

Preschool Teacher Education in South Korea and Türkiye: A Comparative Analysis and Reform Proposals

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Abstract

This study compares the preschool teacher training systems of South Korea and Türkiye through a literature-based systematic review, utilizing official sources and academic literature. It examines factors such as employment, national income, education duration, school starting age, weekly class hours, holiday periods, and university admission requirements. Additionally, it analyzes teacher training program content, teacher age distribution, female teacher ratios, student-to-teacher ratios, net teaching hours, annual salaries, the proportion of teachers choosing teaching as their first career, and job satisfaction levels. South Korea's success in international assessments, particularly PISA, is attributed to its advanced preschool education system, which could guide Türkiye's educational reforms. Findings reveal South Korea offers higher salaries and greater professional satisfaction, while Türkiye's teachers face heavier teaching loads. The study provides insights for improving Türkiye's education system through reforms tailored to its socio-cultural context, contributing to the literature on comparative education and preschool teacher training.

Keywords: Preschool Education, Teacher Training, South Korea, Türkiye, Comparative Education

Introduction

Due to advancements in scientific discoveries and inventions, countries are increasingly focused on improving their educational systems to provide better education for children while striving to surpass the educational frameworks of other nations. This has led to a growing interest in comparative education, recognized as an academic field of study in universities worldwide since the second half of the

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twentieth century. The literature highlights numerous definitions of comparative education, reflecting its inherent presence in human nature and the desire to understand relationships between compared entities (Prakash, 2016). As a concept subject to varied interpretations, comparative education is defined differently by various scholars. For instance, Arastaman (2017) describes comparative education as the systematic and scientific effort to benefit from educational developments and experiences in different countries. Adeyinka (1994) emphasizes that comparative education involves comparing the educational systems of two or more countries, focusing on their philosophies, goals, policies, and their impact on overall educational development. Good (1962) and Marshall (2024) suggests that comparative education entails leveraging the theories and practices of other countries to address educational challenges within one's own nation. Prakash (Prakash, 2016) notes that comparative education enables individuals to better understand educational systems beyond their own country. Kandel (Kandel, 1957) offers a distinct perspective, asserting that comparative education extends beyond educational philosophy and theory to focus on comparing educational practices, highlighting its pragmatic nature. Mallinson (Mallinson, 1975) argues that comparative education involves examining educational systems across different cultures to identify similarities and differences, ultimately aiming to generate diverse solutions to common educational challenges.

Countries and societies organized as states have attributed their inability to keep pace with global progress, and the economic superiority of other nations, to deficiencies in their educational systems (Ceyran & Özkan, 2025; McGrath, 2010). In efforts to improve their education systems, they have often sought to emulate the educational experiences of economically advanced nations (Yıldırım & Türkoğlu, 2018). Easterly (2006) links Japan's development to the advancement of its educational system. Collier (2007) underscores education's direct impact on a nation's development, while Stiglitz (2006) highlights education as a critical driver of progress. These perspectives emphasize the pivotal role of education in national development, demonstrating that comparative education significantly influences developing nations by enabling them to study and adopt the educational systems of developed countries to advance their own development processes.

When comparing national education systems, starting with preschool education, considered the foundation of an individual's educational journey, is crucial for improving higher educational levels. Preschool education, spanning from birth to the start of formal schooling, plays a vital role in shaping a child's future. It

encompasses a developmental and educational process where physical, psychomotor, socio-emotional, intellectual, and linguistic development are largely completed, and personality is formed through education in schools, kindergartens, and other preschool institutions (Yağcı et al., 2023). Skills acquired during the preschool period have lifelong impacts, underscoring the importance of the education provided at this stage (Ata Doğan & Cür Türkan, 2025). One critical factor influencing the quality of preschool education is the competence of preschool teachers, highlighting their essential role. Given their significant impact on children, research into preschool teacher competencies is necessary (Nurul Hidayati & Hidayatun Nihayah, 2025). Consequently, studies exploring factors that enhance preschool teacher qualifications are warranted.

South Korea, a country that prioritizes education and has achieved remarkable developmental progress, stands as a global economic powerhouse. Frequently referenced in comparative education studies, South Korea is renowned for its students' high performance in international assessments, serving as a model for other nations (Fisher, 2019). Despite sharing similar economic models with Turkey and lagging behind in many socioeconomic indicators until the 1960s, South Korea has made significant strides in socioeconomic development compared to Turkey, despite both nations initiating development plans concurrently (Attar, 2018; Çakır Timizi, 2017). The South Korean government's efforts to expand access to education since the second half of the twentieth century have resulted in substantial increases in school enrollment rates, exceeding 96% in primary and secondary education by 2016 (Fisher, 2019) and reaching 99.08% by 2018 (WTO, 2023). Since the inception of the OECD's Programme for International Student Assessment (PISA) in 2000, South Korea has consistently ranked among the top performers in international assessments (OECD, 2022). Notably, in the 2015 PISA, South Korean 15-year-olds ranked eleventh overall among 72 countries and seventh in reading and mathematics (OECD, 2015). These achievements position South Korea's dynamic and evolving education system as a potential model for Turkey, where the education system is continually undergoing transformation.

This study focuses on comparing the preschool teacher training systems of South Korea and Turkey to provide insights for potential reforms in Turkey's education system, leveraging South Korea's educational successes. The study also emphasizes preschool education, which significantly influences a child's future. Its objective is to examine the preschool teacher training systems of Turkey and South Korea by comparing teacher competencies, particularly in light of South Korea's recent

success in international assessments. This analysis is expected to contribute to the literature by elucidating the current state of preschool teacher training systems in both countries. The study begins by presenting a comprehensive historical overview of Turkey's preschool teacher training system, followed by an analysis of South Korea's system using current data. Subsequently, it provides a detailed comparison of the preschool teacher training systems of both countries, presented in tabular form with technical data for clarity.

Methodology

❖ Research Model

This study employs a systematic review methodology, a rigorous and structured approach to synthesizing existing evidence on a specific topic. Systematic reviews are defined as comprehensive syntheses that follow a predefined protocol to minimize bias, ensure reproducibility, and provide a transparent account of the evidence base (Erol, 2021). Unlike traditional literature reviews, systematic reviews not only summarize key findings but also identify areas of consensus, points of contention, highlight knowledge gaps, and offer directions for future research (Meyer & Roux, 2021). In this context, the study adopts a comparative perspective within a systematic review framework to examine the preschool teacher training systems of Turkey and South Korea. This design provides a robust theoretical foundation derived from a comprehensive literature review and is supported by empirical data to facilitate an in-depth comparison based on current information. The comparative approach is particularly suitable for educational research due to its ability to identify similarities, differences, and potentially transferable practices between national systems (Adeyinka, 1994; Prakash, 2016).

❖ Data Sources and Search Strategy

To ensure the reliability, currency, and comprehensiveness of the data, a multi-tiered data collection strategy was implemented. Recognizing that secondary literature sources may contain outdated information or methodological inconsistencies, priority was given to official institutional sources to obtain current and authoritative data (Çınar, 2021). Official data were primarily sourced from government websites and international organizations, followed by a review of scholarly literature to validate and expand upon these findings.

Official Sources: Data were primarily collected from the official websites of relevant government agencies and international organizations. For Turkey, these

included the Ministry of National Education (MoNE) website, the Council of Higher Education (YÖK) website, and the Turkish Statistical Institute (TÜİK). For South Korea, sources included the Ministry of Education (교육부) website, the Korea Institute of Curriculum and Evaluation (KICE), and the Korea Statistical Information Service (KOSIS). International reports were obtained from organizations such as the Organization for Economic Co-operation and Development (OECD), including Education at a Glance (various years, e.g., OECD, 2023) and PISA reports (e.g., OECD, 2015, 2019), accessed via OECD iLibrary. Additional economic and demographic data, such as per capita gross domestic product (GDP), employment rates, and educational achievement indicators, were sourced from the World Bank and the UNESCO Institute for Statistics.

Literature Sources: A systematic search was conducted across academic databases for peer-reviewed articles, books, theses, and reports. The databases searched included: International: Google Scholar, Web of Science, Scopus, ERIC (Education Resources Information Center), and JSTOR. Turkey-specific: YÖK Thesis Center (for theses and dissertations), ULAKBİM (National Academic Network and Information Center), and DergiPark (for Turkish journals). Korea/international: DBpia (for Korean academic sources) and Research Information Sharing Service (RISS). Search terms were developed in both English and Turkish to capture relevant materials. Key English terms included: “preschool teacher training South Korea,” “early childhood education Turkey,” “comparative education Korea Turkey,” “teacher education systems OECD,” and “PISA South Korea education.” Turkish equivalents included: “okul öncesi öğretmen eğitimi Güney Kore,” “erken çocukluk eğitimi Türkiye,” “karşılaştırmalı eğitim Kore Türkiye,” and “öğretmen yetiştirme sistemleri.” Boolean operators (AND, OR, NOT) were used to refine searches, for example: (“preschool education” OR “early childhood education”) AND (“teacher training” OR “teacher education”) AND (“South Korea” OR “Korea”) AND (“Turkey” OR “Türkiye”).

❖ Inclusion and Exclusion Criteria

To maintain focus and quality, specific criteria were applied for source selection: Relevance: Sources must directly address preschool/early childhood teacher training, education systems, or comparative aspects between Turkey and South Korea. General education reviews not focused on teacher training were excluded. Currency: Priority was given to sources published after 2010 to ensure relevance to contemporary systems, though foundational studies providing historical context

(e.g., the evolution of teacher training since the 1960s) were included. Emphasis was placed on 2020–2023 data for indicators such as salaries and enrollment rates, accounting for post-COVID educational changes. Quality and Reliability: Official sources: Must originate from government ministries, statistical agencies, or reputable international organizations such as OECD, UNESCO, or the World Bank, with verifiable data methodologies. Literature: Peer-reviewed journal articles, books from academic publishers, doctoral/master's theses, and conference proceedings were included. Grey literature (e.g., policy reports) from recognized institutions was also included. Non-peer-reviewed blogs, opinion pieces, or unverified websites were excluded. Language: Sources in English, Turkish, or Korean (with English abstracts/translations available) were included. Machine translation was used sparingly and cross-checked for accuracy. Geographic Focus: Focused on Turkey and South Korea; comparative studies involving other countries were included only if they provided insights into these two countries. Data Type: Quantitative data from official sources (e.g., salaries, enrollment statistics) and qualitative insights from literature (e.g., policy descriptions). Sources with methodological flaws (e.g., unjustified small sample sizes) were excluded. Exclusion Characteristics: Duplicate sources were removed; outdated data (pre-2010, except for historical context); sources with conflicts of interest (e.g., promotional materials from private institutions); and non-empirical opinion-based articles were excluded.

The search yielded approximately 150 initial sources, which were screened for relevance based on abstracts and full texts, resulting in 45 selected sources. This selection process was documented (internally for the research team) in a PRISMA-inspired flowchart to enhance transparency.

❖ Data Analysis

Data analysis was conducted using the comparative technique outlined by San (1993), which involves a detailed examination, classification, and intrinsic comparison of social phenomena (in this case, preschool teacher training systems). Thematic coding was applied to categorize data into key areas: historical development, admission requirements, curriculum structure, teacher demographics, salaries, job satisfaction, and systemic outcomes. Quantitative data (e.g., from tables) were cross-validated across sources for consistency, with discrepancies resolved by prioritizing official data. Qualitative insights were narratively synthesized to highlight patterns, similarities, and differences. The analysis aimed to draw evidence-based conclusions while acknowledging

limitations, such as potential biases in OECD's self-reported data or language barriers in Korean sources.

This expanded methodology ensures that the study's findings are robust, reproducible, and grounded in high-quality evidence, contributing meaningfully to comparative education research.

❖ Findings

In this section, the pre-school teacher training systems of Turkey and South Korea were compared and presented in tables based on data obtained from literature review and examination of official institution websites.

Table 1. Employment and national income

	2000		2005		2010		2015		2023	
	South Korea	Turkey	South Korea	Turkey	South Korea	Turkey	South Korea	Turkey	South Korea	Turkey
Per capita gross national income (USD)	17,953	4,130	24,030	7,040	30,496	10,206	33,653	10,404	35,200	9,520
Employment rates (Total)	73.13	51.66	74.96	46.93	73.93	46.65	74.89	46.51	63.5	47.5
Overall unemployment rates (Total) %	4.42	10.3	3.97	9.19	3.72	10.66	3.54	9.95	2.6	9.1

www.tuik.gov.tr/PreHaberBultenleri.do?id=18727

In 2000, South Korea produced \$17,953 in GDP, while Turkey produced \$4,130. However, in 2020, South Korea produced \$35,200 in GDP, while Turkey produced \$9,520. Although both countries have approximately doubled their national income over time, this has elevated South Korea to the level of developed countries, but not Turkey (Aslan & Taner, 2016).

Table 2. Time spent in education

Educational Field	South Korea	Turkey	OECD Average
Time Spent in Education (Years)	17.5	16.4	17.7
Educational Gains (%)	82	34	75

<https://data.oecd.org>

According to OECD data, the average individual in Turkey pursues education for 16.4 years, while in South Korea it is 17.5 years. In terms of educational attainment, South Korea achieves 82% efficiency, while Turkey remains at 34%. Based on these figures, the difference between Turkey and South Korea is clearly evident.

Table 3. School starting age, Weekly class hours, and Holiday periods

Country	School Starting Age	Weekly Class Hours		Holiday Periods
		Elementary school	Middle school	
Turkey	6 Years Old	30 hours	35 hours	15-day 1st Term 14-day mid-term breaks 90-day Summer Vacation
South Korea	6 Years Old	25-35 hours	34 hours	45-day 1st Term 70-day Winter Vacation

<http://english.moe.go.kr/main.do?s=english>; <https://ttkb.meb.gov.tr/www/haftalik-ders-cizelgeleri/kategori/7>

The academic year in Korea consists of two 34-week terms. The academic year begins in March and ends in mid-July with a 45-day semester break, followed by the second term beginning in September and ending in January/February with a 70-day winter break. Compulsory education lasts for 9 years and covers the age range of 6-15. Preschool education is not part of compulsory education and covers ages 3-6. In South Korea, student performance in grades 1 and 2 is not evaluated quantitatively but qualitatively to reflect the student's status. Quantitative evaluation begins in the 3rd grade. Looking at weekly class hours, it is seen that class hours range from 25 to 35 hours in elementary schools and 34 hours in middle schools.

Looking at the Turkish Education System, the compulsory starting age for elementary school is between 5.5 and 6 years old. Students are evaluated quantitatively as a measure of success. In grades 1, 2, 3, and 4 of elementary school, there is no written evaluation; students are evaluated by the teacher through observations made during the process. The weekly number of class hours is set at 30 for elementary school and an average of 35 for middle school. In Turkey, where schools open in September, the academic year is divided into two semesters. There is a 15-day break between January and February for the first semester, and in June, the second semester ends, and schools enter a 90-day vacation period. In addition, there are two one-week breaks between the two semesters, totaling 14 days (YARAŞ, 2017).

When the school starting age, weekly class hours, and total vacation periods of both countries are examined, a very similar picture emerges.

Table 4. Education Systems

Country	Preschool (Years)	Primary Education (Years)	Middle School (Years)	Secondary Education (Years)	Higher Education (Years)
Turkey	1	4	4	4	4
South Korea	4	6	3	3	4

<http://english.moe.go.kr/main.do?s=english>; <https://ttkb.meb.gov.tr/www/haftalik-ders-cizelgeleri/kategori/7>

Table 4 shows that while preschool education in Turkey lasts one year as preparation for school, in South Korea this period lasts four years. While Turkey has a 12-year compulsory education period implemented as 4+4+4, South Korea has a 9-year period implemented as 6+3. It can be seen that the two countries differ in terms of school levels and the duration of compulsory education.

Table 5. University Admission Requirements and Duration of Education Faculties

Country	Admission Requirements for the Faculty of Education	Duration	Degree
Turkey	1. Higher Education Transition Exam	4 Year	Bachelor
South Korea	1. College Scholastic Ability Test 2. Interviews 3. Higher Education Transition Exam	4 Year	Bachelor

<http://english.moe.go.kr/main.do?s=english>; <https://ttkb.meb.gov.tr/www/haftalik-ders-cizelgeleri/kategori/7>

Table 5 shows that in South Korea, students must take the College Scholastic Ability Test (CSAT) to continue their university education. To be accepted into a teacher training program, applicants must first be high school graduates and rank in the top 5% of their graduating class. On the other hand, there are other requirements for university admission in South Korea, such as preparatory courses, extracurricular activities, portfolios, and letters of recommendation. Some universities conduct their own assessments in addition to the central exam for student admission. In some universities, the central exam score is not taken into consideration, and students' scientific and technological skills are assessed (Erkmen & Gafurova, 2023). In Turkey, students who are successful in the centrally administered entrance exam are placed in their preferred faculties according to their score ranking. In both countries, graduating from a four-year undergraduate program at a faculty is a prerequisite for becoming a teacher.

Table 6. Teacher Education Undergraduate Programs

Country	Percentage Distribution of Courses	Credits	Practical Lessons
Turkey	20% General Culture 50% Field Knowledge 30% Professional Knowledge	156 Credits	10 Credits
South Korea	5% General Culture 50% Field Knowledge 45% Professional Knowledge	145 Credits	3-5 Credits

Table 6 shows that while subject knowledge courses have the same percentage distribution, there is a difference in the percentage distribution of vocational knowledge and general culture courses. While a total of 10 credits of applied courses were included in the last two periods of education faculties in Turkey, applied courses in South Korea vary between 3 and 5 credits. Furthermore, the total number of credits earned in Turkey was found to be 156 credits, which is 11 credits more than in South Korea.

Table 7. Percentage of Teachers in Public and Private Institutions by Age Group

Country	Under 30	30-49	50 and Over
Turkey	18	70	12
South Korea	13	63	24

Source: (Demirel Yazıcı & Cemaloğlu, 2022)

Table 7 shows that teachers in Turkey are younger than those in South Korea, with a significant proportion of teachers aged between 30 and 49. In most education systems, teachers' salaries increase with experience. Therefore, the aging of teachers can increase school costs. The reason older teachers do not remain in the system in Turkey may be that salaries increase at a lower rate with experience. We will examine comparative data on teacher salaries in the following table.

Table 8. Percentage of Female Teachers in Public and Private Institutions by Education Level

Country	Preschool	Elementary School	Middle School	Secondary Education	Higher Education	All Education Levels
Turkey	95	62	57	50	44	57
South Korea	99	78	71	53	36	62

Source: (Demirel Yazıcı & Cemaloğlu, 2022)

According to the table, Turkey's female teacher ratio is lower than South Korea's at all levels except higher education. It can be said that men in Turkey prefer the teaching profession more than men in South Korea.

Table 9. Number of Students per Teacher by Education Level

Country	Elementary School	Middle School	Secondary Education	Higher Education
Turkey	17	16	12	25
South Korea	17	13	12	m

Table 9 shows that in Turkey, there are 17 students per teacher in primary school, 16 in middle school, 12 in secondary education, and 25 in higher education. An analysis of the data reveals that South Korea and Turkey have similar situations, except for middle school. It can be said that Turkey has a greater need for teachers in middle school compared to South Korea.

Table 10. Teachers' Net Teaching Hours (Hours)

Country	Preschool	Elementary School	Middle School	Secondary Education
Turkey	898	718	503	503
South Korea	782	676	517	545

Source: Education at a Glance: OECD Indicators 2020

Table 10 shows that teachers in Turkey work longer hours in the preschool and elementary school sectors, while teachers in South Korea work longer hours in the middle school and secondary education sectors. The significant difference in working hours in the preschool sector is particularly noteworthy here.

Table 11. Annual Teacher Salaries (US Dollars)

Country	New to the Profession	10 Years of Experience	15 Years of Experience	Salary for Those at the Highest Level
Turkey	29 407	30 108	31 359	33 011
South Korea	32 111	48 439	56 587	90 023

Source: Education at a Glance: OECD Indicators 2020

According to Table 11, teacher salaries in Turkey are lower than those in South Korea, and as teachers gain experience in Turkey, their salaries increase very little compared to South Korea. The significant difference between the salaries of newly hired teachers and those at the highest level in South Korea is noteworthy.

Table 12. Percentage of Teachers Whose First Career Choice Was Teaching

Country	%
Turkey	64,7
South Korea	80,1

Source: (Demirel Yazıcı & Cemaloğlu, 2022)

Table 12 shows that the percentage of teachers whose first choice was teaching is higher in South Korea than in Turkey.

Table 13. Teachers' Job Satisfaction (Percentage)

Country	Percentage of teachers who believe their profession is valued in society	Percentage of teachers who are generally satisfied with their jobs	Percentage of teachers who are satisfied with the salary they receive for their work	Percentage of teachers who are satisfied with the terms of their contracts (excluding salary)
Turkey	26	89	32	57
South Korea	67	89	49	54

Source: (Demirel Yazıcı & Cemaloğlu, 2022)

As shown in Table 13, 26% of teachers in Turkey believe that their profession is valued in society, while this rate is 67% in South Korea. Teachers in South Korea believe that their profession is valued by society. Furthermore, when comparing salaries, teachers in South Korea express greater satisfaction than their counterparts in Turkey. When comparing working conditions other than salary, the results for the two countries are similar.

Discussion and Conclusion

The purpose of this study is to compare the preschool teacher training systems of South Korea and Turkey. To this end, the study first compares the employment and national income of South Korea and Turkey. The reason for this is that a country's employment and national income are indirectly related to its education system (Çiftçi & Kangallı, 2015). It was observed that South Korea's GDP is significantly higher than Turkey's. South Korea's high GDP stands out as an important factor in its development. In contrast, it can be said that Turkey's GDP is insufficient for the country's development. Another finding reached in this study concerns the length of time preschool teachers in South Korea and Turkey spend in education before becoming teachers. It is known that individuals who receive more professional education in organizational terms provide more qualified services and are preferred

more by society. A society's exposure to a quality education process is seen as the key to economic progress (Coşkun, 2020). In light of this information, we can say that South Korea, which has a longer teacher training period than Turkey and a higher rate of educational attainment than Turkey, has fulfilled one of the prerequisites for quality education and has played a key role in its economic progress.

The education systems of both countries were examined in terms of the age at which children start school, weekly class hours, and vacation periods, revealing a very similar picture. When establishing their education systems, countries consider criteria such as economic development and success in international exams, attempting to directly copy and implement the education systems, class hour durations, children's school starting ages, weekly class hours, and vacation periods of developed countries. These systems that countries attempt to directly copy and implement form the basis for these similarities. However, when developing their programs, countries are expected to adapt the programs of developed countries to their own social, cultural, and other structures. If the programs are adopted without analyzing the different characteristics of countries, the desired efficiency cannot be achieved, and no matter how many changes are made to the education system, it will be difficult to achieve success (Özerbaş & Safi, 2022).

In South Korea and Turkey, one must graduate from a bachelor's degree program to become a teacher. Although the distribution of subject knowledge courses in bachelor's degree programs covers the same percentage ranges, this distribution differs in the areas of vocational education and general culture. In Turkey, general culture courses show a greater distribution compared to South Korea, while in South Korea, vocational knowledge occupies a greater place compared to Turkey. The reason for this may be that in Turkey, the prevailing view is that teaching skills do not require special training, can be acquired through experience, vocational knowledge is acquired through practical courses rather than vocational education courses, and subject knowledge is more important (Kara & Sağlam, 2014). For this reason, vocational knowledge courses occupy less space in Turkey than in South Korea, while practical courses occupy more space. Looking at the table of teacher education programs, it can be seen that vocational knowledge courses are fewer in Turkey than in South Korea. However, many important elements are achieved through teaching professional knowledge, such as a teacher's ability to teach a subject they know by adapting to the level of the students they teach, using the

students' developmental and learning characteristics; utilizing various methods, techniques, and materials to ensure their understanding; and effectively engaging their students in the learning environment (Kara & Sağlam, 2014). Looking at the table of Teacher Education Programs, we can say that continuing and improving studies on teachers' professional competencies will be an important step towards improving the quality of teacher education.

The number of students per school, classroom, and teacher, which play an important role in education, and the net teaching hours of teachers are among the most important determinants of the quality of education (Çalik et al., 2019). In our study, although the number of students per teacher in both countries is similar, it is seen that teachers in Turkey have a heavier teaching load than those in South Korea. This situation is even more pronounced in preschool education. Looking at the Annual Teacher Salaries table, we see that although teachers in Turkey have a heavier teaching load than those in South Korea, teachers in South Korea enjoy better economic conditions than their counterparts in Turkey. The tables on age groups and the percentage of female teachers show clear differences between the two countries. Due to these differences, we see that the teaching profession is more preferred in South Korea than in Turkey. Looking at the job satisfaction table, we see that teachers in South Korea are more satisfied with their profession, which supports all of the above. This situation revealed in the tables indicates that scientific research projects should be conducted to develop a learning community model suitable for Turkey's socio-cultural-educational norms, and that issues affecting teacher motivation, in addition to professional development, should be addressed (Bümen & Yedigöz Kara, 2023).

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