaching methods like direct instruction are still commonly used in many schools.

**Cultural Influences:** The education systems in both countries are influenced by their cultural backgrounds. In England, there is a strong emphasis on individuality, creativity, and critical thinking. This can be seen in their curriculum, which encourages students to explore their interests, think independently, and develop problem-solving skills. Moreover, the education system values diversity and inclusivity, fostering open-mindedness and globally awareness among its citizens.

Conversely, the Turkish education system does not emphasize individualism. In learning environments, students are mostly asked to be disciplined, obedient, and respectful towards teachers. Although Turkiye has a rich historical heritage and a multicultural background, it aims to preserve traditional values and national issues, highlighting the Turkish language, literature, history, and the principles of the Turkish Republic.

**Educational Finance:** While the literacy rate in England is 99%, this rate is 97.4% in Turkiye. Although there does not seem to be a big difference between literacy rates, questions arise about the consistency of these rates when the level of development is taken into account. This situation becomes evident when numerical data and education systems are compared. For example, while the growth rate of England is 3%, the growth rate of Turkiye is 1.8%. While the unemployment rate in England is 5.5%, this rate is 11.2% in Turkiye. When compared according to purchasing power parities, England is at 3.174.921 \$, while Turkiye is calculated as 2.749.570 \$. However, in terms of surface area, Turkiye has an area of 783.562 km<sup>2</sup>, while England has an area of 130,279 km<sup>2</sup>. When compared in terms of population, England has a population of 55.98 million, while Turkiye has a population of 84.34 million. When these values are considered, Turkiye's disadvantageous situation emerges regarding per capita income and the amount transferred to education. Here are some statistics below as an example for primary, secondary, and higher education to compare two countries.

1. While the amount of expenditure per student in primary education in England is \$6,437, the amount of expenditure per student in primary education in Turkiye is \$1,130.
2. While the amount of expenditure per student in secondary education in England is \$8,006, the amount of expenditure per student in secondary education in Turkiye is \$1,834.
3. While the amount of expenditure per student in higher education in England is \$12,336, this amount is not known in Turkiye.

**Educational Management:** Education management systems play an important role both in England and Türkiye, as they have distinct education management systems according to governance, funding, decision-making processes, and accountability mechanisms.

The governance, funding, decision-making processes, and accountability mechanisms of education in England and Türkiye follows different models. In England, education is primarily governed at the national level by the Department for Education (DfE), which sets policies, regulations, and guidelines for schools and colleges, similar to the Ministry of National Education (MoNE) in Türkiye. The MoNE has significant control over curriculum development, teacher training, and resource allocation. Schools in Türkiye are organized within provincial directorates of national education, which manage and supervise educational activities at the regional level. In England, there is also a significant level of autonomy granted to individual schools, which are managed by governing bodies that have decision-making power. Unlike England, decision-making power primarily rests with the MoNE and provincial authorities in Türkiye, with limited autonomy granted to individual schools.

Similarly, the funding mechanisms for education in England and Türkiye also exhibit notable differences. In England, schools receive funding provided through a combination of local authority funding and direct funding from the central government that takes into account factors such as the number of students, specific educational needs, and the type of school. Besides, schools have the right to generate their own income. However, the funding of education is primarily the responsibility of the central government in Türkiye. The MoNE allocates funds to provincial directorates of national education, which then distribute the resources to individual schools having limited abilities to generate their own income.

The decision-making processes within the education management systems of England and Türkiye differ in terms of centralization and stakeholder involvement. In England, there is a degree of decentralization, which allows schools to make decisions regarding curriculum, resource allocation, and personnel management and so on. In Türkiye, decision-making processes are more centralized, with a significant role assigned to the MoNE and provincial authorities. However, there are mechanisms such as school boards composed of parents, teachers, and community members which provide input on issues related to funding and community engagement.

Accountability mechanisms aim to ensure quality, effectiveness, and transparency. In England, schools are held accountable through standardized tests, inspection reports by the Office for Standards in Education (Ofsted), and performance. Ofsted conducts regular inspections to improve schools, inform parents and public, and also provide a basis support if necessary. In Türkiye, accountability mechanisms are controlled by MoNE's inspections of school quality providing

feedback and guidance. Additionally, national and international assessments, such as LGS and PISA/TIMSS exams, evaluate student performance and providing comparative data.

In conclusion, England's system emphasizes decentralization, stakeholder involvement, and school autonomy, while Türkiye's system displays a more centralized governance structure with limited autonomy at the school level.

**Teacher Education:** England and Türkiye, as two distinct countries, focus their teacher education systems on key aspects such as program structure, entry requirements, curriculum content, and professional development opportunities.

The structure of teacher education programs in England and Türkiye exhibits significant differences. In England, there are multiple pathways to become a teacher, including a Bachelor of Education (B.Ed.) degree, postgraduate education for individuals with a non-teaching degree, or a diploma in education (PGCE/PGDE) that combines theoretical study with practical classroom experience. In Türkiye, teacher education programs mainly follow a university-based model known as "Faculty of Education," offering specialized courses in pedagogy, subject content knowledge, and teaching methodologies. However, in recent years there is also an option for students from different faculties to obtain a teacher certificate called "Formation," which gives them a chance to become a teacher.

The entry requirements for teacher education programs and curriculum content also differ between England and Türkiye. In England, teachers need to meet specific academic qualifications and professional skills about numeracy and literacy. Teacher education programs aim to provide a comprehensive understanding of pedagogy, subject content knowledge, and teaching methodologies. The curriculum content covers topics such as curriculum design, assessment methods, behavior management, and inclusion strategies. There is also an emphasis on the development of reflective and research-informed practice. However, in Türkiye, students are placed in faculties based on their YKS (Higher Education Institutions Exam) results, which show their performance in various subjects. These faculties' curriculum also includes courses in pedagogy, subject content knowledge, and teaching strategies. However, there is a stronger emphasis on subject-specific content knowledge, particularly for secondary school teachers.

As a result of comparing the teacher education systems in England and Türkiye, it can be concluded that both countries recognize the importance of teacher education. However, there are differences in program structure, entry requirements, and curriculum content.

**Teacher Status:** Teachers play a fundamental role in shaping the future of societies. The position in society, rights, and economic welfare are crucial factors that influence the quality of education and the attractiveness of the teaching profession. For this reason, societal perception,

professional status, employment conditions, and salary scales become important for a country to show the value given to teachers.

The societal perception and professional status of teachers differ between England and Turkiye. In England, teachers are generally valued for their expertise, and the impact on students and the community.

In Turkiye, teachers also hold an important role. However, the societal perception and professional status of teachers can vary. The teaching profession has been highly respected in Turkish society because of its valuable contributors to the progress and growth of Turkiye. However, there have been instances where the societal perception of teachers can change due to political changes and economic conditions.

Moreover, the employment conditions for teachers in England and Turkiye demonstrate notable differences. In England, teachers in both public and private schools are appointed through a competitive selection process and are subject to a probationary period. Teachers' employment contracts in England include provisions for career development, professional support, and opportunities for advancement.

In Turkiye, teachers working in public schools are appointed by the Ministry of National Education (MoNE) who are selected by an exam called KPSS. However, there are some conflicts about the working conditions of teachers in the private sector. Nonetheless, there are ongoing efforts to improve employment conditions, including issues related to workload, job security, and opportunities for career advancement.

The salary scales and economic welfare of teachers vary between England and Turkiye. In England, teachers' salaries are determined through a nationally agreed pay scale, which takes into account factors such as experience, qualifications, and leadership responsibilities. The salary scales in England generally provide teachers with a relatively competitive income, allowing for a decent standard of living.

In Turkiye, teachers' salaries are determined by the MoNE, and there is a standardized pay scale based on rank and experience. Although, the salary scale in Turkiye has undergone revisions over the years to improve teachers' economic welfare, there have been ongoing discussions regarding the adequacy of teachers' salaries. For this reason, it can be said that there is a need for further improvements to ensure fair compensation and economic stability for teachers.

Both England and Turkiye provide professional development opportunities for teachers to develop their skills and knowledge. In England, newly qualified teachers receive support through mentoring and guidance from experienced colleagues. There are also continuing professional development (CPD) opportunities, including workshops, conferences, and online resources.

Additionally, teachers can pursue Master's or National Professional Qualifications to develop their expertise. In Türkiye, professional development opportunities are also available for teachers with the help of MoNE in-service training programs, seminars, and workshops focusing on curriculum updates, instructional strategies, assessment methods, and classroom management. Teachers can also enhance their professional knowledge and skills through extra individual efforts such as graduate programs, conferences, and projects.

In conclusion, the status of teachers, their rights, and economic welfare in England and Türkiye reveals both similarities and differences. While teachers in both countries hold important roles in society and contribute to the education system, there are variations in societal perception, professional status, employment conditions, salary scales, and professional development opportunities. It is clear that the efforts to enhance the position, rights, and economic welfare of teachers will contribute to the quality of education and the attractiveness of the teaching profession both in England and Türkiye.

In summary, the education systems of England and Türkiye reveal both similarities and differences. Besides, it is clear enough that England is much more successful than Türkiye when comparing the development levels of the two countries by statistics, as Türkiye ranks 54<sup>th</sup> with 0.820, while England ranks 9<sup>th</sup> with 0.940. Moreover, it can be concluded that even though the two education systems are almost the same, except for localization and the amount spent on education, England is taking successful steps by correctly evaluating its advantages.

**4.2. England's and Türkiye's Situation in International Examinations:** Let's consider the PISA exam in terms of international exams. The OECD develops this exam and measures the success of 15-year-old students every three years. The purpose of PISA is to standardize and improve educational methods and to compare the success of children worldwide. This comparison indirectly tests the status of education systems globally.

England participated in the exams that started in 2000. While the OECD average was 500 points, England scored above the average by getting 523 points in reading comprehension, 529 points in mathematics, and 533 points in science. Participation in the exam in 2003 was insufficient. However, in 2006, both England's success and OECD averages decreased compared to previous years, with an average of 492 points in reading comprehension, 498 points in mathematics, and 516 points in science. In 2009, England showed a performance at OECD averages. In 2012, the listing started, and England took the 26<sup>th</sup> place in this list. In 2015, it rose to the 14<sup>th</sup> rank, proving that its effort and determination never stopped and increased daily. Finally, in the PISA results conducted in 2018, it was ranked 18<sup>th</sup> in reading comprehension and 15<sup>th</sup> in mathematics and science. These rankings are not successes that satisfy England, and it is understood that they continue to work for the better.

Turkiye's journey in PISA started in 2003. Turkiye scored below the OECD average in all three domains in the first assessment. The average scores were 421 in reading comprehension, 423 in mathematics, and 448 in science. In 2006, Turkiye's scores improved, but they still remained below the OECD averages. The average scores were 427 in reading comprehension, 445 in mathematics, and 464 in science. In 2009, Turkiye's performance remained consistent with the OECD averages. The average scores were 446 in reading comprehension, 448 in mathematics, and 463 in science. By 2012, Turkiye's efforts showed signs of progress as it ranked 44th in the PISA rankings, and the average scores improved to 475 in reading comprehension, 448 in mathematics, and 463 in science. In 2015, Turkiye's ranking climbed to 41st as the average scores rose to 487 in reading comprehension, 482 in mathematics, and 483 in science. In the latest PISA assessment conducted in 2018, Turkiye continued its upward trend in performance. They scored an average score of 466 in reading comprehension, 454 in mathematics, and 468 in science. This placed Turkiye at the 40th position in reading comprehension, 42nd position in mathematics, and 39th position in science. However, this improvement was insufficient, and there is a recognition that there is still work to be done to match or surpass the average scores of other OECD countries.

Another international exam is TIMSS, the Third International Study of Mathematics and Science, applied since the 90s to 2023, assesses students at two levels (4th and 8th grades) in mathematics and science every four years. The situation for this exam is similar to the PISA exam. Therefore, instead of comparing the scores in all exams, let's consider the scores of the two exams we have chosen for both countries.

According to the 2011 results, England ranked 9th in mathematics and 15th in science at the 4th-grade level. In the 8th grade, it was ranked 10th in mathematics and 9th in science. By 2019, at the 4th-grade level, England was placed 10th, and at the 8th-grade level in TIMSS 2019, England secured the 11th position globally among participating countries.

According to the TIMSS 2011 results, Turkiye ranked 32nd in mathematics and 27th in science at the 4th-grade level. At the 8th-grade level, Turkiye was placed 27th in mathematics and 29th in science among participating countries. By TIMSS 2019, Turkiye's performance showed some improvements. At the 4th-grade level, Turkiye moved up to the 25th position in mathematics and the 30th position in science. However, at the 8th-grade level, Turkiye's ranking declined slightly, securing the 29th position in mathematics and the 32nd position in science among participating countries.

As seen in international exams, England has reaped the rewards of its investment in education and deserves praise. It is one of the countries that have shown that success in the education system depends on training quality teachers, and in this case, it is easy for students to achieve success. It seems that England's success will continue as long as this system continues to be implemented and updated.

Let's consider Turkiye's situation regarding international exams compared to other countries at the international level. It is seen that it lags behind in mathematics, science, and reading. This situation requires a critical perspective on the education system and teaching methods. The increase observed over time results from investments in the education system and various improvements in education policies. However, more efforts are needed to compete internationally and further improve education quality. Continuous improvements in education and more effective strategies are needed for Turkiye's education system to become stronger and better internationally.

## **SECTION 6: Conclusion and Evaluation**

The most significant disadvantage of England's education system is that local governments cannot contribute enough to youth work due to economic concerns. This is especially true in important issues such as the fight against addiction. They compete in every subject, and it should be considered that even very young students are acquainted with addictive substances such as drugs and cigarettes. This situation will negatively affect education in England in the long run. From the perspective of Turkiye, although it seems to be relatively advantageous, it should be considered that it is possible to face the same danger with the youth. When England and Turkiye's investment in education is compared, this situation may reveal a grim picture for Turkiye as the current disadvantaged situation is also a problem regarding addiction.

Another noteworthy issue in the education system of England is the respect shown to different religious and ethnic groups. Respecting differences in learning environments is one of the essential elements for social peace. For this reason, the cultural, religious, and ethnic differences of each student in society should be considered. Although Turkiye is seen as advantageous in terms of differences when viewed from the outside, it is necessary to carry out studies on these issues in learning environments. Considering the ethnic issues, the immigration influx that has taken place with the recent wars in our environment, and the increasing xenophobia. For example, a Chinese student in a classroom in England may celebrate the Chinese New Year with the help of his family. However, it is not possible for Turkiye. Therefore, learning environments in Turkiye should be arranged to emphasize the cultures of different ethnic groups (Russia, Ukraine, Syria, Afghanistan, Somalia, etc.).

One of the biggest goals of education systems is to teach learning by experience. In Turkiye, education is primarily based on theoretical knowledge, and the individual is not given a chance to practice enough. When the student wants to learn the usage of this information in real life, treating students reactively reduces their motivation. It causes them to mentally distance away from the educational environment. For example, teaching abstract subjects like mathematics with a focus on practical application can increase interest in the lesson and the desire to learn. Since learning by doing and experiencing will support meaningful and permanent learning. In England, while such soft



information is taught to the student by making them feel and relate it in daily life without being noticed, the student is motivated and becomes more ready to meet his needs in daily life. In Türkiye, this information is mostly theoretically presented. For this reason, reforms should be carried out in Türkiye to structure education as skill-oriented rather than exam-oriented. This situation can provide an advantage, especially in terms of gaining new skills necessary in competition with the globalizing world and being successful as a country in international exams where these 21st century skills are measured.

Finally, it is necessary to make comparisons in terms of different education systems to adapt quickly to changing conditions (for example: immigration). This awareness of developed countries contributes to making education systems more dynamic. However, since the education system in Türkiye is not dynamic enough, the desired changes can be implemented very slowly. Considering that one of the most critical factors in change is teachers and education administrators, there are many ideas that Türkiye can learn from other countries. A centralized localization and dynamism of the education system can be achieved by introducing unique inspection mechanisms in our country regarding teachers and education administrators. This situation may contribute to the differentiation of schools and be in a sweet competition.

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