

Perspectives of Academics, Teachers, and Pre-Service Teachers on the Establishment of National Education Academies

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ABSTRACT

This study aims to examine the perspectives of academics, teachers, and pre-service teachers regarding the establishment of National Education Academies and their potential role within the teacher education system. The research focuses on how these academies are expected to contribute to teacher preparation, the similarities and differences between National Education Academies and Faculties of Education, and their possible impact on the professional competencies of pre-service teachers. A qualitative research approach was adopted using a phenomenological design. Data were collected through semi-structured interviews with eight academics, thirteen teachers, and ten pre-service teachers. The collected data were analyzed using content analysis to identify recurring themes, sub-themes, and patterns across participant groups. The findings indicate that stakeholder perspectives differ considerably. Academics generally view the National Education Academies as potentially beneficial, particularly if structured around a practice-based and field-oriented training model. They emphasize the importance of integrating theory and practice, strengthening technological infrastructure, and ensuring transparency and merit-based implementation. In contrast, some teachers and pre-service teachers express concerns that the academies may duplicate existing curricula and undermine the institutional role of Faculties of Education. Pre-service teachers, in particular, tend to perceive the academy model as repetitive, time-consuming, and potentially demotivating. Overall, the study suggests that for National Education Academies to effectively support teacher education, they must adopt an innovative,

holistic, and collaborative approach that complements rather than competes with existing university-based teacher education structures.

Keywords

National Education
Academies
Professional Competence
Qualitative Research
Stakeholder Perspectives
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Introduction

Teachers are individuals who transmit their knowledge, experience, and cultural capital to individuals or communities with learning and educational needs [1]. Teaching, as a profession situated within formal educational institutions, aims to equip students with knowledge, skills, and values while guiding and facilitating their learning processes. Beyond fostering academic competencies, it contributes to students' personal, cultural, and social development and supports them in identifying their interests and aptitudes for future career choices [2]. In this respect, teaching extends beyond the transmission of academic content and encompasses the mediation of life experiences and societal values [3].

The quality of teachers is one of the most decisive factors influencing the effectiveness of education systems [4]. Preparing qualified teachers constitutes a dynamic process shaped not only by individual competencies but also by educational policies, institutional practices, and societal expectations [5]. Accordingly, grounding teacher education policies in scientific principles strengthens both individual professional development and broader societal advancement [3]. Empirical evidence demonstrates that qualified teachers make a substantial difference in student achievement and play a key role in promoting educational equity [6]. In contemporary knowledge-based societies, where expectations regarding human capital are increasingly high, teachers themselves must possess advanced professional competencies.

Enhancing educational quality is therefore fundamentally linked to strengthening teachers' professional competencies [7]. The concept of professional development is defined in diverse ways in the literature. The OECD conceptualizes it as activities aimed at improving teachers' knowledge, skills, and expertise [7]. Similarly, the European Commission emphasizes continuous professional learning throughout teachers' careers as a cornerstone of high-quality education [8]. Darling-Hammond et al. [9] define professional development as a process that improves instructional practices and student learning outcomes, whereas Scher and O'Reilly associate it with measurable changes in teachers' knowledge, beliefs, instructional practices,

and student achievement [10]. Despite these definitional differences, there is consensus that teacher education and professional development must be systematically and rigorously planned [11].

A critical step in improving teacher quality involves identifying specific domains and levels of professional growth. At this stage, realistic expectations of stakeholders—including the state, the economy, individuals, academic disciplines, and society—should inform policy design [4]. Policymakers typically play a central role in shaping teacher education policies. While researchers and educational practitioners often advocate incremental reforms at institutional or local levels [12], it is also argued that they should assume a more influential role in broader policy transformation processes [5], [13].

Globally, teacher education systems are generally structured around two principal models. The concurrent model requires teacher candidates to undertake pedagogical coursework simultaneously with subject-area studies [11], [14]. In this model, pedagogical courses are distributed across semesters and include topics such as educational psychology, classroom management, instructional methods, assessment and evaluation, special education, guidance, and teaching practicum [15]. The concurrent model is widely implemented in countries such as Türkiye, Slovakia, and Ireland [11], [16]. In contrast, the consecutive model allows graduates of various disciplines to obtain teaching qualifications by completing pedagogical formation programs after their undergraduate studies [13]. Debates surrounding teacher education frequently concern who should determine policy, what content preparation programs should include, and the extent to which teachers should participate in decision-making processes [17].

Several countries have introduced differentiated structures to enhance teacher quality. For example, following declines in performance in international assessments such as PISA and TIMSS, Sweden introduced the “Career Teacher” position and provided salary increases of approximately 20% to highly qualified teachers [18], [19]. In England, teacher career progression is structured under the “Teacher Supply Model,” which requires accreditation based on professional standards [8]. These reforms illustrate the growing international emphasis on structured career pathways and accountability mechanisms.

In Türkiye, the Teaching Profession Law enacted on 14 February 2022 formally defined career stages as novice teacher, specialist teacher, and head teacher [20]. In 2024, a new legislative proposal introduced the establishment of National Education Academies aimed at preparing teacher candidates more systematically for entry into the profession [21]. According to the strategic plan of the Ministry of National Education (MoNE), teacher education policies are framed around quality, inclusivity, and values-based principles. The mission emphasizes supporting individuals’ holistic development in alignment with international standards while

fostering commitment to national and cultural values. The vision aspires to educate generations capable of building the “Century of Türkiye” [22].

Admission to the National Education Academy is based on examination scores administered by the Measurement, Selection and Placement Center (ÖSYM). Admitted candidates complete a preparatory program combining theoretical and practicum-based coursework structured around professional competencies. The program lasts four semesters, or three semesters depending on candidates’ prior field of study. Graduates are appointed as contracted teachers under Article 4/B of Civil Servants Law No. 657 and may transition to tenured status after three years of service. During preparatory training, candidates receive financial support and health insurance coverage funded by the Ministry [22].

These regulations signal a structural transformation in Türkiye’s teacher education system. However, large-scale reforms require careful consideration of stakeholder perspectives and empirical evidence to ensure effectiveness [9]. The potential implications of the National Education Academies for teacher quality, the evolving role of education faculties, and teacher candidates’ professional development experiences remain underexplored. Consequently, there is a clear need for systematic investigation of the Academies’ impact and stakeholder perceptions. The present study addresses this gap by examining the views of teacher candidates, in-service teachers, and academics regarding the establishment of the National Education Academies. Specifically, it analyzes the Academies’ potential contributions, compares their structure with faculty-based teacher education, evaluates their institutional implications, and explores their prospective effects on professional competencies. Through these analyses, the study contributes to ongoing discussions concerning the future direction of teacher education policy in Türkiye.

Material and Methods

Ethical approval for this study was obtained from the Research Proposal Ethics Evaluation Board of Sivas Cumhuriyet University, with approval number 24_10_20 and decision number E-50704946-050.04-485027. This section presents detailed information regarding the research design, the study group, the data collection instruments, as well as the procedures followed in the collection and analysis of the data.

A. Research Design

In this study, phenomenology—one of the qualitative research methodologies—was employed due to its capacity to enable an in-depth exploration of the phenomenon under investigation. Phenomenology focuses on examining phenomena that are superficially recognized yet not comprehensively understood in their complexity. This methodological approach plays a significant role in uncovering the effects of individual differences, grounded

in the premise that individuals raised within similar cultural and social contexts may attribute divergent meanings to the same events and interpret them in distinct ways.

B. Study Group

The study group of this research was determined through convenience sampling, a subtype of purposive sampling. The participants consisted of eight academics serving as faculty members in the field of educational sciences, thirteen in-service teachers, and ten teacher candidates. This frequently preferred sampling strategy offers a practical and cost-effective option in terms of implementation.

The descriptive statistics of the participants constituting the study group are presented in Table 1.

Table 1. Distribution of Participants' Demographic Characteristics

Participant Group	Variable	Category	n	%
Academics	Gender	Female	2	25.0
		Male	6	75.0
	Age	31-40	5	62.5
		50+	3	37.5
	Professional Seniority	6-15 years	5	62.5
		15+ years	3	37.5
	Academic Rank	Dr. Lecturer	6	75.0
		Associate Professor	2	25.0
In-service Teachers	Gender	Female	8	61.5
		Male	5	38.5
	Age	26-30	1	7.7
		31-40	4	30.8
		41-45	2	15.4
		46-50	2	15.4
		50+	4	30.7
	Professional Seniority	1-5	1	7.7
		6-15	4	30.8
		16-20	2	15.4
		21-25	2	15.4
		26+	4	30.7
Teacher Candidates	Gender	Female	8	80.0
		Male	2	20.0
	Age	20-25	10	100
	Year of Study	4 th year	10	100
	Department	Guidance and Psychological Counseling	6	60.0
		Primary School Teaching	4	40.0

C. Data Collection Tools

In this study, semi-structured interview forms were employed as the primary data collection instruments. Separate protocols were developed for three participant groups: academics, in-service teachers, and teacher candidates. The semi-structured interview technique allows in-depth exploration of specific issues and enables the researcher to pose follow-up questions when clarification is required, thereby generating richer and more elaborated responses [23]. The interview questions were prepared in alignment with the

research objectives and informed by a comprehensive literature review. They were structured around themes such as the potential contributions of the National Education Academies to teacher education, similarities and differences between faculties of education and the Academies, the Academies' role in teacher preparation, and their possible effects on professional development.

The academic and teacher interview forms each consisted of seven open-ended main questions, while the teacher candidate form included six. Probing questions were used when necessary. Care was taken to ensure clarity, focus on a single issue per question, and avoidance of leading expressions that might influence responses [24].

To ensure content validity, expert review was conducted. The interview forms were evaluated by three academics specializing in measurement and evaluation, curriculum and instruction, and Turkish language education. The experts assessed alignment with research objectives, clarity, and thematic adequacy. Based on feedback, overlapping items were merged and sequencing was revised. Subsequently, five teachers not included in the main sample reviewed the forms, followed by a pilot implementation with two teachers. Minor linguistic revisions were made based on feedback, and the instruments were finalized. Data were collected through face-to-face interviews. An informed consent statement preceded each form, emphasizing voluntary participation, the right to withdraw, confidentiality, and exclusive use of data for research purposes.

D. Data Analysis

The data were analyzed using descriptive content analysis. This approach enables systematic organization and classification of qualitative data within a predetermined conceptual framework [25]. Since the study aimed to categorize and describe participants' views on the National Education Academies rather than explore the essence of lived experiences, descriptive content analysis was considered appropriate.

Although 60 interview forms were prepared, usable data were obtained from 31 participants due to withdrawals. Responses were transcribed and anonymized. Coding procedures were applied: academics (A1, A2...), teachers (T1, T2...), and teacher candidates (TC1, TC2...). All transcripts were read multiple times to ensure familiarity. Meaningful units were identified and coded through open coding. A total of 31 codes were generated and grouped based on similarities. Codes from academics and teachers were organized under six themes each, while teacher candidate responses were categorized under five themes, resulting in 17 overarching themes. Care was taken to preserve semantic integrity during theme development. Findings were visualized using Canva.

1. Credibility and Transferability

To enhance credibility, findings were supported with direct quotations aligned with identified themes. Establishing explicit links between results and raw data strengthens transparency in qualitative research [26]. Detailed reporting of participant characteristics further contributes to transferability by clarifying contextual boundaries [27].

2. Dependability and Confirmability

Dependability was ensured through systematic and traceable analytic stages: transcription, coding, development of sub-themes, identification of main themes, and descriptive reporting. The research questions functioned as the guiding analytical framework.

Artificial intelligence (AI)-assisted tools were used solely as supportive mechanisms to facilitate preliminary coding. Contemporary qualitative research acknowledges that AI tools can enhance efficiency in large datasets while preserving human interpretative authority [28], [29]. Such tools are conceptualized as supportive instruments rather than replacements for researchers' analytical judgment [30].

In this study, after researchers conducted preliminary coding of the Turkish transcripts, the ChatGPT-4o model was used only to suggest potential code labels and groupings aligned with interview questions. The AI was not tasked with producing final themes or interpretations. This aligns with recommendations that AI may assist in deductive coding but should not replace human interpretative responsibility [31].

Comparison between researcher-generated and AI-suggested codes revealed approximately 90% overlap. Divergent suggestions were examined critically, and final decisions regarding code retention, merging, or elimination were made exclusively by the researchers, prioritizing contextual coherence.

To strengthen confirmability, explicit connections were established between raw data and derived themes. Each sub-theme was supported by direct quotations, allowing readers to trace analytic reasoning. Additionally, a two-week interval was observed before re-evaluating codes and themes independently. This temporal distancing supported analytic reflexivity and consistency checks [32]. Final themes were determined through researcher consensus. Importantly, AI use adhered to ethical principles in scientific research, ensuring transparency, researcher accountability, and preservation of human interpretative authority [33]. Thus, AI functioned as an auxiliary tool enhancing analytic efficiency without substituting for researcher-led qualitative interpretation.

Results

A. Academics' Views

The views of academics regarding the establishment of the National Education Academies were analyzed within a thematic framework consisting of themes, sub-themes, and codes. The analysis considered demographic variables such as gender, academic field, and age range in order to ensure a balanced representation of perspectives. Both supportive and critical evaluations emerged. The overall structure of these views is presented visually in Fig. 1, which illustrates the thematized representation of academics' perspectives on the establishment of the National Education Academies.

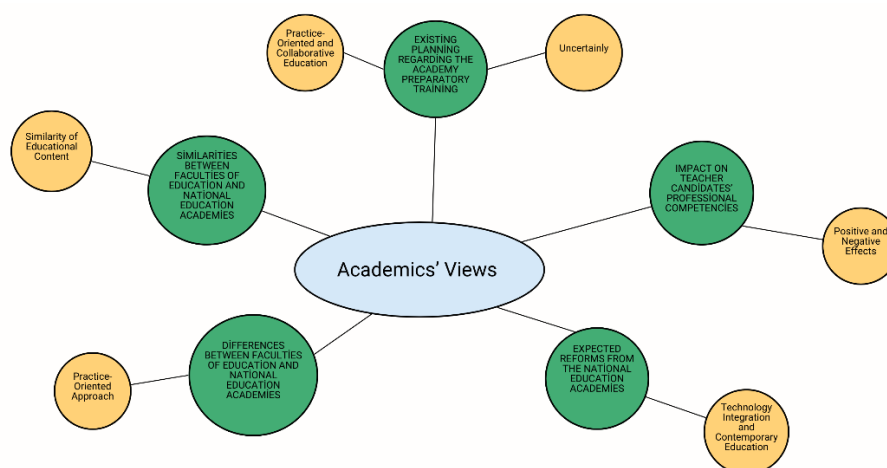


Fig. 1. Thematized Representation of Academics' Views

1. Similarities Between Faculties of Education and National Education Academies

One of the most prominent themes in Fig. 1 concerns the perceived similarities between Faculties of Education and the National Education Academies. A substantial number of academics emphasized the likelihood of curricular overlap. Concerns were primarily centered on course titles, pedagogical content, and instructional structures.

Participant A2 stated, "I believe that the course titles and their content will be the same," drawing attention to the possibility of repetition across institutions. Similarly, A4 remarked, "Pedagogy courses will constitute a point of similarity," highlighting that pedagogical formation courses in particular may overlap significantly.

Participant A8 reinforced this concern by stating, "I think the same courses will be delivered under different names by the same instructors." This statement reflects apprehension that not only the curriculum but also the academic staff may remain unchanged, thereby limiting institutional differentiation.

These views suggest that academics are skeptical about whether the Academy model introduces substantive innovation. Instead, there is a perception that the new structure may duplicate existing academic content without generating meaningful transformation.

2. Differences Between Faculties of Education and National Education Academies

Despite concerns regarding similarity, academics also identified potential differences. The most frequently emphasized distinction was the Academy's anticipated practice-oriented structure.

Participant A1 stated, "Courses delivered on a theoretical basis in faculties of education should be replaced by practice-oriented courses." This perspective reflects a desire to strengthen applied components in teacher education. Similarly, A6 commented, "The only difference will be in terms of on-the-job training," suggesting that practical engagement in schools may become the defining characteristic of the Academy model.

A8 further elaborated, "If practical applications are implemented, teacher candidates will begin their careers with greater experience." This statement indicates optimism that increased field-based practice could enhance professional readiness.

However, concerns regarding structural fragmentation were also evident. A3 warned, "If the National Education Academy process is carried out independently of faculties of education, it will lead to a significant division." This highlights the importance of maintaining institutional coherence and avoiding dual structures within teacher education.

3. Expected Reforms from the National Education Academies

Academics articulated expectations for reform, particularly in relation to technology integration and contemporary pedagogical approaches. A1 emphasized, "Web 2.0 tools and a technology-supported instructional plan should be adopted," suggesting that digital transformation must be central to the Academy's mission. Similarly, A7 noted, "Applied teaching methods and strategies should be utilized to develop solutions to current educational problems."

Transparency and merit-based principles were also highlighted. A6 stressed, "Interviews should be conducted transparently. Faculty members from the relevant subject areas should be appointed for each field." This underscores the need for fairness in recruitment and disciplinary alignment in staffing decisions.

4. Impact on Teacher Candidates' Professional Competencies

Academics expressed both positive and negative expectations regarding the Academy's impact on teacher candidates. A1 stated, "It will enable them to be better prepared for the profession," while A6 remarked, "More qualified teachers will be trained." These views reflect optimism about improved professional standards.

Conversely, A2 cautioned, “I foresee that the academy may discourage teacher candidates professionally,” and A8 added, “It will lower candidates’ professional motivation.” These concerns indicate that additional requirements may impose psychological or motivational burdens.

5. Planning and Uncertainty

Another theme visible in Fig. 1 concerns uncertainty in planning. A6 observed, “The lack of comprehensive information about the content of the planning is a negative situation,” while A8 stated, “The continuous changes in the planning and the lack of clarity constitute a negative situation.”

Academics emphasized that effective integration between universities and schools is essential. A3 summarized this perspective by stating, “It should not be forgotten that science is conducted in universities, while practice takes place in schools. An Academy process in which all stakeholders contribute and support one another will make significant contributions to our country.”

B. Teachers’ Views

Teachers’ perspectives were analyzed thematically and are illustrated in Fig. 2, which presents the thematized representation of teachers’ views on the establishment of the National Education Academies. Their responses reveal a mixture of cautious optimism and strong skepticism.

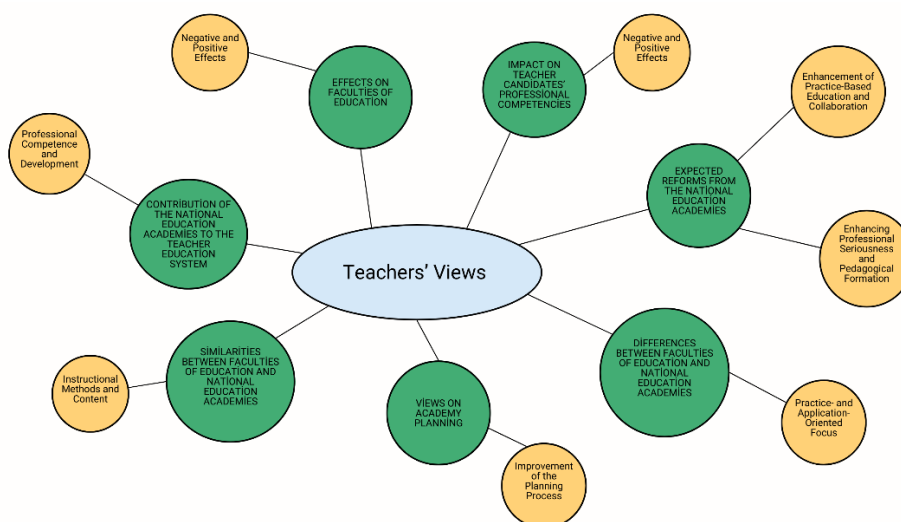


Fig. 2. Thematized Representation of Teachers’ Views

1. Contribution to the Teacher Education System

Some teachers believe that the Academies could enhance professional competence. Ö1 stated, “It provides professional formation and competence in terms of equipment.” Ö3 emphasized experiential learning by noting, “Practice and learning by doing and experiencing.”

Ö5 highlighted mentorship, stating, “Benefiting from experienced individuals who value their profession,” while Ö6 commented, “By making in-service training functional, the quality of the teaching profession should be enhanced.”

However, critical perspectives were also pronounced. Ö8 stated, “I do not think that the National Education Academy is necessary for teacher education.” Similarly, Ö10 remarked, “I do not believe it will contribute in any respect; this process is a waste of time.”

2. Similarities and Differences

Teachers largely perceive similarities between the Academy and Faculties of Education. Ö1 stated, “The methods and techniques will be similar.” Ö3 added, “The instructional tools, materials, and methods will be similar.” Ö7 remarked, “I believe that much of the training provided will be the same,” and Ö11 concluded, “I think it will be a kind of repetition.”

At the same time, teachers identified potential differences related to practice-based instruction. Ö1 stated, “I think that teachers who come directly from practice will teach at the Academy.” Ö6 added, “The National Education Academy will enable specialization in the teaching profession.”

Yet skepticism persisted. Ö7 argued, “I think the same things will be repeated,” and Ö13 stated, “There will not be much difference; perhaps it may provide some practical skills.”

3. Effects on Faculties of Education and Planning

Some teachers warned of negative institutional consequences. Ö8 stated, “It will be thought that Faculties of Education are insufficient,” while Ö10 predicted, “I think that students’ preferences for Faculties of Education will decrease.”

Others perceived complementary potential. Ö6 remarked, “The National Education Academy can compensate for the deficiencies of Faculties of Education.”

Regarding planning, teachers emphasized impartiality and sensitivity to regional differences. Ö6 stated, “The planning should be free from political considerations.” Ö5 highlighted, “The geographical and cultural differences of our country should be taken into account.”

Overall, Fig. 2 illustrates that teachers’ views are divided, reflecting both recognition of potential practical benefits and concern over redundancy and systemic imbalance.

C. Teacher Candidates’ Views

Teacher candidates’ perspectives are summarized in Fig. 3, which presents the thematized representation of their views. Compared to academics and teachers, candidates expressed predominantly negative attitudes.

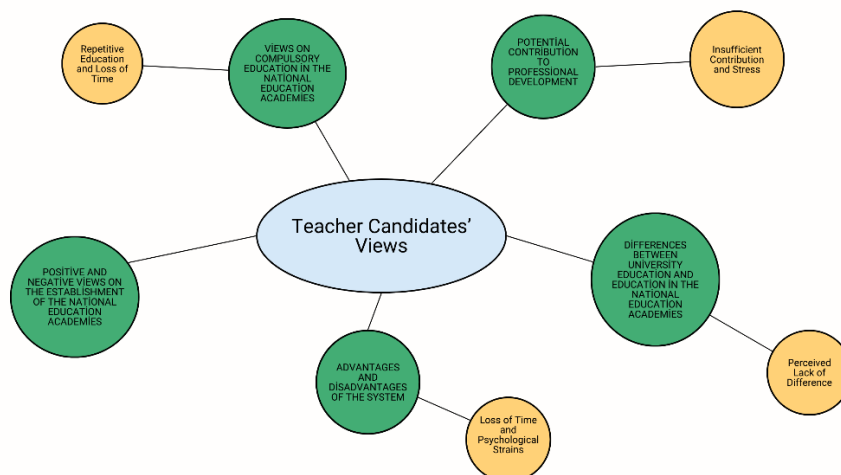


Fig. 3. Thematized Representation of Teacher Candidates' Views

1. Perceived Unnecessariness and Devaluation

ÖA1 stated, "It lowers the value of the Faculty of Education," while ÖA8 remarked, "It implies that four years of education mean nothing." These statements indicate a perception that the Academy undermines the legitimacy of university education.

ÖA3 stated, "In my opinion, opening the academy is unnecessary," and ÖA4 argued, "Instead of establishing an academy, they should not open Faculties of Education everywhere."

2. Repetition and Loss of Time

Concerns regarding compulsory education were widespread. ÖA4 commented, "Having already received education and then being required to undergo compulsory training again is very absurd." ÖA5 stated, "I studied for four years; I do not think that another year and a half with instructors at the same level will add anything to me."

Similarly, ÖA6 noted, "This training is a waste of time and effort," and ÖA10 stated, "I have no positive thoughts; I see it as a waste of time."

3. Psychological and Financial Burden

Teacher candidates emphasized stress and hardship. ÖA4 described "Wasted time, increased expenses, and the deterioration of our psychological well-being." ÖA5 added, "It will cause financial and moral hardship for people," while ÖA10 concluded, "It is nothing more than a process that will wear out teacher candidates."

ÖA5 further stated, "It discouraged me from being appointed; I am directly considering the private sector," indicating significant motivational decline.

Only limited positive views were expressed. ÖA7 noted, "It may contribute in terms of experience."

Overall, Fig. 3 reveals a dominant perception of repetition, uncertainty, and psychological strain among teacher candidates. Unlike academics and teachers, who express conditional support, candidates predominantly perceive the National Education Academies as unnecessary and burdensome.

In summary, across all three stakeholder groups, the central themes include perceived similarity with Faculties of Education, emphasis on practice-based training, concerns about planning and transparency, and questions regarding professional motivation. However, the intensity and direction of these perceptions differ substantially, with teacher candidates expressing the most pronounced dissatisfaction.

Discussions

In this study, the findings regarding the National Education Academies revealed distinctly differentiated perspectives among academics, teachers, and teacher candidates. Academics stated that, if properly and holistically planned, the academy could contribute positively to the teacher education system. However, some academics argued that if the National Education Academies are not conducted in sufficient coordination with Faculties of Education, they may be perceived as an “unnecessary structure.” It has been emphasized in the literature that inconsistencies between institutions involved in teacher education may negatively influence teacher candidates’ professional identity development [34]. In this context, the themes articulated by academic participants—namely, the risk of weakening Faculties of Education, ambiguity of content, and concerns regarding institutional legitimacy—indicate that excluding universities from policy design may create structural and professional tensions. Such concerns align with perspectives that call for a reassessment of the role and value of Faculties of Education within broader teacher education reforms [35].

Teachers, on the other hand, adopted a more cautious and ambivalent stance. A group of teachers suggested that the academy could enhance practical competencies, strengthen mentorship practices, and increase the overall quality of the profession. The literature highlights the importance of practice-based preparation, strong clinical components, and the integration of theory and practice in teacher education [36], [35]. Similarly, balancing theoretical knowledge with reflective practical experience is considered a core principle in effective teacher preparation models [37]. These findings suggest that teachers are open to reforms that prioritize experiential learning rather than purely theoretical instruction.

Conversely, another group of teachers argued that the academy might undermine the functionality of Faculties of Education and lead to fragmentation within the system. Research on educational change demonstrates that teachers’ perceptions significantly influence the success or failure of reforms [38]. If reforms are perceived as externally imposed or insufficiently justified, resistance may emerge. Therefore, the ambivalence observed among

teachers may reflect broader systemic concerns about coherence and institutional coordination.

Teacher candidates generally expressed negative views toward the National Education Academies. Many perceived the proposed training as repetitive and time-consuming, especially after completing four years of undergraduate education. The belief that an additional process with overlapping content may reduce motivation was prominent. Studies emphasize that professional development should be innovative and responsive to participants' needs rather than duplicative [39]. When reforms fail to offer differentiation or added value, motivation and engagement may decline.

Furthermore, concerns about uncertainty and additional burdens echo findings indicating that ambiguity in educational processes can increase anxiety among teacher candidates [40]. Professional identity formation is a sensitive process shaped by context, expectations, and perceived recognition [41]. When policy changes are not clearly explained or when the future appears uncertain, candidates may interpret reforms as obstacles rather than opportunities.

When similarities and differences between the National Education Academies and Faculties of Education are considered, academics emphasized the necessity of balancing theory and practice. Foundational principles of teacher education demonstrate universal characteristics across institutions [42]. In this respect, both teachers and candidates perceived that the academy might replicate existing faculty curricula. This perception suggests that without innovative and differentiated content, the academy may struggle to justify its distinctiveness. Research underscores that effective teacher preparation requires innovative, practice-oriented approaches supported by coherent program design [43]. Moreover, integrating digital technologies into teacher education has become increasingly important for strengthening professional competencies in contemporary contexts [44].

Stakeholder perspectives regarding the academy's broader impact also varied. While academics anticipated potential improvements in professional competencies, teacher candidates highlighted concerns about prolonged entry into the profession and declining motivation. Change management literature indicates that insufficient stakeholder involvement may lead to resistance and negative perceptions [45]. Similarly, lack of confidence in educational systems may reinforce skepticism toward reform initiatives [46].

Demographic differences further illustrate the complexity of perceptions. Supportive views were more frequent among male teachers aged 50 and above, whereas skeptical perspectives were more common among female teachers aged 31–40. Research suggests that professional reforms may be interpreted differently depending on career stage and work–life

balance considerations [47]. Women balancing career and family responsibilities may perceive additional training requirements as disruptive, which may shape their attitudes toward reform.

Finally, dissatisfaction regarding the current planning of preparatory training emerged across groups. Participants emphasized the need for clearer, more transparent processes. Transparency and equity are considered central principles in sustaining teacher motivation and commitment [48]. Strengthening teacher education therefore requires not only curriculum design but also collaborative planning among universities, schools, and policy institutions. Studies highlight that integrated and coordinated reform processes are more likely to succeed when stakeholders actively participate in decision-making [43], [49]. Collaborative professional cultures also positively influence teachers' learning and reform acceptance [50].

Conclusion

The results of this study demonstrate that perceptions of the National Education Academies vary considerably among academics, teachers, and teacher candidates. Academics generally support the initiative under the condition of institutional coordination and complementary integration with Faculties of Education. Teachers display ambivalence, balancing recognition of potential practical benefits with concerns about systemic fragmentation. Teacher candidates predominantly express skepticism, primarily due to perceived repetition, prolonged training duration, and uncertainty about professional futures.

These findings suggest that the effectiveness of the National Education Academies depends on their positioning within the existing teacher education ecosystem. Rather than functioning as an alternative or competing structure, the academies should be designed as complementary institutions that enrich practice-based learning while respecting the academic foundations established by Faculties of Education. Innovative content, digital integration, transparent planning, and stakeholder participation appear to be critical components for reducing resistance and strengthening legitimacy.

In conclusion, teacher education reforms require systemic coherence, collaboration, and clarity. Without these elements, even well-intentioned initiatives risk being perceived as redundant or burdensome. Ensuring balanced integration of theory and practice, maintaining institutional cooperation, and actively involving stakeholders in decision-making processes will be essential for enhancing both the acceptance and sustainability of the National Education Academies.

Conflict of Interest

The authors declare no conflict of interest.

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