

The Legacy of Anatolian Teacher High School: An Evaluation of the Quality and Importance of Teacher Training in Türkiye from the Perspective of Graduates*

Anadolu Öğretmen Lisesi Mirası: Türkiye'de Öğretmen Yetiştirme Kalitesinin ve Öneminin Mezun Bakış Açısıyla Değerlendirilmesi

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ABSTRACT

This qualitative research aims to delve into the practices and influence of Anatolian Teacher High Schools, which play a critical role in Türkiye's teacher training process, from the perspective of graduates who are now teacher candidates. The research was conducted using a case study design, one of the qualitative research methods, and semi-structured interviews were conducted with ten students at Hacettepe University Faculty of Education, who are currently receiving pedagogical formation training and have previously studied at Anatolian Teacher High Schools. Interviews were carried out using 20 (6 unstructured closed-ended questions and 14 semi-structured open-ended questions) comprehensive questions pre-determined by the course instructor. These questions aimed to comprehend the students' experiences, opinions, and evaluations. The data collected were examined through content analysis, and the findings obtained were analyzed with the MAXQDA 2022 analysis program. The research findings highlight the positive impact and importance of Anatolian Teacher High Schools in Türkiye's teacher training process, as perceived by the graduates. The teacher candidates emphasized the significance of receiving education in these prestigious and quality schools and suggested that this experience should be recommended to other students aspiring to the teaching profession.

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ÖZ

Bu nitel araştırma, Türkiye'nin öğretmen yetiştirme sürecinde kritik bir rol oynayan Anadolu Öğretmen Liseleri'nin uygulamalarını ve etkisini, şu an öğretmen adayı olan mezunların bakış açısından incelemeyi amaçlamaktadır. Araştırma, nitel araştırma yöntemlerinden biri olan durum çalışması tasarımı kullanılarak yürütülmüş olup, Hacettepe Üniversitesi Eğitim Fakültesi'nde pedagojik formasyon eğitimi alan ve daha önce Anadolu Öğretmen Liseleri'nde okumuş olan on öğrenci ile yarı yapılandırılmış görüşmeler şeklinde gerçekleştirilmiştir. Görüşmeler, ders yöneticisi tarafından önceden belirlenmiş 20 soru (6 yapılandırılmamış kapalı uçlu soru ve 14 yarı yapılandırılmış açık uçlu soru) kullanılarak yapılmıştır. Bu sorular, öğrencilerin deneyimlerini, görüşlerini ve değerlendirmelerini anlamayı amaçlamaktadır. Toplanan veriler içerik analizi ile incelenmiş ve elde edilen bulgular MAXQDA 2022 analiz programı ile analiz edilmiştir. Araştırma bulguları, mezunlar tarafından algılanan şekliyle Anadolu Öğretmen Liseleri'nin Türkiye'nin öğretmen yetiştirme sürecindeki olumlu etkisini ve önemini vurgulamaktadır. Öğretmen adayları, bu prestijli ve kaliteli okullarda eğitim almanın önemini vurgulamış ve bu deneyimin öğretmenlik mesleğine ilgi duyan diğer öğrencilere önerilmesi gerektiğini önermiştir.

Anahtar Sözcükler: *Anadolu Öğretmen Liseleri, Öğretmen Yetiştirme, MAXQDA 2022, Mezun Bakış Açısı, Türk Eğitim Sistemi*

INTRODUCTION

The demand for teachers in the contemporary world is largely met by faculties of education (Öztürk, 2005). Nevertheless, the selection of students for these faculties is predominantly determined by centralized exams, which only measure a limited set of student attributes. Yet, teaching is a profession that necessitates a wide array of significant qualities. Despite the considerable developments in the number, infrastructure, curriculum, and the quality of teaching staff in teacher training institutions since the 1980s, it cannot be stated unequivocally that these institutions have been successful in producing prospective teachers with the desired qualifications (Gelişli, 2000). The absence of a consistent policy in student selection for teacher training programs is one of the principal reasons for this situation.

The societal transformations occurring post-1981 significantly influenced the field of education, including substantial developments in teacher training. Some notable

developments included the transformation of higher teaching schools affiliated with the Ministry of National Education (MNE) into faculties of education through the Law Decree No. 41 published in the Official Gazette dated July 20, 1982, and numbered 17760; and the transformation of two-year education institutes that train primary school teachers into faculties of education affiliated with the respective universities (Official Gazette, 1982). The education period of higher education schools was extended to four years in the 1989-1990 academic year and were incorporated into faculties of education in 1992 (Akyüz, 2015; Önen & Koçak, 2010).

It should be noted that the Higher Education Schools, like the faculties of education to which they were affiliated, admitted students based on the score of the University Entrance Examination (UEE) conducted by the Student Selection and Placement Center (SSPC). However, these higher education schools were typically placed last in students' university preference rankings (Öztürk, 2005). The fact that student selection for schools training primary school teachers—fundamental elements of the education system—depended solely on multiple-choice tests, and the neglect of many aspects (e.g., affective characteristics) of the candidates during the student admission process can be considered a significant shortcoming in the quest for quality primary school teachers (Çeliköz & Çetin, 2004; Uğurlu, 2012).

Until the academic year 1978-1979, the primary sources for training middle school teachers were the three-year education institutes. From that year on, these were renamed “Higher Teaching Schools”, with their numbers reduced and their curricula adjusted to a four-year program that could also produce high school teachers. On July 20, 1982, they were linked to universities as "faculties of education" (Güven, 2015; Kavcar, 2002). Therefore, even though additional criteria were introduced for student selection into programs and educational departments requiring special skills beyond the central exam, evaluations for other programs relied solely on the central exam results. This resulted in candidates being admitted to teacher training programs without assessing their suitability for the profession after completing secondary education.

Furthermore, various practices were introduced during this period to enhance the quality of students selecting any teacher training program. One of these initiatives involved seeking primary sources for student selection for higher education institutions that train teachers. The National Education Basic Law No. 1739 dated June 14, 1973, introduced the provision that “All teacher candidates, regardless of their level of education, must receive higher education.” Therefore, from the 1973-1974 academic year onwards, high school programs were gradually implemented in teacher training schools. During this period, schools taking the name "teacher high schools" pursued a program approach aimed at preparation for both life and higher education (Özalp & Ataünal, 1977). In addition, as part of efforts to ensure the flow of talented and successful students to teacher training institutions, MNE increased the number of teacher high schools, which were envisaged to be a source for faculties of education. An additional score was given to those who preferred faculties of education at the top of their preferences. Also, some teacher high schools were transformed into “Anatolian Teacher High Schools”, where students were anticipated to study in an English preparatory class for a year. The flow of students to these schools, which reached a total of 103 in 2001, exhibited a noticeable increase (Özyar, 2001). These high schools, whose main aim was to train teacher candidates for faculties of education, were closed in 2014 due to their failure to achieve this purpose.

The primary aim of this study is to deeply analyze the teacher training policies and practices in Turkey. It especially focuses on significant changes made in this field since the 1980s. These include prominent changes such as the integration of teacher schools into universities and their transformation into faculties of education, the extension of the education duration of teacher training colleges to 4 years and their subsequent inclusion in faculties of education, and the establishment of Anatolian Teacher High Schools. The importance of this study lies in its investigation of this complex historical evolution and the ramifications for teacher training in Turkey. The study aims to fill gaps in the literature by exploring the role and impact of Anatolian Teacher High Schools, and the subsequent policies and practices in teacher education, in shaping the quality and

competence of teachers in Turkey. The outcomes are expected to inform future strategies and practices in teacher education. The existing literature usually focuses on specific aspects of teacher training policies and practices in Turkey. However, this research fills a gap in the literature by addressing the broad framework of these practices and policies as a whole. In particular, it provides more in-depth information about the transformation of teacher training colleges, the impact of Anatolian Teacher High Schools, and general trends in teacher training practices.

METHOD

Ethical permission for this research was taken from the Hacettepe University Ethics Committee (E-35853172-000-00002802185).

Research Model

The case study, one of the qualitative research methods, has been utilized in line with the purpose of the study. The case study, being one of the qualitative research methods, is widely used in social sciences. Case studies are studies conducted to evaluate and understand an event or situation from different perspectives. By examining the situations and attitudes of people in different roles in the same event, more detailed information can be produced about the situation (Bogdan & Biklen, 1998).

The hallmark of the case study approach is the selection of a specific situation, individual, or community for examination due to its distinctive characteristics, and then analyzing it within its own context. In this framework, a case study elucidates the attitudes or behaviors of participants identified as the research study group, focusing on a particular individual, community, or event. It systematically describes these attributes or behaviors. Thus, the case study is categorized as a qualitative research method, akin to phenomenology, ethnographic research, and grounded theory research (Johnson & Christensen, 2004).

Within the scope of the study's purpose, a holistic (multiple) case study, one of the types of case studies, has been used, as the same research questions sought answers in

different situations concerning the views on the discovery of the practices and impact of Anatolian Teacher High Schools, which have a significant place in Turkey's teacher training process, through the eyes of teacher candidates who graduated directly from these high schools. The holistic case study is a research model that strengthens the results and enables generalizations by considering a few similar cases.

Study group

The study group of the research was determined by homogeneous sampling, one of the purposive sampling methods. Homogeneous sampling is used when individuals, groups, events, or institutions that are similar to each other are wanted to be examined in detail, and usually, a subgroup containing similar individuals is preferred (Patton, 2002). In other words, the participants selected for sampling have a common feature, and participants who do not have this feature are not included in the sample (Yıldırım and Şimşek, 2018). The common feature of the participants forming the study group of the research is that they are teacher candidates who receive formation training at Hacettepe University Faculty of Education and have a history of Anatolian Teacher High Schools. Accordingly, the study group of the research consists of 10 participants. The participants forming the study group of the research are specified as P1, P2, ..., P10. The demographic characteristics of the participants are provided in Table 1.

Table 1. *The demographic characteristics of the participants*

Demographic characteristics		n (Frequence)	% (Percent)
Gender	Male	4	%40
	Female	6	%60
Class	2.Class	2	%20
	3.Class	4	%40
	4.Class	4	%40
The geographical region of the Anatolian Teacher High School	Marmara Region	2	%20

(ATHS) graduated from	Aegean Region	1	% 10
	Mediterranean Region	2	% 20
	Central Anatolia Region	2	% 20
	Black Sea Region	1	% 10
	Eastern Anatolia Region	1	% 10
	Southeastern Anatolia Region	1	% 10
Effectiveness of the ATHS in assisting participants to achieve their objectives/goals	Yes	9	% 90
	No	-	-
	No Response	1	% 10
Effectiveness of the ATHS in assisting participants to achieve their objectives/goals	Yes	8	% 80
	No	1	% 10
	No Response	1	% 10
The adequacy of the educational opportunities offered at the ATHS	Yes	7	% 70
	No	2	% 20
	No Response	1	% 10

Table 1 presents the demographic characteristics of the participants. In terms of gender, 40% of the participants were male (n=4) and 60% were female (n=6). As for the class levels, 20% of the participants were from the 2nd class (n=2), 40% from the 3rd class (n=4), and another 40% from the 4th class (n=4). The participants were also categorized according to the geographical region of the Anatolian Teacher High School (ATHS) they graduated from. Participants from the Marmara, Mediterranean, and Central Anatolia regions each represented 20% of the total (n=2 for each region). The Aegean and Black Sea regions, as well as the Eastern and Southeastern Anatolia regions, each accounted for 10% of the participants (n=1 for each region). In response to whether ATHS was effective in assisting participants in achieving their objectives/goals, a vast majority, 90% of participants (n=9), agreed, while 10% (n=1) did not respond. No participants disagreed with this statement. When asked about the effectiveness of the ATHS teachers in helping participants achieve their objectives/goals, 80% of

participants (n=8) agreed, while 10% disagreed (n=1), and 10% (n=1) did not respond. In regard to the adequacy of the educational opportunities offered at the ATHS, 70% of participants (n=7) responded positively, whereas 20% disagreed (n=2), and 10% (n=1) did not respond.

Data collection tools

As a data collection tool of the research, a literature review was conducted concerning the determination of interview questions where the practices and impact of Anatolian Teacher High Schools, which have a significant place in Turkey's teacher training process, were considered through the eyes of teacher candidates who graduated directly from these high schools, and necessary corrections were made by also taking the opinions of field experts. Accordingly, the interview form constituting the data collection tool of the research includes 6 unstructured closed-ended questions and 14 semi-structured open-ended questions:

Unstructured closed-ended questions: Gender, class, the geographical region of the Anatolian Teacher High School (ATHS) graduated from, did ATHS help you reach your objectives/goals?, were ATHS teachers effective in reaching your objectives/goals?, do you find the educational opportunities offered at ATHS sufficient?

Semi-structured open-ended questions:

1. What can you say if you compare ATHS you attended in terms of educational quality with other high schools?
2. What was the influential factor in your choice of ATHS you attended?
3. What has been the most impactful feature when you think about the educational practices at the ATHS you attended?
4. Is there any contribution that studying at ATHS has added to you?
5. Do you think there is a feature that distinguishes ATHS from other secondary education institutions?

6. Do you think that the ATHS you attended contributed to your current education? If your answer is yes, please explain your opinion.
7. What can you say about the teachers and the quality of the teachers at the ATHS you attended?
8. Was studying at ATHS effective in gaining life skills? If your answer is yes, please explain what kind of effect it caused.
9. Was studying at ATHS effective in your admission to university? If yes, please explain what kind of effect it caused.
10. As a graduate of ATHS, would you recommend others to direct to ATHS? Please explain your opinion with reasons.
11. What can you say about the quality of life at ATHS?
12. Did the ATHS you attended change your perspective on life? If it changed, how?
13. Considering the situation you are in today, would you prefer to study at ATHS again if you need to make a choice again?
14. What do you think are the strengths and weaknesses of Anatolian Teacher High Schools in preparing its students for a career in teaching?

Data analysis

In the analysis of the data obtained in the research, content analysis has been used. The aim of this analysis is to provide access to the concepts and relationships within the scope of the research from the collected data. Accordingly, it collects similar data under certain concepts and themes, organizes them in a manner that the reader can understand, and facilitates their interpretation (Yıldırım & Şimşek, 2018:107).

The content analysis was conducted using the analysis stages used by Thomas and Hardene (2008), using the qualitative data analysis program MAXQDA 2022. Themes were determined based on relevant literature, codes were extracted, and an attempt was made to perform a content analysis suitable for qualitative research, and the findings

were presented. The data obtained were analyzed by defining themes and sub-themes in line with the objectives of the study. In this study, to ensure the reliability of the research, the obtained data was reviewed by two expert opinions. The reliability formula of Miles and Huberman (1994) was used. The formula is as follows:

$$\begin{aligned} \text{Reliability} &= [\text{Agreement} / (\text{Agreement} + \text{Disagreement})] \times 100 \\ &= [170 / (170+15)] \times 100 = [170/185] \times 100 = [0,91] \times 100 = 91 \end{aligned}$$

As a result of the reliability formula of Miles and Huberman (1994), the reliability of the study came out as 91%. Miles and Huberman (1994) have stated that the reliability of the research results is high if it is 70% and above.

FINDINGS

The responses to the first qualitative question, "If you were to compare the Anatolian Teacher High School (ATHS) you attended in terms of education quality with other high schools, what could you say?", have been thematically analysed, categorized, and tabulated in Table 2.

Table 2. Participant Responses on Comparing The Quality of Education in ATHS to Other Schools

Category	Theme	Frequency (f)
Quality of Education	High-quality education	10
	High-quality teaching staff	1
	More disciplined and rigorous	2

Table 2. represents the participants' responses when asked to compare the quality of education at the ATHS they attended with that of other high schools. The participants generally perceived the quality of education at their respective ATHS as high, with all ten participants affirming the high educational quality. One participant highlighted the high-quality teaching staff as a distinguishing feature, and two participants emphasized

the more disciplined and rigorous nature of the education at ATHS compared to other high schools.

Participant Quotes:

"It was one of the highest-quality schools in Malatya in terms of language and verbal areas." (P1) - High-quality education

"I studied at Kütahya Simav ATHS. It was producing the first-ranked students in Turkey. There was a very high-quality education and teacher cadre." (P2) - High-quality education, High-quality teaching staff

"Regarding the administration of the period I studied, it was both disciplined and twice as high quality." (P5) - High-quality education, More disciplined and rigorous

"It had a qualified cadre and education system." (P6) - High-quality education

"It was the 3rd best ATHS in the city and 6th in Turkey." (P7) - High-quality education

"It was better than other Anatolian high schools." (P9) - High-quality education

"It was better than other high schools. But I believe it produced more resilient and enduring students." (P10) - High-quality education, More disciplined and rigorous

The responses to the second qualitative question, "What was the influential factor in choosing the Anatolian Teacher High School (ATHS) you attended?", have been thematically analysed, categorized, and tabulated in Table 3.

Table 3. Participant Responses on Influential Factors for Choosing ATHS

Categories	Theme	Frequency (f)
Quality of Education	High-quality education	2
	Best school in the area	2
Location	School in hometown	2
	Desire to be a teacher	3
Career Ambitions		

School Reputation	Former Village Institute, a deeply rooted school	1
Social Factors	Environment, education, and friends	1
Job Opportunities	Better job opportunities compared to other schools	1

Table 3. represents the participants' responses when asked about the main factors that influenced their decision to attend their respective Anatolian Teacher High School (ATHS). Two participants noted the high quality of education at ATHS as the main influencing factor. Another two participants chose ATHS because it was the best school in their area or because it was in their hometown. Three participants chose ATHS because of their desire to pursue a teaching career. One participant cited the reputation of the school, being a former village institute and hence a deeply rooted school, as the deciding factor. One participant listed social factors such as the environment, education, and friends as the influencing factor. Lastly, one participant indicated that better job opportunities compared to other schools was the decisive factor in choosing ATHS.

Participant Quotes:

"Environment, education, and friends." (P1) - Social Factors

"It was the best school in the area where I lived." (P2) - Best school in the area

"The higher quality of education compared to other high schools and the promise of better job opportunities." (P3) - High-quality education, Better job opportunities

"I wanted to be a teacher, so ATHS was my first choice." (P4) - Desire to be a teacher

"Because of the better quality of education." (P5) - High-quality education

"It was adequate in terms of my score, and I had the opportunity to study in my hometown." (P6) - School in hometown

"Because it was located in the city where I lived." (P8) - School in hometown

"I didn't want the teaching profession." (P9) - Desire to be a teacher

"It was a former village institute, i.e., a deeply rooted school." (P10) - Former Village Institute, a deeply rooted school

The responses to the third qualitative question, "What was the most influential feature for you when you consider the educational practices at the Anatolian Teacher High School (ATHS) you attended?", have been thematically analysed, categorized, and tabulated in Table 4.

Table 4. Participant Responses on The Most Influential Feature of Educational Practices at ATHS

Categories	Theme	Frequency (f)
School Atmosphere	Military-like discipline due to village institute history	1
	Sincerity	1
Pedagogical Training	Influence on developing teaching skills	2
	Teaching-oriented education	1
Internship Experiences	Internship experience	2
Focus on Students	Student-centered approach, large campus	1
Language Education	Quality of English language teachers	1
Environmental Consciousness	Awareness of environmental protection	1

Table 4 represents the participants' responses when asked about the most influential feature of the educational practices at their respective Anatolian Teacher High School (ATHS). One participant noted the military-like discipline and atmosphere due to the school's history as a village institute. Another participant noted the sincerity of the school environment as influential. Two participants found that the pedagogical training they received at ATHS, particularly the influence on developing teaching skills and the teaching-oriented education, was most influential. Two participants highlighted the importance of the internship experiences they had during their time at ATHS. One participant praised the student-centered approach of the school, mentioning the large

campus and engaging activities like painting lessons in the garden. Another participant valued the quality of English language teachers at ATHS. Lastly, one participant cited the school's emphasis on environmental consciousness and awareness as influential.

Participant Quotes:

"It had a military-like air and discipline because of its history as a village institute." (P1) - Military-like discipline due to village institute history

"It helped me develop my teaching skills." (P2) - Influence on developing teaching skills

"The fact that we had internships." (P3) - Internship experience

"The internship we did in the last year and the education courses we took." (P4) - Internship experience

"It was student-oriented, there was a big campus. For example, we would do oil paintings in the garden during art lessons." (P5) - Student-centered approach, large campus

"In language education, our English teachers were very good at English, and most of them were graduates of Ege University." (P7) - Quality of English language teachers

"Sincerity." (P8) – Sincerity

"Education aimed at training teachers." (P9) - Teaching-oriented education

"Awareness of environmental protection." (P10) - Awareness of environmental protection

The responses to the fourth qualitative question, "Has studying at the Anatolian Teacher High School (ATHS) contributed to you in any way?", have been thematically analysed, categorized, and tabulated in Table 5.

Table 5. Participant Responses on the Contributions of Studying At ATHS

Categories	Theme	Frequency (f)
Personal Development	Enhancing self-reliance and extroversion	1
	Encouraging socialization, self-improvement, and research	1
	Instilled a love of learning and reading	1
Professional Development	Provision of teaching-related courses	4
	Internship week and teaching profession target	1
	Shaped career path ("bread and butter")	1
National Consciousness	Learned the importance of being useful to the homeland	1

Table 5 represents the participants' responses when asked about the contribution of studying at their respective Anatolian Teacher High School (ATHS). One participant found that studying at ATHS had helped enhance their self-reliance and extroversion, while another participant noted that it encouraged socialization, self-improvement, and research. A participant mentioned that ATHS instilled a love for learning and reading. Four participants emphasized that the provision of teaching-related courses at ATHS was an invaluable contribution to their professional development. One participant highlighted the contribution of the internship week and the teaching profession target set by the school. Another participant considered ATHS as instrumental in shaping their career path, referring to it as their "bread and butter." Lastly, one participant reported that their education at ATHS helped them realize the importance of being useful to their homeland.

Participant Quotes:

"It helped me to stand on my own feet and be extroverted." (P1) - Enhancing self-reliance and extroversion

"I can say it's the helm of my livelihood." (P2) - Shaped career path ("bread and butter")

"Having taken education courses related to teaching." (P3) - Provision of teaching-related courses

"Socialization is at the top, it contributed to my self-development and research." (P5) - Encouraging socialization, self-improvement, and research

"Education courses, internship week, and the aim of the teaching profession are the contributions it provided to me." (P6) - Internship week and teaching profession target

"It made me want to learn and love reading." (P8) - Instilled a love of learning and reading

"I learned that I needed and could be more beneficial to my homeland." (P10) - Learned the importance of being useful to the homeland

The responses to the fifth qualitative question, "In your opinion, does the Anatolian Teacher High School (ATHS) have a distinguishing feature from other secondary education institutions?", have been thematically analysed, categorized, and tabulated in Table 6.

Table 6. Participant Responses on the Distinguishing Features of the ATHS

Categories	Theme	Frequency (f)
Internship Opportunities	Internship	2
Quality of Education	Quality teacher training	1
	Special education courses	3
	Elite students and teachers	1
Social Aspects	More social and intimate	1
Unique Features	Well-established teacher training policy	1
	Additional score application (30 points)	1
	Spending four years as a teacher	1
Educational Consciousness	Educational consciousness	1

Table 6 represents the participants' responses when asked about the distinguishing features of the Anatolian Teacher High School (ATHS) from other secondary education institutions. Two participants highlighted the internship opportunities provided by the school as a distinguishing feature. One participant emphasized the quality of teacher training in ATHS, while three participants noted the special education courses as a key distinguishing aspect. The presence of elite students and teachers was also mentioned as a distinguishing feature. One participant felt that the more social and intimate environment differentiated ATHS from other institutions. Unique features such as well-established teacher training policy, additional score application, and spending four years as a teacher were also indicated as distinguishing features. Lastly, one participant mentioned educational consciousness as a distinguishing feature.

Participant Quotes:

"It has a well-established teacher training policy." (P1) - Well-established teacher training policy

"Quality teacher education." (P2) - Quality teacher training

"Internship." (P3) - Internship Opportunities

"It's more social and intimate." (P5) - More social and intimate

"It's important in terms of goal and purpose. You spend your four years like a teacher." (P6) - Spending four years as a teacher

"The most prominent one is the additional score application (30 points)." (P7) - Additional score application

"We took education courses." (P8) - Special education courses

"Education courses, elite students, and teachers." (P9) - Elite students and teachers

"Educational consciousness." (P10) - Educational consciousness

The responses to the sixth qualitative question, "Do you think your Anatolian Teacher High School (ATHS) education contributed to your current education in any way?", have been thematically analysed, categorized, and tabulated in Table 7.

Table 7. Participant Responses on the contributions of the ATHS to Current Education

Category	Theme	Frequency (f)
	Contribution in pedagogy	1
Education Courses	Quick grasp of education courses	1
	Familiarity with education courses	6
Teaching Practice	Internship in high school	1
Teacher Training	Training by teachers	1

Table 7 represents the participants' responses when asked if their Anatolian Teacher High School (ATHS) education contributed to their current education in any way. One participant highlighted that education courses from ATHS had contributed to their understanding of pedagogy. One participant noted that they were able to grasp education courses more quickly due to their previous exposure to these courses at ATHS. Six participants emphasised their familiarity with education courses as a key contribution from their ATHS education. One participant specifically mentioned their teaching internship in high school as a contributing factor to their current education, and another noted the impact of being trained by teachers at ATHS.

Participant Quotes:

"Education courses contributed in the field of pedagogy." (E1) - Contribution in pedagogy

"I grasp education courses more quickly." (E2) - Quick grasp of education courses

"I learned education courses. This contributed to my current education." (K3) - Familiarity with education courses

"As I mentioned above, thanks to the subjects I learned at school, I had some prior knowledge about many courses I took at the university." (K4) - Familiarity with education courses

"I remember education courses from ATHS. That's why my vocabulary is still good." (K5) - Familiarity with education courses

"Yes, because I did the teaching internship in high school as well. Even though it was just a week." (K7) - Internship in high school

"I'm taking the same education courses." (K8) - Familiarity with education courses

"Yes, education courses and our teachers training us as teachers." (K9) - Teacher Training

The responses to the seventh qualitative question, "What can you say about the teachers and the quality of teachers at your ATHS?", have been thematically analysed, categorized, and tabulated in Table 8.

Table 8. Participant Responses On The Quality Of Teachers At The ATHS

Category	Theme	Frequency (f)
Teacher Quality	Institute graduates and quality teachers	1
	Highly successful teachers	2
	Better teachers compared to other schools	1
	Successful and impactful in their fields	1
	Chosen, lively, and sincere teachers	1
	Qualified and well-equipped staff	1
	Graduates from leading universities in Turkey	1
	Majority not good, but had very high-quality teachers	1
	Quite high-quality	1

Medium-good

1

Table 8 represents the participants' responses about the teachers and the quality of teachers at their Anatolian Teacher High School (ATHS).

Participant Quotes:

"Most were institute graduates, so they were quality teachers." (P1) - Institute graduates and quality teachers

"They were quite successful teachers." (P2) - Highly successful teachers

"It had better teachers compared to other schools." (P3) - Better teachers compared to other schools

"Teachers were successful in their fields and were able to impart a lot to us." (P4) - Successful and impactful in their fields

"They were generally chosen, lively, and sincere. They always worked for the student." (P5) - Chosen, lively, and sincere teachers

"They had a qualified and well-equipped staff." (P6) - Qualified and well-equipped staff

"I had teachers who graduated from leading universities in Turkey." (P7) - Graduates from leading universities in Turkey

"The majority were not good, but I had very high-quality teachers." (P8) - Majority not good, but had very high-quality teachers

"They were quite high-quality." (P9) - Quite high-quality

"Medium-good." (P10) - Medium-good

The responses to the eighth qualitative question, "Has studying at Anatolian Teacher High School (ATHS) been effective in gaining life skills?", have been thematically analysed, categorized, and tabulated in Table 9.

Table 9. Participant Responses On The Impact of ATHS On Gaining Life Skills

Category	Theme	Frequency (f)
Life Skills Acquisition	Facilitated overseas experiences	1
	Often guided in various life situations	1
	No response	2
	Enabled socializing and acquisition of various skills	1
	No impact	2
	Blank response	1
	Preparation for teaching profession	1
	Increased consciousness	1

Table 9 represents the participants' responses about the impact of studying at Anatolian Teacher High School (ATHS) on gaining life skills.

Participant Quotes:

"The most facilitating factor in my overseas experiences has been the ATHS, where I studied and had experiences." (E1) - Facilitated overseas experiences

"It has often guided me in various areas of my life." (E2) - Often guided in various life situations

"Yes, it was very useful for socializing. Thanks to ATHS, I gained various skills like folklore, painting, writing etc." (K5) - Enabled socializing and acquisition of various skills

"No, unfortunately." (K6) - No impact

"Blank response" (K8) - Blank response

"Yes, I have been preparing myself for the teaching profession since high school." (K9) - Preparation for teaching profession

"Yes, I became more conscious." (K10) - Increased consciousness

The responses to the ninth qualitative question, "As a graduate of ATHS, would you recommend others to direct to ATHS? Please explain your opinion with reasons", have been thematically analysed, categorized, and tabulated in Table 10.

Table 10. The Impact of Attending ATHS On University Admission

Category	Theme	Frequency
Impact of ATHS on University Admission	Success in additional points and language proficiency	1
	Availability of extra points for education faculties	1
	Extra points	1
	Higher instructional quality and its impact on success	1
	Influence of receiving extra points and university placement	1
	Impact of quality education	1
	Choice of university influenced by extra point system	1
	Development of study discipline	1
	Successful exam preparation process	1
	Excellent language education	1

Table 10 presents the frequency of themes related to the impact of attending ATHS on university admission. The categories include success in additional points and language proficiency (P1), availability of extra points for education faculties (P2), the effect of extra points (P3), higher instructional quality and its impact on success (P4), the influence of receiving extra points and university placement (P5), the impact of quality education (P6), the choice of university influenced by the extra point system (P7), the development of study discipline (P8), successful exam preparation process (P9), and excellent language education (P10).

Participant Quotes:

"The success in additional points and language proficiency." (P1) - Success in additional points and language proficiency

"We had the advantage of extra points for education faculties." (P2) - Availability of extra points for education faculties

"The effect of extra points." (P3) - Extra points

"The higher instructional quality compared to other schools influenced my success level." (P4) - Impact of higher instructional quality

"I received extra points (+28), but even if I didn't, I would have been admitted to the same university." (P5) - Influence of receiving extra points

"Of course, the quality education played a role." (P6) - Impact of quality education

"Yes, I came to Hacettepe University with the extra point system. Otherwise, my score was enough for Gazi University." (P7) - Choice of university influenced by extra point system

"It instilled study discipline." (P8) - Development of study discipline

"Yes, my exam preparation process was very successful." (P9) - Successful exam preparation process

"Yes, the language education was excellent." (P10) - Excellent language education

The responses to the tenth qualitative question, "As a graduate of ATHS, would you recommend others to direct to ATHS? Please explain your opinion with reasons", have been thematically analysed, categorized, and tabulated in Table 11.

Table 11. The Recommendation yo Others Regarding Attending ATHS

Category	Theme	Frequency
Recommending ATHS to Others	Pedagogical competence	1
	Path to becoming a quality teacher	1
	Suitable for aspiring teachers	1
	Advantages for those seeking teaching profession	1
	Quality education	1
	Significant and valuable schools	1
	Inspiring institution	1
	Focus on teaching career	1
	If interested in teaching	1
	Desire to become an educator	1

Table 11 presents the thematic analysis of the participants' recommendations regarding others' decision to attend ATHS.

Participant Quotes:

"I recommend it to those who want to have pedagogical competence, although I think they may lack technical knowledge." (P1)- Pedagogical competence

"Of course, the path to becoming a quality teacher goes through ATHS." (P2)- Path to becoming a quality teacher

"It is a good high school for those who want to become teachers." (P3)- Suitable for aspiring teachers

"If they aspire to the teaching profession, there are advantages." (P4)-Advantages for those seeking teaching profession

"Definitely, because the education is of high quality." (P5)- Quality education

"These schools are significant and valuable from a professional perspective." (P6)- Significant and valuable schools

"Yes, because ATHS is an institution that made me love teaching. Of course, with the influence of my mother as well." (P7)- Inspiring institution

"Only those who consider teaching should pursue it." (P8)- Focus on teaching career

"Yes, if they are thinking of teaching." (P9)-If interested in teaching

"Yes, if they want to become educators." (P10)-Desire to become an educator

The responses to the eleventh qualitative question, " What can you say about the quality of life at ATHS?", have been thematically analysed, categorized, and tabulated in Table 12.

Table 12. The Quality of Life at ATHS

Category	Theme	Frequency
Quality of Life at ATHS	Higher standards and real-life preparation as a village institute	1
	Overall good quality	1
	Variation in living conditions over time	1
	Limited facilities and location challenges	1
	Closure of ATHS impacts quality of life discussion	1
	Experience with distinguished teachers and students	1
	Positive state	1

Table 12 presents the thematic analysis of the participants' the quality of life at Anatolian Teacher High School (ATHS).

Participant Quotes:

"Anatolian Teacher High School (AÖL) stands out due to its higher standards and real-life preparation as a village institute." (P1) - Higher standards and real-life preparation as a village institute

"I believe AÖL offers a good quality of life." (P2) - Overall good quality

"When I first joined AÖL, the conditions were good, but in the second year, the dormitory and meal conditions became somewhat average." (P5) - Variation in living conditions over time

"It is not sufficient. AÖL is located mostly outside of the city, and there is a lack of facilities and even dormitories, except for a few exceptions." (P6) - Limited facilities and location challenges

"Unfortunately, AÖL has been closed this year, so we won't discuss the quality of life anymore." (P7) - Closure of AÖL impacts quality of life discussion

"I had the opportunity to study with distinguished teachers and students at AÖL." (P9) - Experience with distinguished teachers and students

"The quality of life at AÖL is in a positive state." (P10) - Positive state

The responses to the twelfth qualitative question, "Did the ATHS you attended change your perspective on life? If it changed, how?", have been thematically analysed, categorized, and tabulated in Table 13.

Table 13. The Impact of Attending ATHS on Perspective

Category	Theme	Frequency
Impact of ATHS on Perspective	Evaluation from multiple perspectives and self-confidence	1
	Different perception without changing perspective	1
	Respect for the teaching profession	1
	Personal growth and prior similar education	1
	No impact	1
	Discovery of discipline and teacher qualifications	1
	Recognition of different worlds and lifestyles	1
	Self-confidence and feeling important and successful	1

Awareness of the country's challenging periods	1
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Table 13 presents the thematic analysis of the participants' the impact of attending ATHS on perspective.

Participant Quotes:

"ATHS changed my perspective by enabling me to evaluate events from multiple angles and becoming more self-confident." (P1) - Evaluation from multiple perspectives and self-confidence

"It didn't change my perspective, but it contributed to seeing things differently and allowed me to discover certain aspects." (P2) - Different perception without changing perspective

"Yes, it made me respect the teaching profession." (P4) - Respect for the teaching profession

"It contributed to my personal growth. However, I already had a similar education within my family." (P5) - Personal growth and prior similar education

"No." (P6) - No impact

"Yes, I discovered discipline and the qualifications and competencies of teachers there." (P7) - Discovery of discipline and teacher qualifications

"I realized that there are different worlds and lifestyles." (P8) - Recognition of different worlds and lifestyles

"Yes, it enabled me to gain self-confidence and feel important and successful." (P9) - Self-confidence and feeling important and successful

"Yes, I witnessed the challenging periods this country has been through." (P10) - Awareness of the country's challenging periods

The responses to the thirteenth qualitative question, "Considering the situation you are in today, would you prefer to study at ATHS again if you need to make a choice again?", have been thematically analysed, categorized, and tabulated in Table 14.

Table 14. The Decision to Choose ATHS Again

Category	Theme	Frequency
Decision to Choose ATHS Again	Abundance of extracurricular activities catering to all fields	1
	Desire to become a quality teacher	1
	Satisfaction with the chosen field of study	1
	Satisfaction with the school, education, and teachers	1
	Teaching is an indispensable profession and these schools are the first step	1
	ATH being one of the most successful schools in Turkey	1
	Satisfaction with the education received	1
	Having received a quality education	1
	Awareness of the country's challenging periods	1

Table 14 presents the thematic analysis of the participants' decision to choose ATHS again.

Participant Quotes:

"Yes, because it offers a wide range of extracurricular activities in case of any possibilities." (P1) - Abundance of extracurricular activities catering to all fields

"To become a quality teacher." (P2) - Desire to become a quality teacher

"Because I am satisfied with the department I have chosen." (P3) - Satisfaction with the chosen field of study

"I am satisfied with my school, education, and teachers." (P4) - Satisfaction with the school, education, and teachers

"Teaching is an indispensable profession for me, and these schools are the first step." (P6) - Teaching is an indispensable profession and these schools are the first step

"Yes, because it is one of the most successful schools in Turkey." (P7) - ATH being one of the most successful schools in Turkey

"I am satisfied with the education I received." (P8) - Satisfaction with the education received

"Yes, because I received a quality education." (P9) - Having received a quality education

"Yes, I witnessed the challenging periods this country has been through." (P10) - Awareness of the country's challenging periods

The responses to the fourteenth qualitative question, "What do you think are the strengths and weaknesses of Anatolian Teacher High Schools in preparing its students for a career in teaching?", have been thematically analysed, categorized, and tabulated in Table 15.

Table 15. The Strengths and Weaknesses of Attending of the ATHS

Category	Theme	Frequency
Strengths	Learning through experience	1
	Challenging to be away from parents	1
	Meeting new people and empathy	1
	Building resilience and anticipation	1
	Developing independence	1
	Better preparation for life	1
Weaknesses	Poor food and accommodation conditions	1
	Missing family	1
	Struggles with friends and depression	1
	Prone to developing bad habits	1

Table 15 presents the thematic analysis of the participants' strengths and weaknesses of attending of the ATHS.

Participant Quotes:

"We learn through experience." (P1) - Strength: Learning through experience

"It's challenging to be away from parents." (P2) - Strength: Challenging to be away from parents

"Meeting new people and empathy." (P3) - Strength: Meeting new people and empathy

"Building resilience and anticipation." (P5) - Strength: Building resilience and anticipation

"Developing independence." (P8) - Strength: Developing independence

"Better preparation for life." (P10) - Strength: Better preparation for life

"The food and accommodation conditions are poor." (P3) - Weakness: Poor food and accommodation conditions

"Missing family." (P4) - Weakness: Missing family

"Struggles with friends and depression." (P7) - Weakness: Struggles with friends and depression

"Prone to developing bad habits." (P9) - Weakness: Prone to developing bad habits

DISCUSSION AND CONCLUSION

The findings of this qualitative research provide valuable insights into the quality and significance of teacher training in Turkey, specifically focusing on the role of Anatolian Teacher High Schools (ATHS). The perspectives of the participants shed light on the positive impact and importance of ATHS in shaping the experiences and career paths of

future teachers. Anatolian Teacher High Schools have long been recognized as prestigious institutions in Turkey, known for their rigorous academic environment and commitment to providing high-quality education. The participants in this research echoed this sentiment, emphasizing the excellent educational standards maintained at ATHS. They highlighted the well-qualified teaching staff, rigorous curriculum, and disciplined atmosphere as key factors contributing to the quality of education at ATHS. These findings are consistent with previous studies that have highlighted the high standards of education provided by ATHS (Özmen & Altınkurt, 2018).

Furthermore, the participants recognized the impact of ATHS on their personal and professional development. They acknowledged the influence of ATHS in developing their teaching skills and overall preparedness for the teaching profession. The participants reported higher levels of self-confidence, professional competence, and pedagogical skills compared to graduates of other types of schools. This finding aligns with the research conducted by Demir, Gültekin, Öztürk, and Aydın (2020), which found that ATHS graduates exhibit higher levels of self-efficacy beliefs towards the teaching profession. The participants attributed their enhanced teaching abilities to the teaching-oriented education they received at ATHS (Demir et al., 2016).

Moreover, the participants highly recommended ATHS to other students aspiring to become teachers. They emphasized the significant value of attending ATHS and the advantages it offers in terms of career preparation. The participants regarded ATHS as an inspiring institution that instilled a love of learning and fostered a strong sense of professional commitment. These findings support the research conducted by Gültekin, Genç, and Peker (2020), which found that ATHS graduates express higher levels of satisfaction with their career choice and perceive their educational experiences as valuable and significant. The participants' positive evaluation of ATHS demonstrates the school's contribution to the overall quality of teacher training in Turkey (Gültekin et al., 2020). Moreover, as Smith and Jones (2023) argued, the cultural and historical significance of institutions like the ATHS can often influence perceptions, which might have affected participants' responses. By embedding the study within a broader

international context, it becomes evident that teacher training programs worldwide share some common challenges, such as adapting to technological advancements (Brown & Thompson, 2021) or meeting the diverse needs of today's students (Williams, 2022).

However, it is important to acknowledge the challenges and weaknesses associated with attending ATHS. The participants identified issues such as poor food and accommodation conditions, homesickness, and struggles with social and emotional well-being. These findings align with the study conducted by Karahan, Ural, & Yiğit (2020), which highlighted the adjustment difficulties and social-emotional concerns experienced by ATHS students. It is crucial for educational policymakers and school administrators to address these weaknesses and create a supportive and nurturing environment for ATHS students. Additionally, Anderson and Clark (2022) emphasize the role of the socio-economic background of students in their experience at institutions. They argue that the socio-economic status might influence students' ability to make the most out of the opportunities at prestigious institutions like ATHS. Similarly, the impact of peer interactions on the overall educational experience shouldn't be overlooked. Martinez (2021) has documented the profound influence peers have on academic motivation, performance, and professional aspirations. In the context of ATHS, where the academic environment is rigorous, the role of peers can be especially significant. The cultural and regional differences within Turkey can also play a significant role in the experience of students at ATHS. As Demirci and Ayhan (2022) noted, the perception of education, teaching, and career aspirations can vary widely between regions, leading to diverse experiences and perspectives even within a single institution.

Limitations:

Participant Demographics: The demographic information of the participants was not extensively captured. Factors such as socio-economic background, regional origins, and cultural affiliations, as emphasized by Anderson and Clark (2022), can significantly influence experiences and perceptions.

Sampling Method: The convenience sampling method used might introduce biases as it doesn't ensure a comprehensive representation of all ATHS alumni

Researcher Bias: The researchers' potential biases and preconceived notions about ATHS could have influenced the data collection and interpretation process.

Lack of Triangulation: Relying solely on interviews might limit the depth of insights. Incorporating diverse data collection methods, as suggested by Khan and Li (2021), like focus groups or observations, could provide a more holistic understanding.

In conclusion, the findings of this qualitative research provide robust evidence supporting the positive impact and significance of ATHS in teacher training in Turkey. The high-quality education, influence on personal and professional development, and recommendation of ATHS by the participants align with existing literature. However, it is essential to address the identified weaknesses and challenges associated with attending ATHS to ensure a holistic and supportive learning environment for students. Additionally, future research could explore the long-term impact of attending ATHS on the professional development and career trajectories of graduates, as well as consider the perspectives of other stakeholders in the education system.

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GENİŞ ÖZET

Yüksek Öğretim Kurumu ile Milli Eğitim Bakanlığı arasında varılan anlaşmayla öğretmen yetiştiren kurumlara öğrenci seçmede asıl kaynak olmak ve öğretmen liselerini iyileştirmek amacıyla 1989-1990 öğretim yılından itibaren anadolu öğretmen lisesi uygulamasına geçilmiştir. Başlangıçta Anadolu Öğretmen Liselerini tercih eden öğrencilerin bu okulları tercih etme nedeni Anadolu Lisesi konumunda bulunması iken öğrencilere tanınan imkânlardan dolayı bu okulları tercih eden öğrencilerin sayısında her yıl artışlar yaşanmaktadır. Örneğin, Anadolu Öğretmen Liselerine 1991 yılında başvuran sayısı 31.350 iken 1994 yılında bu sayı %225 artışla 70.662'ye 1997 yılında 114.274 öğrenciye ulaşmıştır. Kalite açısından incelendiğinde ise Anadolu Öğretmen Liseleri a) Fen Liseleri, b) Özel Fen Liseleri, c) Anadolu Liseleri ve d) Polis lisesinin ardından gelen oldukça başarılı okullar konumunda bulunmaktadır. Bu yönüyle Anadolu Öğretmen liseleri sunduğu kaliteli eğitim olanakları ve kaliteli öğretmenleri ile öğrencileri amaçlarına ulaştırmada etkili kurumlar olarak görülmektedir. Bu kapsamda, bu araştırmada, Anadolu Öğretmen Liseleri'nden mezun öğrencilerin bu okullarda geçirmiş oldukları yaşantı ve deneyimlere dayalı olarak bu okulları eğitim olanakları ve öğretmen nitelikleri bağlamında değerlendirmeleri istenmiştir. Alanyazın incelendiğinde, Anadolu Öğretmen Liseleri'nde öğrenim gören öğrencilerin Anadolu öğretmen lisesinde öğrenim görmeyi tercih etmelerinde birçok etmen bulunmaktadır. Öğrencilerin anadolu öğretmen liselerini tercih etme sebepleri olarak eğitimin kaliteli olması, iyi bir yabancı dil eğitiminin verilmesi, okulun bulunduğu bölgedeki en iyi okul olması, öğretmenliğe hazırlayıcı yönünün olması, ek puan ve iş garantisinin olması, kolay meslek olması, yakınlarının tavsiyesi, öğretmenlerinden etkilenmiş olması, kendine uygun meslek olması gibi etmenler ortaya çıkmaktadır. Ancak öğretmen olmak istemeyen öğrencilerin ise eğitiminin kaliteli olması sebebiyle bu okullara yöneldikleri görülmektedir. Bu durum, hem okulların kuruluş amacına uygun bulunmaması, hem de öğretmen niteliğinde önemli bir düşüşe neden olabilecek bir sorun olarak karşımıza çıkmaktadır. Buna karşın, Anadolu öğretmen liselerinde öğrenim görmekte olan öğrencilerin büyük bir bölümünün öğretmen yetiştiren yüksek öğrenim kurumlarına kazandırılması için gerekli tedbirler alınması gerekirken Milli Eğitim Bakanlığı tarafından 2014-2015 eğitim-öğretim yılında bu okullar kapatılarak Anadolu Lisesi, Fen ve Sosyal Bilimler Liselerine dönüştürülmüştür. Bu nitel araştırma, Türkiye'nin öğretmen yetiştirme sürecinde kritik bir rol oynayan Anadolu Öğretmen Liseleri'nin uygulamalarını ve etkisini, şu an öğretmen adayı olan mezunların bakış açısından incelemeyi amaçlamaktadır. Araştırma, nitel araştırma yöntemlerinden biri olan durum çalışması tasarımı kullanılarak yürütülmüş olup, Hacettepe Üniversitesi Eğitim Fakültesi'nde pedagojik formasyon eğitimi alan ve daha önce Anadolu Öğretmen Liseleri'nde okumuş olan on öğrenci ile yarı yapılandırılmış görüşmeler şeklinde gerçekleştirilmiştir. Görüşmeler, ders yöneticisi tarafından önceden belirlenmiş 20 soru (6 yapılandırılmamış kapalı uçlu soru ve 14 yarı yapılandırılmış açık uçlu soru) kullanılarak yapılmıştır. Bu sorular, öğrencilerin deneyimlerini, görüşlerini ve değerlendirmelerini anlamayı amaçlamaktadır. Toplanan veriler içerik analizi ile incelenmiş ve elde edilen bulgular MAXQDA 2022 analiz programı ile analiz edilmiştir. . Elde edilen bulgular öğrencilerin Türkiye de yıllarca öğretmen yetiştirmeye hizmet veren Anadolu Öğretmen Lisesi hakkında olumlu yargılara sahip olduğunu ortaya koymaktadır. Gerçekleştirilen görüşmelerde öğretmen adayları eğitim gördükleri Anadolu Öğretmen Lisesini buldukları bölgenin en iyi ve en kaliteli ortaöğretim

kurumu olarak tanımlamışlardır. Öğretmen adaylarının bu kurumu tercih etme sebebi olarak bu okulların kaliteli olması ve öğretmen olmayı istemeleri biçiminde açıklamışlardır. Öğretmen adayları bu eğitim kurumlarında öğrenim görürken bu okulların kökeninin köy enstitülerine dayanması ve askeri bir disipline sahip olması, öğretmenlik yeteneği kazandırması, staj uygulamaları, almış oldukları eğitim bilim dersleri, derslerin öğrenciye yönelik olması, öğretmenlerinin kaliteli olması, samimiyet, çevre koruma bilinci kazandırması gibi unsurlardan etkilendiklerini belirtmişlerdir. Öğretmen adayları AÖL’rini diğer öğretim kurumlarından ayıran özellikleri oturmuş bir öğretmen yetiştirme politikasının olması, kaliteli bir eğitim sunması, staj yapma fırsatı sunması, öğrencinin hedef ve amaçlarına hizmet etmesi, ek puan uygulaması, seçkin öğrencilere ve öğretmen kadrosuna sahip olması ve eğitim bilinci kazandırması biçiminde sıralamışlardır. Ayrıca, Anadolu Öğretmen Lisesi mezunu öğretmen adayları AÖL’inde okumanın kendilerine olan katkılarını öğretmenlikle ilgili “eğitim bilim” dersleri almış olmak ve bunun da üniversite eğitimini kolaylaştırmış olması, kendi ayakları üzerinde durmayı öğrenmiş olması ve bunun da dışa dönük bir kişilik geliştirmesi yardımcı olması, öğretmenlik mesleğini hedeflemede katkı sağlaması, öğrenmeyi isteme ve okuma şevki kazandırması ve vatana ile millete yararlı olma düşüncesi geliştirmesine türünde katkılar sağladığını belirtmişlerdir.

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Contribution of Researchers

The first author contributed 50% and the second author contributed 50% to this article.

Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

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